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ABSTRACT

This report is based on data from the 1979 and 1980 waves of the National Longitudinal Survey of Youth Labor Market Experience (NLS). These data were collected for a nationally representative sample of 12,686 youth in 1979 and 12,141 in 1980. Chapter One uses the longitudinal capability of the NLS to examine those youth who were unemployed at the 1979 interview to determine who among them became employed within various time intervals. Chapter Two investigates the relative positions of black and white young men in 1971 and 1979 who were out-of-school, 18-21 years old, and who are not in the military. Chapter Three deals with changing patterns in black/white wage and reservation wage differentials. Three schooling decisions are studied in Chapter Four: the decision to drop out of school without finishing the 12th grade, the decision to return to school after having dropped out, and the decision to go directly on to college after completing 12th grade. Chapter Five is a study of the effects of high school curriculum on the labor market experience of young men and women who do not go on to college. The final chapter treats delinquent behavior by youth. An executive summary is included. (BW)

PATHWAYS TO THE FUTURE, Vol. II

A Final Report on the
National Longitudinal Survey of Youth
Labor Market Experience in 1980

February 1982

Center for Human Resource Research

The Ohio State University

PATHWAYS TO THE FUTURE, VOL. II

A Final Report on the National Longitudinal Survey of Youth Labor Market Experience in 1980

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EXECUTIVE SUMMARY

This report is based on data from the 1979 and 1980 waves of the National Longitudinal Survey of Youth Labor Market Experience. These data, collected for a nationally representative sample of 12,686 youth in 1979 and 12,141 in 1980, permit the beginning of a longitudinal analysis of the changes in young peoples' lives as they move from an environment of school and living with parents to a more independent situation of work and living in their own households. This report contains six analytical chapters; descriptive information on the youth population in 1980 appears in a companion report (Borus, 1982).

Chapter One uses the longitudinal capability of the NLS to examine those youth who were unemployed at the 1979 interview to determine who among them became employed within various time intervals. Males and females were examined separately, as were those unemployed who were in high school and those who were not. Among high school males the probability of becoming employed within 30, 60 or 90 days increased with the young man's knowledge of the world of work. Those male high school students seeking full time work and those who had been looking for work for longer periods were also more likely to find jobs within 30 days. On the other hand, unemployed male students seeking sales positions were less likely to find employment than were those who sought craft or service positions.

Among unemployed females enrolled in high school, blacks and Hispanics were less likely to find work than were whites (among high school males these variables were not statistically significant). Hispanic females, in particular, were less likely to find employment. Those unemployed high school

females seeking full time work and those with lower reservation wages had higher probabilities of finding jobs within 30 days. Finally, those unemployed female high school students who sought work as laborers or clerical workers were less likely to find employment than those seeking work in crafts or service occupations.

Few of the factors studied affected the employment probability of out-of-school unemployed youth. Males in areas of high unemployment had a lower probability of finding employment. Unemployed males who used more than one technique had a higher probability of becoming employed within 30 and 60 days. Those who made use of formal job search techniques (such as a state employment service, private employment agency, or school employment service) had lower probabilities of finding work within 30 days. Among young out-of-school women, those attempting to find a clerical job as opposed to finding employment in a service occupation had reduced likelihood of finding employment while those without a health restriction were more likely to find a job within 30, 60, or 90 days. Also, black females had a lower probability becoming employed within 60 and 90 days.

Of the approximately 1 million unemployed youth who found jobs within 90 days of the 1979 interview, about half of the out-of-school youth were employed for more than 20 hours a week for a period lasting longer than 8 weeks. More than two-thirds of the males were employed as craftsmen, operators or laborers, while the females were concentrated in clerical, operative, and service occupations. The men were employed in construction, durable goods manufacturing and retail trade, which together accounted for about half of all employment. Women were employed primarily in retail trade, professional industries and in both durable and non-durable goods manufacturing. On average the out-of-school unemployed youth obtained jobs

paying $4.58 per hour. This wage exceeded both the reservation wage and the wage on their previous job, if they held one. Finally, the duration of the jobs found by unemployed, out-of-school youth tended to be short. Nearly one-fifth held that job for less than a month, approximately half of all youth held the job for less than three months, and over four-fifths did not remain in the new job for more than six months.

Chapter Two investigates the relative positions of black and white young men in 1971 and 1979 who were out-of-school, 18-21 years old, and who are not in the military. It finds that the number of weeks of nonemployment was dramatically higher for blacks in 1979 than in 1971. The proportions with no employment during the year and with 40 weeks or more of nonemployment increased much more for blacks than for whites. Further, during 1971 the majority of blacks held multiple jobs, while the majority of whites held a single job indicating that blacks showed relatively high turnover out of employment, with substantial periods of nonemployment, while whites were more likely than blacks to hold a single job and when an employer change did occur it was associated with less nonemployment than was the case for blacks. In contrast, in 1979, blacks were more likely to have had but one employer while among whites multiple job holding increased. Thus, although chronic nonemployment did increase somewhat among whites, higher job turnover seems to be the major force behind the increase in white nonemployment over the decade. On the other hand, the increase in black nonemployment over the decade appears to be associated with an increase in chronic long-term nonemployment among a growing subsample of the black population.

Multiple regression analysis was conducted in an attempt to explain these patterns. It was found that declines in the proportion who were married increased the proportion of the year that blacks were not employed.

lessened during this period; black wage rates improved more than white wage rates over the decade.

When the mean reservation wages of unemployed white and black males were compared with the appropriately estimated wages that they could expect to earn, the study finds that the ratio of reservation wage to estimated wages has increased over the decade and for blacks the reservation wage exceeded the wage they could expect to earn, based on comparable employed youth. This would seem to support the hypothesis that young male blacks are seeking too high a wage given what the market will pay. However, if black males were rewarded by the labor market in the same way as are white males with identical characteristics, the ratios of reservation wages to expected wages would be about the same for blacks and whites: this finding overturns the argument that blacks expect to receive too high wage rates. These results also imply that both white and black unemployed males in 1979 generally have relatively higher reservation wages than comparable youth did in 1969. However, because blacks may not recognize or accept the labor market discrimination against them and aspire to receive wage rates which their white counterparts would earn, they are more likely to remain unemployed.

Three schooling decisions are studied in Chapter Four: the decision to drop out of school without finishing the 12th grade, the decision to return to school after having dropped out, and the decision to go directly on to college after completing 12th grade. While, in aggregate, black and Hispanic youth have higher dropout rates and lower probabilities of moving from high school directly to college than do whites, these differences appear due to factors other than race and ethnicity. When family background, attitude and schooling variables are taken into account, minorities are no more likely than whites to drop out of school or not to continue on to college.

Coming from a poverty household and being unemployed while in school tend

to raise the probability of dropping out, other factors held constant. The effects of these two variables are not large, however, and a reduction of less than 1 percentage point in the national dropout rate would result if there were no poverty and all youth were employed or not in the labor force. Although on average, youth from poor families were less likely to attend college immediately following the 12th grade, this, too, was probably due to family background variables. When these factors were controlled, the differences between poor and nonpoor youth were not statistically significant.

Segregation did not affect either the dropout or college attendance probabilities significantly when other factors were contolled. This would appear to indicate that integration efforts will not affect these two variables directly.

Participation in a college preparatory program is associated with lower dropout rates and higher college attendance. It is not possible, however, to say if placement of more students in college preparatory tracks would lead to reduced numbers of dropouts since there may be self-selection involved.

School characteristics appear to have only limited influence on the three decisions studied. The dropout rate was somewhat higher with higher student/teacher ratios and reduced proportions of local government funds spent on education. While lowering student-teacher ratios and increasing government expenditures on education would lead to some reduction in dropouts, their impact would not likely be very great.

Pregnancy is one of the major reasons teenagers drop out of school. Obviously to the extent that childbearing is delayed until schooling is completed, educational attainment will be increased as will these young peoples' subsequent labor market success, which is correlated with high school graduation.

Chapter Five is a study of the effects of high school curriculum on the labor market experience of young men and women who do not go on to college. For young women, an additional half year of academic or vocational courses increase hourly earnings by 3 percent, reduce unemployment by 1.5 weeks per year and increase annual hours worked by 150 hours. For young men, academic and vocational training do not affect hourly earnings, while both types of training reduces the number of weeks unemployed and vocational training increases the number of hours worked annually. Apparently both academic and vocational curricula have a significant positive impact on labor market success.

Further, vocational training that is part of a program has a greater impact on labor market outcomes of high school graduates than does vocational training in unrelated areas. The payoff for vocational training is also higher for persons employed in jobs where their training can be used, with the strongest vocational training effects being associated with office occupations. Finally, there is no difference in the number of weeks unemployed or hours worked between disadvantaged and not disadvantaged youth in the effects of vocational and academic training, but vocational training has stronger effects on hourly earnings of those youth who are not disadvantaged. The effect of vocational training on hourly earnings also appears smaller for black than for white young people.

The final chapter treats delinquent behavior by youth. By any measure criminal or disruptive behavior is wide spread. Substantially over half of the respondents report some level of involvement in illegal behaviors, and one third of the males report some form of police contact. A substantial minority of youth, one fifth of the males and one tenth of the females, report that at least part of their financial support is derived from illegal activities.

Marijuana and its derivatives have been used at least once in the past year by almost half of the sample, with more prevalent use by older respondents. Illegal behaviors other than drug use are reported more frequently by youth under the age of 18 than by adults.

As expected, males report much more frequent involvement in illegal behavior than females. Besides gender, the other major variable associated with the distribution of delinquency is school enrollment status. Dropouts are much more likely to participate in virtually every category of illegal behavior than are other groups. The association between illegal behavior and social class, measured by race and poverty status, is much weaker than the association with education. Among males it is the nonpoor who are more delinquent, particularly in drinking and drug use, although males from nonpoor families are also more likely to report vandalism, shoplifting, assault and fraud. Likewise, more affluent women are more likely to report alcohol and drug use than are poor women, although poor women report more involvement with offenses involving personal violence. There are few major differences by race, although there is greater drug use and drinking among whites than among Hispanics and blacks.

The results for reports of police contacts parallel the results for illegal activities. Males and dropouts have substantially more contacts with police than do females and other enrollment status groups. There is no difference by income in frequency of young males being stopped by police without further processing, and poor females are actually somewhat less likely than affluent females to be simply stopped by police. However, poor youth are consistently more likely to be formally charged, convicted, put on probation or incarcerated than are nonpoor youth.

The link between employment and crime was tested using a model based on

both sociological and economic accounts of the causation of delinquency. Contrary to the hypothesis that crime substitutes for employment as a source of income, employed high school students were actually more likely to participate in illegal activities, particularly drug use. This relationship probably reflects the greater discretionary income and independence from adult control of youth who are working. Among non-college youth 18-23 years old however, there did seem to be a tendency for youth who reported higher levels of illegal income to report more weeks unemployed.

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CHAPTER 1

EMPLOYMENT PROSPECTS OF UNEMPLOYED YOUTH*

by Richard Santos

I. INTRODUCTION

Unemployment continues to be the salient characteristic of the youth labor market: the unemployment rate of teenagers has generally been two to three times higher than the national rate.[1] Among youth age 16-21, the NLS estimated that about 3.3 million youth were unemployed during Spring, 1979. Most economic studies of youth employment examine either the causes of unemployment or the job search process.[2] In the former approach, emphasis is placed on barriers to youth employment such as age discrimination or the inexperience of young workers. The job search process focuses on methods of job search, reservation wage, and the benefits and costs associated with accepting employment. Because these studies are generally cross-sectional, the emphasis is on a specific unemployment spell: unemployment is measured at a given reference point and no attempt is made to determine whether the unemployed person finds work. A longitudinal study, on the other hand, can collect employment status information following an unemployment spell. Information on the factors which affect the employment prospects of individual unemployed youth can thus be obtained.

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*Donna Hanousek and Hojin Kang provided the research assistance for this chapter.

[1] In 1979, the overall unemployment rate for teenagers reported by the Current Population Survey was nearly three times higher than the national average: 16 percent versus 6 percent.

[2] For review of youth employment studies, refer to Arvil V. Adams, Garth L. Mangum, et al., Lingering Crisis of Youth Unemployment (Kalamazoo, MI: W.E. Upjohn Institute for Employment Research, 1978).

Data from the 1979 and 1980 NLS permit this type of examination on the job prospects of individual unemployed youth. Employment prospects of youth who were unemployed at the 1979 interview can be analyzed with employment information from the 1980 interview. A profile of unemployed youth as well as an employment prospect model will be presented in this chapter. The analysis will help identify the factors that improve the likelihood of finding work. In addition, characteristics of the jobs obtained by unemployed youth will be examined.

II. PROFILE OF UNEMPLOYED YOUTH

Table 1.1 presents selected characteristics of youth by race who were unemployed in the 1979 survey week. With the exception of unemployed Hispanics, there were slightly more unemployed females than males. Over two-fifths were age 16-17 and about the same proportion were high school students. High school dropouts comprised about a fifth of the unemployed for blacks and whites but over a third for Hispanics. In addition, most job seekers have never been married and the vast majority reside at home with their parents. Unemployed youth do not appear to have the family responsibilities generally associated with adult unemployment.

Nevertheless, a substantial portion of unemployed youth appear to have a need to earn an income. For example, a large proportion of unemployed youth have had children and others reside in families whose incomes fall below the poverty threshold. Nearly two-fifths of unemployed black females, one-fifth of Hispanic females, and one-sixth of white females have had children. Furthermore, a third of unemployed blacks and Hispanics were classified as poor in comparison to one-tenth for whites. The higher proportion of unemployed minorities who were poor underscores the importance of their

Table 1.1 Selected Characteristics of Unemployed Youth, by Race

(Percentage distribution)

Characteristic	Black	Hispanic	White	Total
Sex				
Female	51	47	54	53
Male	49	53	46	47
Age				
16-17	40	46	45	44
18-19	35	29	34	34
20-21	26	25	22	22
Enrollment status				
High school dropout	22	36	23	24
High school student	46	44	45	45
College student	9	10	10	10
Nonenrolled high school graduate	22	11	22	21
Marital and family status				
Never married	93	83	86	88
Married	4	13	12	10
Separated, widowed, divorced	3	4	2	2
Household status				
At home, with parents	86	81	78	80
Away at college, in dormitory	2	1	4	3
Has own dwelling	12	18	18	17
Ever had child				
Total	25	13	11	15
Females only	39	21	17	22
Poverty status				
Poor	33	34	10	17
Nonpoor	46	50	67	61
Not available	21	17	23	22
Participated in a government education or training program				
Ever	38	29	13	20

UNIVERSE: Civilians age 16-21 who were unemployed on interview date. (N=3,300,000)

obtaining work and also explains why they were nearly two to three times more likely than whites to have participated in government sponsored employment and training programs.

III. THE EMPLOYMENT PROSPECT MODEL

The NLS uses identical questions and similar procedures to those of the Current Population Survey to determine unemployment. In order to be considered unemployed, youth must have searched for work during the last four weeks and be available for work. Because data from the 1980 NLS make it possible to tell whether or not unemployed youth in the 1979 NLS obtained employment, youth age 16-21 who were unemployed on the 1979 interview dates comprise the basic group for this study. Of specific interest will be the proportion of unemployed youth who became employed within 30, 60, and 90 days from the 1979 interview date. Two major groups of unemployed youth will be examined separately--high school students and out-of-school youth (high school graduates not currently enrolled in college as well as high school dropouts).

Alternative methods of gauging the employment prospects of unemployed youth are possible. For example, the universe of unemployed could be restricted to youth whose unemployment durations were less than 4 weeks to control for the overrepresentation of unemployed persons with long durations.[3] Another approach to counter the problems of long unemployment durations would be to examine youth with identical starting unemployment

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[3]For discussion of unemployment durations, refer to Hyman Kaitz, "Analyzing the Length of Spells of Unemployment," Monthly Labor Review (Washington, D.C.: U.S. Department of Labor, November 1970), Janet L. Scholl, Duration and Outcomes of Unemployment Spells (East Lansing: Michigan State University, unpublished Ph.D. dissertation, 1980), p. 12.

dates. For instance, under this framework youth who had 90 days of unemployment, counting both periods of unemployment prior to and after the interview date, could be assessed as to their likelihood of employment within the 90 day period.[4]

A number of factors are hypothesized to influence the likelihood of unemployed youth obtaining work in the 30/60/90 day model.[5] For high school students, it is expected that the following characteristics will increase the probability of employment: educational attainment, work experience in the previous year, labor force size, seeking work in the service sector, seeking part-time work, number of job search methods, and knowledge of the world of work. It is hypothesized that an employer would be more likely to prefer youth with more schooling and ones with work experience. Unemployed youth should also have more employment opportunities in areas with larger labor force size. Furthermore, high school youth who seek part-time work and service work should be able to secure work more readily because of the nature of the youth labor market, which offers primarily part-time work mostly in service occupations. Finally, youth who are more knowledgeable about occupations as measured by the knowledge of the world of work scale and those who use more than one job search method should have greater likelihood of obtaining work.

Characteristics expected to be negatively associated with employment are

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[4]All these alternative methods including excluding youth interviewed in April and May 1979 to avoid the bias of summer job prospects were gauged for determining the employment propsects of unemployed youth. The results indicated that the 30/60/90 job prospect model produced the more significant results. Of the various design, the model selected produced the highest F-ratios among the equations that were significant at the .01 level.

[5]In the analysis, youth interviewed after May 1979 were exluded to control the large influx of students to the labor force. Less than three percent of the NLS interviews were, however, conducted in the summer.

poverty status, poor health, high reservation wages, longer job search periods prior to interview date, use of formal job search methods (e.g., public or private employment services) and minority youth status. It is believed that youth who are poor or have minority status would likely reside in areas where employment opportunities are limited and they may experience racial discrimination. Youth with higher reservation wages or those seeking work for long periods of time would also be less likely to find work in a specified period of time. Finally, unemployed youth who seek work through formal agencies are likely to need the most job search assistance and are thus less likely to find work in a given period.

For out-of-school youth, nearly the same variables will be used except that completion of high school and age will be used instead of highest grade completed. The same relationship between the independent variables and likelihood of employment are hypothesized, except that youth in high school seeking part-time work should have higher likelihood of finding employment and out-of-school youth are expected to have a more difficult time finding part-time work.

Tables 1.2 and 1.3 present the mean characteristics of the independent variables used in the employment probability model for high school and out-of-school unemployed youth by sex. The proportion of unemployed youth who found work 30, 60, and 90 days after date of interview are also presented. Among unemployed high school males, nearly one-fifth obtained work 30 days after the interview date, over one-fourth within 60 days, and nearly two-fifths within 90 days. Over half of the unemployed male students had work experience in 1978 and on average had looked for work for 7 weeks prior to the interview date. Nearly two-fifths of the unemployed males had used more than one job search method and about one-sixth searched for work through formal methods

Table 1.2 Means and Standard Deviations of Variables Used in the Employment Probabilities Equations for Unemployed High School Youth, by Sex

Variable	Female		Male	
	Mean	Standard deviation	Mean	Standard deviation
Percent employed within 30 days after interview date	17	38	18	39
Percent employed within 60 days after interview date	28	45	28	45
Percent employed within 90 days after interview date	39	49	38	49
Highest grade completed	10.01	0.81	9.92	0.90
Percent seeking full-time employment	08	27	16	36
Percent working in 1978	48	50	55	50
Percent not in poverty	72	45	62	49
Percent where poverty status unavailable	16	36	20	40
Percent in good health	92	27	96	20
Reservation wage	3.07	0.61	3.22	0.84
Knowledge of the world of work	5.44	2.01	5.40	2.02
Number of weeks looking for work (as of 1979 interview date)	7.08	8.39	6.76	7.82
Labor force size, county of respondent's residence (thousands)	399	668	367	589
Percent unemployed, county of respondent's residence	4.47	1.62	4.33	1.67
Percent using a formal job search technique	19	40	16	37
Percent using more than one job search technique	41	49	39	49

Table 1.2 (continued)

	Female		Male	
	Mean	Standard deviation	Mean	Standard deviation
Occupation group, percent in:				
craft	01	11	12	33
labor	02	13	17	38
sales	15	35	03	18
clerical	29	45	08	27
other	06	23	01	12
service	57	-	59	-
Percent black	24	43	27	44
Percent Hispanic	05	22	08	26
Percent white	71	-	65	-

UNIVERSE: Civilian youth age 16-21 who were unemployed on interview date and enrolled in high school. (N=1,499,000)

Table 1.3 Means and Standard Deviations of Variables Used in the Employment Probabilities Equations for Unemployed Out-of-School Youth by Sex

Variable	Female		Male	
	Mean	Standard deviation	Mean	Standard deviation
Percent employed within 30 days after interview date	15	36	25	43
Percent employed within 60 days after interview date	24	42	36	48
Percent employed within 90 days after interview date	27	44	49	50
Percent of high school graduates among the out-of-school respondents	49	50	34	47
Percent seeking full-time employment	79	41	91	29
Percent working in 1978	60	49	70	46
Percent not in poverty	48	50	58	49
Percent where poverty status unavailable	35	48	17	38
Percent in good health	90	30	95	22
Reservation wage	3.34	0.84	4.01	1.41
Knowledge of the world of work	5.77	2.19	5.36	2.15
Number of weeks looking for work (as of 1979 interview date)	8.40	9.40	8.33	9.92
Labor force size, county of respondent's residence (thousands)	277	505	430	719
Percent unemployed, county of respondent's residence	4.57	1.65	4.56	1.46
Percent using a formal job search technique	26	44	31	47

Table 1.3 (continued)

	Mean	Standard deviation	Mean	Standard deviation
Percent using more than one job search technique	49	50	47	50
Occupation group, percent in:				
craft	08	28	39	49
labor	01	09	11	31
sales	06	24	00	47
clerical	31	46	01	10
other	04	20	04	20
service	50	-	45	-
Percent black	28	45	28	45
Percent Hispanic	07	25	09	29
Percent white	65	-	63	-

UNIVERSE: Civilian youth age 16-21 who were unemployed on interview date and not currently enrolled in school. (N=1,493,000)

such as the public employment service, private employment agencies or school employment services. On average, unemployed males stated that the minimum wage level necessary for them to accept employment was $3.22.

Overall, there was basically no difference by sex among high school students in the proportion who found work in the specified time periods after the interview date. In general, only slight variation by sex appeared associated with characteristics such as weeks looked, minimum acceptance wage, or job search methods. However, females were less likely than males to seek full-time work. In addition, females were more likely to seek work in clerical and sales work than males and less likely to seek craft and labor jobs.

The characteristics of out-of-school unemployed youth, as one would expect, are quite different from unemployed high school students. While very few high school students sought full-time work, most out-of-school youth were seeking full-time work. In addition, out-of-school youth unemployment is characterized by an overwhelming proportion of high school dropouts. About two-thirds of unemployed males and half of unemployed females have not completed high school. On average, the minimum acceptance wage for males was $4.00 in comparison to $3.34 for females. In comparison to high school students, out-of-school youth were more likely to rely on formal agencies such as the public employment service to obtain work; almost a third of the out-of-school males and one-fourth of the females used a formal method. Among males, one-fourth found a job within 30 days of the interview. Within 60 days, over a third were employed and nearly half found work at the end of 90 days. The proportions of females who found work within the specified periods were much less: 15 percent after 30 days and less than one-fourth after both 60 and 90 days.

IV. LIKELIHOOD OF EMPLOYMENT

The dependent variables in this analysis are whether or not unemployed youth become employed 30, 60, or 90 days after the interview date; the independent variables are noted in Tables 1.2 and 1.3. Separate equations were estimated for high school students and out-of-school youth, and the analysis was performed separately by sex. Ordinary least square analysis was used because of its ease of interpretation.[6] The results are presented below.

High School Students

For unemployed males, the estimated 30 and 90 days equations produced F-values significant at the .01 level while the 60 days equation produced F-values significant at the .05 level. Table 1.4 presents the regression results for unemployed high school males and shows that seeking full-time work, weeks looked prior to interview date, and knowledge of the world of work (a proxy for ability) increased the probability of employment within 30 days after the interview date. In particular, knowledge of the world of work could increase employment probability by up to 40 percentage points. However, males seeking sales work decreased their likelihood of employment by as much as 28 percentage points, as compared with those seeking service jobs. Neither reservation wage sought by high school males, race, nor the other independent variables, were statistically significant in influencing the employment outcome within 30 days of interview date.

The employment outcome 60 and 90 days after the interview date was also influenced by the knowledge of the world of work; this variable continued to

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[6] OLS is used because of its ease of interpretation and also because the analysis was run weighted. Unweighted results were not as significant as the weighted results which control among other things for race and low income. Probit was also used, but it failed to produce more significant results.

Table 1.4 Employment Probabilities of Unemployed High School Males

Independent variables	Period after interview date		
	30 days coefficient (t-value)	60 days coefficient (t-value)	90 days coefficient (t-value)
Highest grade completed	.046 (1.56)	.040 (1.14)	-.012 (-0.34)
Seeking full-time employment	.124 (1.88)+	.015 (0.19)	.063 (0.76)
Worked in 1978	.050 (0.99)	.041 (0.68)	.127 (1.98)*
In poverty	-	-	-
Not in poverty	.009 (0.14)	.058 (0.74)	.079 (0.94)
Poverty status unavailable	.051 (0.65)	.104 (1.11)	.011 (0.11)
Formal job search technique	-.043 (-0.58)	.045 (0.51)	-.052 (-0.56)
Used more than one job search technique	-.046 (-0.87)	-.012 (-0.18)	-.082 (-1.23)
Craft	.084 (1.01)	.026 (0.26)	-.123 (-1.18)
Labor	-.021 (-0.32)	.087 (1.13)	.165 (2.03)*
Sales	-.281 (-2.08)*	-.268 (-1.68)+	-.428 (-2.52)*
Clerical	-.088 (-0.98)	-.032 (-0.30)	.005 (0.04)
Other	-0.86 (-0.42)	-.078 (-0.32)	-.207 (-0.80)
Service	-	-	-
Black	-.071 (-1.18)	-.045 (-0.63)	-.019 (-0.25)
Hispanic	.014 (0.14)	.680 (0.59)	.045 (0.37)

Table 1.4 (continued)

	Period after interview date		
	30 days coefficient (t-value)	60 days coefficient (t-value)	90 days coefficient (t-value)
White	-	-	-
Knowledge of the world of work	.041 (3.11)**	.052 (3.28)**	.068 (4.07)**
Labor force size of county	-.000 (-0.52)	-.000 (-0.57)	-.001 (-1.96)+
Percent unemployed in county	.001 (0.34)	-.000 (-0.10)	.001 (0.57)
Health	.050 (0.43)	-.164 (-1.20)	-.115 (-0.79)
Reservation wage	-.051 (-1.61)	-.047 (-1.24)	-.008 (-0.19)
Were looking for work	.008 (2.49)*	.004 (0.99)	.002 (0.49)
Constant	-.448 (-1.46)	-.171 (-0.47)	.168 (0.44)
$\overline{R}^2$	.103	.059	.093
N	259	259	259
F	2.49	1.81	2.32

+Significant at the .10 level, two-tailed test.
*Significant at the .05 level, two-tailed test.
**Significant at the .01 level, two-tailed test.

UNIVERSE: Civilian males age 16-21 who were unemployed on interview date and were enrolled in high school.

show a positive impact on finding work. A desire for sales occupations relative to service occupations also decreases employment likelihood in the 60 and 90 day periods. In the 90 day periods, those seeking work as laborers and those with work experience in 1978 increased their employment chances. An increase in the size of the labor force, however, reduced the employment prospects in the 90 day period.

For high school females, the estimated 30 and 90 days equations produced F-values significant at the .01 level while the 60 days equation produced significant values at the .05 level. The OLS results presented in Table 1.5 show that the most striking differences between the results for males and females are the influence of the knowledge of the world of work and race variables. Knowledge of the world of work was not statistically significant for females in either the 30 or 60 day period but it was significant in the 90 day period. Black and Hispanic females are less likely than whites to find work, irrespective of time periods; Hispanic females, in particular, showed a very low employment probability. Type of work sought also affected the employment prospects of females in the three periods under study; female high school students seeking work in labor or clerical occupations were less likely to find work than those seeking service occupations. Other variables did not produce uniform results. Seeking full-time work and having a low reservation wage increased employment prospects in the 30 day period, and work experience in 1978 heightened employment chances in the 90 day period. Higher levels of local unemployment among females were associated with positive coefficients in both the 30 and 60 day period. Why higher levels of unemployment were positively associated for high school females but not significant for males remains unclear.

Table 1.5 Employment Probabilities of Unemployed High School Females

Independent variables	Period after interview date		
	30 days coefficient (t-value)	60 days coefficient (t-value)	90 days coefficient (t-value)
Highest grade completed	-.014 (-0.45)	-.012 (-0.31)	-.057 (-1.36)
Seeking full-time employment	.231 (2.62)**	.127 (1.17)	-.002 (-0.02)
Worked in 1978	.062 (1.26)	.056 (0.93)	.107 (1.67)+
In poverty	-	-	-
Not in poverty	.073 (0.91)	.036 (0.37)	.042 (0.40)
Poverty status unavailable	.042 (0.44)	.106 (0.89)	.123 (0.98)
Formal job search technique	.073 (1.14)	.074 (0.93)	.071 (0.85)
Used more than one job search technique	-.003 (-0.07)	.080 (1.30)	.082 (1.25)
Craft	.185 (0.85)	.075 (0.28)	-.060 (-0.21)
Labor	-.349 (-1.87)+	-.466 (-2.03)*	-.614 (-2.51)*
Sales	-.094 (-1.27)	-.101 (-1.11)	-.067 (-0.69)
Clerical	-.162 (-2.89)**	-.148 (-2.14)*	-.122 (-1.66)+
Other	-.091 (-0.87)	.160 (1.26)	.085 (0.63)
Service	-	-	-
Black	-.136 (-2.18)*	-.193 (-2.52)*	-.238 (-2.91)**
Hispanic	-.195 (-1.77)+	-.280 (-2.07)*	-.367 (-2.56)*

Table 1.5 (continued)

	Period after interview date		
	30 days coefficient (t-value)	60 days coefficient (t-value)	90 days coefficient (t-value)
White	-	-	-
Knowledge of the world of work	-.001 (-0.04)	.003 (0.16)	.036 (2.09)*
Labor force size of county	-.000 (-0.53)	-.000 (-0.90)	.000 (0.06)
Percent unemployed in county	.005 (3.29)**	.003 (1.72)+	.003 (1.37)
Health	.048 (0.54)	.074 (0.69)	.138 (1.20)
Reservation wage	-.069 (-1.78)+	-.047 (-0.99)	-.041 (-0.81)
Weeks looking for work	.000 (0.10)	-.004 (-1.11)	.000 (0.12)
Constant	.256 (0.79)	.354 (0.88)	.612 (1.43)
$\bar{R}^2$	.110	.067	.095
N	246	246	246
F	2.52	1.88	2.29

+Significant at the .10 level, two-tailed test.
*Significant at the .05 level, two-tailed test.
**Significant at the .01 level, two-tailed test.

UNIVERSE: Civilian females age 16-21 who were unemployed in interview date and were enrolled in high school.

Out of School

For out-of-school males, the results in Table 1.6 show that the equations produced F-values significant at the .05 level for 30 and 60 days but not for 90 days. In the 30 and 60 day periods, high unemployment areas were associated with decreasing employment but using more than one job search technique increased job prospects. Youth who used more than one job search method increased employment prospects by over one-fifth. Youth, however, who used a formal job search method decreased their employment prospects in the 30 day period and those seeking clerical work in comparison to service work increased their employment chances. Good health was also significant only in the 30 days equation but it produced the wrong sign, i.e., it reduced employment prospects. None of the other variables including race, completion of high school, knowledge of the world of work and age were significantly associated with employment.

For out-of-school females, the employment equations shown in Table 1.7 produced significant F-values only at the .05 level for the 60 and 90 day periods. In the 60 and 90 day periods, black young women were less likely than white to find work and females who sought work in clerical occupations in comparison to service occupations also decreased their employment prospects. Employment chances were, however, increased for young women not restricted by poor health and in the 60 day period, for women who used more than one job search method.

V. ANALYSIS OF JOBS OBTAINED

For unemployed youth who obtained work, detailed information on jobs entailing more than a 20 hour work week and lasting more than eight weeks was available. Furthermore, whether or not the job obtained by the youth was

Table 1.6 Employment Probabilities of Unemployed Out-of-School Males

	Period after interview date		
	30 days coefficient (t-value)	60 days coefficient (t-value)	90 days coefficient (t-value)
High school graduates	-.107 (-1.44)	-.052 (-0.63)	-.017 (-0.19)
Seeking full-time employment	-.076 (-0.67)	-.002 (-0.02)	.045 (0.33)
Worked in 1978	-.063 (-0.89)	-.081 (-1.04)	.042 (0.50)
In poverty	-	-	-
Not in poverty	.042 (0.57)	.063 (0.77)	.171 (1.93)+
Poverty status unavailable	.111 (1.14)	.177 (1.64)	.088 (0.75)
Formal job search technique	-.148 (-1.96)+	-.099 (-1.18)	-.200 (-2.21)*
Used more than one job search technique	.227 (3.26)**	.250 (3.23)**	.193 (2.31)*
Craft	.024 (0.32)	-.082 (-1.01)	-.124 (-1.41)
Labor	-.103 (-0.99)	.179 (1.54)	.057 (0.46)
Sales	-.404 (-0.64)	-.575 (-0.82)	-.906 (-1.19)
Clerical	.491 (1.68)+	.444 (1.36)	.124 (0.35)
Service	-	-	-
Black	.003 (0.05)	-.061 (-0.76)	-.076 (-0.88)
Hispanic	.132 (1.15)	.124 (0.98)	.017 (0.13)
White	-	-	-

Table 1.6 (continued)

	Period after interview date		
	30 days coefficient (t-value)	60 days coefficient (t-value)	90 days coefficient (t-value)
Knowledge of the world of work	.024 (1.47)	.020 (1.12)	.011 (0.56)
Labor force size of county	.001 (1.60)	.001 (1.06)	.000 (0.64)
Percent unemployed in county	-.007 (-3.20)**	-.007 (-2.74)**	-.002 (-0.71)
Health	-.289 (-2.11)*	-.149 (-0.98)	-.063 (-0.38)
Reservation wage	.032 (1.27)	.020 (0.73)	.001 (0.03)
Weeks looking for work	.001 (0.16)	.005 (1.32)	-.001 (-0.26)
Age	.009 (0.39)	.029 (1.14)	.039 (1.46)
Constant	.416 (0.88)	-.062 (-0.12)	-.323 (-0.57)
$\overline{R}^2$	.088	.086	.014
N	207	207	207
F	1.94	1.93	1.14

+Significant at the .10 level, two-tailed test.
*Significant at the .05 level, two-tailed test.
**Significant at the .01 level, two-tailed test.

UNIVERSE: Civilian males age 16-21 who were unemployed on interview date and were not enrolled in school.

Table 1.7 Employment Probabilities of Unemployed Out-of-School Females

Independent variables	Period after interview date		
	30 days coefficient (t-value)	60 days coefficient (t-value)	90 days coefficient (t-value)
High school graduates	.079 (1.58)	.094 (1.60)	.080 (1.30)
Seeking full-time employment	-.045 (-0.76)	.019 (0.27)	-.023 (-0.31)
Worked in 1978	.017 (0.36)	.066 (1.20)	.084 (1.45)
In poverty	-	-	-
Not in poverty	.051 (0.77)	-.014 (-0.19)	-.014 (-0.17)
Poverty status unavailable	-.044 (-0.67)	-.062 (-0.80)	-.445 (-0.54)
Formal job search technique	.064 (1.12)	-.001 (0.01)	.040 (0.58)
Used more than one job search technique	.058 (1.16)	.132 (2.25)*	.098 (1.59)
Craft	-.066 (-0.80)	-.028 (-0.28)	.088 (0.86)
Labor	-.243 (-1.03)	-.280 (-1.01)	-.317 (-1.09)
Sales	-.641 (-0.63)	-.031 (-0.26)	-.049 (-0.39)
Clerical	-.139 (-2.55)*	-.195 (-3.05)**	-.184 (-2.74)**
Other	-.011 (-0.10)	-.072 (-0.55)	-.094 (-0.68)
Service	-	-	-
Black	-.080 (-1.42)	-0.14 (-2.17)*	-.132 (-1.90)+
Hispanic	.059 (0.62)	-.050 (-0.45)	-.038 (-0.33)

Table 1.7 (continued)

Independent variables	Period after interview date		
	30 days coefficient (t-value)	60 days coefficient (t-value)	90 days coefficient (t-value)
White	-	-	-
Knowledge of the world of work	.011 (1.01)	.003 (0.20)	.008 (0.57)
Labor force size of county	.000 (0.16)	-.000 (-0.53)	.000 (0.15)
Percent unemployed in county	-.002 (-1.45)	-.002 (-1.10)	-.003 (-1.62)
Health	.139 (1.80)+	.166 (1.83)+	.210 (2.20)*
Reservation wage	.006 (0.20)	.013 (0.39)	.012 (0.36)
Weeks looking for work	.001 (0.25)	-.001 (-0.23)	-.000 (-0.08)
Age	.019 (1.08)	.030 (1.46)	.020 (0.94)
Constant	-.333 (-0.94)	-.475 (-1.14)	-.279 (-0.64)
$\bar{R}^2$	.033	.054	.049
N	272	272	272
F	1.44	1.74	1.66

+ Significant at the .10 level, two-tailed test.
* Significant at the .05 level, two-tailed test.
**Significant at the .01 level, two-tailed test.

UNIVERSE: Civilian females age 16-21 who were unemployed on interview date and were not enrolled in school.

government sponsored can be determined. Table 1.8 shows the proportion of jobs obtained in the 90 day period which were government sponsored and those providing more than a 20 hour work week and lasting more than eight weeks. Overall, government sponsored employment provided substantially more jobs for black youth than for whites or Hispanics; this source accounted for about one-fifth of the jobs for unemployed black high school students and one-seventh for out-of-school blacks. For Hispanic high school students who obtained work in the 90 day period, the proportion of government sponsored employment was about 10 percent. For all other youth, the proportion of government sponsored programs was 5 percent or less.

As one would expect, out-of-school unemployed youth were more likely than high school students to obtain jobs providing 20 hours or more of employment and lasting more than eight weeks--about one-half compared to less than two-fifths for high school students. Further analysis of the duration of the job obtained will therefore be restricted to out-of-school youth whose new employment provided 20 hours or more of work and lasted longer than eight weeks.

Tables 1.9 and 1.10 present the occupation and industrial distribution of work obtained by out-of-school youth in the 90 day period. Among males, about eight out of every ten jobs were as laborers, operatives, or craftsmen. For females, clerical, operative, and service work were the predominant occupations. Although the industrial distribution shows that manufacturing of durable and nondurable goods provided over one-fourth of the work for both males and females, it also shows significant differences by sex. Construction and transportation generated jobs primarily for males while the professional industries and retail trade provided proportionally more jobs for females.

On average, out-of-school youth obtained jobs paying $4.58 an hour.

Table 1.8 Profile of Jobs Obtained Within 90 Days After the 1979 Interview Date

	Percent of youth employed more than 20 hours/week and longer than 8 weeks	Percent of youth whose jobs are government sponsored
High school students		
Race		
Black	35	22
Hispanic	33	9
White	38	1
Sex		
Female	33	4
Male	42	5
Total	37	5
Out-of-school		
Race		
Black	48	14
Hispanic	47	5
White	49	4
Sex		
Female	43	5
Male	53	4
Total	49	4

UNIVERSE: Unemployed youth age 16-21 who obtained work within 90 days after 1979 interview date. (N=987,500)

Table 1.9 Occupational Distribution of Jobs Obtained Within 90 Days by Out-of-School Youth[a]

(Percentage distribution)

	Females	Males	Total
Professional, technical	4	1	2
Managers	2	0	1
Sales workers	9	1	4
Clerical workers	32	9	19
Craftsmen	2	15	9
Operatives	26	23	24
Transportation operatives	0	8	4
Laborers	1	31	17
Farmers	0	0	0
Farm laborers	0	1	0
Service workers	21	12	16
Household workers	3	0	1
Total percent	100	100	100

UNIVERSE: Out-of-school unemployed youth age 16-21 who obtained work within 90 days after 1979 interview date. (N=534,900)

[a]Data are available only for jobs which entailed more than 20 hours of work per week and lasted longer than eight weeks.

Table 1.10 Industrial Distribution of Jobs Obtained Within 90 Days by Out-of-School Youth[a]

(Percentage distribution)

	Females	Males	Total
Agriculture and mining	2	5	4
Construction	0	16	9
Durable goods	13	21	17
Nondurable goods	14	8	11
Transportation	0	10	6
Wholesale trade	1	2	1
Retail trade	17	12	14
Finance	8	3	5
Business service	5	5	5
Personal service	5	5	5
Entertainment	3	0	1
Professional	17	5	11
Public administration	5	3	4
Food service	11	6	9
Total percent	100	100	100

UNIVERSE: Unemployed youth age 16-21 who obtained work within 90 days after 1979 interview date. (N=534,900)

[a]See note, Table 1.9.

Differences in the mean hourly wage rates of youth who obtained work are noted by race and sex in Table 1.11. Females earned less than males, and minority youth earned less than whites. As noted in Table 1.11, most unemployed youth who obtained work earned hourly wage rates exceeding their reservation wage rate. The average hourly wage rate of youth who found jobs also exceeded their previous hourly wage rate.

Information was available on the duration of the job for unemployed youth who found work within 90 days after the interview date. Table 1.12 shows that about a third of the new jobs entered by out-of-school youth lasted less than two months. Furthermore, four-fifths of the jobs lasted 6 months or less. Blacks and Hispanics , however, were more likely to have job durations lasting more than 6 months.

VI. CONCLUSIONS

The central question under study was, Which unemployed youth were more likely to find work in a given time period? The low explanatory power of the model suggests that the process of obtaining work for unemployed youth is complex and influenced by other attributes beyond the ones specified here. Other studies on obtaining employment among the unemployed have also produced low explanatory powers.[7] The strong impact of certain characteristics on youth employment obtained in the analysis are nevertheless worth reviewing.

In particular, knowing about a range of occupations appears to enhance the employment prospects of high school males. Knowledge of the world of work was strongly associated with employment of males in high school. Knowledge of the world of work was significant only in the 90 day period for high school

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[7]The employment prospect model used by Janet Scholl, op. cit., produced significant F-values but with low explanatory power (R^2 about 5 percent).

Table 1.11 Mean Hourly Wage Rates of Out-of-School Youth, by Race and Sex[a]

	First job mean hourly wage	Reservation wage	Previous job (if any) mean wage
Total	4.58	3.73	3.63
Sex			
Female	3.52	3.30	2.85
Male	5.34	4.12	4.16
Race			
Black	3.81	3.56	3.40
Hispanic	4.22	3.69	3.34
White	4.81	3.78	3.71
Race-sex[b]			
White, female	3.70	3.30	2.89
White, male	5.67	4.27	4.27
Black, male	4.33	3.73	4.04

[a]See note, Table 1.9.

[b]Data on black females and for Hispanics by sex is not presented because of an insufficient number of sample cases.

UNIVERSE: Unemployed youth age 16-21 who obtained work within 90 days after 1979 interview date. (N=534,900)

Table 1.12 Duration of New Jobs of Out-of-School Youth

(Percent distribution)

Months	Race			Sex		
	Black	Hispanic	White	Female	Male	Total
1	12	19	20	16	21	19
2	17	14	15	19	12	15
3	23	3	15	18	13	15
4	13	31	6	10	8	9
5	6	0	14	8	16	12
6	5	7	14	12	12	12
7	4	6	7	6	6	6
8	6	4	5	4	6	5
9	5	3	2	2	3	2
10	3	7	0	1	2	1
11	3	0	2	3	1	2
12 or more	3	7	1	2	1	2
Total percent	100	100	100	100	100	100

UNIVERSE: Unemployed youth age 16-21 who obtained work within 90 days after 1979 interview date. (N=534,900)

females, and it was not significant for either male or female out-of-school youth.

Job search also appears to affect employment prospects of youth, depending on school enrollment status. Out-of-school males who used more than one job search technique increased their employment likelihood by as much as one-fifth in the periods under study. Out-of-school males who used formal job search methods were, however, less likely to find work, but it is precisely those youth who would initially encounter employment difficulties and who thus seek assistance from agencies like the public employment service. For out-of-school females, use of more than one job search method increased the employment prospects in only one of the periods under study. By comparison, job search related variables were not significant for male or female high school students.

Race was not found to be significant in affecting the employment prospects of either high school or out-of-school males. However, minority females regardless of school enrollment status were generally less likely than white females to obtain employment. Education as measured by years of schooling completed (or, in the case of out-of-school youth, whether one graduated from high school) did not appear to influence employment prospects. It should, however, be noted that while race (among males) and education were not significant in affecting employment prospects, these variables are more than likely important inn determining who becomes unemployed. In other words, education and race affect the likelihood of continuing employment but once a person is unemployed, their influence on job finding is less significant.

The results thus produced few uniform patterns associated with employment. More importantly, it showed the lack of significance of

characteristics such as age, education, and race (males) in obtaining work if one is already unemployed. Although these characteristics are likely to be associated with whether one joins the ranks of unemployed youth, they do not explain the process of moving back from unemployment into employment. Indeed, the various alternatives to unemployment for youth--dropping out of the labor force, engaging in school, or joining the military--make the task of predicting the employment prospects of unemployed youth in a given period of time more difficult. Furthermore, the short job tenure of youth who obtain work corroborates other findings of high turnover in the youth labor market.[8]

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[8]Kim B. Clark and Lawrence H. Summers, "Labor Market Dynamics and Unemployment: A Reconsideration." Brookings Paper on Economic Activity (1: 1979).

Chapter 1 Glossary

NOTE: Unless otherwise indicated, all information pertains to the date of interview.

Age	A continuous variable measuring the age of the respondent (in years). The range is 16-21.
Highest Grade Completed	A continuous variable measuring the highest grade completed by the respondent. The range is 0-18.
High School Graduates	A binary variable coded one if the respondent is a high school graduate; zero if a high school dropout.
Looking for Full-time Employment	A binary variable coded one if the respondent is seeking a job working 34 or more hours per week; zero otherwise.
Worked in 1978	A binary variable coded one if the respondent worked at all in 1978; zero otherwise.
Poverty Status	A series of binary variables:
In Poverty	Coded one if the respondent was living in poverty in 1978, as defined by the Current Population Survey; coded zero if not or if information on the respondent's 1978 poverty status was not available.
Not in Poverty	Coded one if the respondent was not living in poverty in 1978; coded zero if respondent was living in poverty then or if information on 1978 poverty status was not available.
Poverty Status Not Available	Coded one if information on the respondent's 1978 poverty status was not available; zero otherwise.
Health Status	A binary variable coded one if the respondent is not prevented from work, nor limited in the kind or amount of work because of health reasons; zero otherwise.
Reservation Wage	A continuous variable measuring the hourly rate of pay (in dollars) for which the respondent would be willing to accept a job.
Weeks Looking for Work (1979)	A continuous variable measuring the length of time (in weeks) an unemployed respondent has been looking for work as of the 1979 interview date.
Knowledge of the World of Work	A nine-point test that measures the respondent's understanding of the occupational structure of the labor market.

Labor Force Size in County	A continuous variable measuring the size of the civilian labor force in the respondent's county in 1970. (Source: City-County Data Book)
Percent Unemployed in County	A continuous variable mesauring the percent unemployed in the respondent's county in 1970. (Source: City-County Data Book)
Formal Job Search Technique (Type)	A binary variable coded one if the respondent used a formal technique, i.e., a state employment agency, a private employment agency or a school employment agency; zero otherwise.
Job Search Technique (Number)	A binary variable coded one if the respondent used more than one technique; zero otherwise.
Occupation Type	A series of binary variables (SERVICE, CRAFT, LABOR, SALES, CLERICAL AND OTHER) coded one if representative of the respondent's occupation; zero otherwise.
Race	A series of binary variables:
Black	Coded one if the respondent is black; zero otherwise.
Hispanic	Coded one if the respondent is Hispanic; zero otherwise.
White	Coded one if the resondent is neither black nor Hispanic; zero if either black or Hispanic.

CHAPTER 2

CHANGES OVER THE 1970S IN THE EMPLOYMENT PATTERNS OF BLACK AND WHITE YOUNG MEN

by Tom Pollard

Over the decade of the 1970s the labor market clearly has slackened more for young black men than for young white men. In the literature this deterioration is most often illustrated by the relative increase in the black unemployment rate and the relative fall in the black employment/population ratio.[1]

The divergence in unemployment rates has been associated with radical change in the distribution of unemployment among the black youth population. In the early 1970s unemployment was distributed fairly evenly over both the black and white youth populations, with the vast majority of youths experiencing small amounts of unemployment during the year. Over the decade, however, blacks have become overrepresented among those experiencing high total unemployment during any given year, while the white distribution remains more skewed toward less annual unemployment. This trend is also an undisputed matter of record.[2]

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[1]For a review of the literature on the divergence in black and white unemployment rates over the last three decades see: Robert D. Mare and Christopher Winship. Changes in the Relative Labor Force Status of Black and White Youths: A Review of the Literature. University of Wisconsin-Madison: Institute for Research on Poverty. January, 1980. Other examples of empirical work on the divergence in unemployment rates over the 1970s are: George Iden, "The Labor Force Experience of Black Youth: A Review." Monthly Labor Review. August, 1980. pp. 10-15; Norman Bowers. "Young and Marginal: An Overview of Youth Employment." Monthly Labor Review. October, 1979. pp. 4-19; Morris J. Newman. "The Labor Market Experience of Black Youth, 1954-1978." Monthly Labor Review. October, 1979. pp. 19-27.

[2]For excellent studies of the differing and changing distributions of unemployment for blacks and whites, see: 1) Kim B. Clark and Lawerence H. Summers. "Labor Market Dynamics and Unemployment: A Reconsideration."

There is debate, however, on the gravity of the situation as indicated by the divergence in these aggregate measures. The disagreement is based on the fact that aggregate unemployment rates can result from diverse individual patterns of unemployment, and the private and social costs of the increase in the black-white differential in aggregate unemployment are dependent on the specific underlying individual patterns of unemployment.

Two broad opposing views of the individual unemployment patterns underlying the aggregate unemployment rates emerge from a study of the literature. Some labor market analysts see unemployment as resulting from the dynamics of the labor market; according to their view, the flow of individual workers between jobs results in unemployment as these workers engage in job search.[3] These analysts hold that higher unemployment among black youth results from their higher turnover out of employment and, therefore, more numerous periods of job search. The opposing view is that, in general, unemployment results not from the turbulence of the labor market, but from stagnation.[4] This explanation of unemployment holds that black youth in certain submarkets or with certain characteristics experience chronic, long term unemployment. They may, therefore, have long periods of unemployment at

Brookings Papers on Economic Activity, 1979:1. Washington, D.C.: Brookings Institution. pp. 13-60; 2) Robert Lerman, Burt Barnow, and Philip Moss. Concepts and Measures of Structural Unemployment Technical Analysis Paper No. 64. Office of the Assistant Secretary for Policy, Evaluation, and Research. U. S. Department of Labor. March, 1979; 3) Frank Levy, Labor Force Dynamics and the Distribution of Employability. Working Paper: 1269-02. Washington, D.C.: The Urban Institute. January, 1980.

[3]For an example of this view, see the comments by Robert Hall following Clark and Summers, op. cit., and other works by Hall: Robert E. Hall. "Why is the Unemployment Rate So High at Full Employment." Brookings Papers on Economic Activity, 1970:3. Washington, D.C.: The Brookings Institution. pp. 369-402; and Robert E. Hall. "Turnover in the Labor Force," Brookings Papers on Economic Activity, 1972:3. Washington, D.C.: The Brookings Institution. pp.709-756.

[4]See: Clark and Summers, op. cit., and Frank Levy, op. cit., for examples of this view.

a time when persons in other submarkets or with other characteristics are experiencing little unemployment. For these black youth, unemployment results not from high turnover out of employment but from low turnover out of unemployment.

From an efficiency standpoint high turnover unemployment is often considered a necessary, if not beneficial, characteristic of the early labor market experiences of youth since it represents the instability of youth and the imperfection of job/worker matching process. If this theory is correct, policies to lower the unemployment should be directed not toward the problems of specific workers, but toward improving the workings of the market in general. Chronic, long term unemployment, on the other hand, is far more serious. It signals that the affected groups are being systematically excluded from employment. For youth such exclusion is particularly serious since very limited employment early in one's career will likely limit future success. If unemployment is in fact associated with stagnation for certain groups of workers, policies to lower this unemployment must address the problems specific to those workers experiencing the chronic unemployment. This paper addresses the question of whether the turnover or the chronic unemployment model is a more accurate portrayal of black and white youth unemployment and, therefore, with what urgency and with which policies the worsening position of blacks relative to whites over the decade should be addressed.

Due to restrictions imposed by the data set used, nonemployment (time not employed) will be used instead of unemployment (time not employed while in the labor force) as the labor market indicator for purposes of this study.[5] In

[5]There are a large number of missing values in the NLS youth data on those variables used to designate periods out of work in an individual's work

general, unemployment is the theoretically superior measure since it takes into account labor force participation. I believe, however, that the significance of the labor force/not-in-the-labor-force distinction is limited by the sample selection rules used.

One sample, taken from the NLS survey of young men, provides the data on men, ages 18-21, for the early part of the decade (1971); the second, from the NLS youth survey, provides data on males of the same age at the end of the decade (1980). Both samples are further restricted to include only those youth not in school and not in the military during the time their employment status is considered. We have thus limited the sample to a group with relatively high labor force participation: this limitation enhances the credibility of the nonemployment measure and aids interpretation of our results by reducing the effects of two demographic trends which have certainly contributed to the divergence in black/white employment to population ratios and unemployment rates over the decade--increased military enlistment and school enrollment among black relative to white youth.[6]

The choice of years for observation also has a definite bearing on the interpretation of the results. The unemployment rate among white prime-age males was similar in 1971 and in 1980.[7] Although the earlier observation was

history as either unemployed or out-of-labor-force time. Further, the missing values are concentrated among those persons with relatively long periods out of work. The situation is serious enough to bias downward an unemployment measure based on the work history. For this reason the labor force determination is ignored and time out of employment is used.

[6]It is possible that the relative increase in military enlistment and school enrollment among blacks has to a growing extent over the decade removed the most able persons from the black labor force and from our sample of blacks. This would lead to a decrease in the employability of our sample over the decade relative to the entire black population and relative to the white sample and, thereby, bias our results. The comparison of sample and population characteristics indicates that this effect on our results is minor.

[7]The CPS unemployment rates for white males 25-54 in the modal month for the

made at a trough in the business cycle and the later at a peak, the similarity of the white male labor market in the two periods indicates that our choice of these years for observation controls to some extent for business cycle effects.

In the following pages we will show that over the 1970s, for a sample of black and white youth, increases in the aggregate nonemployment rates and skewing of the nonemployment distributions toward greater total annual nonemployment has occurred. Further, individual nonemployment patterns have indeed changed for both black and white youth, the change having been much more drastic for blacks. Nonemployment in the early part of the decade was associated with high turnover for both blacks and whites. However, a similiar rise in nonemployment rates for blacks and whites over the decade was accompanied by a movement of blacks, much more than whites, toward nonemployment characterized by stagnation.

I. CHANGE OVER THE 1970S IN NONEMPLOYMENT MEANS AND DISTRIBUTIONS

The nonemployment rate (the percentage of the population not employed during a given week) nearly doubled for both black and white males over the decade (See Table 2.1).[8] The black nonemployment rate was a little over twice that for whites in 1971 and the gap narrowed very slightly over the decade.

The doubling of nonemployment rates over the decade was associated with a

NLS surveys were 3.7 percent in 1971 and 4.3 percent in 1980. The average monthly CPS unemployment rates for the months covered by the work history data were 3.5 percent in 1970-71 and 3.6 percent in 1979-80.

[8]Among the entire youth population there has been a definite divergence in the nonemployment rates of blacks and whites. It is due in large part to a relative increase in black school enrollment and military enlistment. However, any trends we find are net of the effects of increasing enrollment and enlistment since we have sampled only nonenrolled, civilian males.

Table 2.1 Employment Status During Survey Week by Year of Survey and Race

	1971						1980					
	Black		White		Total		Black		White		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Working	2214	77.6	16162	89.2	21398	87.4	2169	63.6	16764	81.2	18933	78.7
Unemployed	395	13.8	1165	7.8	2155	8.8	879	25.8	2926	14.1	3806	15.8
OLF	245	8.6	393	3.1	930	3.8	362	10.6	944	4.6	1306	5.4
Population (weighted) '00s	2854	100	15506	100	18360	100	3411	100	20635	100	24045	100

UNIVERSE: Civilian males, ages 18-21 who were not enrolled in school as of survey 1970 (for 1971 observation) and survey 1979 (for 1980 observation).

decrease in the proportion of the black and white samples having any nonemployment during the year (Table 2.2). A smaller portion of the white than the black sample was nonemployed at some time during 1971 (52 percent for whites versus 66 percent for blacks), and the portion fell for whites relative to blacks over the decade (to 46 percent for whites and 62 percent for blacks in 1979). This decline in the percentage nonemployed was associated with an increase for blacks and whites in the average amount of nonemployment during the year. The increase was slight for whites, moving from 14 weeks in 1971 to 15 weeks in 1980, but more substantial for blacks, from 18 weeks in 1971 to 25 weeks in 1980 (Table 2.2).

The increase in average annual weeks of nonemployment over the decade was distributed fairly evenly over the white nonemployed sample, but for blacks nonemployment became more concentrated among those nonemployed persons with a relatively large portion of the year out of work. In 1971, nonemployment was distributed similarly among blacks and whites. The preponderance of both samples was nonemployed less than 26 weeks (Table 2.3B); but by 1980, the distribution of nonemployment among blacks had undergone a fundamental change while the distribution for whites changed relatively little. The proportion of the blacks with no employment during the year increased from 6 percent in 1971 to 13 percent in 1980; the proportion of whites with no employment was 3 percent in 1971 and 5 percent in 1980 (Table 2.2). Thirty percent of the blacks who were nonemployed during the year were nonemployed 40 or more weeks during 1980, compared to 16 percent of the blacks in 1971 and 9 percent of the whites in 1980. The modal nonemployment category for blacks was 40 or more weeks in 1980, whereas white representation in this category decreased from the 1971 level. These trends in the white distribution indicate a sharing of the increase in nonemployment among a large portion of the white sample, a

Table 2.2 Employment Experience During the Survey Year by Year of Survey and Race

	Population characteristics			
	1971		1980	
	Black	White	Black	White
Persons with labor force experience during the survey year	2759	15327	2953	19326
Persons employed during the year	2670	15025	2964	19551
Average weeks employed per person employed during the year	41.3	44.8	37.94	43.67
Persons with periods not working during the survey year	1883	8068	2120	9456
Average weeks not employed per person with periods not employed during the survey year	17.6	14.4	24.49	15.43
Total population - weighted - '00s	2853	15506	3411	20635
Total population - unweighted	209	397	197	450

UNIVERSE: Males, ages 18-21 as of the beginning of the survey year, who were not enrolled in school during the survey year and not in the military during the survey year.

Table 2.3A Distribution of Total Sample by Total Weeks Not Employed During the Survey Year by Year of Survey and Race

Weeks	1971		1980	
	Black	White	Black	White
0	29.3	44.8	35.0	52.8
1-4	20.7	21.3	13.6	13.3
5-14	16.1	13.9	12.3	14.4
15-26	13.7	8.7	10.5	10.1
27-39	9.0	5.1	9.2	5.2
40+	11.2	6.2	19.5	4.2
Population (00s)	2787	15248	3258	20034

Table 2.3B Distributions of Persons with Periods Not Employed During the Survey Year by Year of Survey and Race

Weeks	1971		1980	
	Black	White	Black	White
1-4	29.3	38.6	20.9	28.2
5-14	22.8	25.2	18.9	30.6
15-26	29.4	15.7	16.2	21.4
27-39	12.7	9.2	14.1	10.9
40+	15.8	11.3	30.0	9.0
Population (00s)	2375	11328	2120	9456

UNIVERSE: Males, ages 18-21 as of the beginning of the survey year, who were not enrolled in school during the survey year and not in the military during the survey year.

marketwide decrease in the level of activity. The decreasing equality of the black distribution indicates a significant relative decrease in activity among a subsample of blacks.

Finally, despite the rough nature of the breakdowns, the distribution of employed persons across the number-of-employers/total-weeks-employed categories (total weeks in the year minus weeks employed equals weeks nonemployed), indicates that the relative increase in average annual nonemployment and growing concentration of nonemployment among blacks has been accompanied by a relative decrease in turnover among blacks (Table 2.4).

Here and throughout the remainder of the paper we use the number of employers as a proxy for job turnover: the larger the number of employers the greater the extent of job turnover during the year. The number of employers is certainly not a perfect measure of turnover since it considers only movements in and out of employment. Further, the number of employers measures movements in and out of employment with substantial variance since a person with one employer during the year could have had from zero (if a person held the job for the entire year) to two transitions (if a person found and lost the job during the course of the year). These problems notwithstanding, the number of employers does give one an indicator of the number of periods of job search during the year and allows determination of the extent to which nonemployment during a given year is associated with job search.

During 1971, the majority of blacks held multiple jobs while the majority of whites held a single job. Considering total weeks along with the number of employers reveals that most multiple jobholding by blacks was associated with less than 39 weeks of total employment. The multiple jobholding of whites was accompanied by less nonemployment on average. We can, therefore, characterize the 1971 patterns of blacks as showing relatively high turnover out of

Table 2.4 Distribution of Those Employed During the Year by Weeks Worked, Number of Jobs Held, Survey Year and Race

Total weeks/#jobs		1971		1980	
		Black	White	Black	White
1-38	1	3.8%	5.8%	20.9%	8.9%
	2+	27.4	12.2	20.0	13.7
39+	1	43.6	55.6	39.6	43.9
	2+	25.2	26.4	19.5	33.5
1-38		31.2	18.1	40.8	22.6
39+		68.8	81.9	59.2	77.4
1		47.4	61.4	60.5	52.8
2+		52.6	38.6	39.5	47.2
Total employed ('00s)		3853	15025	2964	19551

UNIVERSE: Males, ages 18-21 as of the beginning of the survey year, who were not enrolled in school during the survey year, not in the military during the survey year, and who were employed at least one week during the survey year.

employment with substantial periods of nonemployment. Whites, on the other hand, were more likely than blacks to hold a single job, and when an employer change did occur it was associated with less nonemployment than was the case for blacks.

The 1980 figures show whites more likely than in 1971 to hold multiple jobs. Blacks show a major reversal of their 1971 pattern, being more likely in 1980 to have one employer rather than multiple employers during the year. Most of the increase in single job holding among blacks is in jobs which lasted for less than 39 weeks (21 percent of blacks held one job for less than 39 weeks in 1979 compared to 4 percent in 1971). Whites show a more modest increase over the decade in the likelihood of having a single job lasting less than 39 weeks (9 percent of whites held one job for less than 39 weeks in 1979 compared to 6 percent in 1971). The increase over the decade in multiple jobholding of whites comes almost totally in the 39+ weeks-of-employment category, indicating that the increased turnover among whites was accompanied by nonemployment spells of relatively short duration. In summary, although chronic nonemployment did increase somewhat among whites, higher job turnover seems to be the major force behind the increase in white nonemployment rates over the decade. On the other hand the increase in black nonemployment rates over the decade appears to be associated more with an increase in chronic long term nonemployment among a growing subsample of the black population.

Thus, over the decade annual nonemployment among black and white male youth has become concentrated among a smaller proportion of that population. Blacks moved toward more annual nonemployment on average during the year both absolutely and relative to whites. Further, black nonemployment is changing from a phenomenon characterized by high turnover out of employment to one characterized by low turnover out of unemployment.

II. INDIVIDUAL NONEMPLOYMENT REGRESSIONS

Multiple regression techniques allow us to examine further the relationship between turnover and nonemployment, identify some causes for the increase in nonemployment over the decade, and look at the persistence of nonemployment from one year to the next among blacks and whites. In order to portray changes in nonemployment over the decade more accurately, regression equations were estimated for black and white youths separately for each of two time periods, 1971 and 1979. The dependent variable for each of these four equations is the proportion of a given year, t, that a person was nonemployed (t=the 1971 survey year for the earlier sample and calendar year 1979 for the later sample). The explanatory variables used were marital status, educational attainment, age, South/non-South residence, SMSA/non-SMSA residence, number of employers during the year, and weeks nonemployed in the previous year, t-1. See Table 2.5 for definitions of the variables used. Three well documented trends, decreasing marriage and residence in the South and increased residence in SMSAs among blacks relative to whites, were expected to contribute to the divergence in black and white average nonemployment.[9] Although age and educational attainment were expected to affect nonemployment negatively, relative trends in these variables and their

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[9]There are certainly other factors which might well have contributed to the divergence in nonemployment over the decade, among the most important, the availability of unearned income and central-city residence. Preliminary regressions using these variables did not yield significant results. The employment patterns of blacks in central cities were not significantly different from those of non-central city residents of SMSAs, although the concentration of blacks in central cities increased over the decade. Although positive trends in unearned income have been put forth as important explanations of rising black nonemployment, we found no evidence of this in preliminary regressions. However, the large number of missing values on this variable reduced the sample sizes greatly and prevented generalization from our results.

Table 2.5 Variable List for Nonemployed Regressions

$WKNEPR_t$	Proportion of year t not employed (for earlier observation t = survey year 1970-71; for later observation t = calendar year 1979).
MARRIED	Equals 1, if respondent was married on both surveys considered (1970 and 1971, for the earlier observation; 1979 and 1980, for the later observation); 0 otherwise.
AGE	Equals 1 if respondent was 20 or 21; 0, otherwise.
SOUTH	Equals 1 if respondent was living in the South on both survey dates considered (1970 and 1971 for earlier observation and 1979 and 1980 for the later observation); 0, otherwise.
EM1	Equals 1, if the respondent had 1 employer during year t; 0, otherwise.
EM2	Equals 1, if the respondent had 2 employers during year t; 0, otherwise.
EM3	Equals 1, if the respondent had 3+ employers during year t; 0, otherwise.
ATTAIN	Equals 1, if the respondent had completed 12+ years of schooling; 0, otherwise.
SMSA	Equals 1, if the respondent resided in an SMSA on both survey dates considered (1970 and 1971, for the earlier observation; 1979 and 1980, for the later observation); 0, otherwise.

effects are not as well understood.

The relationship between number of employers and total nonemployment is the main focus of this work and serves as our test of the turnover hypothesis of nonemployment: a positive relationship indicates that nonemployment results from employer changes; therefore, the higher the number of employers, the greater nonemployment is likely to be. We add lagged nonemployment to test also for a difference between blacks and whites in the persistence of nonemployment from one year to the next. The alternative to the turnover hypothesis is that the nonemployment among blacks comes more from severe stagnation among a subsample of blacks. Nonemployment may not be related to turnover and levels of unemployment may be highly correlated from one year to the next; such findings will be evidence in favor of the stagnation hypothesis.

The assessment of the impact of the predictors on the black/white nonemployment differential will center on Equation I of Tables 2.6 and 2.7. Tables 2.6 includes the regression results for 1971 for the white and black samples, respectively, and Table 2.7 presents the results for whites and blacks in 1979. Equation II on these tables includes $WKNEPR_{t-1}$ as an explanatory variable. This variable is certainly correlated with some if not all of the other regressors since to some extent factors which predict high (low) nonemployment in one year will predict high (low) nonemployment the next year; thus its inclusion would complicate our discussion of the trends in the effects of the other regressors.

The sample means in Table 2.6 show that the members of the white sample were nonemployed an average of 14 percent of the 1971 survey year, the members of the black sample an average of 23 percent. Consideration of the sample means in Table 2.7 reveals that for calendar 1979 the white sample was on

ble 2.6 Nonemployment Regressions for White and Black Males, 1971

	Blacks			Whites		
	Sample means	Estimated coefficients (t-stats. in parentheses) Regression I	Regression II	Sample means	Estimated coefficients (t-stats. in parentheses) Regression I	Regression
pendent variable:						
$WKNEPR_t$	.23	-	-	.14	-	-
planatory riables:						
AGE	.59	.008 (.24)	.002 (.06)	.66	-.062 (-2.56)	-.031 (-1.36)
ATTAINMENT	.37	-.001 (-.03)	.015 (.48)	.70	-.045 (-1.80)	-.023 (-.98)
EM1	.45	-.893 (-10.25)	-.684 (-7.89)	.61	-.872 (-9.6)	-.622 (-7.02)
EM2	.28	-.624 (-6.99)	-.490 (-5.77)	.25	-.782 (-8.48)	-.564 (-6.36)
EM3	.23	-.702 (-7.75)	-.512 (-5.77)	.13	-.680 (-7.22)	-.459 (-5.08)
MARRIED	.29	-.110 (-3.02)	-.077 (-2.26)	.41	-.061 (-2.59)	-.031 (-1.4)
SMSA	.69	.027 (.67)	.058 (1.57)	.64	-.005 (-.22)	-.004 (-.19)
SOUTH	.61	-.074 (-1.95)	-.037 (-1.04)	.32	-.060 (-2.36)	-.051 (-2.21)
$WKNEPR_{t-1}$	.23	-	.340 (6.06)	.13	-	.404 (8.11)
onstant Term	-	1.02	.713	-	1.07	.730
	n = 195	R^2 = .45	R^2 = .54	n = 341	R^2 = .33	R^2 = .44
		F = 19.8	F = 24.4		F = 20.8	F = 29.4

NIVERSE: Males, 18-21 as of the survey in 1969, who were neither enrolled in school nor in th military between the survey in 1969 and the survey in 1971.

ıle 2.7 Nonemployment Regressions for White and Black Males, 1979

	Blacks			Whites		
	Sample means	Estimated coefficients (t-stats. in parentheses) Regression I	Regression II	Sample means	Estimated coefficients (t-stats. in parentheses) Regression I	Regression
ıendent variable:						
$WKNEPR_t$	.30	-	-	.12	-	-
ɔlanatory ·iables:						
AGE	.69	-.093 (-1.82)	-.037 (-.82)	.69	-.027 (-1.27)	-.018 (-.94)
ATTAINMENT	.51	-.075 (-1.59)	.0002 (-.006)	.72	-.086 (-3.73)	-.031 (-1.40)
EM1	.57	-.681 (-8.62)	-.629 (-9.08)	.56	-.843 (-11.49)	-.626 (-8.69)
EM2	.24	-.661 (-7.77)	-.614 (-8.23)	.31	-.818 (-11.08)	-.610 (-8.46)
EM3	.08	-.728 (-6.83)	-.635 (-6.75)	.12	-.792 (-10.28)	-.592 (-7.95)
MARRIED	.06	-.166 (-1.70)	-.088 (-1.02)	.21	-.792 (-2.78)	-.046 (-2.06)
SMSA	.68	.014 (.25)	.026 (.56)	.59	-.030 (-1.47)	-.038 (-2.01)
SOUTH	.53	-.056 (-1.05)	.009 (.20)	.29	-.067 (-2.99)	-.057 (-2.81)
$WKNEPR_{t-1}$	.36	-	.395 (6.94)	.14	-	.351 (8.54)
ınstant term	-	1.04	.721	-	1.07	.763
	n = 161	R^2 = .45	R^2 = .58	n = 386	R^2 = .34	R^2 = .44
		F = 15.4	F = 23.3		F = 23.9	F = 33.4

IIVERSE: Males, 18-21 as of January 1, 1978, who were neither enrolled in school nor in the military between January 1, 1978 and December 31, 1979.

average nonemployed 12 percent of the time, less than in 1971, while the figure for the black sample had climbed to an average of 30 percent of the year nonemployed. The divergence in the black and white sample means of the predictors and their effects may yield a partial explanation of this divergence in black and white male nonemployment.[10]

The large relative decrease over the decade in the size of the married proportion of the black sample contributed to the divergence in nonemployment. The married portion of the white sample fell from 41 percent in 1971 to 21 percent in 1979; for blacks the figure falls from 29 percent in 1971 to 6 percent in 1979. The effect of marital status on nonemployment is negative and substantial for blacks and whites and increases over the decade for both groups. The effect is much greater for blacks in both periods, and the size of the effect increases more for blacks than whites over the decade. However, the fall in the proportion married more than offset the increase in the (negative) effect of being married, thus we see diverging trends. The line of causation may run from worsening labor market experience to less marriage, but that would not explain the trend for whites.

The movement of blacks from the South contributed to a divergence in

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[10]To determine the contribution of a given variable to the divergence in black and white nonemployment over the decade we use a variant of the procedure used to decompose the difference in sample means into the portion due to 1) the difference in intercept terms, 2) the difference in sample distributions across values for the explanatory variables, 3) differences in the effects of the explanatory variables, and 4) the interaction of differences in effects and differences in distributions. For an explanation of this procedure see: Robert P. Althauser and Michael Wigler. "Standardization and Component Analysis," Sociological Methods and Research, Vol. 1, No. 1, August 1972., pp. 97-135. and, a companion piece, Howard M. Iams and Arland Thornton. "Decomposition of Differences: A Cautionary Note." Sociological Methods and Research. Vol. 3, No. 3, February, 1975., pp. 341-352. However, intead of summing across all variables to get the total contribution of 1) - 4) to the difference in sample means we sum across the effects above to get the total contribution of each variable to the difference in sample means of the dependent variable.

black and white nonemployment over the decade. The proportion of blacks living in the South declined over the decade relative to that for whites. The negative effect on nonemployment for blacks of living in the South fell also relative to that for whites over the decade. Thus although blacks in the South had lower nonemployment at both points in time, the decline of the effect of living in the South and the proportion of blacks living there contributed to the divergence in nonemployment over the decade.

Although in 1979 blacks were still substantially less likely to finish high school, over the decade the proportion of blacks finishing high school rose relative to that for whites. The estimated effect of high school graduation on nonemployment is generally negative (although it is positive and statistically insignificant for blacks in 1971) and converges for blacks and whites over the decade. Thus, changes in the distribution and effects of education, if anything, contributed to a convergence in black and white nonemployment.

The black sample, younger on average than the white sample in 1971, had the same average age in 1979. In 1971, the effect of age on nonemployment was negative for whites and slightly positive for blacks. In 1979, the effect was more strongly negative for blacks than whites. Thus, over the decade the trends in both the age distribution and age effects acted to lessen the nonemployment differential between blacks and whites.

The growing representation of blacks relative to whites in SMSAs contributed marginally to the divergence in nonemployment over the decade. The proportion of both samples living in SMSAs fell over the decade, but the fall was greater for whites yielding a slight increase in the relative representation of blacks. In both periods residence in SMSA had a negative effect on nonemployment for whites, a positive effect on nonemployment for

blacks, while the differential in the effects increased slightly over the decade.

Turnover, as measured by the number of employers during the year, decreased markedly over the decade among blacks while remaining relatively unchanged among whites. The percentage of blacks not working at all during the year rose from 4 percent in 1971 to 11 percent in 1979. Only one percent of whites did not work at all in 1971 and that low figure prevailed also in 1979. Multiple job holding increased slightly over the decade among whites (from 38 percent of the white sample in 1971 to 43 percent in 1979) and decreased substantially among blacks (from 51 percent of the black sample in 1971 to 32 percent in 1979).

The regression results for 1971 reveal for whites a statistically significant positive relationship between the number of employers and nonemployment (statistical significance was determined based on pairwise t-tests of the difference between the estimated coefficients on EM1, EM2, and EM3). White workers with two employers during the year were out of work five weeks more on average than those with a single employer during the year and those with three or more employers were out of work 13 weeks longer on average than those with two employers. Although the relationship among blacks is not as striking, it is definitely positive. Nonemployment among blacks with one employer and those with three or more employers was almost identical on average to that of whites. Blacks with two employers had much more nonemployment on average than whites in the same category. Blacks with two employers experienced 13 more weeks of nonemployment and those with 3+ employers 10 weeks more nonemployment than those with a single employer These results indicate that in 1971 the higher nonemployment rate among blacks resulted from: 1) their somewhat greater representation among those with no

employment during the year and, 2) higher turnover on average among the employed together with a stronger positive relationship than whites between turnover and nonemployment.

The 1979 estimates show a reversal of the positions of blacks and whites with regard to turnover. Blacks move to a position of less turnover than whites, and the proportion of blacks not working during the year increases greatly relative to whites. In addition the relationship between number of employers and total nonemployment is only weakly positive among whites and totally absent for blacks, black workers with three or more employers experiencing slightly less time out of work than those with fewer employers. In 1979, therefore, the greater nonemployment among blacks results moreso than in 1971, from a much larger proportion of the black than the white sample having no job during the year, and the combination of fewer employers on average and more nonemployment among those blacks with just one or two employers during the year.

As a crude test of whether nonemployment levels are more persistent among blacks or whites, nonemployment in the previous year, $WKNEPR_{t-1}$, was added to the regression equation and the results are shown as Equation II on Tables 2.6 and 2.7. The size of the estimated coefficient on this variable indicates the extent of the relationship between levels of nonemployment in subsequent years. In 1971 the coefficient is larger for whites than for blacks. In 1979 the opposite is the case. Although the differences are not statistically significant in either case, they indicate a change in the relative size of the measures. Thus, as the nonemployment distribution during the year for blacks has become more bimodal, the persistence in these levels from year to year has increased for blacks relative to whites.

III. SUMMARY AND CONCLUSIONS

This chapter addressed the question of whether the relative increase in unemployment rates and the relative concentration of unemployment among black youth over the decade of the 1970s was associated, for blacks, with a relative increase in turnover out of employment or, alternatively, a relative decrease in turnover out of unemployment (increasing stagnation). We found support for the latter.

Average annual nonemployment (time not employed during the year) among blacks is increasingly being determined by a subgroup with little or no employment experience. Observing a sample of civilian males, ages 18-21 and not enrolled in school in 1971, and a like sample in 1979, we found that as annual nonemployment increased over the decade for blacks, job mobility decreased drastically. And while the more nonemployment experienced in 1971 was positively related to the number of employers the individual had during the year (an indication of turnover related nonemployment), the relationship was much weaker for whites and totally absent for blacks in 1979. Further, there was a relative increase over the decade for blacks in the extent to which high (low) nonemployment in one year predicts high (low) nonemployment in the next year.

It is doubtful that any policy which attacks this problem as an aggregate or market phenomenon will be successful. The problems specific to those being chronically excluded from employment should be identified and addressed directly.

CHAPTER 3

CHANGING PATTERNS IN BLACK/WHITE WAGE AND RESERVATION WAGE DIFFERENTIALS: AN NLS CROSS-COHORT STUDY OF YOUNG MALES-- 1967-1969 VS. 1979-1980

by Choongsoo Kim*

Youth labor market conditions have deteriorated since the late 1960s. Many different reasons may be given for the worsening position of youth during the past decade, but the one most often cited is the "overcrowding" effect due, first, to the entrance of the baby boom cohort into the labor market and, second, to the substantial reduction in the armed forces, which served as a prime employer of youth. Whereas most researchers agree upon this general trend, many different hypotheses have been tested to explain the racial differences in earnings profiles and reservation wages. The main puzzling finding is that differences in unemployment rates between white and black youth have widened in recent years while differences in wages between the two races have narrowed. We will pay particular attention to this pattern and examine whether it is due to the upgrading or widening distribution of individual characteristics of blacks as compared with those of whites.

This study deals with the determinants of market wage rates and reservation wage rates among young white and black males. We compare the differences in the determinants of wages for whites and blacks at two points in time--the late 1960s and the late 1970s--and we investigate the changing influences on the formation of reservation wages for each race in the two periods. Previous discrimination analyses have focused on intra-cohort comparisons of earnings differences between whites and blacks, and unexplained

*The excellent research assistance of Julia Zavakos and John Jackson are gratefully acknowledged.

residuals in their earnings are generally attributed to discrimination in the labor market: that is, discrimination accounts for the unexplained earnings differences between two observationally equivalent individuals of different races. Intercohort studies have generally focused on the earnings differences attributable to individual characteristics: the main questions are, How have rates of return to education changed over time between whites and blacks? and How much of these are due to changes in individual characteristics?

Our analysis differs from previous studies because we investigate reservation wage formation among the unemployed. Understanding the determinants of reservation wages of unemployed persons is particularly useful in light of the rising expectations hypothesis, which suggests that high black unemployment rates relative to white unemployment rates are attributable to the too high expectations of wages among unemployed blacks. Using information about reservation wages and individual characteristics of the unemployed, we examine the above hypothesis.

The data for this study are from the 1967-1969 surveys of the National Longitudinal Surveys of Labor Market Experience (NLS) young men's cohort and the 1979-1980 surveys of the NLS youth cohort. The NLS data are much more recent than those of Morse (1981) and Smith and Welch (1975, 1979), who examined the earnings differentials between whites and blacks using 1960 and 1970 Census data. Because the effects of anti-discrimination policies appeared to be more effective during the 1970s than during the 1960s, we expect earnings differences due to discrimination to be much smaller now than in the past (Morse,1981).

The first two sections of this paper describe the basic model and the methodology and data. Empirical estimates of wage and reservation wage equations are contained in the third and fourth sections; implications of the

empirical results are discussed in the fifth section, with a summary in the final section.

I. MODEL

Wage Determination

During the past two decades labor market analyses have tried to explain wage differences across different individuals. Since the pioneering works by Schultz (1960), Mincer (1962), and Becker (1964), estimations of the returns to education or training have received the most attention in studies by human capital theorists.[1] In these theories, education and other forms of training are considered elements of the human capital production process.

In contrast to neoclassical economic analysis, dual labor market theorists hypothesize that the economy consists of two distinct sectors, a primary high wage and a secondary low wage sector.[2] Their basic argument is that the wage determination process cannot be explained in the context of supply and demand(Piore, 1978). Instead, wage rates are functions of certain social and institutional factors. Doeringer and Piore(1971) claim that in the high wage sector, wages adhere to the jobs rather than to the workers and that institutional barriers prevent mobility of workers between the two sectors.

The purpose of this paper is not to test which of the above theories is more relevant to the actual wage determination process. Rather, under the

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[1]For a survey of human capital theory, see Blaug(1976). Sahota(1978) also provides an extensive literature review of personal income distribution theories.

[2]For a literature review of the segmented labor market theories, see Cain(1976). The work by Doeringer and Piore(1971) provides theoretical grounds for dual labor market theories. An extensive counterargument against dual labor market theory based upon neoclassical economic theory is found in Wachter(1974).

presumption that a single theory is not sufficient to explain wage variations, we combine the important factors of the above theories and incorporate them into our specifications to increase the explanatory power of our estimated model. More specifically, our wage equation includes the following four kinds of components. First, education and tenure variables capture the human capital aspects of wage formation. Second, union effects are introduced because wages in the unionized sector are known to be higher than those in the non-unionized sector. We examine how much of a wage premium individuals receive from participating in a union after controlling for other important individual characteristics.[3] A third factor is compensating wage differentials; as Lucas(1977) pointed out, the concept of equalizing wage differentials is an hypothesis maintained in many studies, so we introduce information about occupational characteristics into the model specification to capture the wage differences accruing, for example, to different levels of educational development. Fourth, in order to take the dual labor market viewpoint into account, a set of industry dummy variables are introduced to control for individual wage differences, net of human capital components, across different industries.

Thus, the log wage equation (with the theoretically expected signs of coefficients in parentheses) is specified as follows:

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[3]For a review of previous studies of union effects, see Johnson(1975) and Parsely(1980). Although this paper regards union membership status as an exogenous variable, some studies consider it as endogenous; thus wage determination and union participation are simultaneously estimated. See for example, Duncan and Stafford(1980) and Lee(1978).

$$\ln W = a_0 + \underset{(+)}{a_1}\ \text{Education} + \underset{(+)}{a_2}\ \text{Experience} + \underset{(+)}{a_3}\ \text{Tenure} + \underset{(+)}{a_4}\ \text{Union}$$

$$+ \underset{(+)}{a_5}\ \text{Married} + \underset{(?)}{a_6}\ \text{Occupational characteristics} + \underset{(-)}{a_7}\ \text{In school}$$

$$+ \underset{(?)}{a_i}\ \text{industry dummies} \quad \ldots\ldots\ldots\ldots\ldots\ldots\ldots \quad (1)$$

Reservation Wage Determination

Although a reservation wage variable (actual or imputed estimate) has been used in many studies, particularly in job search analyses, it is most often entered as a right hand side (exogenous or endogenous) variable in the model rather than as a left hand side variable.[4] In attempting to specify the reservation wage equation, the following factors were considered. First, education and experience variables capture the human capital components of reservation wage formation. Second, we consider socioeconomic status. In labor-leisure choices, the marginal utility of income of an individual is conditional upon his wealth status; that is, other things being equal, the time value of a wealthier individual is higher than that of a less wealthy individual. Third, duration of unemployment is a key variable testing whether or not reservation wages decline in most job search analyses. Fourth, information about the desired occupation is very important in understanding reservation wages and has been omitted for many past studies. For example, let us assume two individuals who are observationally equivalent except that one wants to work in an occupation that requires higher educational development and the other wants to work in an occupation that does not require it. The individual who desires to work in the former occupation expects to be

[4]Past studies which analyzed the determinants of reservation wages include Stephenson(1978) and Sandell(1979).

compensated for his education, and if his occupation is in a predominantly unionized sector, he will also expect to receive wage premiums won by collective bargaining.

The log reservation wage equation (with the theoretically expected signs in parentheses) is specified to include the following variables:

$$\ln R.W. = b_0 + \underset{(+)}{b_1}\ \text{Education} + \underset{(+)}{b_2}\ \text{Socioeconomic status}$$
$$+ \underset{(-)}{b_3}\ \text{Duration of unemployment} + \underset{(?)}{b_4}\ \text{Occupational characteristics}$$
$$+ \underset{(?)}{b_i}\ \text{Other control variables} \quad \ldots\ldots\ldots\ (2)$$

II. METHODOLOGY AND DATA

Decomposition

We employ the decomposition approach of Blinder (1973) to investigate the sources of mean wage (or reservation wage) differences between two different groups. To illustrate, the log wage equations are estimated separately for whites and blacks:

$$Y_i^W = a_0^W + \Sigma_{k=1} a_k^W X_{ki}^W + u_i^W \quad \ldots\ldots\ldots\ (3)$$

$$Y_i^B = a_0^B + \Sigma_{k=1} a_k^B X_{ki}^B + u_i^B \quad \ldots\ldots\ldots\ (4)$$

where superscripts W, B represent whites and blacks, respectively. If the above equations are estimated by the least squares technique, then the mean values of Y and X are constructed to cross out each other. Thus, the mean difference in Y, $\overline{Y_i^W} - \overline{Y_i^B}$, can be decomposed into $a_0^W - a_0^B$ and

$\Sigma_k a_k \overline{{}^W X_k{}^W} - \Sigma_k a_k \overline{{}^B X_k{}^B}$; the first part corresponds to the mean differences due to shift coefficients, and the latter part is due to the sources explained by the regression. Moreover, the explained part of the mean differences can be further broken down into the following:

$$\Sigma_k a^W X^W - \Sigma_k a^B X^B = \Sigma_k a^W (X^W - X^B) + \Sigma_k X^B (a^W - a^B) \quad \ldots\ldots\ldots\ldots \quad (5)$$

The first term is the source of differences attributable to endowments, while the latter term is attributable to treatments. The mean difference due to the latter part and the difference due to shift coefficients are frequently attributed to discrimination (Blinder,1973).

Sample Selection Bias

A censoring bias may arise in estimating the above equations. In other words, because the wage equations are confined to the subsample of employed persons they may be regarded as an incomplete represention of the population. Specifically, the sample selection process -- the observability of wage rates -- may bias the sample if those who are not included in the sample have different unobserved characteristics from those who are included. Heckman (1976) devised a technique to eliminate this possible selectivity bias.

The essence of Heckman's technique is to make the conditional expectation of the error term of the estimated equation within selected sample members be zero; the coefficients are thus unbiased. In order to account for selectivity bias, he suggests estimating a probit equation for the probability of being included in the sample (e.g., the probability of being employed). The censoring bias, then, may be corrected by including an additional explanatory variable, λ: $\lambda = f(z) / F(z)$, where $f(z)$ and $F(z)$, respectively,

represent the standard normal density and cumulative distribution functions of the probit estimation.

This technique is also useful from a different perspective. For example, in estimating wage equations, some members in the sample are excluded simply because of missing observations. The estimated coefficients may be biased or inefficient depending upon the stochastic or non-stochastic nature of the distribution of missing observations. By the same logic discussed above, Heckman's technique can also be applied to take into consideration sample selectivity bias arising from exclusion of certain individuals due to unavailability of some information.

Data

The sources of the data for this analysis are the NLS 1967, 1968, and 1969 surveys of the young men's cohort (hereafter called 1969) and the 1979 and 1980 surveys of the youth cohort (hereafter called 1979). For each cohort, cross-section surveys were pooled and separate equations were estimated for each race-specific cohort. Combining at least three surveys of young men--1967, 1968, and 1969--was necessary to preserve statistically sufficient sample sizes, particularly for the race-specific study of reservation wages of the unemployed.

In order to perform the decomposition analysis described above, identically defined universes and models are required, and because of this constraint, variables for which information is not available for all concerned years are advertently deleted.[5] The analysis is restricted to young males age

[5]For example, a knowledge of world of work score could not be included because of the differences in questions between 1969 and 1979.

17 - 21, not enrolled in high school or serving in the active forces.[6] The dependent variables are hourly wage rate and hourly reservation wage rate, each deflated by the consumer price index (1967=100).

III. EMPIRICAL RESULTS: WAGE EQUATION

Least squares estimates of equation(1) by race and cohort are presented in Tables 3.1 and 3.2. Two variables are added to those already explained in (1): effective minimum wage and lambda. The former variable, defined as the nominal minimum wage deflated by CPI and multiplied by the coverage rate, is introduced to capture minimum wage effects across different industries. Generally, the wage rate in an industry covered by the minimum wage law is likely to be higher than in an industry which is not covered.[7] The latter variable accounts for the sample selectivity problem. The probit estimates to compute lambda are presented in Appendix Table 3A.1. Separate estimations by race are necessary because the Chow test statistics indicate that the coefficients of the race-specific equations come from different populations.[8] For each race, two equations are reported. The second equation includes a set of industry characteristic variables as well as human capital

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[6]Due to small sample sizes for the analysis of reservation wages among the unemployed, high school students were excluded but college students were included in the universe.

[7]The effects of minimum wage and coverage rates on labor market activity are extensively discussed in the literature (See Welch(1974) and Mincer (1976)). While the impacts of minimum wage increase on employment or unemployment are unclear (basically they depend upon the underlying assumption of a competitive or monopolistic labor market and estimated cross elasticities of demand for and supply of labor with respect to minimum wage increases), their positive impacts on overall wage rates are rather obvious.

[8]For example, the F-statistic for the log wage equations(2) in Tables 3.1 and 3.2 is 8.61, where the critical value for F(15,3151) is 2.03 at 0.01 significance level. For a detailed discussion of the Chow test, see Chow (1960).

Table 3.1 Log Wage Equations for White and Black Young Men: 1967-1969

(t-statistics in parentheses)

	White			Black		
	Equation 1	Equation 2	Mean/ Std. Dev.	Equation 1	Equation 2	Mean/ Std.Dev.
Constant	5.0158** (35.61)	4.3069** (21.25)		4.5261** (26.21)	3.6609** (11.47)	
Education	.0292** (3.41)	.0278** (3.39)	12.07 (1.84)	.0363** (3.25)	.0427** (3.93)	11.00 (2.18)
Experience	.0179** (2.59)	.0130** (1.98)	2.02 (2.01)	.0037 (.42)	.0040 (.46)	2.90 (2.28)
Tenure	.0113* (1.87)	.0134** (2.31)	.62 (1.22)	-.0002 (-.02)	.0101 (1.03)	.44 (1.18)
GED	.0164** (5.37)	.0208** (7.06)	9.89 (2.48)	.0285** (5.03)	.0319** (5.80)	8.89 (2.16)
Union	.1180** (4.86)	.0253 (1.02)	.11 (.31)	.3762** (10.69)	.3370** (9.00)	.13 (.34)
In school	.0924 (1.59)	.1605** (2.90)	.33 (.47)	-.1344** (-1.83)	-.1053 (-1.47)	.16 (.37)
Married	.0352 (1.34)	.0215 (.86)	.25 (.43)	.0966** (2.13)	.0804* (1.82)	.22 (.42)
Effective minimum wage		.0733** (5.12)	10.76 (.48)		.0718** (2.90)	11.00 (.45)
Mining & construction[a]		.0386 (1.55)	.11 (.31)		.1527** (3.79)	.11 (.31)
Transportation[a]		-.0066 (.21)	.06 (.23)		-.0034 (-.07)	.06 (.23)
Trade[a]		-.2352** (-11.97)	.28 (.45)		-.1329** (-4.04)	.20 (.40)
Finance and Business[a]		-.1137** (-3.57)	.06 (.23)		-.0336 (-.61)	.05 (.22)
Other[a]		-.2515** (-11.00)	.18 (.39)		-.1471** (-4.00)	.18 (.38)
Lambda	-.5476** (-5.51)	-.5358** (-5.67)	.54 (.30)	-.0458 (-.36)	-.0239 (-.19)	.50 (.23)

Table 3.1 (continued)

	White			Black		
	Equation 1	Equation 2	Mean/ Std. Dev.	Equation 1	Equation 2	Mean/ Std.Dev.
R^2	.1921	.2770		.2378	.2961	
$\bar{R}^2$	.1893	.2727		.2304	.2841	
S.E.E.	.3476	.3292		.3322	.3204	
N	2349	2349	2349	832	832	832

*Significant at .10.

**Significant at .05.

[a]Manufacturing serves as the reference group.

UNIVERSE: White and black employed young men 17-21 years old who are not enrolled in high school and not serving in the active forces.

Table 3.2 Log Wage Equations for White and Black Young Men: 1979-1980

(t-statistics in parentheses)

	White			Black		
	Equation 1	Equation 2	Mean/ Std. Dev.	Equation 1	Equation 2	Mean/ Std. Dev.
Constant	4.6102** (24.44)	4.0987** (15.28)		3.9800** (12.40)	3.7402** (8.01)	
Education	.0400** (3.49)	.0443** (4.11)	11.83 (1.65)	.0676** (3.51)	.0684** (3.64)	11.49 (1.50)
Experience	.0396** (4.87)	.0338** (4.41)	2.76 (1.63)	.0434** (3.11)	.0359** (2.64)	2.98 (1.62)
Tenure	.0204** (3.46)	.0204** (3.55)	1.06 (1.37)	.0228* (1.81)	.0288** (2.25)	0.96 (1.18)
GED	.0130** (3.18)	.0149** (3.86)	9.98 (2.09)	.0189** (2.54)	.0201** (2.73)	9.22 (2.05)
Union	.2952** (14.26)	.2494** (12.46)	.21 (.41)	.1613** (4.91)	.1417** (4.41)	.30 (.46)
In school	-.0754* (-1.69)	-.0038 (-.09)	.25 (.44)	-.1748** (-2.66)	-.1404** (-2.18)	.18 (.39)
Married	.0060 (.21)	-.0144 (-.54)	.15 (.35)	.1289 (1.55)	.1443* (1.78)	.05 (.22)
Effective minimum wage		.0491** (2.74)	9.74 (1.53)		.0233 (.75)	9.61 (1.58)
Mining and construction[a]		.0785** (2.78)	.12 (.32)		.0052 (.09)	.09 (.28)
Transportation[a]		.0494 (1.28)	.05 (.21)		.0564 (.84)	.06 (.23)
Trade[a]		-.1124** (-2.94)	.32 (.47)		-.1000 (-1.47)	.29 (.45)
Finance and business[a]		.0298 (.43)	.11 (.31)		-.0398 (-.33)	.09 (.29)
Other[a]		-.0920 (-1.37)	.14 (.35)		-.1482 (-1.30)	.21 (.41)

Table 3.2 continued

	White			Black		
	Equation 1	Equation 2	Mean/ Std. Dev.	Equation 1	Equation 2	Mean/ Std. Dev.
Lambda	-.3058** (-3.10)	-.2923** (-3.15)	.61 (.19)	.0296 (.20)	.1271 (.86)	.74 (.17)
R^2	.2213	.3179		.1365	.1998	
$\overline{R}^2$	.2175	.3120		.1232	.1780	
S.E.E.	.3282	.3077		.3393	.3285	
N	1647	1647	1647	528	528	528

*Significant at .10
**Significant at .05

[a]Manufacturing serves as the reference group.

UNIVERSE: White and black employed young men 17-21 years old who are not enrolled in high school and not serving in the active forces.

and occupational characteristic variables. The discussions in Sections III and IV are, however, based upon the fully specified equations (equation 2).

Intra-Cohort Comparisons

The signs of the estimated coefficients of the log wage equations generally conform to our theoretical expectations and they were statistically significant. Major findings are summarized below.[9]

First, it is surprising to find larger coefficients on education for blacks than for whites in both cohorts. Previous studies found the coefficient on education to range between 0.05 and 0.08 (see Griliches (1976), and Osterman (1980)). Moreover, as Osterman (1980) shows, it is generally believed that the returns to education are higher for whites than for blacks. This finding of the opposite pattern is basically due to a very small estimate of the education coefficient for whites; the coefficient for blacks is reasonably close to those of past studies. However, this small estimate of the education coefficient turns out to be attributable to the inclusion of lambda. In other words, in the equations where sample selectivity is not accounted for, the coefficient on education for whites is 0.0583 instead of 0.0278 (in 1969), or 0.0685 instead of 0.0443 (in 1979), which is very close

[9]In the NLS data, the information regarding union participation has been collected since 1969. Therefore, we imputed the probability of participating in a labor union for those who were employed in 1967 or 1968 using an auxiliary equation estimated based upon 1969 data. The race-specific logit estimation for union participation probability includes the following as right hand side variables: education, in-school, South, SMSA, local labor force size and a set of one-digit occupational and industry dummy variables. The predicted probability was later converted to a one-zero categorical variable using 0.5 as a cutoff criterion. A within-sample (1969) predictability test indicates that 84 percent of whites and 86 percent of blacks were correctly predicted for their union participation. The one-zero categorization was necessary for direct comparisons of coefficients with the wage equations in 1979.

to the findings of previous studies.[10] This finding is significant and deserves a detailed discussion. In an earlier section, we indicated that the sample selectivity issue becomes particularly relevant i error term of the wage equation among those whose wages are observed is lated with that among those whose wages are not observed. The fact that the selectivity issue is more pertinent among whites than among blacks implies that the white employed sample represents less of the cross-section of their population than the black employed sample does. Alternatively, whereas unemployment or out-of-labor force status are relatively more widely distributed among blacks, these characteristics are concentrated among a certain specific group of whites.[11]

Second, experience and tenure are important determinants of wage rates among whites but not among blacks in 1969. Past studies also show the same pattern (Grasso and Myers (1977), and Osterman (1980)). On the other hand, the two variables are significant for both races in 1979. Moreover, the returns to experience and tenure are approximately the same for whites and blacks.

Inter-Cohort Comparisons

Substantial shifts in coefficients are observed for both races between

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[10]The comparable figures for blacks are 0.0439 instead of 0.0427 (in 1969) and 0.0587 instead of 0.0684 (in 1979).

[11]In addition to the coefficient on education, there are other variables whose coefficients in terms of magnitude and statistical significance changed considerably by the inclusion of "lambda" into the estimation. As indicated in the text, this phenomenon is particularly relevant to whites. The variables that were significantly affected include (with t-values in parentheses): education 0.0583(9.34), experience 0.0312(5.38), in-school -0.1361(-7.50), married 0.1232(7.03) in 1969; and for these same variables in 1979 0.0685(9.01), 0.0394(5.27), -0.1191(-5.56), 0.0312(1.37), respectively.

the two periods. The most dramatic changes are found in the coefficients of experience and tenure for black males. As indicated earlier, black males did not receive returns from tenure or experience during late 1960s, but they have received them more recently. Moreover, the magnitude of the coefficients is approximately the same between the two races in recent years. This finding may be indicative of less discrimination against blacks in the labor market in recent years than in the past.

For both races, the size of the coefficients on education becomes larger, while the size of the coefficient on general education development (GED--see glossary for exact definition) becomes smaller. Basically, these two variables capture the overall returns to investment in education. If these returns can be decomposed into two parts, one attached to individuals and the other to jobs, perhaps the education coefficient represents the former whereas the GED coefficient represents the latter. In this respect, we may infer that the human capital theory, which assumes that wages are attached to individual characteristics, has become more relevant in explaining the wage determination process in 1979 than the dual labor market theory, which basically argues that wages are attached to jobs.

Decomposition: Intra-Cohort Comparisons

Table 3.3 presents the results of the decomposition of mean wage differentials between whites and blacks into the components attributable to endowments (i.e, individual attributes) and to treatments (i.e, the effects of given individual characteristics). Some interesting findings are summarized below. First, the real wages of white males are higher than those of blacks by 12 percent and 7 percent, respectively, during the late 1960s and late 1970s. However, the higher wage rates of whites are primarily attributable to

Table 3.3 Decomposition of Mean Wage Differentials: Intra-Cohort Black/White Differences and Inter-Cohort Within Race Differences

(in percent)

Variable	Total	Attributable to endowments	Attributable to treatments	Total	Attributable to endowments	Attributable to treatments
	Intra-cohort differences					
	1967-1969			1979-1980		
Education	-12.6	3.0	-15.1	-23.0	1.5	-24.2
Experience	1.5	-1.1	2.6	-1.4	-.7	-.6
Tenure	.4	.2	.2	-.6	.2	-.8
GED	-7.5	2.1	-9.4	-3.6	1.1	-4.7
Union	-4.0	-.05	-4.0	1.0	-2.2	3.3
In-school	7.2	2.8	4.3	2.5	-.03	2.5
Married	-1.2	.06	-1.3	-.9	-.1	-.8
Effective minimum wage	-.1	-1.7	1.7	29.0	.6	28.1
Industry dummies	-7.3	-2.0	-5.4	2.6	.6	2.1
Subtotal	-22.4	3.2	-24.8	-1.3	.9	-2.1
Shift coefficient	90.8			43.1		
Total	12.3			7.4		
	Inter-cohort differences					
	White			Black		
Education	20.7	-1.1	22.0	37.2	3.4	32.7
Experience	6.9	2.5	4.3	10.0	.3	9.7
Tenure	1.3	.9	.4	2.3	1.5	.8
GED	-5.5	.1	-5.7	-9.4	.7	-10.0
Union	5.1	2.5	2.5	-.1	2.4	-2.5
In-school	-5.2	.03	-5.3	-.8	-.3	-.6
Married	-.8	.1	-.9	-1.0	-2.4	1.4
Effective minimum wage	-26.7	-4.9	-22.9	-43.2	-3.2	-41.3
Industry dummies	8.4	.1	8.3	-2.0	-1.5	-.7
Subtotal	-3.0	.2	-3.2	-23.8	.7	-24.3
Shift coefficient	-18.8			8.3		
Total	-12.4			-8.4		

their larger shift coefficients (i.e., constant terms).[12] In 1969, if black males had had the same shift coefficient as that of whites, then their wages would have been higher by 91 percent. The comparable figure in 1979 is 43 percent; the smaller differences attributable to shift coefficients may also reflect less racial discrimination in later years.

Second, education and GED account for the larger wage differences between whites and blacks. Contrary to our expectations, if blacks had the same characteristics and coefficients as whites, their wages would be lower by 20 (12.6 + 7.5) percent. However, as discussed earlier, these total differences are due to the larger coefficients of blacks than of whites. In terms of endowments, the wages of blacks would be five percent higher if they had the same endowments as whites.[13]

Third, the wage differences between whites and blacks attributable to endowments is generally very small, and almost negligible in 1979. This indicates that racial wage differences are basically due to different treatments rather than different endowments.

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[12]The interpretation of a shift coefficient needs careful examination. Strictly speaking, the shift coefficient is applicable only to those who have zero values for one-zero dummy variables--in our example, the non-participant in labor union, non-enrolled, non-married and working in the manufacturing industry sector. Therefore, if the mean values of dummy variables are different between different groups, the comparisons of shift coefficients should be interpreted differently; assigning values other than one or zero is not meaningful. To make the analysis simple, however, we ignore this problem in this study and we assign mean values of these dummy variables for this decomposition analysis.

[13]Due to the logarithmic transformation of the wage variable, the relationship among the right hand side variables is multiplicative rather than additive. For example, the total effect of -12.6 percent of education for 1969 in Table 3.3 can be obtained by 1.03 * (1 - 0.151). Also, the sum of the subtotal and shift coefficient effects does not account for the total differentials because of the inclusion of "lambda" in the estimations.

Decomposition: Inter-Cohort Comparisons

The inter-cohort comparisons of wage differences illustrate what the wage rates would have been in 1969 if they had had the characteristics and coefficients of 1979 (Table 3.3). Wage rates declined over time for both races but more so for whites than for blacks.

As was the case for intra-cohort racial differences, the inter-cohort differences for both whites and blacks are also mainly attributable to the shifts in coefficients rather than to changes in individual characteristics. If individuals in 1969 had had the characteristics of those in 1979, their wage rates would have been higher merely by 0.2 percent and 0.7 percent for whites and blacks, respectively. On the other hand, if they had had the coefficients of 1979, their wages would have been lower by 3.2 percent and 24.3 percent, respectively, for whites and blacks.

Interestingly, the effects of shift coefficients are opposite for whites and blacks: white males would have lower wages, while black youth would have higher wages, if those in 1969 had possessed the shift coefficients of those in 1979. This result also supports the argument that racial discrimination is a lesser problem in recent years than before.

Other interesting findings include a substantial positive contribution of education, a negative contribution of GED, and a considerable negative impact of effective minimum wage. Combining the first two variables, we infer that the increase in the rates of returns to education attributable to individual human capital components outweighs the negative contribution of the rates of education attached to jobs. This pattern prevails for both races.[14]

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[14]Our finding contradicts the conventional argument that the rates of return to education declined over the past decade (see, for example, Freeman (1977)). This argument principally charges overinvestment in education as the main cause for the decline in the rates of return to education. A couple of

Substantial differences are observed between the two cohorts regarding the impacts of effective minimum wage. The effects of minimum wage on wage formation are considerably larger in 1969 than in 1979, and this pattern holds true for both whites and blacks. If those employed in 1969 had had the coefficients and characteristics of those employed in 1979, their wages would have been lower by 27 percent and 43 percent, respectively, for whites and blacks, indicating that blacks employed in 1969 received more benefits from increases in minimum wages or coverage rates than their white counterparts.

IV. EMPIRICAL RESULTS: RESERVATION WAGE EQUATIONS

A source of possible confusion in an analysis of reservation wages is the definition of the reservation wage (Stephenson, 1976). The information about the reservation wage in this study is obtained from the question, "What would the wage or salary have to be for you to be willing to take it (the desired job)?". Additionally, information about the desired number of hours is also used to compute the hourly reservation wage rate, thus the measurement errors in our computation of reservation wages may be smaller than those of other studies. The universe of this study includes young men in 1967, 1968 and 1969 ("1969") and male youth in 1979 and 1980 ("1979") who are unemployed as of the

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comments are in order. First, we computed the mean values of the difference between education and GED for each race and cohort among the employed. For the case of whites, the means decreased from 2.12 years in 1969 to 1.81 years in 1979. On the other hand, the corresponding figures for blacks increased from 1.86 years to 2.20 years. Thus, our data indicate that the overinvestment in education as compared to the level of education required to perform the job might have been true for blacks but not for whites. Second, the implication of the negative contribution of GED (particularly in terms of negative treatment effects for both races in Table 3.3) may be, to a certain extent, consistent with the argument of declining rates of returns. In other words, the negative contribution of GED implies that, all other things equal, wage rates (from the viewpoint that wages are attached to jobs) would have been lower if those employed in 1969 had had the coefficients on GED of those employed in 1979.

interview dates.[15] Tables 3.4 and 3.5 report least squares estimates of the log reservation wage equations. Again, the sample selectivity issue is taken into account and the probit estimates to compute lambda are presented in Appendix Table 3A.2.

Intra-Cohort Comparisons

Racial comparisons within the cohorts do not show the several commonly significant variables between whites and blacks which appeared in the wage equations. Education and experience are important determinants of reservation wages for white males, but they are not significant factors for black males: this pattern prevails for both in 1969 and in 1979. Among whites, the coefficients on education of the reservation wage equations are always larger than those of the wage equations, indicating that unemployed whites expect to receive higher rates of return to education than the actual rates which their counterparts are earning. To be precise, for young men in 1969, an additional year of education increases wage rates by 2.8 percent, while an additional year of education increases reservation wages by 5.7 percent. The corresponding figures for 1979 are 4.4 percent and 7.0 percent increases in wages and reservation wages, respectively.

In 1969, while white males expected to receive returns to their individual human capital like education and experience, black males counted upon returns to education attached to job fulfillment (GED). Although the coefficient on GED is positive and significant for white males in 1979, it is

[15] A caveat is in order. In unemployment studies like ours where the obtained information is relevant to the interview dates, the sample is more likely to include a longer-duration unemployment than a shorter-duration unemployment (Salant (1977)). Thus, the sample may overrepresent the long-duration unemployed.

Table 3.4 Log Reservation Wage Equations for White and Black Young Men: 1967-1969

(t-statistics in parentheses)

	White			Black		
	Equation 1	Equation 2	Mean/ Std. Dev.	Equation 1	Equation 2	Mean/ Std. Dev.
Constant	5.4486** (16.52)	5.4487** (16.47)		5.6242** (12.42)	5.6050** (12.23)	
Education	.0566** (2.97)	.0569** (2.91)	11.95 (2.01)	.0026 (.09)	.0026 (.09)	11.16 (1.65)
Experience	.0485** (2.66)	.0486** (2.65)	1.57 (1.84)	.0302 (1.20)	.0308 (1.21)	2.42 (1.75)
Duration of unemployment	-.0012 (-.63)	-.0012 (-.62)	6.80 (10.47)	-.0003 (-.10)	-.0002 (-.06)	7.99 (10.02)
Parental education	.0027 (.38)	.0026 .38)	11.55 (3.25)	.0087 (1.04)	.0085 (1.01)	9.47 (3.27)
GED	-.0062 (-.80)	-.0064 (-.80)	13.55 (2.75)	.0188* (1.66)	.0201* (1.68)	12.40 (2.71)
Union		-.0195 (-.08)	.11 (.10)		.0874 (.36)	.10 (.13)
South	-.1698** (-3.97)	-.1723** (-3.17)	.26 (.44)	-.1467* (-1.93)	-.1330 (-1.55)	.55 (.50)
In school	-.1972** (-4.11)	-.1986** (-3.84)	.53 (.50)	-.1554** (-2.10)	-.1515** (-2.01)	.31 (.46)
Unemployment rate	-.2760** (-2.46)	-.2749** (-2.43)	2.04 (.17)	-.1230 (-.81)	-.1221 (-.80)	2.07 (.18)
Lambda	-.1289 (-.99)	-.1290 (-.99)	2.05 (.19)	-.2321 (-1.15)	-.2412 (-1.18)	1.86 (.21)
R^2	.2947	.2947		.3143	.3155	
$\bar{R}^2$	.2555	.2509		.2352	.2266	
S.E.E.	.2359	.2367		.2256	.2269	
N	172	172	172	88	88	88

*Significant at .10
**Significant at .05

UNIVERSE: White and black unemployed young men 17-21 years old who are not enrolled in high school and not serving in the active forces.

Table 3.5 Log Reservation Wage Equations for White and Black Young Men: 1979-1980.

(t-statistics in parentheses)

	White			Black		
	Equation 1	Equation 2	Mean/ Std. Dev.	Equation 1	Equation 2	Mean/ Std. Dev.
Constant	4.2475** (16.52)	4.2670** (16.88)		4.9667** (9.01)	4.9954** (9.17)	
Education	.0798** (3.98)	.0699** (3.51)	10.82 (1.75)	.0261 (.87)	.0066 (.21)	11.18 (1.70)
Experience	.0420** (2.78)	.0312** (2.06)	3.32 (1.70)	.0042 (.21)	-.0046 (-.22)	3.13 (1.76)
Duration of unemployment	-.0021 (-1.17)	-.0023 (-1.30)	8.27 (9.52)	-.0029 (-1.59)	-.0023 (-1.27)	8.75 (12.82)
Parental education	.0007 (.11)	-.0001 (-.01)	11.42 (3.10)	-.0057 (-.56)	-.0061 (-.60)	11.29 (2.37)
GED	.0222** (2.11)	.0339** (3.12)	10.17 (1.65)	.0460** (3.16)	.0530** (3.60)	10.01 (1.61)
Union		.4663** (3.49)	.13 (.14)		.3720** (2.33)	.17 (.16)
South	-.0730* (-1.73)	-.0354 (-.83)	.26 (.44)	.0094 (.13)	.0103 (.14)	.49 (.50)
In school	-.2184** (-3.62)	-.2090** (3.53)	.15 (.36)	-.0633 (-.65)	-.0300 (-.31)	.17 (.38)
Unemployment rate	-.0316 (-1.37)	-.0377* (-1.65)	4.43 (.75)	-.0207 (-.68)	-.0244 (-.81)	4.33 (.75)
Lambda	-.0944 (-1.10)	-.1149 (-1.36)	1.52 (.36)	-.2825 (-.54)	-.2174 (-.42)	1.42 (.11)
R^2	.1260	.1588		.0740	.1012	
$\bar{R}^2$	.1009	.1319		.0279	.0512	
S.E.E.	.3050	.2997		.3124	.3087	
N	324	324	324	191	191	191

*Significant at .10
**Significant at .05

UNIVERSE: White and black unemployed young men 21 years old who are not enrolled in high school and not serving in the active forces.

still somewhat smaller than that of the corresponding black males. This finding further supports our earlier argument that black wages are more likely attached to jobs, while white wages are more likely attached to individuals.

Finally, except for black males in 1979, the reservation wages of college students are 14 to 19 percent lower than those of their non-enrolled counterparts. Reservation wages of white males are cyclically sensitive whereas those of black males are not.[16]

Inter-Cohort Comparisons

It is somewhat unexpected to find that the overall goodness of fit of the reservation wage equations in 1979 is substantially lower than that in 1969, although the number of significant variables is about the same in the two cohorts. Basically, this result reflects the larger variances in reservation wages in 1979 than in 1969. The following point should be considered. In-school unemployment is generally different from out-of-school unemployment. Among those unemployed in 1969, about one half of whites and a third of blacks were enrolled in school, but in 1979 fewer than a sixth of whites and blacks were in school. Considering that the distribution of desired jobs of in-school youth is rather concentrated as compared with that of out-of-school

[16]The two key variables in the specification of reservation wage equations, duration of unemployment and parental education, do not turn out to be statistically significant for any equation. Introduction of a quadratic term of the duration of unemployment did not produce successful results, either. In any event, the statistical insignificance of this key variable, although the coefficient shows the expected sign, is puzzling. The statistical insignificance of the parental education variable, a measure of socioeconomic status, is, on the other hand, explained in the following way. In our model, in order to guarantee a statistically sufficient sample size, college students are included (only high school students are excluded). As the estimated results indicate, the reservation wages of college students are lower than those who do not attend college. However, socioeconomic status and college enrollment are positively correlated. Therefore, the two competing forces might have lowered the significance of the coefficients.

youth, it is not surprising to find a smaller variance of reservation wages in 1969 than in 1979 due to a different proportion of students.

We find that job-characteristic variables have become more important determinants of reservation wages for both whites and blacks in recent years: GED and Union show the expected signs and they are statistically significant in 1979 but not in 1969. This result indicates that reservation wages have become more job-specific in recent years. On the other hand, this finding is also attributable to the differences in the characteristics of the unemployed. If we consider that reservation wages of the in-school unemployed are less job-specific than those of the out-of-school unemployed, the insignificance of job-characteristic variables in 1969 is not unexpected.

Decomposition: Intra-Cohort Comparisons

The decomposition of mean reservation wages is provided in Table 3.6. Like the decomposition of the wage equations, the mean reservation wages of white male youth in 1979 serve as the basis for comparisons. Unlike the wage equations, the mean reservation wages of whites are smaller than those of blacks, by [illegible] percent in 1969 and by one percent in 1979. Moreover, the shift coefficients of blacks are considerably larger than those of whites: if blacks held the shift coefficients of whites, their reservation wages would be lower by 14 percent in 1969 and by 52 percent in 1979.

As with the wage equations, the variation in mean reservation wage differences between whites and blacks originates mostly from different treatment rather than from different endowments. The treatment effects are particularly significant for education and GED. For example, if blacks had the education coefficients of whites, their reservation wages would be about twice as large as they were both in 1969 and 1979. On the other hand, if they

Table 3.6 Decomposition of Mean Reservation Wage Differentials: Intra-Cohort Black/White Differences and Inter-Cohort Within Race Differences

(in percent)

Variable	Total	Attributable to endowments	Attributable to treatments	Total	Attributable to endowments	Attributable to treatments
	Intra-cohort differences					
	1967-1969			1979-1980		
Education	91.7	4.6	83.3	97.9	-2.5	102.9
Experience	.2	-4.0	4.4	12.5	.6	11.9
Duration of unemployment	-.7	.1	-.8	.1	.1	0.0
Parental education	-4.9	.5	-5.4	7.0	-.001	7.0
GED	-28.5	-.7	-28.0	-17.0	.5	-17.4
Union	-1.1	-.02	-1.1	-.3	-1.8	1.6
South	2.9	5.1	-2.1	-1.4	.8	-2.2
In-school	-5.7	-4.3	-1.4	-3.6	.4	-4.0
Unemployment rate	-26.5	.8	-27.1	-6.0	-.4	-5.6
Subtotal	-8.5	1.8	-10.1	76.6	-2.3	80.7
Shift coefficient	-14.5			-51.7		
Total	-6.1			-1.3		
	Inter-cohort differences					
	White			Black		
Education	7.9	-7.6	16.8	4.6	.01	4.6
Experience	2.8	5.6	-2.7	-8.5	-.3	-8.2
Duration of unemployment	-1.1	-.3	-.7	-1.8	-.2	-1.7
Parental education	-3.1	.001	-3.1	-13.9	-1.1	-12.9
GED	54.0	-10.8	72.6	32.5	-11.9	50.4
Union	6.5	.9	5.5	5.6	2.6	2.9
South	3.6	0.0	3.6	8.1	-.06	8.2
In-school	7.7	8.3	-.5	4.3	.4	3.8
Unemployment	48.3	-8.6	62.2	15.8	-5.4	22.4
Subtotal	188.4	-13.4	233.0	47.8	-15.5	74.9
Shift coefficient	-69.3			-45.6		
Total	-3.0			-7.8		

held the GED coefficients of whites, their reservation wages would be lower by 28 percent in 1969 and by 17 percent in 1979. Compared with the size of treatment effects on these two variables, the magnitude of their endowment effects is almost negligible.

Decomposition: Inter-Cohort Comparisons

For both races, reservation wages in 1979 are lower than those in 1969, by three percent for whites and by eight percent for blacks. However, the higher reservation wages in 1969 than in 1979 are primarily attributable to the larger shift coefficients. If only held the shift coefficients of 1979, their reservation wages would be lower by 69 percent for whites and by 46 percent for black males. On the other hand, the most dramatic differences would be observed by the changes in GED coefficients. If those unemployed in 1969 carried the GED coefficients of those in 1979, white males would ask 73 percent higher wages and black males would want 50 percent higher wages.

Another interesting finding is that the endowment effects of education for white males are negative, indicating that the mean educational attainments are lower for whites in 1979 than in 1969. We find the same pattern for GED. The above two results imply that not only did unemployed whites in 1979 attain lower education levels than they did in 1969, but that they also expect to work in occupations that do not require higher educational levels.

V. FURTHER DISCUSSION

The argument that the poorer labor market position of black males than white males is due to their too high reservation wages needs to be examined. We saw in the previous sections that the characteristics of the unemployed are significantly different between the two cohorts. For example, the mean

educational attainment of unemployed white male youth in 1979 is considerably lower than that of unemployed white young men in 1969, but there is no apparent difference in educational attainment among unemployed black males of the two cohorts.

Compared with the actual wage rates that their counterparts are earning in the labor market, the reservation wages of black males are relatively higher than those of white males, particularly in recent years. One argument states that black males experience poorer labor market positions because of their relatively high reservation wages. While this hypothesis may have some appeal, the main question is, What is the relevant market wage rate of the unemployed to be compared with the reservation wage? To be more specific, if unemployed black males receive lower wage rates than their white counterparts with identical individual characteristics due to discrimination in the labor market, an important question is, Do unemployed blacks discount their reservation wages by the amount of potential wage losses due to discrimination?

In order to answer the above question, we compare the mean reservation wages of unemployed white and black males with the appropriately estimated expected wages. To impute wages for the unemployed, we use the wage equations (1) in Tables 3.1 and 3.2.[17] The comparisons of reservation wages and imputed wages appear in Table 3.7.

Mean imputed wages are computed using the race and cohort specific wage equations. The ratios of mean reservation wages over mean imputed wages (row

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[17]Equation (1) is preferred to equation (2) in Tables 3.1 and 3.2 because information about industry is unavailable for the unemployed. To impute wages, we ignore the contribution of tenure on the wage formations (thus we assign zero values for tenure). The mean values used for marital status are 0.09 for whites and 0.11 for blacks in 1969, and 0.08 for whites and 0.02 for blacks in 1979.

Table 3.7 Comparisons of Mean Reservation Wages and Mean Imputed Wages by Race and Cohort

(in cents)

	1967-1969		1979-1980	
	White	Black	White	Black
(1) Mean reservation wage[a]	175	186	169	172
(2) Mean imputed wage: A[a,b]	293	200	207	138
(3) Mean imputed wage: B[a,c]	-	279	-	210
(4) Ratio: (1)/(2) (in percent)	-40.3	-7.0	-18.4	24.6
(5) Ratio: (1)/(3) (in percent)	-	-33.3	-	-18.1

[a]Mean values are obtained by taking exponentials of logarithmic values.

[b]Coefficients of wage equation (1) of the corresponding race and cohort are used for wage imputations.

[c]Coefficients of white wage equation (1) of the same cohort are used for wage imputations.

4) yield very interesting results. In 1969, the mean reservation wages were lower than mean imputed wages by 40 percent among white males, and by seven percent among blacks. On the other hand, the gaps between reservation wages and imputed wages are substantially smaller, in relative terms, in 1979 than in 1969 among both races. Furthermore, among blacks in 1979, the mean reservation wages are even higher than the mean imputed wages by 25 percent. We can safely infer from these results that blacks do have too high reservation wages as compared with the wages that they are expected to receive upon their employment, particularly in 1979. But this inference obviously is valid only under the presumption that the labor markets are segregated between whites and blacks (thus, substitutability between the two races is very small) and furthermore that unemployed blacks adjust their reservation wages downward in acknowledgment of discrimination in the labor market.

Although the above finding appears consistent with the inferences from our earlier discussions about the wage determination processes, where we concluded that the racial wage differences due to discrimination seemed to diminish between 1969 and 1979, we further investigate this issue by examining whether this finding holds true even if we assume that blacks expect to receive as much as their white counterparts would receive; we impute the wages of black males using the coefficients of the white wage equations. In other words, the underlying argument for this exercise is that unemployed blacks may not recognize or accept the labor market discrimination against them. The resulting statistics are contained in rows (3) and (5) in Table 3.7. Surprisingly, the reservation wages of blacks are considerably lower than the newly computed wages; moreover, the ratios in row (5) are very close to those of whites in row (4): particularly in 1979, the ratios are virtually identical. What this result implies is that the reservation wage

determination processes as compared with their expected wages are about the same for whites and blacks, thus overturning the argument that blacks expect to receive too high wages.[18] On the other hand, it is also true that the gaps between reservation wages and imputed wages have narrowed over time: when white coefficients are used, the gaps decrease from 33-40 percent to 18 percent. Although our results do not undermine the hypothesis that the unemployed in 1979 have relatively higher reservation wages than those in 1969, it does not support the argument that blacks alone, but not whites, expect to receive too high reservation wages under the condition that discrimination in the labor market does not exist.

VI. SUMMARY AND CONCLUDING REMARKS

This NLS cross-section study investigates the determinants of market wages and reservation wages of civilian males age 17 to 21, not enrolled in high school. The data for the analysis are obtained from 1967-1969 surveys of the NLS young men's cohort and 1979-1980 surveys of the NLS youth cohort.[19]

The choice of the late 1960s and late 1970s as the periods of comparison bears special significance. Since the early 1970s, youth labor market conditions have deteriorated. Although the main causes for this deterioration have been charged to the oversupply of young workers due to the entrance of the baby boom cohorts into the labor market, a puzzling question which we attempted to answer in this study is, Why have the wage gaps between white and

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[18] Alternatively, the blacks who aspire to receive the amount of wages which their white counterparts would earn are more likely to remain unemployed.

[19] Although this study is restricted to the intra- and inter-cohort comparisons of wages and reservation wages among male youth, a more complete analysis should include female youth; in this case, whether or not minority women suffer double discrimination would serve as a main hypothesis to be tested.

black youth narrowed, while the unemployment gaps have widened? A related question is, Do black unemployed youth ask too high wages?

This study identified the sources of mean wage and reservation wage differences between races in the same cohort and between cohorts as well. Contrary to our expectations, we found that employed black males received higher rates of return to education as measured by educational attainment and GED than employed white males for both cohorts. On the other hand, while the coefficients on educational attainment in 1979 were larger than those in 1969 for both races, we found smaller coefficients on GED in 1979 than in 1969. The above finding implies that individual wage differences can now be better explained than in the past by personal characteristics like educational attainment than by occupational characteristics like GED. In contrast, the GED variable explains better the reservation wage variations in 1979 than those in 1969. This result indicates that reservation wages in 1979 were more job-specific than in 1969.

It is generally known that, due to racial discrimination in the labor market, blacks have lower wages than whites. On the other hand, many studies found that racial discrimination is less of a problem in recent years than in the past. Although the overall implication of our study is consistent with the above propositions, the following point deserves attention. The decomposition analysis indicates that the wages of white males are higher than those of black males primarily due to their significantly larger shift coefficients, but not due to differential treatment effects: this finding holds true for both cohorts. In fact, the wages of black males would be lower if they held the coefficients of white males except for the shift coefficients. Simply because the differences due to shift coefficients outweigh the differences due to differential treatment effects except for

shift coefficients in absolute magnitude, the results suggest that blacks would receive higher wages if they were treated the same as whites. On the other hand, wage differences due to overall treatment effects are smaller in 1979 than in 1969, a finding which supports the argument that discrimination has lessened.

Our study also shows that reservation wages relative to the expected market wages are higher among blacks than among whites for both cohorts. Although this finding may be thought to conform to the too high wage expectations hypothesis, it holds valid only under the assumption that the economy should have two separate labor markets, one for blacks and one for whites. Only if blacks acknowledge that they are differently treated from whites are their reservation wages too high. If we assume that they expect to be treated the same as whites, our result overturns the argument that the poorer labor market position of black males is due to their too high wage expectations. It reveals instead that both white and black unemployed males in 1979 generally have relatively higher reservation wages than comparable people did in 1969: we do not find significant racial differences.

To conclude, we also found that the black wage rates improved more than white wage rates over the past decade and that wage differences due to racial discrimination are smaller now than in the past. Although the question whether there are or are not significant barriers to employment for black males is not the main concern of this study, our results also imply that black and white labor markets appear to be segregated from each other. It may well be that due to the probable employment barriers and to less discrimination, employed blacks are gaining while unemployed blacks are losing their labor market positions faster than their white counterparts.

Appendix Table 3A.1 Probit Estimates of Employment Probability for White and Black Young Men: 1967-1969 and 1979-1980*

	1967-1969		1979-1980	
	White	Black	White	Black
Constant	-.1759 (-.71)	-.1539 (-.38)	-.6514 (-1.89)	-.5671 (-.95)
Siblings	-.0136 (-1.25)	.0172 (1.26)	-.0041 (-.34)	.0026 (.18)
Parental education	-.0300 (-3.74)	-.0315 (-2.29)	-.0127 (-1.39)	-.0401 (-2.38)
South	-.1950 (-3.99)	-.0802 (-.94)	-.0048 (-.09)	-.1460 (-1.77)
Health	-.0471 (-.62)	-.5211 (-3.39)	-.4902 (-4.29)	-.7120 (-3.50)
Married	.4829 (6.99)	.6361 (5.40)	.3446 (4.07)	.5284 (2.24)
Education	.0805 (4.24)	.0851 (2.68)	.0749 (2.69)	.0941 (1.97)
High school graduate	.2976 (3.13)	.1565 (1.23)	.4036 (4.54)	.1507 (1.09)
Experience	.0775 (4.06)	-.0159 (-.57)	.0386 (1.66)	.0293 (.81)
In school	-.9949 (-18.24)	-.9111 (-8.56)	-.6543 (-10.02)	-.5005 (-4.45)
(-2)* Log likelihood ratio	732.7371	161.1301	202.7670	56.1437
P=0	1511	437	1120	498
P=1	2350	833	1648	528

*Numbers in parentheses represent asymptotic t-statistics.

Appendix Table 3A.2 Probit Estimates of Unemployment Probability for White and Black Young Men: 1967-1969 and 1979-1980*

	1967-1969		1979-1980	
	White	Black	White	Black
Constant	-.5027 (-1.35)	-.8462 (-1.38)	-.0855 (-.19)	.0346 (.05)
Siblings	-.0095 (-.53)	-.0285 (-1.39)	.0231 (1.50)	.0034 (.21)
Parental education	-.0132 (-1.00)	-.0026 (-.13)	-.0243 (-1.99)	-.0037 (-.19)
South	-.0809 (-.98)	-.2561 (-2.21)	-.1632 (-2.19)	-.1481 (-1.57)
Health	-.0766 (-.60)	.1386 (.65)	.1901 (1.41)	.0371 (.18)
Married	-.2993 (-2.48)	-.1530 (-.91)	-.4525 (-3.87)	-.3654 (-1.25)
Education	-.0352 (-1.23)	.0142 (.29)	.0176 (-.47)	-.0717 (-1.30)
High school graduate	-.5946 (-4.06)	-.5072 (-2.70)	-.7172 (-6.49)	.0884 (.55)
Experience	-.0814 (-2.70)	-.0785 (-1.77)	-.0428 (-1.46)	-.0073 (-.18)
In school	.1998 (2.14)	.2490 (1.62)	-.2008 (-2.12)	-.1572 (-1.18)
(-2)* Log likelihood ratio	42.1698	23.9360	189.6639	11.2707
P=0	3689	1182	2444	835
P=1	172	88	324	191

*Numbers in parentheses represent asymptotic t-statistics.

Chapter 3 Glossary

UNIVERSE:	Black and white males 17 to 21 years old who are not enrolled in high school or serving in the active forces.
Age	is the respondent's age at the interview date.
Coverage rate	is the minimum wage coverage rate in the respondent's one-digit code industry (source of data: minimum wages and maximum hours standards under FLSA, various issues, DOL).
Duration of unemployment	is the number of weeks that the respondent has been looking for work.
Education	is the number of years of regular school that the respondent has completed as of the interview date.
Effective minimum wage	is the coverage rate multiplied by the real (nominal deflated by CPI) minimum wage.
Experience	is the respondent's age minus educational level minus five.
GED	is the general education development required to perform the tasks of an occupation (source of data: DOT, Bureau of Census).
Health	is equal to one if the respondent's health limits the amount or kind of work that he can perform; zero, otherwise.
High school graduate	is equal to one if the respondent was graduated from high school; zero, otherwise.
Industry	is the respondent's current one-digit industry.
Married	is equal to one if the respondent is married spouse present; zero, otherwise.
Occupation	is the respondent's current or desired one-digit occupation.
Parental education	is the number of years of regular school completed by the respondent's mother or father.
Real minimum wage	is the institutional minimum wage (in cents) as of the interview date: deflated by CPI (1967 = 100).

Reservation wage	is the hourly rate of pay (in cents) at which the respondent would accept a job offer.
Siblings	is the number of siblings plus one to include the respondent.
South	is equal to one if the respondent resides in the South; zero, otherwise.
Tenure	is the number of years that the respondent has been working for his current employer.
Unemployment rate	is the national unemployment rate for prime-aged males (age 25-54).
Union	is equal to one if the respondent's wages are set by a collective bargaining agreement.
Wage	is the hourly rate of pay (in cents) of the respondent.

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CHAPTER 4

CHOICES IN EDUCATION

by Michael E. Borus and Susan A. Carpenter

High school students make a variety of important decisions as they progress through the educational system. Among these decisions are: 1) to drop out of school before completing the twelfth grade, 2) to reenter and try to complete if they have dropped out, and 3) to go directly from the twelfth grade on to college. This paper will examine all three decisions. The first and last have been treated extensively in the literature; the second has received relatively little attention. This study is unique in several respects: first, drawing on the 1979 and 1980 interviews of the National Longitudinal Survey Youth Cohort, it permits identification of attitudes measured prior to the decision in order to predict subsequent behavior. Second, information gathered from the schools attended by the youth allows the combination of school environment variables with the individual characteristics of students, whereas most previous examinations of dropping out and going on to college have had only one or the other of these sets of variables. Third, school, background and attitudinal variables not previously available to researchers are contained in this data set, and, finally, these data are also quite recent, which is important because aggregate statistics indicate an increase in dropout rates nationwide and increasing college enrollment by women and minorities.

I. DROPPING OUT[1]

Between the Spring of 1979 and the Spring of 1980, approximately 820,000 youth born between 1957 to 1964 left school without completing the 12th grade.[2] They represent 5.1 percent of all young people in this age group who were enrolled below the college level. The first column of Table 4.1 indicates the dropout rates during this year's period[3] for various groups of the 16,230,000 young people enrolled in Spring 1979.

A number of factors have been found to be related to dropping out of school.[4] Minorities and males have higher dropout rates in the aggregate

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[1]By examining the dropout rate for this period we depart from other studies which compare dropouts with high school graduates or enrollees at a point in time. Our procedure has two advantages. First, it allows us to exploit the longitudinal nature of the data. A major problem with single observation studies is that they measure variables after the dropout has occurred with the result that their measurements may be biased due to inaccurate recall in the case of attitudinal variables, variables for substantially earlier periods, and variables involving details tied closely to specific dates (e.g., employment status in a specific week prior to the dropping out). A second problem is timing of the dropout. If a post-school age group, e.g., 20-21 year olds, is used the analysis cannot differentiate persons who dropped out and then returned to school from those who went straight through to graduation. Our method, however, allows us to identify the drop out occurring in a given year and also allows analysis of the returnees.

[2]This number compares to 885,000 14-24 year olds reported by the U.S. Bureau of the Census (1981) to have been enrolled in October 1978 and not enrolled in 1979 without completing the twelfth grade. Since the NLS sample was composed of persons who were at least 15, most of the slight difference can be explained by the omission of the 14 year olds.

[3]Approximately one year passed since the vast majority of respondents were re-interviewed 11-13 months after their initial interview.

[4]In the following review of variables not all studies are cited which found a significant relationship between dropping out and the variable. Only a few are cited for each variable. The studies which have the most complete lists of variables are Bachman, Green and Wirtanen (1971), McNally (1977), and Rumberger (1981).

Table 4.1 Factors Influencing Dropping Out of School Before Completing 12th Grade During 1979-80

Characteristic	Mean Dropout Rate	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
Age		0.014	4.63**	0.013	4.47**	0.127	4.75**	0.009
Race								
Black	5.9	-0.055	-4.03**	-0.052	-5.73**	-0.357	-4.20**	-0.025
Hispanic	9.0	-0.006	-0.41	-0.014	-1.40	-0.095	-1.10	-0.007
White	4.6	--	--	--	--	--	--	--
Sex								
Female	4.9	--	--					
Male	5.3	0.013	1.60					
Number of Siblings		0.001	0.36					
Had Child Between Interviews								
Yes	28.0	0.206	8.54**	0.206	8.59**	0.842	5.87**	0.060
No	4.9	--	--	--	--	--	--	--
Father's Education								
0-11 years	9.4	0.024	2.26*	0.024	2.37*	0.389	3.21**	0.028
12 years	3.3	-0.004	-0.40	-0.004	-0.45	0.132	1.04	0.009
More than 12 years	1.4	--	--	--	--	--	--	--
Education not available	10.8	0.019	1.12	0.019	1.13	0.428	2.67**	0.030
Poverty Status of Family in 1978								
Above poverty	4.3	--	--	--	--	--	--	--
Below poverty	10.5	0.023	2.41*	0.025	2.71**	0.026	2.71**	0.015
Poverty not available	4.9	0.009	0.95	0.011	1.16	0.199	1.37	0.008
Mother in Home at Age 14								
Yes	4.7	--	--	--	--	--	--	--
No	14.8	0.045	2.78**	0.049	3.09**	0.333	2.84**	0.024
Father in Home at Age 14								
Yes	4.3	--	--	--	--	--	--	--
[illegible]	9.2	0.019	2.17*	0.020	2.36*	0.134	1.82+	0.010

Table 4.1 Continued

Characteristic	Mean Dropout Rate	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
Mother Born Outside the United States								
Yes	6.4	-0.022	-1.37					
No	5.0	--	--					
Father Born Outside the United States								
Yes	7.3	0.003	0.16					
No	5.0	--	--					
Index of Reading Materials in the Home at Age 14		-0.005	-1.33					
Religion								
Catholic	4.5	-0.001	-0.06					
Jewish	2.5	-0.013	-0.33					
Other	5.5	--	--					
Frequency of Religious Attendance		-0.0004	-3.56**	-0.0004	-3.66**	-0.004	-4.05**	-0.0003
Move During 1978								
Yes	12.3	0.024	1.56					
No	4.8	--	--					
Knowledge of the World of Work Score		-0.005	-2.83**	-0.006	-3.13**	-0.052	-2.99**	-0.004
Rotter Score		0.001	0.63					
Intend to Work at Age 35								
Yes	4.3	-0.032	-3.08**	-0.030	-2.88**	-0.238	-2.74**	-0.017
No	3.6	--	--	--	--	--	--	--
Not Available	11.3	0.003	0.19	0.006	0.28	-0.023	-0.18	-0.002
Intend to Join Military								
Yes	10.5	0.037	2.67**	0.039	2.85**	0.244	2.33*	0.017
No	4.9	--	--	--	--	--	--	--

Characteristic	Mean Dropout Rate	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
Intend to Marry Within 5 Years - Female								
Yes	8.2	0.024	2.34*	0.017	2.01*	0.178	2.21*	0.013
No	3.0	--	--	--	--	--	--	--
Intend to Marry Within 5 Years - Male								
Yes	7.8	0.018	1.63	0.025	2.39*	0.219	2.59**	0.016
No	6.0	--	--	--	--	--	--	--
Region								
Northeast	3.8	-0.016	-1.28					
North Central	3.8	-0.015	-1.49					
South	6.5	--	--					
West	6.7	-0.004	-0.33					
Residence in an SMSA								
Yes	5.2	0.016	-1.52					
No	4.8	--	--					
Residence								
Rural	5.5	0.013	1.13					
Urban	5.0	--	--					
Local Unemployment								
Less than 3 percent	4.0	--	--					
3-6 percent	5.1	0.035	1.35					
6-9 percent	5.4	0.031	1.18					
9-12 percent	3.0	0.030	0.97					
12 percent or more	3.8	0.002	0.05					
Employment Status at 1979 Interview								
Employed	4.4	-0.002	-0.24	-0.002	-0.29	0.015	0.20	0.001
Unemployed	9.1	0.035	3.75**	0.035	3.78**	0.263	3.33**	0.019
Out of labor force	4.5	--	--	--	--	--	--	--

Table 4.1 continued

Characteristic	Mean Dropout Rate	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
Expects to Attend College								
Yes	1.7	-0.044	-5.53**	-0.046	-5.97**	-0.476	-6.32**	-0.034
No	9.4	--	--	--	--	--	--	--
High School Curriculum								
General	6.5	--	--	--	--	--	--	--
College preparatory	1.2	-0.016	-1.88+	-0.015	-1.83+	-0.350	-3.52**	-0.025
Vocational	5.5	-0.014	-1.37	-0.014	-1.37	-0.115	-1.31	-0.008
Curriculum not available	19.4	0.085	4.83**	0.087	4.93**	0.376	3.22**	0.027
School Satisfaction								
Satisfied	4.4	-0.043	-4.27**	-0.044	-4.43**	-0.341	-4.44**	-0.024
Unsatisfied	9.8	--	--	--	--	--	--	-
Two or More Years Behind Modal Grade								
Yes	16.8	0.065	5.79**	0.067	5.96**	0.295	3.66**	0.021
No	4.0	--	--	--	--	--	--	--
Remedial Education Received								
Yes	7.7	-0.009	-0.85					
No	3.9	--	--					
Information not available	6.2	0.003	0.30					
Student-Teacher Ratio								
Less than 15	2.7	--	--	--	--	--	--	--
15	3.5	0.015	0.66	--	--	--	--	--
16	4.4	0.029	1.34	0.027	1.36	0.311	1.55	0.022
17	3.2	-0.0004	-0.02	-0.003	-0.19	-0.054	-0.26	-0.004
18	3.3	0.020	1.07	0.020	1.23	0.226	1.34	0.016
19	5.8	0.022	1.20	0.023	1.43	0.345	2.17*	0.024
20	6.3	0.040	1.97*	0.040	2.32*	0.407	2.37*	0.029
21	4.3	0.027	1.45	0.026	1.68+	0.309	1.94+	0.022
22	8.2	0.058	2.73**	0.062	3.38**	0.590	3.44**	0.042
23	6.3	0.041	1.87+	0.044	2.29*	0.449	2.39*	0.032
24 or more	7.7	0.045	2.31*	0.052	3.23**	0.487	3.13**	0.035
available	5.4	0.0003	0.01	0.034	2.73**	0.360	2.75**	0.026

Characteristic	Mean Dropout Rate	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
School Size								
1-999 students	5.3	-0.004	-0.28					
1000-1749 students	4.6	-0.004	-0.37					
1750 or more students	5.1	--	--					
Not available	5.4	0.010	0.40					
Percent of Local Government Funds Spent on Education								
1-40 percent	6.6	--	--	--	--	--	--	--
40-45 percent	4.6	-0.012	-1.04	-0.009	-0.78	-0.097	-0.96	-0.007
45-50 percent	5.0	-0.015	-1.15	-0.015	-1.15	-0.142	-1.23	-0.010
50-55 percent	5.4	-0.001	-0.10	0.004	0.35	0.010	0.10	0.001
55-60 percent	4.4	-0.030	-2.35*	-0.024	-2.02*	-0.225	-2.01*	-0.016
More than 60 percent	4.6	-0.034	-2.50*	-0.026	-2.24*	-0.246	-2.26*	-0.017
Not available	6.4	0.008	0.38	-0.0004	-0.02	0.013	0.08	0.001
Minority Status of Respondent and Percentage of Minority Students in School								
Minority respondent, school less than 10% minorities	6.7	--	--					
Minority respondent, school 10-50% minorities	4.4	-0.028	-0.94					
Minority respondent, school more than 50% minorities	6.4	-0.020	-0.69					
White resopndent, school less than 10% minorities	3.2	-0.018	-0.60					
White respondent, school 10-50% minorities	5.9	-0.004	-0.14					
White respondent, school more than 50% minorities	6.7	-0.035	-0.86					
Not available	6.4	0.003	0.009					

Table 4.1 Continued

Characteristic	Mean Dropout Rate	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
Type of School								
Public	5.4	--	--					
Private	1.6	0.020	1.23					
Constant		-0.111	-1.52	-0.078	-1.49	-3.371	-6.96**	-0.239
Mean	5.1							
$\bar{R}^2$		11.2		11.2				
2 times log likelihood ratio						571.70		
N	5165		5165		5165			

UNIVERSE: Respondents age 14-21 on January 1, 1979 who were enrolled in primary or secondary school at survey date 1979 or May 1, 1979, whichever was earlier.

[a]The values entering the intercept were being white, female, not having a child between interviews, father's education more than 12 years, family income in 1978 above the poverty level, having mother and father in home at age 14, mother and father born inside the U.S., not Catholic or Jewish, not having moved in 1978, not intending to work at age 35, not intending to join the military, not intending to marry within five years, lived in the South, living outside of an SMSA, living in a county more than 50 percent urban, local unemployment rate less than three percent, out of the labor force at 1979 survey date, not expecting to attend college, enrolled in a general high school curriculum, being dissatisfied with school, not two or more years behind modal grade level, did not receive remedial education, attending a school with a student-teacher ratio of less than 15, attending a school with at least 1,750 students, living in a county where less than 40 percent of local government funds are spent on education, a minority attending a school with less than 10 percent minority enrollment, and attending a public school.

[b]The values entering the intercept were being white, not having a child between interviews, father's educational attainment more than 12 years, family income in 1978 above poverty level, mother and father in home at age 14, not intending to work at age 35, not intending to join the military, not intending to marry within five years, being out of the labor market at the time of the 1979 interview, not expecting to attend college, enrolled in general high school curriculum in 1979, dissatisfied with school, not being two or more years behind grade level, being enrolled in a school with a student/teacher ratio of less than 16, and living in a county where less than 40 percent of local government funds ar spent on education.

†Significant at P = .10
*Significant at P = .05
**Significant at P = .01

data.[5] Other characteristics found to be associated with increased dropping out are: increased age (Watson (1976)), lower socioeconomic status, as measured by parental education (Masters (1969), Rumberger (1981), Watson (1976)) and a measure of reading material in the home (McNally (1977), Rumberger (1981)); living in the South (Nam, Rhodes and Herriott (1968)); living in a rural area (Conlisk (1969)); living in a single parent household (Bachman, Green and Wirtanen (1971), Shaw (1979)); having a larger number of siblings (Bachman, Green and Wirtanen (1971), Rumberger (1981), Shaw (1979), Watson (1976)) and being non-Catholic (Nam, Rhodes and Herriott (1968)). Also, Rumberger (1981) found that less knowledge of the world of work (an intelligence proxy), educational expectations, being married, living in an SMSA, and a lower local unemployment rate (which may reflect the opportunity costs of remaining in school) increase the probability of dropping out. Bachman, Green and Wirtanen (1971) and Rumberger (1981) both found that individuals who were more internal (felt they had control over their own affairs) had lower dropout rates than those who felt their lives were externally controlled. Finally, McNally (1977) found lower dropout rates for those youth who were employed.

Attitudes toward school were related to the probability of leaving in Bachman, Green and Wirtanen (1971).[6] They also found that students behind grade level and blacks attending segregated schools had higher probabilities

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[5]The NLS finds for youth 20-21 that 31 percent of Hispanics, 24 percent of blacks and 12 percent of whites did not complete high school. Other studies show minorities have lower rates when socioeconomic background is controlled (Masters (1969)). The NLS has aggregate dropout rates of 16 percent for males and 13 percent for females, 20-21 years old.

[6]The NLS contains a dichotomized global satisfaction with school measure and it would be expected that those students who were dissatisfied with school would more likely be the ones to drop out.

of dropping out. McNally (1977) found a positive relationship between student-teacher ratios and dropping out for blacks and between the dropout rate and being behind grade level in school. Curriculum might also be expected to affect dropout rates with those students having specific goals as evidenced by participation in vocational or college preparatory programs being less likely to drop out, although McNally (1977) did not find a significant relationship when looking only at participation in vocational education.

In addition, the NLS provides school, background and attitudinal variables not contained in other studies which can be hypothesized to affect the probability of dropping out of school. Receipt of remedial English or mathematics training could be expected to indicate a problem in school and consequently be associated with higher dropout rates for those students who have received these services. Students in smaller schools, private schools and those from areas where greater expenditures on education were made from government funds were hypothesized to have lower dropout rates because of the additional attention and resources which would be provided to them. Those young persons who had moved in the preceding year were thought to be more prone to dropping out because they lacked roots in their new schools. Second generation Americans possibly lack the home support for staying in school although the pressures to "Americanize" may counteract this. Those who attend religious services more frequently were expected to stay in school. Students who do not view the labor force as their prime goal (i.e., said they would not be working at age 35), those intending to join the military, and those who are married or intend to marry within five years, all were felt to be more likely to drop out of high school. Finally, those students whose 1979 family income was below the poverty level, as defined in the Current Population Survey, can be expected to have higher dropout rates due to their greater financial need.

Findings

The dependent variable for analysis was defined as whether or not youth who were 14-22 and enrolled below the college level when interviewed in 1979 had dropped out of school without completing the twelfth grade when interviewed in 1980. All of the independent variables discussed above were included in the model, using their values as of Spring 1979 unless otherwise noted. The data were run using both ordinary least squares and probit analysis and the results are presented in Table 4.1. Also presented in Table 4.1 are the mean dropout rates by characteristic.[7]

As is evident from the table many of the variables previously found to lead to dropping out were significant in this analysis too. Exceptions were sex, number of siblings, parental nativity, availability of reading materials in the home at age 14, religion, extent of internality/externality, region of the country, residence in an SMSA or rural area, the local unemployment rate, and the degree of segregation in the school.[8]

After controlling for the other variables, it is found that black youth have an approximately 2.5 percentage point lower probability of dropping out of school.[9] Each additional year of age increases the dropout probability by

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[7]The regressions were run without using the sample weights. Due to computer program limitations, not all variables could be included in the probit analysis. Therefore, only those variables significant at P = .10 in the OLS regressions were included. The mean dropout rates are weighted to reflect the national population.

[8]Since there were zero-order correlations of many of these variables with the dropout rate we conclude that they must be correlated with other variables in the analysis which are more important.

[9]The percentage point increases or decreases in the probabilities in this chapter are taken from the probit equations evaluated at the means. They represent the average changes for the entire sample holding the other variables constant at their means.

about 1 percentage point and those youth who have had a child between the interviews have increased dropout probability by 6 percentage points. Family background is important, in that coming from a household where the father did not complete the twelfth grade[10] increases the dropout probability by nearly 3 percentage points. Those whose family incomes in 1978 were below the poverty line had a 1.5 percentage point higher probability of dropping out of school and those whose mothers were not in the household at age 14 had about a 2.5 percentage point higher probability of leaving school. Those youth with more regular religious attendance were less likely to be dropouts. Also, youth having less knowledge of the labor market (a partial proxy for ability; see Parnes and Kohen (1975)) had higher probabilities of dropping out by up to 4 percentage points.

Intentions for the future are also important correlates of dropping out of school. Those who intend to work at age 35 are about 2 percentage points more likely to stay in school, as are those who do not intend to join the military. Similar increases in the probability of remaining in school occurred among those youth who did not intend to marry within five years. Substantially lower dropout rates (reduction of nearly 3.5 percentage points) were found for those who expected to attend college. Similarly, dropout rates of about 2 percentage points lower were found for students enrolled in college preparatory curricula as opposed to general curricula, for students who were satisfied with school, and for those who were not two or more years behind modal grade. Students in schools with higher student-teacher ratios were more likely to be dropouts than those in schools with student-teacher ratios less than 15, although the relationship was not linear. Likewise, students in

[10] If the father was absent at age 14, mother's education was used.

counties where 55 percent or more local government funds were spent on education had lower dropout rates. Finally, those youth who were unemployed at the time of the 1979 interview had higher dropout rates than those who were out of the labor force or employed.[11]

II. DROPOUTS RETURNING TO SCHOOL

Between Spring 1979 and 1980 approximately eight percent, or about 280,000, of the 14-22 year olds who had dropped out of high school returned. One would hypothesize that the same variables which lead to dropping out of school would influence the decision to return to school, but that the signs on the variables would be in the opposite direction. For instance, students with high educational expectations after dropping out would be more likely to return to school.[12] Thus, the independent variables used in the analysis included all those in the equations for dropping out of school.[13] The dependent variable was whether or not nonenrolled youth 14-22, who had not received a high school diploma or GED when interviewed in 1979, were enrolled

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[11]It may be argued that the schooling variables are in fact intermediate outcomes of family background and other variables, possibly introducing multicollinearity. Therefore, the OLS equations were run omitting all of the school variables. The major changes were that being male, living in an SMSA, having moved in 1978, and the index of reading materials and sex were now significant. Also, some of the previously significant variables increased their coefficients and t-values.

[12]This was born out in the study by Larter and Cheng (1979).

[13]School satisfaction, which was only measured for those in school, was not included in this equation. A variable for having been married was added to the equation since it was hypothesized that single youth would be more likely to return to school. There were not enough cases of married persons to include this variable in the dropout equation.

Earlier regression runs had also included variables for reason left school and length of time out of school, but these were not statistically significant and are omitted here.

when interviewed in 1980. Again, OLS and probit analyses were conducted.

Findings

Only a few factors influence the return to school (Table 4.2). Older youth were less likely to return (each additional year of age decreased the probability by two percentage points). Those youth expecting to attend college were more likely to return (this increased the probability by five percentage points), dropouts from the West were more likely to return than those from the South (four percentage points), as were never married youth (three points). Finally, youth living in counties where government expenditures on schools were 45 to 50 percent of local government funds were less likely to return than youth from schools where less was spent on the schools.

III. GOING DIRECTLY TO COLLEGE

Of the 3,190,000 youth enrolled in the 12th grade in the Spring of 1979, 48 percent were enrolled in college a year later. The same variables which influence dropping out of high school and returning to high school by dropouts apparently also influence the decision to go directly to college. Race (Kolstad (1979)), sex (Robertshaw and Wolfle (1980)) and age (Rumberger (1981)) have been found to be important variables. Parental education has been found to be positively correlated with college attendance in almost all studies (Bachman, Green, and Wirtanen (1971), Christensen, Melder and Weisbrod (1975)). Likewise, Kolstad (1979), Robertshaw and Wolfle (1980), and Rumberger (1981) all found that number of siblings, educational expectations and a measure of academic ability influence enrollment in college. Kolstad (1979) also found that high school curriculum was important. Robertshaw and

Table 4.2 Factors Influencing Returning to School by High School Dropouts During 1979-1980

Characteristic	Mean Rate of Returning to School	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
Age		-0.028	-4.19**	-0.028	-5.60**	-0.272	-5.82**	-0.021
Race								
Black	9.2	0.015	0.56					
Hispanic	8.0	0.007	0.22					
White	7.6	--	--					
Sex								
Female	8.7	--	--					
Male	7.3	-0.046	-1.51					
Number of Siblings		-0.003	-1.15					
Ever Married								
Yes	2.4	-0.043	-1.93+	-0.034	-1.89+	-0.438	-2.37*	-0.033
No	10.6	--	--	--	--	--	--	--
Had Child Between Interviews								
Yes	4.0	-0.011	-0.47					
No	8.3	--	--					
Father's Education								
0-11 years	6.8	-0.029	-0.82					
12 years	9.7	-0.007	-0.19					
More than 12 years	16.8	--	--					
Not available	5.5	-0.035	-0.81					
Poverty Status of Family in 1978								
Above poverty	8.8	--	--	--	--	--	--	--
Below poverty	7.4	-0.037	-1.93+	-0.032	-1.81+	-0.228	-1.53	-0.017
Not available	6.5	-0.037	-1.75+	-0.034	-1.68+	-0.214	-1.22	-0.016
Mother in Home at Age 14								
Yes	7.9	--	--					
No	6.9	-0.026	-0.96					
Father in Home at Age 14								
Yes	7.0	--	--					
No	10.4	0.023	1.24					

Table 4.2 continued

Characteristic	Mean Rate of Returning to School	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
Mother Born Outside the United States								
Yes	4.1	-0.004	-0.10					
No	8.4	--	--					
Father Born Outside the United States								
Yes	5.4	-0.014	-0.33					
No	8.2	--	--					
Index of Reading Materials in the Home at Age 14		0.001	0.09					
Religion								
Catholic	9.7	0.009	0.38					
Other	7.3	--	--					
Frequency of Religious Atttendance		-0.0001	-0.47					
Move During 1978								
Yes	10.1	-0.019	-0.78					
No	7.6	--	--					
Knowledge of the World of Work Score		0.003	0.76					
Rotter Score		0.002	0.66					
Intend to Work at Age 35								
Yes	8.4	-0.008	-0.43					
No	11.7	--	--					
Not available	5.7	0.003	0.09					
Intend to Join Military								
Yes	13.6	0.039	1.43					
No	7.4	--	--					

Characteristic	Mean Rate of Returning to School	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
Intend to Marry Within 5 Years - Female								
Yes	8.0	-0.005	-0.17					
No	11.3	--	--					
Intend to Marry Within 5 Years - Male								
Yes	5.2	0.010	0.43					
No	10.6	--	--					
Region								
Northeast	10.7	0.018	0.63	0.018	0.76	0.284	1.41	0.022
North Central	5.7	0.015	0.65	0.015	0.71	0.170	0.89	0.013
South	4.5	--	--	--	--	--	--	--
West	16.0	0.063	2.38*	0.059	2.63**	0.490	2.62**	0.037
Residence in an SMSA								
Yes	8.7	-0.037	-1.47					
No	6.3	--	--					
Residence								
Rural	7.0	-0.032	-1.22					
Urban	8.2	--	--					
Local Unemployment Rate								
Less than 3 percent	5.2	--	--					
3-6 percent	8.1	0.002	0.05					
6-9 percent	7.0	-0.002	-0.03					
9-12 percent	15.9	0.031	0.48					
More than 12 percent	8.0	-0.113	-1.42					
Employment Status at 1979 Interview								
Employed	6.7	-0.008	-0.37					
Unemployed	10.6	0.003	0.14					
Out of labor force	8.0	--	--					
Expects to Attend College								
Yes	23.0	0.104	3.95**	0.104	4.11**	0.706	4.05**	0.053
No	6.0	--	--	--	--	--	--	--

Table 4.2 Continued

Characteristic	Mean Rate of Returning to School	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
High School Curriculum								
General	8.2	--	--	--	--	--	--	--
College preparatory	1.1	-0.013	-0.35	-0.002	-0.06	0.067	0.24	0.005
Vocational	13.0	0.058	2.27*	0.049	1.93+	0.286	1.57	0.022
Not available	2.6	-0.045	-2.00*	-0.053	-2.65**	-0.779	-3.30**	-0.059
Two or More Years Behind Modal Grade								
Yes	20.4	-0.078	-2.96**	-0.075	-2.93**	-0.136	-0.79	-0.010
No	6.0	--	--	--	--	--	--	--
Remedial Education Received								
Yes	9.4	0.028	1.08					
No	6.9	--	--					
Not available	8.2	0.035	1.31					
Student-Teacher Ratio								
Less than 16	11.0	--	--	--	--	--	--	--
16	2.8	-0.094	-1.68+	-0.089	-1.64	-0.875	-1.51	-0.066
17	5.1	-0.069	-1.33	-0.063	-1.23	-0.393	-1.01	-0.030
18	3.5	-0.054	-1.14	-0.061	-1.39	-0.318	-0.91	-0.024
19	14.7	0.012	0.26	0.011	0.25	0.071	0.21	0.005
20	9.1	-0.072	-1.35	-0.084	-1.70+	-0.654	-1.64	-0.050
21	6.7	-0.083	-1.64	-0.079	-1.70+	-0.583	-1.55	-0.044
22	5.2	-0.069	-1.35	-0.064	-1.35	-0.280	-0.80	-0.021
23	8.7	-0.039	-0.62	-0.045	-0.76	-0.355	-0.80	-0.027
24 or more	9.7	-0.021	-0.45	-0.014	-0.33	-0.122	-0.38	-0.009
Not available	8.1	-0.084	-1.21	-0.035	-1.02	-0.250	-1.01	-0.019
School Size								
1-999 students	7.4	0.001	0.04					
1000-1749 students	6.1	-0.044	-1.46					
More than 1750 students	10.3	--	--					
Not available	8.0	0.006	0.10					
Percent of Local Government Funds Spent on Education								
Less than 40 percent	11.2	--	--	--	--	--	--	--
40-45 percent	9.9	0.007	0.27	0.014	0.57	0.157	0.82	0.012
50 percent	1.7	-0.055	-1.84+	-0.054	-1.90+	-0.648	-2.12*	-0.049

Characteristic	Mean Rate of Returning to School	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
50-55 percent	6.2	-0.035	-1.24	-0.041	-1.56	-0.356	-1.56	-0.027
55-60 percent	9.3	-0.015	-0.51	-0.009	-0.32	-0.051	-0.23	-0.004
More than 60 percent	6.1	-0.006	-0.20	-0.004	-0.15	-0.001	-0.01	-0.0001
Not available	8.0	-0.035	-0.75	-0.001	-0.02	-0.183	-0.50	-0.014
Minority Status of Respondent and Percentage of Minority Students in School								
Minority respondent, school less than 10% minorities	0	--	--					
Minority respondent, school 10-50% minorities	9.1	--	--					
Minority respondent, school more than 50% minorities	12.7	-0.011	-0.28					
White respondent, school less than 10% minorities	6.0	-0.027	-0.68					
White respondent, school 10-50% minorities	7.3	-0.023	-0.55					
White respondent, school more than 50% minorities	13.4	0.039	0.60					
Not available	7.9	0.005	0.12					
Type of School								
Public	7.9	--	--					
Private	8.2	-0.047	-0.90					
Constant		0.814	5.35**	0.741	7.61**	4.162	4.79**	0.315
Mean	7.9							
R^2 (adj.)		0.094		0.101				

Table 4.2 continued

Characteristic	Mean Rate of Returning to School	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
2 Times Log Likelihood Ratio						141.93		
N		1130		1130		1130		

UNIVERSE: Respondents age 14-21 on January 1, 1979 who were enrolled in primary or secondary school at survey date 1979 or May 1, 1979, whichever was earlier.

[a]The values entering the intercept were being white, female, never married, not having a child between interviews, father's education more than 12 years, family income in 1978 above the poverty level, having mother and father in home at age 14, mother and father born inside the U.S., not Catholic, not having moved in 1978, not intending to work at age 35, not intending to join the military, not intending to marry within five years, lived in the South, living outside of an SMSA, living in a county more than 50 percent urban, local unemployment rate less than three percent, out of the labor force at 1979 survey date, not expecting to attend college, enrolled in a general high school curriculum, not two or more years behind modal grade level, did not receive remedial education, attending a school with a student-teacher ratio of less than 16, attending a school with at least 1,750 students, living in a county where less than 40 percent of local government funds are spent on education, a minority attending a school with less than 50 percent minority enrollment, and attending a public school.

[b]The values entering the intercept were being never married, family income in 1978 above poverty level, lived in the South, not expecting to attend college, enrolled in general high school curriculum in 1979, not being two or more years behind grade level, being enrolled in a school with a student/teacher ratio of less than 15, and living in a county where less than 40 percent of local government funds are spent on education.

[+]Significant at P = .10
[*]Significant at P = .05
[**]Significant at P = .01

Wolfle (1980) found a rural background to lead to lower enrollment and Rumberger (1981) found a positive correlation with the reading materials index, living in the South, local unemployment rates, marital status, having a child and for Hispanics living in a central city. Bachman, Green and Wirtanen (1981) found lower college attendance among those youth who had failed one or more times in school, had negative attitudes toward school, came from broken homes, or were non-Jews, and among blacks in racially segregated schools.

In addition to including all the above variables, we hypothesize that the other variables used in the previous analyses will also apply to college decision making. For example, the student-teacher ratio in high school should be a predictor on the basis that those students coming from high schools with lower student-teacher ratios are more likely to be academically prepared to go on to college. Receipt of remedial English or mathematics training could be expected to indicate poor academic preparation and, therefore, lower the rate of college attendance. Coming from a household in poverty during 1978 should indicate financial hardship which limits college attendance. Finally, youth who are not in the labor force, who plan to work at age 35 and who do not plan to join the military (those presumably more committed to school than work) would be expected to have higher percentages going directly to college than would other youth.

Findings

In the analysis of determinants of moving directly from the twelfth grade on to college most of the variables were significant (see Table 4.3). Several, however, had unexpected signs when the other variables were controlled. The probability for females was ten points higher than for males and, youth in the South had 7 to 12 percentage points higher college

Table 4.3 Factors Influencing Going from 12th Grade to College During 1979-1980

Characteristic	Mean Rate of Going to College	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
Age		0.043	1.82+	0.055	2.35*	0.284	2.93**	0.109
Race								
Black	42.0	0.009	0.16					
Hispanic	46.0	0.012	0.17					
White	48.5	--	--					
Sex								
Female	51.0	--	--	--	--	--	--	--
Male	44.1	-0.072	-1.99*	-0.072	-2.03*	-0.273	-1.91+	-0.104
Number of Siblings		-0.008	-1.40					
Had Child Between Interviews								
Yes	6.1	-0.066	-0.90					
No	48.2	--	--					
Father's Education								
0-11 years	28.0	-0.167	-4.31**	-0.169	-4.81**	-0.651	-4.61**	-0.249
12 years	39.5	-0.157	-4.43**	-0.139	-4.05**	-0.482	-3.54**	-0.184
More than 12 years	72.6	--	--	--	--	--	--	--
Not available	22.2	-0.152	-2.32*	-0.159	-2.53*	-0.585	-2.33*	-0.223
Poverty Status of Family in 1978								
Above poverty	50.2	--	--	--	--	--	--	--
Below poverty	28.9	0.015	0.36	-0.002	-0.06	0.091	0.61	0.035
Not available	45.2	-0.063	-1.91+	-0.071	-2.21*	-0.325	-2.38*	-0.124
Mother in Home at Age 14								
Yes	48.2	--	--					
No	25.3	-0.030	-0.45					
Father in Home at Age 14								
Yes	49.0	--	--					
No	38.2	-0.049	-1.37					

Characteristic	Mean Rate of Going to College	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
Mother Born Outside the United States								
Yes	56.0	0.136	2.10*	0.127	2.03*	0.433	1.81+	0.165
No	46.7	--	--	--	--	--	--	--
Father Born Outside the United States								
Yes	60.3	0.047	0.64	0.031	0.44	0.189	0.71	0.072
No	46.9	--	--	--	--	--	--	--
Index of Reading Materials in the Home at Age 14		0.017	1.03					
Religion								
Catholic	48.0	-0.042	-1.24					
Other	47.3	--	--					
Frequency of Religious Attendance		0.001	2.43*	0.001	2.94**	0.005	3.14**	0.002
Move During 1978								
Yes	42.5	-0.098	-1.33					
No	47.7	--	--					
Knowledge of the World of Work Score		0.015	2.01*	0.014	2.00*	0.057	2.03*	0.022
Rotter Score		-0.017	-2.60**	-0.017	-2.73**	-0.074	-2.89**	-0.028
Intend to Work at Age 35								
Yes	49.3	0.060	1.59					
No	40.8	--	--					
Not available	40.3	0.027	0.44					
Intend to Join Military								
Yes	26.0	-0.030	-0.50					
No	48.0	--	--					

Table 4.3 Continued

Characteristic	Mean Rate of Going to College	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
Intend to Marry Within 5 Years - Female								
Yes	43.9	-0.096	-2.71**	-0.112	-3.22**	-0.437	-3.09**	-0.167
No	48.9	--	--	--	--	--	--	--
Intend to Marry Within 5 Years - Male								
Yes	31.4	-0.006	-1.70+	-0.073	-1.94+	-0.339	-2.12*	-0.129
No	51.4	--	--	--	--	--	--	--
Region								
Northeast	52.2	-0.072	-1.56	-0.075	-2.07*	-0.321	-2.15*	-0.123
North Central	44.5	-0.038	-0.97	-0.052	-1.55	-0.227	-1.64	-0.087
South	51.9	--	--	--	--	--	--	--
West	36.1	-0.083	-1.71+	-0.053	-1.31	-0.191	-1.16	-0.073
Residence in an SMSA								
Yes	49.6	-0.017	-0.44					
No	42.7	--	--					
Residence								
Rural	50.6	-0.039	-0.85					
Urban	36.0	--	--					
Local Unemployment Rate								
Less than 3 percent	60.3	--	--					
3-6 percent	47.0	0.005	0.05					
6-9 percent	48.7	0.039	0.33					
9-12 percent	39.9	0.119	0.90					
More than 12 percent	49.2	0.212	1.40					
Employment Status at 1979 Interview								
Employed	45.9	-0.019	-0.65					
Unemployed	44.4	-0.048	-1.20					
Out of labor force	51.8	--	--					
Expects to Attend College								
	68.7	0.380	12.58**	0.394	13.67**	1.466	11.74**	0.560
	8.2	--	--	--	--	--	--	--

Characteristic	Mean Rate of Going to College	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
High School Curriculum								
General	49.6	--	--	--	--	--	--	--
College preparatory	81.4	0.213	6.77**	0.216	7.06**	0.731	6.12**	0.279
Vocational	13.7	-0.059	-1.56	-0.049	-1.31	-0.223	-1.39	-0.085
Not available	18.4	-0.128	-2.07*	-0.134	-2.20*	-0.655	-2.28*	-0.250
School Satisfaction								
Satisfied	48.0	0.048	1.24					
Not satisfied	42.2	--	--					
Two or More Years Behind Modal Grade								
Yes	14.4	-0.140	-2.29*	-0.155	-2.59**	-0.838	-3.05**	-0.320
No	49.7	--	--	--	--	--	--	--
Remedial Education Received								
Yes	24.0	-0.111	-2.92**	-0.104	-2.84**	-0.419	-2.75**	-0.160
No	52.5	--	--	--	--	--	--	--
Not available	46.7	-0.029	-0.81	-0.025	-0.75	-0.115	-0.84	-0.044
Student-Teacher Ratio								
Less than 15	41.9	--	--	--	--	--	--	--
15	40.9	-0.149	-1.86+	-0.142	-1.81+	-0.461	-1.43	-0.176
16	43.9	-0.099	-1.37	-0.108	-1.54	-0.489	-1.62	-0.187
17	52.0	-0.044	-0.66	-0.030	-0.47	-0.176	-0.66	-0.067
18	57.2	-0.016	-0.25	-0.002	-0.04	-0.002	-0.01	-0.001
19	42.0	-0.121	-2.02*	-0.110	-1.93+	-0.365	-1.51	-0.139
20	54.9	-0.093	-1.34	-0.076	-1.19	-0.274	-1.01	-0.105
21	50.6	-0.088	-1.37	-0.067	-1.12	-0.319	-1.27	-0.122
22	52.0	-0.059	-0.82	-0.043	-0.64	-0.190	-0.66	-0.073
23	44.2	-0.107	-1.43	-0.071	-1.02	-0.314	-1.10	-0.120
24 or more	46.4	0.013	0.20	0.005	0.08	0.043	0.17	0.016
Not available	44.2	0.041	0.45	-0.066	-1.29	-0.211	-0.95	-0.081
School Size								
1-999 students	41.6	-0.016	-0.36					
1000-1749 students	54.4	0.061	1.64					
More than 1750 students	50.2	--	--					
Not available	43.8	-0.126	-1.41					

Table 4.3 Continued

Characteristic	Mean Rate of Going to College	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
Percent of Local Government Funds Spent on Education								
Less than 40 percent	46.6	--	--					
40-45 percent	48.1	0.022	0.49					
45-50 percent	50.8	0.071	1.35					
50-55 percent	50.5	0.068	1.42					
55-60 percent	48.6	0.059	1.24					
More than 60 percent	38.2	0.073	1.41					
Not available	55.7	-0.004	-0.05					
Minority Status of Respondent and Percentage of Minority Students in School								
Minority respondent, school less than 10% minorities	29.0	--	--					
Minority respondent, school 10-50% minorities	46.2	--	--					
Minority respondent, school more than 50% minorities	45.3	-0.037	-0.74					
White respondent, school less than 10% minorities	45.7	-0.078	-1.14					
White respondent, school more than 10% minorities	52.1	-0.096	-1.38					
Not available	47.4	-0.027	-0.45					
Type of School								
Public	45.6	--	--					
Private	74.4	-0.047	-0.75					
Constant		-0.362	-0.78	-0.514	-1.18	-5.206	-2.87**	-1.987
	47.5							

Characteristic	Mean Rate of Going to College	OLS Results[a]		OLS Results With Only Those Variables Significant at $p \leq .1$[b]		Probit Results[b]		Partial Derivative Evaluated at Means
		Coefficient	t-value	Coefficient	t-value	Maximum Likelihood Estimate	t-value	
R^2 (adj.)		0.412		0.409				
2 Times Log Likelihood Ratio						514.777		
N		971		970		970		

UNIVERSE: Respondents age 14-21 on January 1, 1979 who were enrolled in primary or secondary school at survey date 1979 or May 1, 1979, whichever was earlier.

[a]The values entering the intercept were being white, female, not having a child between interviews, father's education more than 12 years, family income in 1978 above the poverty level, having mother and father in home at age 14, mother and father born inside the U.S., not Catholic, not having moved in 1978, not intending to work at age 35, not intending to join the military, not intending to marry within five years, lived in the South, living outside of an SMSA, living in a county more than 50 percent urban, local unemployment rate less than three percent, out of the labor force at 1979 survey date, not expecting to attend college, enrolled in a general high school curriculum, being dissatisfied with school, not two or more years behind modal grade level, did not receive remedial education, attending a school with a student-teacher ratio of less than 15, attending a school with at least 1,750 students, living in a county where less than 40 percent of local government funds are spent on education, a minority attending a school with less than 50 percent minority enrollment, and attending a public school.

[b]The values entering the intercept were being female, mother and father born inside the U.S., father's educational attainment more than 12 years, family income in 1978 above poverty level, not intending to marry within five years, lived in the South, not expecting to attend college, enrolled in general high school curriculum in 1979, not being two or more years behind grade level, did not receive remedial education, and being enrolled in a school with a student/teacher ratio of less than 15.

+Significant at P = .10
*Significant at P = .05
**Significant at P = .01

attendance than their counterparts in other parts of the country.[14]

Other significant variables were in the expected directions. Much higher probabilities of moving from the twelfth grade to college were found for older students (about eleven percentage points with each year of age); those whose fathers attended college (18 to 25 points higher); more able students as shown by their knowledge of the labor market (up to 22 points); those not two or more years behind modal grade (32 points) and not having taken remedial education (16 points); those in college preparatory curricula (28 points above those in general programs and 35 points above those in vocational curricula); and those whose mothers were born outside the U.S. (16 percentage points). Those students who were more internal (thought they had more control over their environments), who did not intend to marry within five years and who attended religious activities more often also were more likely to move directly to college.

Several variables which were not statistically significant were: race; unemployment status of the youth and local unemployment rate; number of siblings; absence of a parent when growing up; and school satisfaction, size, racial composition, type and funding level. These variables appear to indicate that financial constraints and school resources are relatively unimportant in determining who goes on to college when other variables are controlled.

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[14] To test whether these effects were artifacts of correlations with the school and the expectations for going to college variables, the OLS equation was run without them. The results were even more dramatic; the coefficients for Hispanics, blacks, females, not living in a rural area, the reading materials index, not living in the North Central states, and intending to work at age 35 became positive and significant at P = .05.

IV. CONCLUSIONS

Several conclusions may be drawn from these findings.

1. In aggregate, black and Hispanic youth have higher dropout rates and lower probabilities of moving from high school directly to college than do whites. To the extent that these educational decisions affect subsequent labor market success we will have continuing racial inequality.

These racial differences in schooling decisions, however, appear due to factors other than race and ethnicity. When other factors are controlled black youth are less likely than whites to drop out of school, and minority youth are just as likely to move on to college from the twelfth grade as are white young people. Apparently it is the variables correlated with race and ethnicity which lead minorities to their "negative" educational behavior. Family background variables correlated with minority status which affect schooling decisions include lower father's education, for both blacks and Hispanics, and greater incidence of being from poverty homes and absence of mother and/or father in the home at age 14, and having a child during the year, for blacks. Also, minorities have poorer schooling situations, i.e., blacks and Hispanics tend to have higher proportions two or more years behind modal grade, much lower knowledge of the labor market scores (our ability proxy), and higher student-teacher ratios.[15] Finally, black youth were more likely to be unemployed.

The implication of these findings is that to improve the schooling situtation of minorities these other variables must be changed. Obviously, public policy, particularly as it relates to schools, can do very little to

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[15]It should be noted, however, that when the school variables were dropped from the OLS regressions the same relationships between race and ethnicity and the schooling decisions still occurred.

alter some of these variables. For instance, if knowledge of the labor market is actually a measure of basic intelligence there is little that schools can do to alter it. Similarly, growing up in a single parent household is not a fact that is easily manipulated by public policy although government policies other than schooling may impact on this variable. On the other hand, specific background and school-related variables can be influenced by public actions. For instance, the knowledge of the world of work score has been shown to be correlated with race, poverty and age in earlier studies (Parnes and Kohen (1975)), indicating that the scale may reflect learned and cultural materials rather than genetically inherited traits. This correlation implies that teaching about the labor market in the schools might reduce the dropout rates and increase the proportion of youth going on to college. Obviously, reducing the number of youth who are behind grade level and are dissatisfied with school will also positively affect these decisions. Such changes would in turn lower the overall differential between whites and minorities.

2. Coming from a poverty household and being unemployed while in school tend to raise the probability of dropping out of school, ceteris paribus. The higher dropout probability for poor youth may be the result of the youth facing substantial economic burdens which do not allow them to continue in school or of the higher marginal utility of income from finding jobs rather than from further schooling. Unemployed youth may similarly have financial burdens which they are trying to meet by seeking work or may be looking for attractive alternatives to school. Regardless of the reason for the higher dropout rates, it does not appear that programs which increase employment or reduce poverty will have a large direct effect on school enrollment. The effects of these two variables are not large; a reduction of less than one percentage point in the national dropout rate would result if there were no

poverty and all youth were employed or not in the labor force.

3. While it should be noted that on average youth from poorer families were less likely to attend college this was probably due to the family background variables of poor youth, such as lower parental education and lower knowledge of the labor market, which were related to college attendance. When these factors were controlled, the percentages of poor youth going on to college were not statistically different from those who were not poor. It would appear that government and other financial aid were sufficient to overcome the strictly monetary problems of students and financial constraints were not a major impediment to college attendance during 1979-80 among those students who do complete high school.

4. School segregation did not affect either the dropout or college attendance probabilities significantly when other factors were controlled. This implies that integration efforts will not affect these two variables directly.

5. Curriculum is a determinant of dropping out of school and going on to college. Students in college preparatory programs have lower dropout rates and higher college attendance than students in general studies and vocational curricula. Unfortunately it is not clear how much of these differences are the result of the programs and how much represents self selection on the part of the students: students desiring to complete school and go on to college could be expected to seek out college preparatory courses. To some extent the inclusion of the expected level of education controls for self selection bias, but it is doubtful that it controls for all of it, so it is impossible to say if placement of more students in the college preparatory tracks would lead to reduced numbers of dropouts.

Plans for the future may reflect a young person's outlook on life but

these plans also may be a function of their past experiences. For instance, youth planning to marry are more likely to drop out of school and not to go on directly to college from the twelfth grade. It is not clear whether these young people are reducing their education because of their marital expectations or whether failures in high school have turned them away from education and toward other outlets, such as families. Regardless of the flow of causality, however, those youth who plan to marry earlier, join the military, and not to work at age 35, are more likely to leave school than other youth.

6. School characteristics appear to have only limited influence on the three schooling decisions under study here. The dropout rate rises somewhat with student-teacher ratio and reduced proportions of local government funds spent on education. Students in schools with student-teacher ratios of less than 18 generally have dropout ratios about two percentage points lower than those where the ratio is 19 to 21, and three to four percentage points below students in schools where the ratio is 22 or more. The relationship is not linear, however, so that the effect of removing one student from each class would not be the same, e.g., going from classes of 23 to classes of 22 would appear to increase the dropout rate by one percentage point. Similarly, students in counties where less than 40 percent of local government funds are spent on education have higher dropout rates than those in areas where over 55 percent of funds are spent on this function, although again the relationship is nonlinear, and the reduction in dropouts is less than two percentage points. Thus, while lowering the student-teacher ratio and increasing government expenditures on eduation would lead to some reduction in dropouts, their impact would not likely be very great.

7. Satisfaction with school is a correlate of dropping out; it would

appear that if school satisfaction can be increased, dropping out of school can be decreased. Less clear is how this is to be accomplished. In addition to the single question on global satisfaction with school, nine more specific attitude questions were asked. Overall satisfaction was correlated significantly ($.12 \leq r \leq .20$, $P = .001$) with each, however, so that it is not evident that any specific actions such as improving teaching or counselling or school safety will necessarily have a significant impact on dropping out of school.[16]

8. Teenage pregnancy is one of the major reasons for dropping out of school; having or fathering a child during the year increased the probability by six percentage points. Obviously, to the extent that childbearing is delayed until schooling is completed, educational attainment will be increased as will the youth's subsequent labor market success, which has been shown to be correlated with high school graduation.

[16]When the nine specific questions were included in earlier regression runs along with the global satisfaction question, none was statistically significant at $P = .05$.

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CHAPTER 5
THE EFFECTS OF HIGH SCHOOL CURRICULUM ON LABOR MARKET SUCCESS

by Russell Rumberger and Thomas N. Daymont

I. INTRODUCTION

Do students' high school experiences make any difference once they leave school? Available evidence suggests that the courses students take as well as their achievement in school do influence the likelihood of their attending college (Alexander, Cook, and McDill, 1978; Kolstad, 1979). For those students who attend college, high school experiences also influence the type of college attended, performance in college (Smith, 1967), and even the choice of college major (Polachek, 1978). But for those students who do not go to college, high school curricula and achievement appear to have little effect on labor market behavior once leaving school (Grillin and Alexander, 1978; Meyer and Wise, 1981). In particular, vocational training seems to produce little or no payoff relative to traditional academic training in the labor market (Grasso and Shea, 1979; Gustman and Steinmeir, 1981). Yet it is possible that academic and vocational training do have different effects on labor market opportunities, but for various reasons previous research studies have failed to observe them. This study examines the labor market opportunities of a sample of recent high school students who did not attend college, using detailed information on academic and vocational training taken from their high school transcripts.

Two explanations could account for the apparent unimportance of high school curriculum. First, most studies of the effects of high school curricula have relied on students' information about their high school program, identified as either college preparatory, vocational, or general. This reliance on students' perceptions may understate the importance of curriculum

differences because many students incorrectly perceive the track they are in (Rosenbaum, 1980). More important, using a single measure of curriculum differences may obscure large variations in course work, thereby masking differences between students who follow and complete a full vocational program and those who simply take a variety of unrelated vocational courses (Brown and Gilmartin, 1980).

Another reason that high school training may appear unrelated to labor market opportunities is because of jobs that high school graduates typically hold. Persons with only a high school education frequently are employed in low-skilled and low-paying jobs. Thus differences in academic and vocational preparation may make little difference in earnings or employment opportunities. Students who do prepare for a specific job following high school by completing a legitimate vocational program may, in fact, enjoy an advantage over other graduates. But in order to observe this advantage, it would be necessary to compare the area of vocational training with the type of job a student finds after finishing school. No previous studies have made such a comparison.

This study will address both of these limitations, first by looking at differences in high school curricula in greater detail, and second by relating high school training to labor market outcomes more specifically, including an assessment of whether a student's vocational training was used on the job.[1]

We will also examine race and sex differences in both high school training and labor market opportunities. If high school training shows little

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[1]This study focuses on individual differences in high school experiences and their effects on opportunities after leaving school. Another body of literature examines the effects of school characteristics and resources on students performance and outcomes (e.g., Spady, 1976; Griffin and Alexander, 1978).

effect on labor market outcomes, then race and sex differences in curriculum may explain little of the observed differences in labor market opportunities among these groups. Yet if certain areas of vocational training do provide access to better paying jobs, then differences in high school curricula may be telling. Vocational training opportunities in high school are clearly divided along sexual lines, with women more likely to enroll in office occupations training and young men more likely to pursue training in technical and industrial areas (Rumberger, 1980; p. 310). To a lesser degree there appears also to be racial differences in vocational training participation. Thus, in some instances, race and sex differences in high school curricula may explain some of the differences in labor market opportunities after leaving school.

During the first interview in 1979, respondents were asked to identify the name of the high school they were currently attending or last attended. For those respondents who were 17 to 21 years old in 1979 and who had last attended an American high school (8,420 out of 11,406 respondents), efforts were made to collect high school transcripts and school information.[2] Complete transcript data were collected for 6,591 respondents (78 percent of those eligible). We further restricted the sample to those respondents who were not enrolled full-time during the second interview, who had completed 9 to 12 years of schooling, and for whom complete transcript data were available for all the years of school completed.[3] These further restrictions resulted

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[2]The data that were collected and the procedures used to collect them are described in National Opinion Research Center (1980).

[3]The last requirement dictated that a student's transcript showed 3 or more credits of course work for each year of school completed. For example, high school graduates were required to have transcript information for grades 10-12 in order to be included in the sample. Whether or not these restrictions biased the sample in any particular way is something we are currently examining.

in a sample of 1,857 respondents. Throughout the analysis, observations were weighted by their sample weights to adjust for the over-sampling of blacks, Hispanics, and disadvantaged whites.

In the remainder of this paper we first describe the kinds of courses that these students took in high school. Then we proceed to examine what effects their high school training has had on their labor market opportunities after leaving school.[4]

II. ACADEMIC AND VOCATIONAL TRAINING IN HIGH SCHOOL

In this study we grouped courses into three areas: academic, vocational, and other. Academic courses consist of language arts, foreign languages, mathematics, natural sciences, and social sciences. Vocational courses consist of agriculture, distributive education, health occupations, home economics, office occupations, and technical, trades and industry.[5] All remaining courses, including business, industrial arts, art, music, and physical education, fall into the "other" category.[6] We chose these major divisions to differentiate between the general skills acquired from academic courses and the specific skills acquired from vocational training.

Graduates completed a total of 15.4 credits during their last three years

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[4]We also examined the grades students received in their courses. Since students in this study did not attend college, their grades were average--2.29 among this group, with high school graduates slightly higher and dropouts lower. Initially we thought that the grades students receive in their courses might provide an indication of how much they learned in specific subject areas, and thus be related to labor market outcomes. But grades appeared to have no significant effects.

[5]Because so few students had completed credits in technical areas, this category was combined with trades and industry.

[6]Course categories correspond to standard curriculum areas (Putnam and Chismore, 1970).

of high school, whereas dropouts completed an average of only 5.4 credits (Table 5.1). Graduates completed an average of 8 credits in academic subjects (52 percent of their total credits), 3.5 credits in vocational subjects (23 percent), and 3.5 credits in other subject areas (25 percent). As we might expect, students who identified their high school program as college preparatory took more academic subjects than other students, while vocational students took more of their course work in vocational areas. Within the academic area, students had the most credits in language arts and social sciences; within the vocational area, students had the majority of their credits in home economics, office occupations, and trades and industry. Students also took a number of courses in miscellaneous areas such as health, driver education, and physical education.

As these figures illustrate, students in all three program areas often take both academic and vocational courses. Thus program designation may reveal little about the actual academic and vocational preparation a student receives in high school. This problem may be especially acute in vocational areas that involve specific training. In order to accurately assess the effectiveness of vocational training, it is necessary to correctly identify vocational students. One way to do this is to examine what proportion of students who identify themselves as vocational students actually have completed a given number of credits in the vocational area in which they are training.[7]

Such an examination reveals that a significant proportion of vocational students have taken less than 3 credits in the specific area in which they

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[7]Students who identified their program as vocational were also asked to identify the specific vocational area of their program: agricultural, business or office, distributive education, health, home economics, trade or industrial, or other.

Table 5.1 Mean Number of High School Credits by Graduation Status, Self Reported Program, and Curriculum Area[a]

Curriculum area	Graduates				Dropouts	Total
	College prep	Vocational	General	Total		
Academic	9.87	7.01	7.75	7.95	2.59	7.06
Language arts (05)	3.13	2.70	2.84	2.86	.99	2.54
Foreign languages (06)	.77	.24	.29	.37	.05	.32
Mathematics (11)	1.67	.96	1.09	1.16	.43	1.04
Natural sciences (11)	1.81	.94	1.10	1.19	.44	1.07
Social sciences (15)	2.49	2.16	2.43	2.37	.67	2.09
Vocational	2.16	5.08	3.14	3.49	.98	3.05
Agriculture (01)	.06	.16	.25	.19	.14	.18
Distributive ed. (04)	.11	.24	.16	.17	.06	.16
Health occupations (07)	.05	.08	.05	.06	.02	.05
Home economics (09)	.63	.80	.80	.77	.24	.65
Office occupations (14)	1.01	2.11	1.17	1.40	.20	1.20
Tech., trades & industry (16, 17)	.30	1.70	.70	.90	.32	.80
Other	3.56	3.51	4.29	3.93	1.86	3.61
Business (03)	.18	.23	.22	.22	.06	.19
Industrial arts (10)	.46	.78	.89	.78	.40	.71
Art, music (02, 12)	.90	.66	1.02	.90	.34	.81
Miscellaneous (08, 18-22)	2.03	1.82	2.16	2.05	1.06	1.91
Total	15.60	15.59	15.18	15.38	5.42	13.72

[a]Tabulations based on a weighted sample of 17 to 21 year olds who were not enrolled in school full-time in the winter of 1980, who had completed 9 to 12 years of school, and for whom complete transcript data were available (N=1857). One credit corresponds to a standard, full-year course. Only credits for courses taken in grades 10-12 are included. Numbers in parentheses refer to major curriculum areas designated by the Office of Education (Putnam and Chrismore, 1970).

were training (Table 5.2). In fact, the transcripts of some students show that they have not received credit for a single course in their specific area. The proportions of students receiving given numbers of credits also varies widely by area--three-quarters of vocational students in office occupations had completed 3 or more credits in that area, whereas about one-third of vocational students in distributive education and health occupations had done so. Some students in other vocational areas and in college preparatory and general programs have also completed 3 or more credits in more specific vocational areas.

Instead of the program designation offered by students themselves, the benchmark of 3 credits will be used in the next part of this study to identify vocational students.[8] Of course not everyone who has completed 3 credits of vocational courses in a specific area has completed a program in that area:

> An instructional program is a combination of courses and experiences that is designed to accomplish a predetermined objective or set of allied objectives such as preparation for advanced study, qualification for an occupation or range of occupations, or simply the increase of knowledge and understanding (Chismore and Hill, 1978; 165).

Each vocational program consists of a particular sequence and number of courses. Although the benchmark of 3 credits only provides an approximate indication of students who have completed a vocational program, it offers a marked improvement over the program identification used in most previous studies.

The mean numbers of credits in various curriculum areas for specific race-sex groups of high school gradautes are shown in Table 5.3. Other than the observation that white women seem to be more likely than minority women to

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[8]Three credits represent a half-day of vocational training taken for a full year. This is the minimum amount of vocational training required to complete a program in certain subject areas. Other areas require more preparation.

Table 5.2 High School Vocational Credits by Graduation Status, Program, and Curriculum Area

Vocational curriculum area	Graduates				Dropouts	Total
	Academic	Vocational		General		
		Specific[a]	Total			
Percent with some credits						
Agriculture	4	75	9	13	11	10
Distributive education	7	71	11	11	7	10
Health occupations	3	43	3	2	1	2
Home economics	44	81	50	60	19	46
Office occupations	56	96	59	61	21	53
Tech., trades & indus.	11	67	38	24	14	24
Percent with 3 or more credits						
Agriculture	1	56	2	4	1	3
Distributive education	1	40	4	2	1	2
Health occupations	1	32	1	1	1	1
Home economics	5	56	8	8	0	6
Office occupations	13	78	4	15	0	17
Tech., trades & indus.	5	54	7	12	6	13
Percent with 6 or more credits						
Agriculture	0	10	0	0	0	1
Distributive education	0	8	1	0	0	0
Health occupations	0	20	1	0	0	0
Home economics	1	27	12	1	0	3
Office occupations	1	31	14	2	0	4
Tech., trades & indus.	1	32	15	4	1	6

[a]Students whose specific vocational program corresponded to the vocational curriculum areas that are listed.

Table 5.3 Mean Number of High School Credits by Sex, Race, and Curriculum Area[a]

	Females			Males			Total
	Black	Hispanic	White	Black	Hispanic	White	
Academic	8.25	8.27	7.89	7.93	8.07	7.97	7.95
Language arts	2.94	2.81	2.89	2.98	2.80	2.81	2.86
Foreign languages	.43	.96	.45	.20	.58	.27	.37
Mathematics	1.31	1.10	1.04	1.30	1.25	1.26	1.16
Natural sciences	1.23	1.07	1.17	1.06	1.09	1.24	1.19
Social sciences	2.33	2.32	2.35	2.39	2.35	2.40	2.37
Vocational	3.58	3.38	4.23	2.88	2.48	2.84	3.49
Agriculture	.03	.05	.11	.21	.34	.29	.19
Distributive education	.28	.17	.13	.24	.05	.22	.17
Health occupations	.11	.03	.11	.01	.00	.00	.06
Home economics	1.39	1.13	1.14	.57	.36	.39	.77
Office occupations	1.46	1.83	2.45	.41	.34	.44	1.40
Tech., trades & indus.	.31	.17	.29	1.45	1.39	1.51	.90
Other	3.27	4.02	3.51	4.36	5.22	4.32	3.93
Business	.16	.17	.25	.14	.09	.20	.22
Industrial arts	.08	.11	.12	.85	1.39	1.52	.78
Art, music	.73	.94	1.17	.85	.81	.71	.90
Miscellaneous	2.30	2.80	1.97	2.53	2.93	1.90	2.05
Total	15.10	15.67	15.64	15.18	15.78	15.13	15.38

[a]High school graduates only (N=1429).

take vocational training in office occupations, there appears to be little in the way of systematic racial differences in high school curriculum.[8] Not surprisingly, we find large sex differences in types of vocational courses taken: women tend to concentrate in office occupations and home economics while men tend to concentrate in trades and industries.

III. EFFECTS ON LABOR MARKET OUTCOMES

The effects of high school curriculum were estimated through a series of equations that expressed several measures of labor market success as a linear function of high school course work and an array of control variables. Estimates were derived using ordinary least squares regression. Course work represents the number of credits completed in various subject areas and was expressed in varying degrees of detail. Unlike previous studies that use dummy variables to distinguish between vocational, academic, and general curriculum areas, we were able to measure the actual amount of course work taken by each person in specific subject areas. Because our sample consists of persons who have completed from 9 to 12 years of schooling, the number of credits completed in grades 10-12 varies from zero to over 20. Thus we can estimate the incremental effects of taking additional course work in various curriculum areas as well as the relative effects of taking more courses in one area (e.g., vocational) versus another area (e.g., academic).

In each equation the same set of control variables were included to minimize any bias due to students of different backgrounds and abilities selecting different high school subjects.[9] Background variables included a

[9]Of course this approach only controls for selection bias associated with measured control variables. Systematic selection on unmeasured variables such as motivation or parental encouragement that is independent of the measured controls may also produce bias in the effects of high school curriculum on

measure of parental education and a cultural index indicating the presence of newspapers, magazines, and a library card in the respondent's original home. The respondent's grade point average in the ninth grade was used as an early ability measure.[10] Additional control variables included race, marital status, children, sex-children interaction, and post-school experience.[11]

In order to examine different dimensions of labor market behavior and success, we analyzed three labor market outcome variables: hourly earnings in the 1980 survey week, the number of weeks unemployed in the previous year, and the number of hours worked in the previous year.[12]

Estimates were derived for respondents in our basic sample (1,857 cases) who had complete information on the dependent variables and information on

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labor market success.

[10]Indicators of mental ability, primarily IQ test scores, were collected along with the transcripts. Although these test scores were preferred on a conceptual basis, we decided not to use them because of the low response rates (about 50 percent), differences in the kinds of tests taken, and the wide range in the age when the test was taken.

[11]More specifically, the control variables were measured as follows: Parental education was the number of years of school completed by either the respondent's mother or father, whichever was greater. The cultural index was the sum of three dichotomous variables each indicating the presence (= 1) or absence (= 0) of newspapers, magazines, or a library card in the household when the respondent was 14 years old. Grade point average was computed from all courses taken in the ninth grade in which the student received a passing grade. Passing grades were converted to numerical equivalents, with A = 4, B = 3, C = 2, D = 1, and F = 0. The two race variables included an indicator for being black (= 1; 0 otherwise) and an indicator for being Hispanic (= 1; 0, otherwise). Marital status equals 1 if married, spouse present; 0, otherwise. Children is the number of children living with the respondent. The sex-children interaction is the product of sex and children. Post-school experience is the number of months between the date the respondent last left school and the date of interview.

[12]Since our sample ranges in age from 18 to 22 years of age, these variables measure labor market standing in most cases from 1 to 7 years after leaving school. Our results may be influenced by differences in the number of years since leaving school (although we control for this) as well as the particular year in which we measure labor market outcomes (1980). See the discussion by Gustman and Steinmeir (1981).

most of the independent variables.[13] Males and females were analyzed separately, since they tend to have different labor market experiences and generally acquire different vocational training in high school. Estimates for each of the three dependent variables are shown in separate panels in Table 5.4 for males and in Table 5.5 for females. The estimated effects of the control variables are excluded from these tables, but they are shown for a representative equation in Appendix Table 5A.1.

As a reference point, the first equation in each table shows the effects of the standard measure of educational attainment--years of school completed. The effect of years of school completed on hourly earnings (.047 for males and .055 for females) are slightly lower but fairly consistent with previous studies using a similar measure of educational attainment (e.g., Griliches, 1976). However, precise comparisons with the results of previous studies are difficult since we observe earnings very early in the work career and restrict our analysis to those who do not go on to college. Although not shown in the tables, we also ran the years completed equation adding a "diploma" variable to test for a credentialism effect. Surprisingly, there was no evidence of a credentialism effect.[14] In the second equation in each

[13]Observations were excluded from an equation if they had missing data on any variable included in the equation except parental education, the cultural index, and grade point average for the ninth grade. Race-sex specific means were substituted for missing data on parental education and the cultural index. Values were imputed for missing data on grade point average for the ninth grade based on a regression equation including the following explanatory variables: black, Hispanic, sex, parental education, cultural index, knowledge of the world of work, age, early mental ability test score, and a dichotomous variable indicating missing data on any early ability test score. In addition, observations were eliminated from the weeks unemployed last year and hours worked last year regressions if they had not been out of school for at least 12 months as of the date of interview.

[14]The coefficient for the diploma variable (equal to one if the respondent received a high school diploma and equal to zero if not) was insignificant in 5 of the 6 equations and had the unexpected sign in half of them. More

Table 5.4 The Effects of Curriculum on Labor Market Success for Young Men Who Do Not Go On to College[a]

	Equation				
	(1)	(2)	(3)	(4)	(5)
	(Log) hourly earnings				
Years completed	.047*				
Total credits		.004			
Academic			.007	.008	.008
Vocational			.005		
Vocational (non-program)				-.009	-.010
Vocational (program)				.004	
Vocational (program, not used)					-.001
Vocational (program, used)					.007
Other			-.001	-.0005	-.0005
R^2 (adj.)	.12	.11	.11	.11	.11
N	713	713	713	713	713
	Weeks unemployed				
Years completed	-2.620**				
Total credits		-.404**			
Academic			-.575**	-.583**	-.584**
Vocational			-.305*		
Vocational (non-program)				.148	.151
Vocational (program)				-.304*	
Vocational (program, not used)					-.264
Vocational (program, used)					-.325*
Other			-.196	-.221	-.220
R^2 (adj.)	.08	.07	.08	.08	.08
N	515	515	515	515	515
	Hours worked				
Years completed	239.90**				
Total credits		32.797**			
Academic			14.149	13.940	14.222
Vocational			52.331**		
Vocational (non-program)				67.859*	66.554*
Vocational (program)				52.281**	
Vocational (program, not used)					35.263*
Vocational (program, used)					61.758**
Other			47.156**	45.238**	46.127**
R^2 (adj.)	.14	.12	.13	.13	.13
N	515	515	515	515	515

[a]One asterisk indicates statistical significance at the .05 level, and two asterisks indicate significance at the .01 level. The standard errors for equation (3) are shown in Appendix Table 5A.1. The control variables included in the regressions are described in the text and their effects are shown in Appendix Table 5A.1.

Table 5.5 The Effects of Curriculum on Labor Market Success for Young Women Who Do Not Go On to College[a]

	Equation				
	(1)	(2)	(3)	(4)	(5)
	(Log) hourly earnings				
Years completed	.055*				
Total credits		.010*			
Academic			.011*	.011*	.012*
Vocational			.010*		
Vocational (non-program)				.003	.002
Vocational (program)				.009	
Vocational (program, not used)					-.002
Vocational (program, used)					.015**
Other			.008	.008	.009
R^2 (adj.)	.06	.06	.06	.05	.06
N	648	648	648	648	648
	Weeks unemployed				
Years completed	-2.190**				
Total credits		-.356**			
Academic			-.435**	-.433**	-.457**
Vocational			-.503**		
Vocational (non-program)				-.546*	-.523*
Vocational (program)				-.509**	
Vocational (program, not used)					-.362**
Vocational (program, used)					-.658**
Other			-.056	-.054	-.079
R^2 (adj.)	.05	.05	.06	.06	.06
N	565	565	565	565	565
	Hours worked				
Years completed	257.86**				
Total credits		38.710**			
Academic			47.321**	44.929**	51.138**
Vocational			55.942**		
Vocational (non-program)				95.967**	88.388**
Vocational (program)				60.519**	
Vocational (program, not used)					17.073
Vocational (program, used)					104.24**
Other			4.734	2.139	10.645
R^2 (adj.)	.35	.34	.35	.35	.39
N	576	576	576	576	576

[a]One asterisk indicates statistical significance at the .05 level, and two asterisks indicate significance at the .01 level. The standard errors for equation (3) are shown in Appendix Table 5A.1. The control variables included in the regressions are described in the text and their effects are shown in Appendix Table 5A.1.

panel, we substituted total credits for years completed and found the results to be fairly consistent for men and women. As expected, both variables have positive effects on hourly earnings and hours worked and negative effects on weeks unemployed. Given that a normal school year usually consists of five or six credits, the size of the metric coefficients for years completed and total credits correspond very closely for women and moderately well for men. The main exception is that the effect of total credits on hourly earnings is quite small for men.

In the third equation, we partition credits into three basic categories: academic, vocational, and other. In most cases, academic and vocational course work have similar effects. For hourly earnings, the effects of both types of course work are insignificant for men and significant for women. The metric coefficients for women imply that a half-day's course work for a school year (i.e., about three credit hours) of either academic or vocational courses would increase hourly earnings by about three percent. For weeks unemployed, the results imply that a half day's course work would reduce unemployment by about one to one and one half weeks per year, with the effects of academic training being stronger for men and the effects of vocational training being slightly stronger for women. Both academic and vocational training have strong effects on annual hours worked for women: a half day's course work of either is associated with working about 150 more hours per year, the equivalent of almost four weeks of full-time work. The biggest differences in effects is for hours worked for men: while the effect of vocational training is as strong as it is for women, the effect of academic training is insignificant.

specifically, for men, the coefficients (and t values) were -.053 (-.7), -.38 (-.2), and -317 (-1.9) for hourly earnings, weeks unemployed, and hours worked respectively. For women, they were .065 (.8), 2.72 (1.6), and -213 (-1.3).

Although not directly comparable, our results are fairly consistent with several previous studies of the relative effects of vocational and academic courses. Using a set of dummy variables to measure curriculum, Grasso and Shea (1979) found that, net of the control variables, the labor market experiences of "the average male graduate of a vocational program who did not go on to college was not substantially different from that of the average general program graduate" (p. 156). Results such as these have often been interpreted as negative evidence of the effectiveness of vocational education. But this interpretation requires one to also conclude that a general curriculum is ineffective. Our specification and results suggest that a more appropriate interpretation is that, in general, both academic and vocational curriculum have a significant positive impact on labor market success.

Other course work appears to have relatively small effects on labor market success. The main exception is for hours worked where other course work had a substantial positive effect for men. In addition, the effect of other courses on hourly earnings is non-trivial for women although its t-value is only 1.2 (Appendix Table 5A.1) and therefore not statistically significant at traditional levels.

We also performed parts of the analysis with the sample restricted to those who graduated from high school and in which academic, vocational, and other credits were coded as proportions of total credits. Since academic, vocational, other, and total credits are linearly dependent, the academic credits variable was omitted from the analysis and thus serves as a reference for evaluating the effects of vocational and other credits. This specification corresponds more closely to the traditional specification used by Grasso and Shea (1979) and others. The results from this alternative specification

are similar to those discussed above in that the only instance in which the effects of vocational training is significantly different from academic training is the stronger and more positive effects of vocational training on hours worked for men (Table 5.6).

Because vocational training develops specific job skills, the labor market benefits of vocational courses that are part of a complete vocational program may be higher than the benefits from unrelated vocational courses. In order to examine this issue, two separate vocational training variables were created, a vocational program variable and a non-program vocational variable. In the coding of these variables, all of a student's vocational credits were counted either in the vocational program variable (if the student completed at least three credits in one specific vocational area), or in the non-program vocational variable. The results for the equations in which these two variables were substituted for the general vocational variable are shown as equation (4) in Tables 5.4 and 5.5. The effects of the vocational program variable for men were in the anticipated direction for all three labor market outcome variables, although its effect was not significant for hourly earnings. On the other hand, the non-program vocational variable had a detrimental effect on hourly earnings and unemployment, although its effect on hours worked was positive and significant. These results generally support the hypothesis that participating in a specific vocational program does have payoff in the labor market while an occasional vocational course does not. The evidence for women is less conclusive: the effects of non-program vocational training on weeks unemployed and hours worked is as strong or stronger than that of training in a specific vocational program. Only for unemployment is the effect of the vocational program variable somewhat stronger.

Again because vocational training develops specific job skills, its

Table 5.6 Effects of High School Curriculum on Labor Market Success Among High School Graduates: Proportional Specification[a]

	Males			Females		
	(1)	(2)	(3)	(1)	(2)	(3)
	(Log) hourly earnings					
Vocational	-.081			-.009		
Vocational (non-program)		-.248	-.258		-.098	-.118
Vocational (program)		-.052			-.044	
Vocational (program, not used)			-.185			-.239*
Vocational (program, used)			.010			.066
Other	-.121	-.090	-.087	-.049	-.052	-.030
Total credits	-.006	-.008	-.008	.006	.006	.006
R^2 (adj.)	.12	.12	.12	.04	.04	.05
N	579	579	579	582	582	582
	Weeks unemployed					
Vocational	4.311			-2.571		
Vocational (non-program)		12.409**	12.681**		-1.538	-1.135
Vocational (program)		3.568			-1.265	
Vocational (program, not used)			5.990*			.487
Vocational (program, used)			2.356			-2.821
Other	4.418	3.200	3.291	7.177**	8.326**	7.996**
Total credits	-.086	-.036	-.029	-.288*	-.312*	-.308*
R^2 (adj.)	.06	.06	.06	.04	.04	.04
N	407	407	407	464	464	464
	Hours worked					
Vocational	603.78*			297.43		
Vocational (non-program)		435.74	397.33		516 20	352.31
Vocational (program)		597.00*			250.41	
Vocational (program, not used)			251.29			-411.25
Vocational (program, used)			774.93**			827.88**
Other	355.63	346.26	334.06	-648.00**	-779.90**	-635.62**
Total credits	-20.229	-21.259	-22.098	10.720	14.378	13.015
R^2 (adj.)	.12	.12	.12	.33	.33	.37
N	407	407	407	467	467	467

[a]All curriculum area credits are the proportion of total credits in this area. One asterisk indicates statistical significance at the .05 level, and two asterisks indicate significance at the .01 level. The control variables included in the regressions are described in the text.

economic benefits may also depend on whether or not the individual is employed in an occupation where the training can be utilized. To test this notion, vocational program credits were further partitioned into two categories: one for program credits related to the respondent's occupation, the other for the remaining program credits. The occupational and educational code crosswalk prepared by the National Occupational Information Coordinating Committee (1979) was used to partition program credits. For each specific vocational area, the crosswalk provides a list of occupations that were judged to use the skills taught in that area.[15] These two variables were substituted for the vocational program variable in equation (5), Tables 5.4 and 5.5. These results show that for both men and women and for each labor market outcome, the effect of vocational training used on the job is significant and substantially greater than the effect of vocational training that is not used on the job. Thus, it appears that vocational training yields a higher payoff for those individuals who are employed in jobs where their training can be utilized.

How many men and women hold jobs related to their area of high school vocational training? Table 5.7 shows the proportion of students taking (or not taking) vocational programs in specific areas whose occupation corresponded to that area. For example, the top row of the table indicates that among men who took a vocational program in Agriculture, 42 percent held an occupation in 1980 that corresponded to that area, while only 17 percent of other men (i.e., those who took a different vocational program or no vocational

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[15]Although the crosswalk matches occupations to detailed vocational course categories, we only attempted to match respondents' occupations (1970 Census codes) to broad vocational categories (e.g., agriculture). For some of the more heterogeneous occupational categories (i.e., managerial, not elsewhere classified), we also required a match between the industry listed in the crosswalk and the respondent's industry.

Table 5.7 Percentages of Students Taking (or Not Taking) Vocational Programs in Specific Areas Who Obtained a Job in an Occupation That Corresponded to That Area by Specific Area and Sex[a]

Vocational and occupational area (# of students in program)[b]	Specific vocational program participation	
	Yes	No
	Males	
Agriculture (40)	42	17
Distributive education (16)	38	27
Health occupation (0)	-	5
Home economics (13)	4	6
Office occupation (16)	54	19
Trade and industry (191)	65	59
	Females	
Agriculture (9)	3	7
Distributive education (16)	66	28
Health occupation (16)	40	6
Home economics (97)	15	13
Office occupation (248)	60	35
Trade and industry (34)	26	32

[a]For example, the entry in the top row in the left hand column indicates that 42 percent of students who participated in an agricultural vocational program obtained an occupation that utilizes skills developed in an agricultural vocational training program. The entry in the top row in the right hand column indicates that 17 percent of students who did not participate in an agricultural vocational program (i.e., either participated in another vocational program area or did not participate in any vocational program) obtained an occupation that utilizes skills developed in an agricultural vocational training program.

[b]The entries for the number of students in a program are unweighted while the main entries are weighted percentages.

program at all) held that type of job. In most areas vocational training substantially increases the likelihood of an individual obtaining related employment. Apparently, either these programs are teaching important job related skills or at least many employers think they do. Two exceptions to this general finding are trades and industry and home economics. For both men and women, the likelihood of students in these areas finding related employment is about the same as other students in finding similiar employment.[16]

The variation across programs in the degree that training was used on the job raises the question of whether the labor market returns to vocational training varied by specific area of study. To examine this issue, we further partitioned our vocational training variables into detailed areas while retaining the distinction between whether the training constituted a program, and if so whether it was used on the job. However, the small number of men and women taking training in some areas required the combining of smaller vocational areas into one category (Table 5.8). In addition, we divided the academic credits into specific areas. Dividing academic and vocational credits into these detailed categories reduces the precision of the estimated effects and thus they need to be interpreted very cautiously.

Within specific academic areas, few systematic patterns emerge. For men, language arts stands out as the strongest determinant of hourly earnings, while language arts, mathematics and the natural sciences all have moderate effects on unemployment and hours worked. For women, the social sciences and foreign languages have the greatest impact on hourly earnings, while the

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[16]This may be partly due to the broad and heterogeneous nature of the trades and industry category of occupations. About 60 percent of all the occupations held by the men in our sample required skills related to trades and industry vocational training. Perhaps a matching of more detailed breakdown of these program areas and occupations would yield different results.

Table 5.8 The Effects of Detailed Categories of Curriculum on Labor Market Success for Young Men and Women Who Do Not Go On to College[a]

	Males			Females		
	(Log) hourly earnings	Weeks unemployed	Hours worked	(Log) hourly earnings	Weeks unemployed	Weeks worked
Academic						
Language arts	.054**	-.600*	36.913	-.023	-.083	25.883
Foreign language	.010	-.394	-50.820	.048**	-1.099**	65.327*
Mathematics	-.021	-.674	21.069	.003	.032	8.966
Natural science	.005	-.625	21.405	.013	-.676	161.17**
Social science	-.028*	-.518	-3.066	.035*	-.427	3.266
Vocational (non-program)						
Agriculture	-.002	-1.550*	125.09			
Home economics				-.004	-.793*	36.386
Office occupations				.005	-.940*	203.11**
Trades and industry	-.042*	.610	41.411			
Other	.005	.231	67.466*	.043*	.175	41.733
Vocational (program, not used)						
Agriculture	.030	-.984	93.764			
Home economics				-.011	.067	-4.880
Office occupations				-.005	-.644**	39.874*
Trades and industry	-.012	-.362	26.973			
Other	.0004	.078	12.521	.011	-.538*	-18.609
Vocational (program, used)						
Agriculture	-.022	-.356	297.19**			
Home economics				-.019	-.904*	48.271
Office occupations				.024**	-.724**	138.22**
Trades and industry	.008	-.271	37.208*			
Other	-.010	-.617	98.874*	.012	-.667*	105.79**
Other	-.001	-.221	40.847**	.011*	-.102	17.191
$\bar{R}^2$	.13	.07	.15	.08	.07	.41
N	713	515	515	648	565	576

[a]One asterisk indicates statistical significance at the .05 level, and two asterisks indicate significance at the .01 level. The control variables included in the regression are described in the text.

natural sciences and foreign languages have the strongest effects on unemployment and hours worked.

Within vocational areas, the effects of the variables measuring non-program vocational training and vocational program training not used on the job appear to be rather unstable, so we will restrict our attention to the effects of vocational program training used on the job. For men, it appears that trades and industry training increases hourly earnings somewhat (though the coefficient is not significant) but has little effect on unemployment or hours worked, while other types of vocational training, including agriculture, have no positive effect on hourly earnings but do have a substantial favorable impact on unemployment and hours worked. For women, training in office occupations stands out as having the strongest favorable effect on each dimension of labor market success. Although training in home economics appears to increase hours worked and decrease unemployment for women, its effect on hourly earnings is not favorable.

Another question we explored is whether different types of course work are more or less helpful to different types of students. For example, it is widely believed that the students who are at a disadvantage either because of race, ethnicity, social background, or cognitive abilities will be the primary beneficiaries of vocational training. Our sample is already restricted to those who do not go on to college and thus already contains an overrepresentation of disadvantaged students. However, to further explore this issue, we reestimated the effects of academic, vocational, and other credits (i.e., equation (3) in Tables 5.4 and 5.5) on labor market outcomes for several subsamples which distinguish between individuals who might be considered to be either disadvantaged or not based upon race, ethnicity, social background, or cognitive ability. This analysis was not disaggregated by sex because the

size of some of these subsamples is already quite small and because the results presented so far have suggested only small sex differences in the relative effects of academic and vocational course work. In terms of race and ethnic differences, there appears to be little in the way of any systematic pattern. However, there is some evidence that the effects of both academic and vocational training on hourly earnings are lower for blacks than for whites and Hispanics. It also appears that for Hispanics, the effects of both these types of course work are weaker for unemployment and stronger for hours worked than for other individuals (Table 5.9). The bottom four rows of Table 5.9 show the results for those who are above and below average for our sample in terms of social background or cognitive ability.[17] For unemployment and hours worked there are no systematic differences between the disadvantaged and the not disadvantaged groups in the relative effects of academic and vocational training. For hourly earnings, vocational training has stronger effects than academic training in the non-disadvantaged groups relative to the disadvantaged groups, which if anything contradicts the hypothesis that the disadvantaged are the primary beneficiaries of vocational training and suggests that perhaps the most important need for disadvantaged students is training in basic skills.

IV. CONCLUSIONS

Several findings emerge from this study. Among women who do not go on to college, academic and vocational training have equally strong effects on the different dimensions of labor market behavior and success that we examined.

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[17] Social background is measured using parental education; cognitive ability is measured using ninth grade GPA. See footnote 11 for a description of these variables.

Table 5.9 Effects of High School Curriculum on Labor Market Success for Different Samples Defined According to Race, Ethnicity, Socioeconomic Background, and Mental Ability[a]

Sample	Academic	Vocational	Other
	(Log) hourly earnings		
Total (1361)	.010**	.007*	.002
Whites (926)	.010*	.009*	.002
Blacks (242)	.006	-.007	.015
Hispanics (193)	.018*	.014	-.001
GPA9 <= 2.2 (674)	.012*	.004	-.0004
PED < 12 (455)	.018**	-.010	.008
GPA9 > 2.2 (687)	.010*	.011*	.004
PED >= 12 (906)	.008	.012*	-.0002
	Weeks unemployed		
Total (1080)	-.514**	-.412**	-.133
Whites (727)	-.577**	-.446**	-.155
Blacks (207)	-.441	-.442	-.323
Hispanics (146)	-.031	-.337	-.461*
GPA9 <= 2.2 (564)	-.511**	-.413**	-.314*
PED < 12 (386)	-.450**	-.551**	.121
GPA9 > 2.2 (516)	-.628**	-.520**	-.085
PED >= 12 (694)	-.615**	-.420**	-.288**
	Hours worked		
Total (1091)	29.871**	55.997**	25.365**
Whites (725)	26.117**	57.510**	23.129*
Blacks (215)	38.544*	51.133*	46.736
Hispanics (151)	53.516*	75.538**	21.464
GPA9 <= 2.2 (573)	34.036**	44.217**	53.322**
PED < 12 (391)	38.616**	81.314**	31.947*
GPA9 > 2.2 (518)	30.697**	71.685**	4.302
PED >= 12 (700)	27.350**	47.244**	23.309*

[a]One asterisk indicates statistical significance at the .05 level, and two asterisks indicate significance at the .01 level. The control variables included in the regressions are described in the text.

Although the size of the effects have to be interpreted with caution, they do suggest that, for women, an additional half-day's course work for a school year (i.e., about 3 credit hours) of either academic or vocational course work would lead to about 3 percent higher earnings, one to one and one half fewer weeks of unemployment per year, and 150 more hours worked per year.

For men, the effects of both types of training on unemployment are as strong as for women, but their effects on hourly earnings are smaller and statistically insignificant. The only case in which there was a significant difference in the effects of these types of curriculum is for hours worked for men: while the effect of vocational training was as strong as it was for women, the effect of academic training was insignificant.

The payoff to vocational training appears to vary in two respects. First, vocational training that is part of a program has a greater impact on labor market outcomes than vocational training in unrelated areas. Second, the payoff to vocational training is higher for persons employed in jobs where their training can be used. Moreover, except in the areas of trades and industry and home economics, vocational students were substantially more likely than other students to obtain employment in occupations that utilized their vocational skills. Both of these results suggest that in order to measure the payoff to vocational training, it is necessary to have more detailed information on the type of vocational training taken and the area of employment. Our results also show, however, that large sample sizes are needed in order to estimate the relative effects of detailed categories of curriculum on labor market success.

It is interesting to note that the strongest vocational training effects were associated with training in office occupations. It is tempting to speculate that these high returns are a result of growth in the service

and clerical sectors of the economy where this type of training is particularly demanded. In any event, this suggests that future research efforts should consider carefully the demand side of the youth labor market.

We observed substantial sex differences in the types of vocational training taken, with men concentrating in trades and industries and women concentrating in office occupations and to a lesser extent home economics. This sex segregation in vocational training surely contributes to sex segregation in occupations. Although the relative payoffs to the types of training taken by men and women appear similar, this segregation may help perpetuate inequality indirectly by contributing to the idea that it is natural for men and women to do different work and that male and female work may be evaluated differently.

The effects of vocational training on hourly earnings appear to be lower for blacks than for whites. But since the effects of vocational training on unemployment and hours worked are similar for blacks, Hispanics, and whites, and since members of each of these groups take similar types of high school courses, vocational training appears to have little impact one way or the other on racial and ethnic inequality.

The general conclusion of our study is that high school training--both academic and vocational--does affect labor market opportunities for high school students who do not attend college. We are unable to say, however, that one type of training is generally superior to the other. And there is no reason it should be. It is more reasonable to view academic and vocational training as complements: the former is more concerned with the development of general skills, the latter with specific skills. A concentration in academic training may be the best preparation for the labor market for some, while a combination of academic and vocational training may be the best for others.

Table 5A.1 Effects of Curriculum and Control Variables on Labor Market Outcomes for Men and Women Who Do Not Go On to College[a]

	(Log) hourly earnings		Weeks unemployed		Hours worked	
	Males	Females	Males	Females	Males	Females
Academic credits	.007 (1.42)	.011 (1.87)	-.575 (-4.56)	-.435 (-3.51)	14.149 (1.23)	47.321 (4.25)
Vocational credits	.005 (.76)	.010 (1.64)	-.305 (-2.04)	-.503 (-4.02)	52.331 (3.78)	55.942 (4.83)
Other credits	-.001 (-.16)	.008 (1.22)	-.196 (-1.29)	-.056 (-.38)	47.156 (3.36)	4.734 (.35)
Ninth grade GPA	.005 (.19)	.038 (1.71)	.219 (.35)	-.207 (-.40)	31.370 (.57)	137.79 (2.84)
Black	-.050 (-.98)	.030 (.58)	3.365 (2.85)	3.00 (2.74)	-393.70 (-3.55)	8.968 (.09)
Hispanic	-.043 (-.63)	.028 (.42)	-1.207 (-.71)	-1.448 (-.97)	-34.244 (-.22)	221.05 (1.60)
Married, spouse present	.072 (1.69)	-.017 (.54)	-1.301 (-1.40)	-.355 (-.52)	320.96 (3.66)	-212.17 (-3.27)
Months since leaving school	.006 (6.87)	.004 (5.38)	-.066 (-2.53)	-.035 (-1.56)	11.201 (4.64)	8.253 (1.56)
Number of children	.025 (.54)	-.101 (-3.11)	.384 (.41)	-.132 (-.25)	-170.74 (-1.79)	-567.83 (-11.48)
Parental education	.007 (1.17)	(.2.1	-.274 -1.78)	-.147 (-1.05)	12.421 (.87)	15.546 (1.22)
Cultural index	.069 (3.65)	.012 (.71)	.517 (1.16)	-.005 (-.01)	-1.275 (-.03)	99.656 (2.75)
Constant	5.697 (56.16)	5.524 (53.45)	13.194 (5.24)	11.851 (5.39)	856.63 (3.65)	174.54 (.88)
$\bar{R}^2$	.11	.06	.08	.06	.13	.35
S.E.E.	.37	.32	7.68	7.20	713.74	679.01
N	713	648	515	565	515	576

[a]These results correspond to equation (3) in Tables 5.4 and 5.5.

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CHAPTER 6

DELINQUENCY AND EMPLOYMENT: SUBSTITUTIONS OR SPURIOUS ASSOCIATIONS

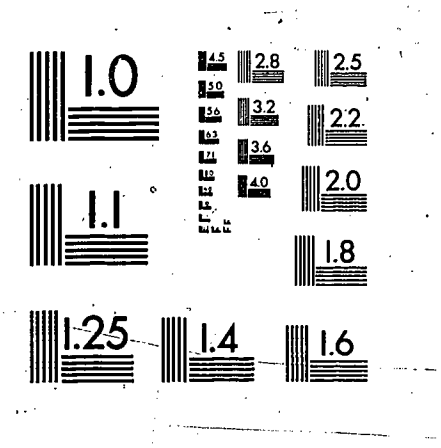
by Joan E. Crowley

Few would quarrel with the proposition that delinquency and employment are related. After all, if youths can obtain money on the streets, why should they put up with the hassles of the types of entry level jobs available to them? Conversely, why should an employer put up with a difficult adolescent when there are so many law-abiding ones to choose from? Actually measuring the relationship between delinquency and employment, however, is a challenging task. The 1980 NLS of Youth included newly developed instruments to gauge both criminal behavior and the extent of involvement of youth with the criminal justice system. The NLS now includes the largest nationally representative sample survey of delinquent behavior available in the published literature.

The first goal of this chapter is to present the picture of crime and delinquency in the youth population which emerges from the distributions of the NLS data. The second goal is to find out whether and to what extent delinquent activity directly reduces labor force participation by providing substitute income and status, when factors known to be causally associated with both types of behavior are taken into account.

I. MEASURING DELIQUENCY

Traditional criminology has separated crime from delinquency according to the age of the offender: offenses committed by legal minors are delinquency; offenses committed by legal adults are crime. The NLS second wave youth



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cohort, ranging in age from 15 to 23, crosses these age boundaries. Because 15 appears to be the peak age for delinquent activity (Berger, et. al, 1975, Ageton and Elliott, 1978), the NLS sample is quite old relative to the subjects of most delinquency studies. This paper will continue to refer to delinquent behavior, but it must be kept in mind that a large proportion of the respondents are legally adults.

It is important to distinguish between participation in delinquent or criminal behavior and the consequences of being caught and officially processed as a delinquent or a criminal. Some criminologists argue that official processing as delinquent or criminal tends to lock people into criminal behavior (Farrington, 1977). While undetected delinquency may be quietly discontinued, the fact of being labeled publicly as criminal may have repercussions which affect the youth even after delinquent activity has ceased. The criminal justice system itself has been labeled a training ground for criminal behavior, as apprentice thieves learn from more experienced "colleagues." Similarly, being "bad" enough to get yourself thrown out of school could have longer range consequences than would less public versions of misbehavior. Potential employers may ask whether an applicant has a police record and use this information to deny employment to ex-convicts, but criminal behavior which has not led to a conviction would not have such consequences.

Delinquent Behavior[1]

The measurement of delinquent behavior in a nationally representative sample such as that used by the NLS is a relatively rare phenomenon. Most studies of delinquency have been done on small and specially selected groups, with measures tailored to the specific research focus. A new index had to be developed which would suit the NLS interview setting and which would avoid some of the problems identified in the use of earlier delinquency measures. The NLS delinquency instrument was constructed to cover a wide range of activities, with a wide range of responses, administered in a format which minimized sensitivity or self-presentation effects. Details of this development and an analysis of the validity of the self-report measures are included in Appendix 6A. The items used in the delinquency scale are shown in Table 6.1. The first three items, running away from home, truancy, and drinking alcohol which are status offenses, i.e., behaviors forbidden only to minors, were asked only for youths under the age of 18. The results for the final item, which asked how much of the respondent's support came from such activities as those listed on the form, will be discussed following the description of delinquent activities.

The response categories used are shown in Table 6.1. Because simply asking the precise number of times the respondent had participated in a prohibited activity was not feasible (see Appendix 6A), respondents selected categories to indicate the range of their frequency of participation in various activities. These categories allow a detailed ordering of the

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[1]I would like to express my appreciation to Dr. Delbert Elliott for his generosity in providing both data and substantive consultation in the development of this instrument. Also freely providing the benefit of their extensive experience in this field were Drs. Lloyd Johnston, Gerald Bachman, and Martin Gold.

Table 6.1 Items on Self-Reported Delinquency Measure and Summary Scales

Abbreviated title	Item[a]	Summary scales: Status	Property	Drug	Violence
1. Runaway[b]	Run away from home?	*			
2. Truant[b]	Skipped a full day of school without a real excuse?	*			
3. Drinking[b]	Drank beer, wine or liquor without your parents' permission?	*			
4. Vandalism[c]	Purposely damaged or destroyed property that did not belong to you?		*		
5. Fighting	Gotten into a physical fight at school or work?				*
6. Shoplifting	Taken something from a store without paying for it?		*		
7. Petty theft	Other than from a store, taken something not belonging to you worth under $50?		*		
8. Grand theft	Other than from a store, taken something not belonging to you worth $50 or more?		*		
9. Robbery	Used force or strong arm methods to get money or things from a person?				*
10. Assault	Hit or seriously threatened to hit someone?				*
11. Aggravated assault	Attacked someone with the idea of seriously hurting or killing them?				*
12. Using marijuana	Smoked marijuana or hashish (pot, grass, hash)?			*	
13. Using hard drugs	Used any drugs or chemicals to get high or for kicks, except marijuana?			*	
14. Selling marijuana	Sold marijuana or hashish?			*	
15. Selling hard drugs	Sold hard drugs such as heroin, cocaine, or LSD (total number of all hard drug sales)?			*	
16. Fraud	Tried to get something by lying to a person about what you would do for him, that is, tried to con someone?		*		

Table 6.1 (continued)

Abbreviated title	Item[a]	Summary scales			
		Status	Poverty	Drug	Violence
17. Auto theft	Taken a vehicle for a ride or drive without the owner's permission?				
18. Breaking and entering	Broken into a building or vehicle to steal something or just to look around?		*		
19. Fencing	Knowingly sold or held stolen goods?		*		
20. Gambling	Helped in a gambling operation, like running numbers or policy or books?				

[a]Response categories were never, once, twice, 3-5 times, 6-10 times, 11-50 times, more than 50.

[b]Items 1-3 are status offenses, only illegal for minors. UNIVERSE: Civilians age 15-17 on interview date (N=11,200,000).

[c]Items 4-20 were asked of the total sample. UNIVERSE: Civilians age 15-23 on interview date (N-31,600,000).

*Item included in indicated scale.

relative delinquency of respondents within the sample, but of course the responses cannot be interpreted as absolute frequencies of activity; they should instead be interpreted as scale scores, with a higher score indicating a higher level of participation in delinquent activity.

Researchers disagree about whether it is possible to identify clear types of delinquency. Gold (1970) suggests that there is little differentiation by youths among delinquent activities, that highly delinquent youth tend to commit all types of law violations, and that progressing from delinquent activity to apprehension is a simple linear function of the number of incidents: the more offenses, the more likely an individual is to get caught. Other researchers identify patterns of delinquency (Ageton and Elliot, 1979; Glaser, 1967). Witte (1977) finds distinctive patterns of employment equations for released offenders classified by type of incarceration offense.

The items in the NLS self-reported delinquency instrument were analysed for empirical typologies, using factor and cluster techniques.[2] Excluding the status items, three groups of offenses emerged: property crime, drug use and sale, and assault. Probably because many youths reporting sale of marijuana are selling small quantities to their friends, this item fits in best with drug use. Sales of drugs other than marijuana, however, seem much more profit oriented and associated with serious property crimes. Robbery fits both into property and assaultive clusters (Table 6.1).

Table 6.2 shows the distributions of the self-reported delinquency items

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[2]The factors emerged clearly only for older males and for the total sample. Possibly because the general level of participation in delinquent activities among females is so low, solutions failed to converge for either female adults, minors, or the full sample of young women.

Table 6.2 Self Reported Delinquency Items and Subscales, by Sex

Title	Female			Male			Ratio of means Male/female
	Mean	Sd.	% zero	Mean	Sd.	% zero	
Runaway[a]	.20	1.15	90	.22	1.80	91	1.1
Truant[a]	3.11	7.73	56	4.49	10.50	51	1.4
Drinking[a]	8.56	14.23	37	12.00	17.04	31	1.4
Vandalism[b]	.22	1.28	90	1.28	4.93	71	5.8
Fighting	.30	1.70	88	1.67	5.20	61	5.6
Shoplifting	.85	3.62	76	1.46	0.01	70	1.7
Petty theft	.40	2.21	86	1.11	4.51	73	2.8
Grand theft	.03	.51	99	.43	3.36	92	14.3
Robbery	.08	1.55	98	.36	2.89	92	4.5
Assault	1.21	5.31	74	2.49	6.99	52	2.1
Aggravated assualt	.18	1.95	94	.76	.01	86	4.2
Using marijuana	9.38	16.94	54	13.09	20.07	49	1.4
Using hard drugs	2.05	7.49	80	2.92	9.45	77	1.4
Selling marijuana	.62	4.20	93	2.05	8.20	84	3.3
Selling hard drugs	.12	1.75	99	.45	4.13	97	3.8
Fraud	.78	4.01	82	1.44	5.81	75	1.8
Auto theft	.16	1.60	95	.44	2.88	89	2.8
Breaking & entering	.03	.44	98	.50	3.38	89	16.7
Fencing	.17	1.69	95	.82	4.24	82	4.8
Gambling	.05	1.15	99	.38	3.54	96	7.6
Status[c]	11.86	18.49	27	16.75	23.33	23	1.4
Violence[d]	1.76	6.85	68	5.29	14.33	40	3.01
Drugs	12.15	24.03	53	18.51	32.52	47	1.52
Property	2.47	8.40	57	7.01	22.57	41	2.84

[a]Items 1-3 are status offenses, only illegal for minors. UNIVERSE: Civilians age 15-17 on interview date (N=11,200,000).

[b]Items 4-20 were asked of the total sample. UNIVERSE: Civilians age 15-23 on interview date (N=31,600,000).

[c]UNIVERSE: Civilians age 15-17 as of the interview date who responded to all items on the questionnaire (N=11,200,000)

[d]UNIVERSE: Civilians age 15-23 as of the interview date who responded to all items on the questionnaire (N=30,800,000).

by sex,[3] showing both the percent of respondents who participated in the activity within the previous year and the mean level of involvement with the activity. The distributions of the involvement scores (not presented here) show the usual J-shaped distribution, that is, most youths have either never participated in the activity or have participated only a few times. As the level of involvement increases, the number of youths reporting that level of involvement declines rapidly. The sole exception to this pattern is use of marijuana or alcohol: The frequency distributions for use of these drugs show that youths tend to report either very low levels of use, once or twice, suggesting experimentation, or very high levels, suggesting habitual use.

Among minors, truancy and drinking are fairly common occurrences, and almost half of the total sample reported using marijuana or its derivatives. For both males and females, assault was the second most common non-status (criminal regardless of perpetrator's age) offense: half the young men and a quarter of the young women reported at least one incident.

The proportion of youths participating in a particular type of offense declines as the offenses become more serious: use of "soft" drugs, fighting, and petty theft are relatively common, but grand theft, selling hard drugs, and aggravated assault are relatively rare, both in terms of proportion of the population ever participating in the activity and in the mean levels of involvement. Creating summary scales using simple sums could result in a

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[3]Scores on the delinquency items were calculated by assigning the midpoint of the selected response category, that is, zero, one, two, four, eight, thirty five, and a score of 50 to those who responded in the "50 or more" category. Space prohibits showing the entire distribution for all of the items. Descriptive statistics are shown which summarize the shape of the distributions somewhat more concisely. The mean is the average level of involvement in delinquent activities reported by respondents. The standard deviation indicates how close the average individual score is to the group mean.

youth who has committed ten armed robberies being counted as less delinquent than a youth who admits to ten petty thefts, clearly a distortion of the desired result. A scaling procedure was used which resulted in each item contributing approximately equally to to the scale, regardless of overall frequency.[4]

Most young people report participation in some sort of delinquent activity: about half of the population under eighteen is estimated to have committed at least one status offense, and a full three quarters of youth have committed at least one adult offense. Consistent with the mean scores for the individual items, the summary scale means show that drug use tends to have the highest levels of involvement.

Large differences appear between young men and young women in the levels of delinquency (Table 6.2, last column). For the status offenses and for less serious offenses, the ratios of involvement between males and females are fairly low, but they are much higher for offenses involving substantial violence or relatively large sums of money. Activities such as running away from home or using drugs to get high, which are escapist and also likely to involve social interactions, have similar participation levels for males and females. Not only are young men more likely to participate in delinquent activities, but they are also more likely to participate more often than do young women. The ratios of the individual items are reflected in the ratios of the summary scores: both sexes participate frequently in drug offenses, but property activities are predominately male.

Because the difference in crime rates between the sexes is a universal

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[4]Before creating the delinquency scales, scores on each individual item were standardized and the standard scores summed across the offenses included in the scale. For the tables, a constant was added to each scale to eliminate negative scores.

pattern in criminology, all the remaining data is presented separately by sex. Other key demographic patterns to be explored include distributions by age (where adults are defined as being 18 and older and minors are younger than 18), ethnicity, poverty status, and enrollment status.

Table 6.3 shows the means of the delinquency items and summary scales by sex and age. While the adults on average are more involved than minors in drug use, youths under eighteen, both males and females, are almost a third more involved in other criminal behavior than their older counterparts.

There is a popular image of delinquents as youth from homes which are impoverished both financially and emotionally. The NLS joins a growing body of work seriously questioning this image.[5] The apparent discrepancy between ethnic distribution of self-reported crime and police records is one of the most sensitive issues in the demographics of crime. Table 6.4, which breaks down the delinquency items by race and sex, shows a higher involvement of whites in delinquent activity than blacks. Certainly the whites, both male and female, report higher levels of involvement with status offenses than do either blacks or Hispanics. This pattern is largely due to the much higher reports of alcohol use by whites. Indeed, whites report much higher levels of drug use in general, including hard drugs, than do blacks or Hispanics.

Few major differences appear along ethnic lines when we look at the remaining offenses. Black females tend to be more likely than white or Hispanic females to report personal violence (fighting, assault). Among males, however, whites are more likely to report involvement in fights and assaults. Generally, for both sexes, Hispanics are either intermediate between blacks and whites, or the lowest of all groups in reported level of

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[5]Hirschi, 1969; Williams and Gold, 1972; Ageton and Elliott, 1978; Hindelang, Hirschi, and Weis, 1979.

Table 6.3 Mean Response for Delinquency Items and Subscales by Sex and Age

Title	Female		Male	
	Adult	Minor	Adult	Minor
Runaway[a]	-	.20	-	.22
Truant[a]	-	3.11	-	4.49
Drinking[a]	-	8.56	-	12.00
Vandalism[b]	.16	.34	1.92	1.91
Fighting	.20	.47	1.26	2.38
Shoplifting	.75	1.02	1.14	2.02
Petty theft	.37	.44	1.11	1.11
Grand theft	.02	.04	.39	.48
Robbery	.09	.06	.31	.45
Assault	.93	1.73	2.02	3.31
Aggravated assault	.15	.24	.72	.83
Using marijuana	10.38	7.54	15.35	9.18
Using hard drugs	2.29	1.62	3.55	1.83
Selling marijuana	.60	.67	2.23	1.74
Selling hard drugs	.13	.10	.50	.36
Fraud	.65	1.03	1.25	1.76
Auto theft	.12	.24	.26	.74
Breaking and entering	.02	.06	.40	.66
Fencing	.11	.21	.65	1.11
Gambling	.06	.02	.42	.32
Status[c]	-	11.86	-	16.75
Violence[d]	1.37	2.49	4.31	6.98
Drugs	13.35	9.92	21.63	13.09
Property	2.10	3.18	5.84	9.06

[a]Items 1-3 are status offenses, only illegal for minors. UNIVERSE: Civilians age 15-17 on interview date (N=11,200,000).

[b]Items 4-20 were asked of the total sample. UNIVERSE: Civilians age 15-23 on interview date (N=31,600,000).

[c]UNIVERSE: Civilians age 15-17 as of the interview date who responded to all items on the questionnaire (N=11,200,000).

[d]UNIVERSE: Civilians age 15-23 as of the interview date who responded to all items on the questionnaire (N=30,800,000).

Table 6.4 Mean Response for Delinquency Items and Subscales by Sex and Race

Title	Female			Male		
	Black	Hispanic	White	Black	Hispanic	White
Runaway[a]	.16	.37	.19	.43	.11	.20
Truant[a]	2.01	3.75	3.25	2.23	4.83	4.86
Drinking[a]	2.30	5.56	9.89	5.33	8.32	13.48
Vandalism[b]	.23	.16	.22	.89	1.08	1.36
Fighting	.56	.48	.23	1.43	1.62	1.71
Shoplifting	.71	.81	.87	1.41	1.74	1.45
Petty theft	.27	.37	.42	.76	.96	1.18
Grand theft	.06	.08	.02	.44	.40	.43
Robbery	.11	.03	.08	.54	.25	.34
Assault	1.57	.72	1.19	2.20	1.96	2.58
Aggravated assault	.26	.10	.17	.93	.63	.74
Using marijuana	5.67	6.23	10.28	9.13	9.19	14.04
Using hard drugs	.61	1.32	2.36	1.21	1.58	3.30
Selling marijuana	.26	.32	.71	1.32	.90	2.26
Selling hard drugs	.11	.08	.13	.30	.05	.51
Fraud	1.15	.30	.75	1.66	.97	1.44
Auto theft	.14	.12	.17	.40	.22	.46
Breaking and entering	.02	.05	.04	.39	.42	.52
Fencing	.17	.12	.17	.85	1.00	.80
Gambling	.10	.02	.04	.50	.31	.37
Status[c]	4.47	9.72	13.30	8.02	13.29	18.57
Violence[d]	2.48	1.33	1.67	5.10	4.46	5.38
Drugs	7.87	6.60	13.45	12.02	11.60	20.09
Property	2.64	1.91	2.49	6.18	6.63	7.18

[a]Items 1-3 are status offenses, only illegal for minors. UNIVERSE: Civilians age 15-17 on interview date (N=11,200,000).

[b]Items 4-20 were asked of the total sample. UNIVERSE: Civilians age 15-23 on interview date (N=31,600,000).

[c]UNIVERSE: Civilians age 15-17 as of the interview date who responded to all items on the questionnaire (N=11,200,000).

[d]UNIVERSE: Civilians age 15-23 as of the interview date who responded to all items on the questionnaire (N=30,800,000).

involvement in offenses.

The lack of association between race and self-reported delinquency, a fairly consistent result in self-report studies, has led to questions being raised as to the possibility of differential validity of the self-report measure. The single most comprehensive study of validity of survey measures of criminal activity does show that, for black urban males, there may be substantial underreporting, while reporting among females and among white males seems accurate within quite reasonable limits.[6] Thus the apparent lack of differentiation by race may be to some extent artifactual. However, the same study indicates that the face to face interview, essentially the technique used in the NLS, produced the lowest level of underreporting of offenses. The reasons for the apparent differences in the way that black males respond to self-report instruments as compared to the responses of other groups cannot be addressed with the available information. It is clear, however, notwithstanding some potential for underrepresentation of the ratios of offenses between blacks and whites, that criminal offenses are not limited to any one race or sex group. The few items on which black males report higher levels of involvement than do white males include three of the most serious offenses: grand theft, robbery, and aggravated assault. However, the data show a fairly high degree of involvement of all race-sex groups in various types of activities which would be punished if they became known.

Despite the popular assumptions about the link between poverty and delinquency, Table 6.5 shows that, generally, when there is a difference among males between the poo and the non-poor (using the CPS definition of poverty), it is the non-poor who are most delinquent. This pattern holds particularly

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[6]Hindelang, Hirsch, and Weis, 1981. See Appendix 6C for a full discussion of validity.

Table 6.5 Mean Response for Deliquency Items and Subscales by Sex and Poverty Status

Title	Female		Male	
	Nonpoverty	Poverty	Nonpoverty	Poverty
Runaway[a]	.17	.32	.17	.55
Truant[a]	3.03	3.17	4.27	5.48
Drinking[a]	9.16	5.32	12.97	7.47
Vandalism[b]	.23	.22	1.34	1.03
Fighting	.24	.52	1.67	1.77
Shoplifting	.84	.87	1.53	1.24
Petty theft	.42	.29	1.14	1.13
Grand theft	.03	.05	.42	.62
Robbery	.08	.11	.36	.34
Assault	1.15	1.66	2.54	2.14
Aggravated assault	.16	.28	.72	.77
Using marijuana	9.49	8.76	13.29	10.83
Using hard drugs	2.16	1.52	2.96	2.05
Selling marijuana	.61	.50	2.02	1.71
Selling hard drugs	.14	.07	.43	.41
Fraud	.74	.94	1.51	.98
Auto theft	.18	.12	.43	.32
Breaking and entering	.03	.05	.52	.43
Fencing	.15	.29	.84	.84
Gambling	.03	.07	.36	.49
Status[c]	12.38	8.84	17.42	13.60
Violence[d]	1.62	2.56	5.29	5.03
Drugs	12.34	10.87	18.67	15.05
Property	2.44	2.74	7.30	6.15

[a]Items 1-3 are status offenses, only illegal for minors. UNIVERSE: Civilians age 15-17 on interview date (N=10,800,000).

[b]Items 4-20 were asked of the total sample. UNIVERSE: Civilians age 15-23 on interview date (N=29,200,000).

[c]UNIVERSE: Civilians age 15-17 as of the interview date who responded to all items on the questionnaire (N=10,700,000).

[d]UNIVERSE: Civilians age 15-23 as of the interview date who responded to all items on the questionnaire (N=28,500,000).

true for the drinking and drug use items, no doubt reflecting the use of discretionary income for recreational chemicals. Males from non-poor families are also more likely to report vandalism, shoplifting, assault, and fraud.

As usual, the pattern is much different for females. More affluent women, like their male counterparts, are more likely to report alcohol and drug use than are poor women. However, the only other offense reported substantially more frequently by non-poor women is petty theft. Poor women report more involvement with offenses involving personal violence--fighting, assault, and aggravated assault.

Poor youths, both male and female, report higher levels of running away and truancy. While any finding based on such simple analysis must be interpreted cautiously, the implication of greater disturbance in family relationships among poor youth may have significance for the perpetuation of poverty. Perhaps the most important observation to be made from this table is the lack of evidence for the assumption that poverty breeds crime.[7]

Table 6.6 shows the mean levels of delinquent activity broken down by enrollment status. For males, the results are consistent and dramatic. In every category, dropouts report high levels of delinquent activity relative to students and high school graduates. Like minors, they report high levels of violence against people and property. Like adults, they report high levels of drug use and of drug sales. Conversely, college students, the youths who are most successful academically, have the lowest levels of delinquent involvement.

Among females, differentiation by enrollment status is much less

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[7]Indeed, an entire session of the 1980 annual meeting of the American Society of Criminology was devoted to the link between social class and crime, and concluded that the link was weak at best in any of the datasets investigated.

Table 6.6 Mean Response for Delinquency Items and Subscales by Sex and Enrollment Status

Title	Female				Male			
	High school dropout	High school student	College student	Nonenrolled high school graduate	High school dropout	High school student	College student	Nonenrolled high school graduate
Runaway[a]	.81	.16	.08	.18	1.17	.14	.0	1.34
Truant[a]	7.44	2.64	3.15	13.01	15.51	3.45	5.73	22.13
Drinking[a]	10.53	8.38	10.18	10.49	14.66	11.64	27.70	24.55
Vandalism[b]	.18	.33	.19	.14	1.73	1.59	.74	1.00
Fighting	.55	.43	.07	.19	2.72	2.04	.72	1.28
Shoplifting	1.05	.93	.68	.78	2.05	1.81	.93	1.06
Petty theft	.37	.42	.46	.35	1.75	.97	.87	1.15
Grand theft	.10	.02	.01	.02	1.24	.31	.07	.44
Robbery	.11	.05	.09	.11	.79	.38	.09	.30
Assault	1.46	1.68	.54	1.02	3.31	3.06	1.33	2.07
Aggravated assault	.27	.20	.18	.13	1.67	.70	.46	.62
Using marijuana	12.35	6.99	9.90	10.64	19.46	8.35	12.16	17.24
Using hard drugs	3.18	1.46	1.93	2.37	4.87	1.70	2.85	3.75
Selling marijuana	.89	.58	.35	.73	4.64	1.54	1.25	2.09
Selling hard drugs	.43	.06	.09	.10	1.28	.28	.38	.37
Fraud	.69	1.00	.58	.69	2.00	1.66	.57	1.42
Auto theft	.17	.22	.04	.16	.68	.63	.10	.27

Table 6.6 (continued)

Title	Female				Male			
	High school dropout	High school student	College student	Nonenrolled high school graduate	High school dropout	High school student	College student	Nonenrolle high schoo graduate
Breaking and entering	.08	.04	.03	.02	1.15	.51	.17	.39
Fencing	.24	.19	.07	.17	1.62	.94	.33	.61
Gambling	.09	.01	.04	.07	.78	.29	.16	.47
Status[c]	18.53	11.19	13.42	23.80	31.50	15.26	33.44	48.54
Violence[d]	2.37	2.35	.88	1.41	8.54	6.20	2.61	4.27
Drugs	16.67	9.10	12.29	13.78	30.28	11.88	16.65	23.47
Property	2.72	2.93	2.02	2.17	11.65	7.73	3.69	6.10

[a]Items 1-3 are status offenses, only illegal for minors. UNIVERSE: Civilians age 15-17 on interview date (N=11,200,000).

[b]Items 4-20 were asked of the total sample. UNIVERSE: Civilians age 15-23 on interview date (N=31,600,000).

[c]UNIVERSE: Civilians age 15-17 as of the interview date who responded to all items on the questionnaire (N=11,200,000).

[d]UNIVERSE: Civilians age 15-23 as of the interview date who responded to all items on the questionnaire (N=30,800,000).

pronounced. Dropouts report higher levels of delinquent involvement than do students and graduates for thirteen of the 20 offenses, which is still a majority, but far from the consistent pattern for males. Although the NLS contradicts the popular view that race and poverty are strongly associated with delinquency, the results do support the popular view that those who do less well in school have higher levels of criminal involvement.

Illegal income

The key link between crime and employment logically lies in the degree to which crime serves as an alternative source of income. Youth who can make a good living "on the street" should spend less time in the labor force and should have a higher reservation wage, ceteris paribus, than youth who are less adept at hustling.

It is clearly not reasonable to expect that even professional thieves who have no accountability to the tax collector or anyone else will know with any accuracy how much they net from their activities over any extensive period of time. However, it was decided to attempt to gauge subjectively the degree to which the youth looked to crime as a source of income by asking what fraction of their total support was derived from such activities as those described on the delinquency form. It should be noted in interpreting the results that the same amount of income represents a smaller proportion of support for more affluent youths.

Table 6.7 shows the distributions of the proportion of income from illegal activities, broken down by race, income, age, and educational status. Most youth do not profit from their activities, but a substantial minority, slightly over twenty percent of the young men and ten percent of the young women, get at least some of their support from "crime." About one male

Table 6.7 Illegal Income by Participant Characteristics

(Percentage distributions)

	Proportion of illegal income									
	Female					Male				
	None	Very little	One-fourth	At least a half	Total	None	Very little	One-fourth	At least a half	Total
Race										
Black	87	10	1	2	100	73	18	3	6	100
Hispanic	91	7	1	1	100	79	17	2	2	100
White	90	8	1	1	100	79	17	2	2	100
Income status										
Nonpoverty	90	8	1	1	100	79	17	2	2	100
Poverty	87	10	1	2	100	76	18	2	4	100
Age status										
Adults	91	7	1	1	100	81	16	2	2	100
Minors	87	10	1	2	100	75	19	3	4	100
Enrollment status										
High school dropout	80	16	2	2	100	67	25	3	5	100
High school student	88	19	1	2	100	77	17	2	4	100
College student	95	5	*	*	100	87	12	*	*	100
Nonenrolled high school graduate	90	8	1	1	100	80	16	2	2	100

*Percentage between .01 and .05.

UNIVERSE: Civilians age 15-23 on interview date (N=28,800,000).

in twenty reports getting one fourth or more of his support from such sources. The expected race and income differences do show up on Table 6.7, but the differences are fairly small, especially when the base levels of income are taken into account. As with the reports of delinquent behavior, in fact, the variables most consistently related to illegal income are sex and enrollment status. One third of the male high school dropouts and one fifth of the female dropouts get at least some income from crime. The group with the lowest frequency of illegal income of all categories on the table is, as expected, college students.

Reported Police Contacts

Delinquent activity may or may not lead to involvement with the police and with the courts. A separate section of the NLS interview assessed the youths' lifetime experiences with the formal criminal justice system. The specific areas included are discussed in Appendix 6B.

Table 6.8 shows the distributions of police and criminal justice involvment broken down by sex and poverty.[8] The first row of the table shows the proportions of each sex-income group who report any contact with police. The remainder of the table refers to the proportions of those who report any contact and who further report various levels of involvement with the criminal justice system. This method facilitates comparisons of levels of involvement across groups independent of the proportion of each group who manage to stay completely out of the system.

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[8]Since the police contact items asked for incidents over the respondent's entire life span, there is an artificial correlation between age and frequency of reported contact. Older youths have had more time to come to the attention of the police than have their younger siblings. For this reason, age will not be used as a descriptor of police contacts.

Table 6.8 Incidence of Being Stopped, Charged or Convicted, by Sex and Poverty Status

Seriousness	Female		Male	
	Nonpoverty	Poverty	Nonpoverty	Poverty
Percent of population	42	8	43	7
Stopped, charged or convicted[a]	10	14	33	37
Among those ever stopped, charged or convicted[b]				
Stopped	79	70	82	82
Charged	31	47	41	53
Charged as adult	12	16	19	21
Convicted	15	23	23	32
Convicted as adult	6	8	12	15
Counseling	27	31	20	25
Probation	13	17	23	36
Incarcerated	5	7	7	19
Incarcerated as youth	4	7	4	12
Incarcerated as adult	*	0	4	9

*Percentage is 0.1-0.5.

[a]UNIVERSE: Civilians age 15-23 on interview date (N=30,100,000).

[b]UNIVERSE: Civilians age 15-23 on interview date who reported ever being stopped, charged, or convicted (N=5,400,000).

Over a third of the young men report some police contact; the proportion for young women is closer to one tenth. Of those who do come in contact with the police, the sex difference is much less pronounced; but even given an initial contact with police, young women are less likely than young men to be charged, convicted, placed on probation, or incarcerated. Females do report referral to counseling programs more often than males.

Some significant patterns emerge when the levels of involvement by poor and non-poor youths are considered. There is no difference by income in frequency for males in being stopped by police without further processing, and poor females are actually somewhat less likely than more affluent females to be simply stopped by police. However, poor youth are consistently more likely to be formally charged, convicted, and put on probation or incarcerated than are non-poor youth. In fact, the more serious the level of involvement with the criminal justice system, the more discrepant the rates by income status. Of those who come into contact with the police, about one fifth of both poor and nonpoor males report being convicted of an offense, but poor males are almost three times as likely as non-poor youth to report incarceration. The pattern for females is similar, although less dramatic. These results contrast sharply with the greater involvement with delinquent behavior reported by non-poor youth.

Table 6.9 shows police involvement by enrollment status. Out of school youths, particularly dropouts, have the highest levels of involvement: over half of the male dropouts have come in contact with the police. Of these, two fifths report a conviction of an offense, and one quarter report a conviction as an adult. Probation and incarceration are also fairly common among dropouts. Perhaps the most useful group for comparison with the dropouts is

Table 6.9 Incidence of Being Stopped, Charged or Convicted, by Sex and Enrollment Status

Seriousness	Female				Male			
	High school dropout	High school student	College student	Nonenrolled high school graduate	High school dropout	High school student	College student	Nonenrolled high school graduate
Percent of population	6	18	9	17	7	20	9	15
Stopped, charged or convicted[a]	21	10	6	12	57	30	24	36
Among those ever stopped, charged, or convicted[b]								
Stopped	61	89	80	76	76	86	86	80
Charged	57	21	27	37	65	32	31	49
Charged as adult	10	*	19	19	36	4	17	31
Convicted	26	14	*	15	41	19	9	29
Convicted as adult	9	*	*	9	25	2	*	19
Counseling	41	21	*	10	31	18	14	19
Probation	25	10	*	5	47	18	*	26
Incarcerated	14	*	*	*	26	4	*	7
Incarcerated as youth	10	*	*	*	15	3	*	2
Incarcerated as adult	*	0	*	*	14	*	*	6

*Percentage is 0.1-0.5.

[a]UNIVERSE: Civilians age 15-23 on interview date (N=32,600,000).

[b]UNIVERSE: Civilians age 15-23 on interview date who reported ever being stopped, charged or convicted (N=7,300,000).

the nonenrolled high school graduates.[9] The same sort of increasing differentiation of level of involvement with the criminal justice system appears as was noted for poverty. Among males with police contact, there is a moderate difference between high school dropouts and high school graduates in the percent charged with an offense--two thirds of the dropouts compared with half of the high school graduates. Dropouts are, however, almost four times as likely to be incarcerated as are high school graduates, and are over seven times more likely to report being incarcerated in juvenile institutions. The patterns are quite similar for females, allowing for their generally lower level both of initial contact and of serious involvement following contact.

The results for poverty and enrollment status, which are quite consistent with the general image of youths in the criminal justice system, encourage confidence in the validity of the responses to the interview. This very consistency, however, raises questions of inequity in view of the lack of relationship between poverty and delinquent behavior as reported by the youth.

The patterns shown in Table 6.10, criminal justice involvement by race and sex, do not show any consistent tendency for minority youths to either report higher levels of initial contact or to report greater levels of involvment with the system after initial contact. Closer observation shows a pattern subtly similar to the one shown for income and enrollment status: while black youth are actually less likely than whites to be charged with offenses or convicted, blacks are more likely to be put on probation or

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[9]The comparisons of high school dropouts with other enrollment groups is complicated by the difference in age distributions. High school students are, on average, younger than dropouts, while college students and high school graduates are somewhat older. Both high school graduates and dropouts, however, are out of regular school, and presumably face similar problems in entry into adult roles. The relative age of the enrollment groups makes the comparison a conservative one, since the age difference would give the graduates more opportunity to come in contact with the law.

Table 6.10 Incidence of Being Stopped, Charged or Convicted, by Sex and Race

Seriousness	Female			Male		
	Black	Hispanic	White	Black	Hispanic	White
Percent of population	7	3	40	7	3	40
Stopped, charged or convicted[a]	8	13	11	36	36	34
Among those stopped, charged or convicted[b]						
Stopped	79	78	76	81	83	82
Charged	31	35	36	41	49	45
Charged as adult	14	12	13	19	20	22
Convicted	10	19	18	22	25	26
Convicted as adult	*	9	7	12	11	13
Counseling	23	24	29	16	19	22
Probation	15	11	14	28	26	26
Incarcerated	*	*	6	12	13	9
Incarcerated as youth	*	*	5	7	7	5
Incarcerated as adult	*	0	*	8	7	5

*Percentage is 0.1-0.5.

[a]UNIVERSE: Civilians age 15-23 on interview date (N=32,600,000).

[b]UNIVERSE: Civilians age 15-23 on interview date who reported ever being stopped, charged or convicted (N=7,300,000).

incarcerated. Interpretation of these results must be extremely cautious at this time, since there is no control for the type of offense with which individuals are charged, and type of offense is the single major determinant of sentence severity. Table 6.11 provides some confirmation that part of the discrepancy can be accounted for by type of offense: the figures shown are the major offense categories for which young men have ever been convicted.[10] Major traffic offenses, vandalism, and possession of marijuana were mentioned more frequently by whites than by blacks, but black males were more likely to report a conviction for assault or robbery. The direction if not the magnitude of these differences in conviction rates by race are echoed in the frequency of report of the individual offenses on the delinquent behavior measure.

The results for poverty and race support the observation that poor and minority youth face an accumulation of disadvantage when they enter the criminal justice system (Pope and Neely, 1981). At each stage where there are discretionary decisions to be made, there is a tendency for the youths from poorer backgrounds to be treated more harshly than youths from white or middle class homes. The differences at each stage are slight, but the cumulative effect is that at the most severe level of punishment--incarceration--blacks, Hispanics, and the poor are concentrated beyond their proportions in reported criminal behavior. To the extent that the general population uses the publicized descriptions of the incarcerated population to form their concepts

[10]The question asked the respondent to list all charges on which he or she had ever been convicted, so that any individual could have reported in any or all of the possible categories. Several other types of offenses were coded, but were mentioned so infrequently that no clear conclusions can be drawn. Similarly, the frequency of convictions for females was so low that no meaningful subgroup analysis could be done, so the table represents only males.

Table 6.11 Type of conviction for young men, by poverty status and race

Offense	INCOME STATUS		RACE			Total
	Nonpoor	Poor	Black	Hispanic	White	
Percent of population[a]	86	14	13	6	80	100
Ever convicted[b]	8	12	8	9	9	9
Assault	13	9	19	12	12	12
Robbery	6	9	19	12	4	7
Theft	29	38	30	32	31	31
Vandalism	12	3	5	7	11	10
Breaking and entering	12	23	13	9	15	14
Possession of marijuana	13	8	5	6	14	12
Major traffic offense	18	18	8	19	12	10
Drinking under age	12	4	*	9	12	10

[a]UNIVERSE: Civilian males age 15-23 on interview date (N=16,200,000)

[b]UNIVERSE: Civilian males age 15-23 on interview date ever convicted. (N=1,400,000)

of the attributes of the minority and poor members of society, this distorted image will have a profound effect on the perpetuation of disadvantage in society at large.

II. CRIME AND WORK

Traditionally, delinquency has been primarily the province of sociologists. Recently, however, economists have expanded their area of concern to include time allocation to illegal as well as legal sources of income. The next section will attempt to synthesize and distinguish the insights of these two fields in the link between delinquency and employment.

Theories of Delinquency

Economic approaches to crime regard each individual as trying to maximize utilities from legal and illegal activities. The emphasis is on the choice of activities based on rational calculations. The greater the rate of return to illegal activities as compared to the returns from legal activities, the greater the time allocated to crime. Of course, crime involves expected costs, in the form of possible arrests, fines, and convictions, which are not attached to legitimate employment. Some of these costs have been entered into models of criminal behavior, in the form of arrest and conviction rates.[11] The analogous costs of legitimate employment in reduction of leisure time and autonomy are not considered explicitly. The usual human capital predictors, education and work history, are predicted to be related to crime because they determine the returns to employment. Conditions which are expected to lead to

[11]See Brier and Feinberg for a discussion and critique of some of the econometric approaches to crime. Erlich, 1981, provides an elaborated presentation of the economic approach to criminal deterrence.

higher levels of criminal activity include low expected wages, high rates of unemployment, low probability of arrests and other legal sanctions, and "tastes" for the non-pecuniary rewards of crime--risk taking, for example.

It is assumed in the economic analysis of crime that the more time is allocated to crime, the less is allocated to employment, and vice versa. What is not considered explicitly is the fact that most delinquent or criminal activity involves a very brief time commitment (Hirschi, 1968). Time spent in criminal activity may substitute for other leisure activities, rather than for time in the labor force.

In contrast to the relatively straightforward approaches of economists, sociology abounds with diverse theories of delinquency, positing different mechanisms by which youths become involved in crime. Much of the research on the etiology of delinquent behavior is based on observations of lower class juveniles, with the result that the mechanisms put forward to account for delinquency focus primarily on factors which distinguish the lower class from the affluent society. Alienation, the availability of criminal role models, lack of opportunity for advancement within the conventional social structure, assertion of masculinity, and socialization within a subculture of violence have been hypothesized to lead to crime.[12]

With the development of large-scale surveys, studies based on heterogeneous samples have found that there was a substantial amount of delinquent activity with all segements of the population. To the extent the survey results were valid, theories which focused on social class factors as the major causes of deviance had to be recast to adjust to the new evidence.

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[12]Works associated with these factors include, respectively, Merton (1938), Sutherland (1947), Cloward and Ohlin (1960), Miller (1966), and Cohen (1955). For a good general treatment of sociological theories of crime, see Taylor, Walton, and Young (1973).

One of the best developed systems, and one with fairly solid empirical support based on heterogeneous samples, goes under the rubric of control theory.[13] This approach starts with the notion that delinquent behavior is less problematic than conformity. Delinquency can be seen as providing the direct gratification of desires common in childhood. Conformity, on the other hand, requires obedience to rules which result in delay or even denial of gratification.

The development of control over impulses is rooted in the attachment, defined as emotional bonding, of youth to mature others, starting with their parents. As children grow older, additional bonds form, to other children, to teachers or coaches, or to institutions as shown in such phenomena as school spirit or ethnic loyalty. Deterrence from delinquent activity is motivated by the threat of loss of these emotional bonds if delinquent behavior is detected. Another source of control is commitment to socially valued goals; for example delinquent activity can prevent admission to college for youth who aspire to careers in management, or employment at the local garage for would-be mechanics. The control theorists propose that the commitment to such goals enhances the influences of personal attachment in reducing the likelihood of criminal activity.

Although economic approaches describe rational calculations of utilities and the control approach focuses on the emotional bonds of youths to other people, aspirations, and institutions, closer inspection shows that they make virtually identical predictions about the way that various experiences of youths may affect delinquency. Both, for example, stress the role of education. For economists, education is a major part of human capital

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[13]Hirschi, 1969; Hindelang, 1973; Kornhauser, 1979

accumulation. For sociologists, commitment to educational goals and attachment to the individuals and institutions associated with school are threatened by delinquent behavior. Whichever approach is used, poor school performance is predicted to be associated with higher levels of delinquency. Conversely, good school performance should theoretically reduce delinquent activity, since it leads to higher expected wages which should facilitate the transition to employment, and the satisfaction associated with successful performance encourages identification with school. In fact, the relationship between school performance and delinquency is solidly established (Noblit, 1976; Gold and Mann, 1972).

Employment itself fits into control theory as a source of attachments to co-workers and commitment to job advancement, both of which should reduce the level of criminal activity. This is independent of the substitution of time allocation which is central to economic formulations. Conversely, control theory can be used as a framework for specifying the predicted costs of criminal activity. Neither economic theory nor control theory, however, are particularly useful for specifying non-pecuniary benefits associated with various types of crime.

Given the similarity of predictions, what is the advantage of combining approaches? Use of the concepts of commitment and attachment help to specify the subjective components of the utilities of delinquency and employment, and use of the economic model ties the study of the relationship between employment and delinquency to a vast literature on labor force behavior and to the techniques of econometrics. Both approaches will be used to specify the analysis.

Measures of Employment.

Several employment related measures will be explored. The primary focus will be on the supply of labor. The major indicators will be the proportion of weeks worked and weeks unemployed between the 1979 and 1980 interviews. These allow continuous measures of the amount of labor provided by the respondent in the same period for which delinquent activity is measured.

Reservation wage is included in the analysis in part because it is not restricted by external constraints. The logic of the connection between crime and work is similar for reservation wage and weeks unemployed. The higher the income and other returns derived from criminal behavior, the higher reservation wages. Getting caught in criminal activity, as measured by reports of charges and convictions, should make the costs of delinquent activity more salient, thus reducing the reservation wage, and at the same time make it more difficult for youth with criminal records to obtain employment, thus reducing weeks worked.

The relationship of youth to the labor market is vastly different depending on the degree to which they have accepted adult roles. Youths still in school are expected to look for much less in terms of long-term employment possibilities in their jobs, while youths who have completed their education should have a commitment to the labor market both more immediate and long-range. Therefore, the analysis of the link between crime and work will be run separately for two defined universes. The first is restricted to high school youth over the age of 16. The age restriction reflects legal age restrictions on employment. The second universe is non-enrolled youth over the age of 18. College students are omitted from the adult group because they are not expected to be primarily oriented towards employment. Dropouts under the age of 18, while presenting major problems for law enforcement, are excluded from

the analysis to avoid confounding age with school completion. Within each of these major universes, all analyses will be run separately by sex.

First Order Relationships.

The reports of delinquent or criminal behavior show three distinct types of crime: crimes against property, physical assault, and drug use. Of these, only property crime clearly fits the economic model, since the returns to these offenses should have direct monetary implications.

There may be associations between employment and crime which do not fit the individual rational optimization model of the economists. Individuals with a history of violent behavior are obviously likely to have trouble holding jobs which require behavioral restraint. Drug use is commonly thought of as leading to poor work performance; but it may also be positively related to earnings. Drugs are expensive, and people with reliable income sources may decide to spend more of their disposable income on recreational chemicals, much in the same way they decide to buy recreational vehicles.

These considerations lead to refining the hypotheses about the links between employment and crime. The economic model, where returns to illegal activities are balanced against returns to employment, applies conceptually to crimes against property--chiefly the various forms of theft. Therefore, we expect that, for adults at least, property crime will be related to lower levels of weeks worked and longer periods of unemployment. Violence should also be associated with less employment, since these people are both less desirable employees and because they may have less tolerance for the normal frustrations of the workaday world.

On the other hand, we expect drugs to be more commonly used by those with reliable sources of income, and thus be positively associated with

employment. The high frequency of drug use reported in the sample indicates that most of the users are not the junkies of skid row, but rather are people who use drugs as a part of rather ordinary life. The effect of income in facilitating drug purchase should lead to a net positive association between drug use and weeks worked, and a corresponding negative association with unemployment.

Reservation wage, a subjective judgment rather than a behavioral measure subject to constraints outside the control of the individual, may provide some differentiation in the effects of criminal activity on employment. If crime provides income, the marginal value of wages should be reduced, so that a higher wage would be required before the individual will accept a job. There is no clear reason that non-income producing types of crime would have the same effect, although it could be argued that the expense of maintaining a drug habit would also increase the reservation wage. In any case, previous work on reservation wage indicates that there is a great deal of noise or random variation in the responses, so that it is difficult to find strong relationships. Only the relationship between income and the subjective value of wages is unambiguous enough in its predicted effects to allow an expectation of a significant effect on the observed reservation wage.

Table 6.12 shows the first-order correlations between employment and crime for each of the two designated universes. Predictions are weakly supported, if at all. What is not expected is the greater consistency and magnitude of the correlations for young women than for young men. For three of the four sex-status groups, drugs tend to be positively associated with weeks employed and negatively related to being OLF, which tends to confirm the association between drug use and disposable income. Also as predicted, violent behavior tends to be negatively associated with weeks employed,

Table 6.12 Correlations Between Delinquency Scales and Employment Indicators[a]

Employment variable	Females				Males			
	Violence	Drugs	Property	Illegal income	Violence	Drugs	Property	Illegal income
High school students[b]								
Weeks worked	-.02*	.13**	.04**	.02	.01	.05**	.04*	.01
Weeks unemployed	.02+	.09**	.05*	.09**	.05	.05	.04	.04
Weeks OLF	.02*	-.16**	-.06**	-.04*	-.01	.07**	-.04+	-.02
Reservation wage	.10*	.09	-.04	.03	.05	-.02	-.00	.02
Nonenrolled adults[c]								
Weeks worked	-.07**	.05	.02	-.07**	-.08*	-.02	-.07*	-.17**
Weeks unemployed	.07*	.04	.04*	.08**	.10*	.03	.05+	.10**
Weeks OLF	.04**	-.04**	-.02*	.06**	.02	.03	.05	.05**
Reservation wage	.01	.03	.04	.01	-.01	.01	.05	.05

[a]Coefficients for weighted data. Significance estimated without weights.

[b]UNIVERSE: High school students 16 years and older.

[c]UNIVERSE: Nonenrolled civilians, 18-22 years old.

+p < .10.
*p < .05.
**p < .01.

although the relationship is very weak for young men. As with drugs, youths reporting higher levels of property crime tend to report more weeks employed or unemployed, and correspondingly fewer weeks out of the labor force. Only among adult males are higher levels of property crime associated with fewer weeks worked. Illegal income has the predicted negative association with weeks worked only for adults.

These seemingly contradictory findings make some sense for high school youths in a context of role expectations. Note that students, particularly girls, who spend more time out of the labor force report less of all types of delinquent activity. The greater time delinquent youth spend in the labor market is consistent with Hirschi's observation that delinquent youth tend to adopt adult behavior patterns earlier than their more law abiding contemporaries. Among high school students, then, work and delinquent activity may both be ways of moving out of the dependent roles of child and student, into more autonomous lives. For those who are past their enforced school years, on the other hand, illegal income acts as would be predicted if crime competes with employment as a source of revenue. The expected negative relationship between violence and weeks worked is also clearer among adults.

Reservation wage, although intuitively appealing as a means of measuring willingness to work given illicit income, seems almost totally unrelated to criminal activity. The signs are inconsistent, and, with the exception of the correlation with violence for high school females, the coefficients are miniscule.[14]

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[14]The lack of relationship may be in part due to the relatively small number of cases. Reservation wage was asked only of those not working as of interview date.

III. CRIME AND WORK: MULTIVARIATE ANALYSIS

Predictions based on both sociological and economic considerations were used in developing a model of the relationship between employment and delinquency, predicting labor market outcomes as functions of human capital considerations, family background, current family roles and relationships, school experience and performance, and urban residence. Indicators of criminal behavior and of official crime records were then used to see if they contribute any explanatory power to the model once these background functions have been entered. Conversely, the model and the employment indicators were used to predict delinquent behavior. This is an admittedly crude style of analysis, but serves as a first approximation of the relationship between crime and employment net of their known correlates.

Separate models had to be developed for each of the two universes, students and adults. The estimators of human capital for high school students were age and weeks worked between January 1, 1978 and the initial interview date. Among students, age and educational level are highly collinear, so only one of these variables could be used. For the out of school sample, age and education are not as closely correlated, so both age and dummy variables for less than 12 years of education and more than 12 years were used, with high school graduates the comparison group.

The work history available on the NLS was divided into two sections: weeks worked in the period between January 1978 and the 1979 interview, and weeks worked in the period between the 1979 and 1980 interviews. Since the delinquency scales covered the calendar year preceding the 1980 interview, the between-interview period provides a good estimate of the supply of labor which was concurrent with the delinquent activity. The first period is used as a measure of work history, and provides an indicator of work attachment which

does not have the ambiguous causal relationship which potentially biases the estimated relationship between crime and work when they are measured over the same time span.

The NLS has a number of measures of the family environment in which the youth lived at age 14. Intactness of the family is based on whether the youth lived with both a father and a mother figure or in some other living situation.[15] For youth under 18, that is, for the high school sample, the attachment to the family of origin was assessed by looking at whether the youth had run away from home in the past year.[16]

For the adults, dummy variables for marital status and whether the youth were living with their own children tapped the acquisition of adult family roles. Finally, a measure of poverty status was used to indicate the marginal utility of the youth's own wages.

The human capital effects of schooling are usually measured as years of school completed. The quality of the school experience, on the other hand, has long been identified as a key factor in delinquent behavior. The pressures of constant evaluation, both academically and socially, have been found to be closely associated with self concept and disruptive behavior both in and out of the classroom.[17] The NLS includes detailed assessment of

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[15]The vast majority of other family structures are female headed households. Broken homes have long been a favorite explanation for delinquency, as in Bowlby's classic paper on juvenile thieves (1944). The link has been called into question in more recent work (Wilkinson, 1974). Other measures of family social background, notably presence of reading materials in the home and the employment of the mother when the youth was aged 14 were tried in the initial analysis and deleted because they produced negligible coefficients.

[16]Much previous research finds that running away is a symptom of disturbed family relationships. See Blood and D'Angelo, 1974.

[17]Elliott and Voss (1974) actually found that dropping out reduced delinquent activity for individuals who were thereby freed from the pressures of school. Other work supporting this position include Noblit (1976), Mann

satisfaction with various aspects of the school experience (Appendix 6D) which was included in the analysis of the high school sample. The school discipline section of the interview was used to create a scale of behavioral problems. This was coded zero if the respondent had never been suspended or expelled, 1 if the respondent had been suspended only, and 2 if the respondent had been expelled.[18]

Dummy variables for living in the central city of an SMSA and for living in other portions of an SMSA are introduced as controls.

A truncation problem appears in the distributions for weeks unemployed and for all the delinquency indexes when used as dependent variables. Responses are constrained to be zero or greater, and there are a large number of cases with zero values--youths who report no weeks unemployed or no offenses. For these dependent variables, TOBIT analysis was used as the appropriate analogue to OLS. For reservation wage and for proportion of weeks employed, truncation was not such a problem, so standard OLS techniques were applied. Due to program limitations, multivariate analyses were run on unweighted data.

Multivariate Results: Delinquency

Violent behavior. Tables 6.13 and 6.14 show the results for the prediction of violent behavior for students and adults. Three models are shown. The first, basic model, uses only the family and background variables plus work history. This model provides a baseline for looking at the relationship between current employment and current delinquency. The second model adds the proportion of weeks worked and the proportion of weeks

(1980), and Gold and Mann (1972).

[18]Youth who had been both suspended and expelled were coded two, as were any youth who reported expulsion without suspension.

Table 6.13 Tobit Analysis of Violent Behavior: High School Students

	Females			Males		
	A	B	C	A	B	C
Age	-.050	-.053	-.105	-.081	-.079	-.079
	(-0.31)	(-0.30)	(-0.60)	(-0.69)	(-0.67)	(-0.70)
School satisfaction	-.054	-.055	-.036	-.031	-.031	-.014
	(-1.58)	(-1.63)	(-1.08)	(-1.29)	(-1.29)	(-0.61)
Run away from home	1.63**	1.61**	1.33**	.840*	.828*	.676+
	(3.44)	(3.35)	(2.84)	(2.26)	(2.23)	(1.89)
Work history	.002	-.003	-.003	.006**	.006*	.006*
	(-0.48)	(-0.79)	(-0.76)	(2.67)	(2.30)	(2.28)
Broken home	-.487+	-.474+	-.557*	-.012	-.017	-.032
	(1.80)	(-1.74)	(-2.10)	(-0.06)	(-0.09)	(-0.18)
Parent education	.548*	.554*	.495*	.098	.096	-.022
	(2.19)	(2.21)	(2.03)	(0.55)	(0.53)	(-0.13)
Poverty	-.089	-.068	-.108	-.173	-.174	-.204
	(-0.33)	(-0.25)	(-0.40)	(-0.88)	(-0.88	(-1.08)
Non-city SMSA	.124	.102	.109	-.181	-.179	-.196
	(0.39)	(0.32)	(0.35)	(-0.83)	(-0.82)	(-0.92)
Central city SMSA	.314	.309	.337	.055	.054	-.076
	(1.28)	(1.26)	(1.41)	(0.33)	(0.32)	(-0.47)
Black	1.34**	1.39**	1.19**	.161	.144	-.095
	(4.83)	(4.90)	(4.32)	(0.83)	(0.73)	(-0.49)
Hispanic	-.765*	-.729*	-.704*	-.544*	-.550*	-.656**
	(-2.30)	(-2.17)	(-2.16)	(-2.29)	(-2.31)	(-2.85)
School discipline			1.35**			.819**
			(5.65)			(5.85)
Ever convicted			.742			.704+
			(0.52)			(1.87)
Ever charged			.587			.380
			(0.48)			(1.37)
% weeks worked		.003	.003		-.0003	-.0004
		(0.87)	(0.87)		(-0.11)	(-0.20)
% weeks unemployed		.004	.004		.003	.001
		(0.53)	(0.48)		(0.63)	(0.33)
Constant	1.42	1.31	1.58	3.30	3.26	2.70
	(0.46)	(0.42)	(0.52)	(1.59)	(1.57)	(1.34)
N	761	761	761	817	817	817
L(max)	-995.30	-994.81	-997.34	-1379.75	-1379.53	-1352.44

UNIVERSE: Civilians age 16-23 on interview date who were enrolled in high school.

Table 6.14 Tobit Analysis of Violent Behavior Among Nonenrolled Adults

	Females			Males		
	A	B	C	A	B	C
Constant	.980	.408	-.277	5.40	4.98**	4.87**
	(0.80)	(0.31)	(-0.22)	(5.49)	(4.76)	(4.89)
Age	-.108+	-.086	-.065	-.213**	-.203**	-.231**
	(-1.74)	(-1.29)	(-1.00)	(-4.27)	(-3.88)	(-4.61)
Dropout	1.06**	1.03**	.676**	.275+	.222	-.238
	(5.00)	(4.51)	(3.02)	(1.84)	(1.42)	(-1.54)
More than 12 years education	-1.12**	-1.09**	-.930**	-.267	-.312	-.132
	(-4.27)	(-3.99)	(-3.53)	(-1.22)	(-1.38)	(-0.61)
Work history	.003	.003	.002	-.001	-.003	-.002
	(1.16)	(0.94)	(0.80)	(-0.90)	(-1.34)	(-1.02)
Broken home	.156	.105	.072	.959	.090	-.042
	(0.80)	(0.50)	(0.36)	(0.60)	(0.54)	(-0.27)
Parents education	-.255	-.174	-.147	-.056	-.058	-.009
	(-1.41)	(-0.91)	(-0.80)	(-0.40)	(-0.39)	(-0.06)
Spouse present	-.694**	-.740**	-.604**	-.008	-.073	-.084
	(-3.32)	(-3.35)	(-2.82)	(-0.03)	(-0.29)	(-0.35)
Children present	.257	.283	.213	.290	.419	.402
	(1.21)	(1.21)	(0.94)	(1.03)	(1.39)	(1.39)
Poverty status	.156	.164	.129	-.132	-.091	-.066
	(0.73)	(0.72)	(0.58)	(-0.75)	(-0.49)	(-0.37)
Non-city SMSA	-.405+	-.393	-.301	.028	.037	.118
	(-1.66)	(-1.51)	(-1.20)	(0.15)	(0.18)	(0.61)
Central city SMSA	-.166	-.206	-.225	.020	-.030	-.054
	(-0.88)	(-1.04)	(-1.17)	(0.14)	(-0.20)	(-0.38)
Black	.645**	.598*	.551*	.303	.100	.016
	(2.95)	(2.57)	(2.42)	(0.18)	(0.57)	(0.95)
Hispanic	-.528**	-.598*	-.546*	-.743**	-.778**	-.551**
	(-2.10)	(-2.23)	(-2.10)	(-4.08)	(-4.07)	(-3.02)
School discpline			.895**			.746**
			(5.21)			(7.08)
Convicted			1.20*			.031
			(2.23)			(0.13)
Charged			.977**			1.00**
			(4.83)			(2.60)
% weeks worked		.001	.002		.003	.006*
		(0.31)	(0.76)		(1.11)	(2.05)
% weeks unemployed		.007	.006		.007+	.005
		(1.34)	(1.11)		(1.66)	(1.31)
N	1852	1694	1694	1445	1345	1345
L(max)	-2127.35	-1931.77	-1896.96	-2376.68	-2203.55	-2147.01

UNIVERSE: Civilians age 18-23 on interview date who were not enrolled in high school or college.

unemployed, and the final model adds school discipline and police contact variables in an attempt to see if relationships between work and crime are mediated by official processing.

There is very little relationship between violent offenses and employment, once background factors are controlled. Among female students, the variables associated with violence are running away from home, low parental education, and race. The consistent negative association between violent behavior and coming from a broken home is unexpected. As shown in the descriptive tables, black women are significantly more likely to report violent offenses than are other women. Hispanics, all else equal, are less likely to report violence. When school discipline and police record are entered into the model, the coefficients for other predictors drop, but the results do not change much.

For male students, running away, working more in the previous year, and being Hispanic were the only factors other than school discipline and being convicted of an offense to be related significantly to violent behavior. The significant relationship between work history and violent behavior for male students is positive, which was not predicted from the economically-based hypotheses, or shown in the first-order correlations.

For female adults, none of the employment measures related to violent behavior. Violence among women is related to social class and family ties, with those with less education, blacks, and women not living with a husband are more likely to report violent behavior. While the structure of the family of origin was a significant influence for female students, for female adults the effects are negligible.

For adult males, education does not predict violence, but age does. Younger men are more likely to report violence. The only other significant

relationship in the basic model is the negative association of violence with being Hispanic, contrary to stereotypes about hot-blooded Machismo males. When school discipline and police contacts are included in the adult male analysis, weeks worked shows a significant positive relationship to violent behavior, while the coefficients for ethnic group decline.[19]

Drug use and sale. The results for drug use shown in tables 6.15 and 6.16 suggest that, for female students, drugs are a white, urban, affluent activity. Social institutions, family and schools, are important in understanding the use of drugs by these young women. Drug users are less satisfied with school, are more likely to say they had run away from home in the last year, and come from disrupted homes and homes where the family income is above the poverty level. While there is no significant difference in drug use between rural residents and those from non-city urban areas, central city residents are likely to report higher drug use.

The pattern for male students is somewhat different. While school satisfaction is still associated with lower levels of drug use, family intactness and poverty are less important than for young women. The highest levels of drug use are reported by those in urban areas but outside the central city. For neither males nor females do any of the work experience or employment variables make any contribution to the prediction of drug use or sale.

Among adults, both male and female, increasing age and family responsibilities are associated with lower levels of drug use. Coming from families where the parents had at least a high school education and, for

[19]The results can only be tentatively interpreted, but they are consistent with a pattern of greater likelihood of police and school intervention in offenses committed by men who are non-white or out of the labor force, relative to their actual frequency of violent behavior.

Table 6.15 Tobit Analysis of Drug Use and "Sale" for High School Students

	Females			Males		
	A	B	C	A	B	C
Age	-.196	-.185	-.261	-.045	-.035	-.055
	(-0.86)	(-0.81)	(-1.17)	(-0.23)	(-0.18)	(-0.30)
School satisfaction	-.169**	-.173**	-.145**	-.124**	-.122**	-.089
	(-4.06)	(-4.16)	(-3.58)	(-3.10)	(-3.05)	(-0.24)
Run away from home	2.24**	2.16**	1.90**	1.22*	1.21*	.797
	(3.80)	(3.62)	(3.29)	(1.98)	(1.96)	(1.37)
Work history	.007+	.004	.004	.002	-.0003	-.001
	(1.79)	(0.90)	(0.85)	(0.66)	(-0.07)	(-0.26)
Broken home	.660*	.707*	.565+	.415	.363	.309
	(1.97)	(2.11)	(1.73)	(1.34)	(1.16)	(1.06)
Parent education	.108	.122	.013	-.626*	-.628*	-.841**
	(0.34)	(0.38)	(0.04)	(-2.06)	(-2.07)	(-2.92)
Poverty	-.895*	-.852*	-.817*	.187	.228	.190
	(2.51)	(-2.39)	(-2.36)	(0.58)	(0.70)	(0.62)
Non-city SMSA	.239	.206	.259	-.354	-.376	-.423
	(0.58)	(0.50)	(0.64)	(-0.97)	(-1.03)	(-1.22)
Central city SMSA	.705*	.702*	.762*	.252	.248	.058
	(2.30)	(2.29)	(2.56)	(0.90)	(0.88)	(0.22)
Black	-.853*	-.759*	-.971**	.213	.261	-.172
	(2.41)	(-2.12)	(-2.78)	(0.66)	(0.80)	(-0.55)
Hispanic	-1.31**	-1.22**	-1.21**	-.102	-.068	-.328
	(-3.20)	(-2.98)	(-3.03)	(-0.26)	(-0.17)	(-0.88)
School discipline			1.57**			1.45**
			(5.14)			(6.57)
Ever convicted			2.63			1.12+
			(1.50)			(1.95)
Evercharged			-.006			1.29**
			(-0.00)			(3.05)
% weeks worked		.007+	.007+		.005	.004
		(1.67)	(1.69)		(1.20)	(1.15)
% weeks unemployed		.010	.009		.006	.002
		(1.02)	(0.98)		(0.91)	(0.37)
Constant	6.98	6.58	7.04	3.81	3.36	2.60
	(1.75)	(1.65)	(1.81)	(1.10)	(0.96)	(0.79)
N	755	755	755	804	804	804
L (Max)	-1031.78	-1030.00	-1013.44	-1237.01	-1236.01	-1194.60

UNIVERSE: Civilians age 16-23 on interview date who were enrolled in high school.

Table 6.16 Tobit Analysis of Drug Use and Sale Among Nonenrolled Adults

	Females			Males		
	A	B	C	A	B	C
Constant	4.47	4.07	3.06	1.96	1.18	1.11
	(3.75)	(3.28)	(2.56)	(1.55)	(0.88)	(0.86)
Age	-.189**	-.170**	-.136*	-.010	.003	-.004
	(-3.13)	(-2.72)	(-2.26)	(-0.33)	(0.04)	(-0.61)
Dropout	.248	.317	-.007	.364+	.287	-.280
	(1.17)	(1.44)	(-0.35)	(1.86)	(1.40)	(-1.38)
More than 12 years education	-.195	-.245	-.104	.248	.233	.443
	(-0.85)	(-1.05)	(-0.46)	(0.90)	(0.81)	(1.62)
Work history	.006*	.003	.002	-.001	-.002	-.0004
	(2.41)	(1.04)	(0.87)	(-0.33)	(-0.71)	(-0.15)
Broken home	.303+	.262	.182	.300	.287	.127
	(1.59)	(1.33)	(0.96)	(1.45)	(1.32)	(0.61)
Parents education	-.505*	-.444*	-.413*	-.628**	-.635**	-.589**
	(-2.87)	(-2.46)	(-2.38)	(-3.41)	(-3.29)	(-3.20)
Spouse present	-.986**	-.924**	-.777**	-1.03**	-1.11**	-1.08**
	(-4.94)	(-4.52)	(-3.95)	(-3.25)	(3.33)	(-3.39)
Children present	.215	.178	.125	.797*	.777+	.658+
	(1.04)	(0.81)	(0.59)	(2.10)	(1.95)	(1.73)
Poverty status	-.601**	-.650**	-.679**	-.243	-.160	-.160
	(-2.83)	(-2.93)	(-3.18)	(-1.05)	(-0.65)	(-0.68)
Non-city SMSA	.329	.131	.235	.489+	.570+	.728**
	(1.39)	(0.54)	(1.00)	(1.95)	(2.17)	(2.90)
Central city SMSA	.249	.261	.291+	.458*	.407*	.396*
	(1.39)	(1.42)	(1.66)	(2.47)	(2.09)	(2.13)
Black	-.821**	-.774**	-.880**	-.970**	-.929**	-1.01**
	(-3.75)	(-3.43)	(-4.01)	(-4.36)	(-4.01)	(-4.52)
Hispanic	-.780**	-.771**	-.732**	-1.10**	-1.01**	-.783**
	(-3.28)	(-3.15)	(-3.11)	(-4.69)	(-4.36)	(-3.31)
School discipline			1.10**			.855**
			(6.63)			(6.20)
Convicted			-.556			.962**
			(-1.03)			(3.12)
Charged			2.13**			.816**
			(5.73)			(3.10)
% weeks worked		.003	.004		.004	.008*
		(0.89)	(1.34)		(1.02)	(2.02)
% weeks unemployed		.009	.007		.006	.004
		(1.81)	(1.50)		(1.01)	(0.77)
N	1832	1680	1680	1415	1319	1319
L(max)	-2899.98	-2691.99	-2640.84	-2524.54	-2346.52	-2291.37

UNIVERSE: Civilians age 18-23 on interview date who were not enrolled in high school or college.

females, having income above the poverty level were also significant, supporting the hypothesis that drugs are associated with affluence. As for students, drug use tends to be a white and urban activity. The only employment measure associated with drug use is work history among women.

Property offenses. Tables 6.17 and 6.18 present the Tobit analysis for property offenses, which were hypothesized to be most likely to fit the economic model of the link between employment and crime. For high school students there is no relationship between any of the measures of employment and property crimes but for both males and females, youths with low school satisfaction and a history of school discipline problems report more property offenses. Home and family variables are also significant, although not always in the directions predicted by the popular image of delinquents. Running away from home is consistently related to higher levels of property crime, as expected. Family structure and status variables, however, have unexpected signs: e.g., boys from homes in poverty or where the father has less than a high school education report less involvement in such crimes. Residence and race are significant only among the girls, with blacks and central city residents reporting more involvement with property crimes.

The predictors of property crimes among adults differ somewhat from the significant predictors for high school students, but there is still no evidence of any relationship with current employment. For young women, there is a significant relationship between employment in the preceding year and property crime, but the sign of the relationship is positive, and the size of the coefficient is not affected by the inclusion of current employment variables. Women who worked a larger proportion of the preceding year tended to report a greater level of participation in property offenses. For young men, the sign of the coefficient for work history was negative, as predicted,

Table 6.17 Tobit Analysis of Property Offenses for High School Students

	Females			Males		
	A	B	C	A	B	C
Age	-.085	-.080	-.099	.006	.012	.009
	(-0.47)	(-0.44)	(-0.55)	(0.39)	(0.08)	(.064)
School satisfaction	-.164**	-.166**	-.152**	-.102**	-.100**	-.082**
	(-4.78)	(-4.85)	(-4.44)	(-3.47)	(-3.43)	(-2.89)
Run away from home	1.65**	1.62**	1.52**	1.43**	1.40**	1.22**
	(3.37)	(3.23)	(3.05)	(3.17)	(3.11)	(2.79)
Work history	.0003	-.001	-.001	.002	.001	.0003
	(0.09)	(-0.38)	(-0.34)	(0.73)	(0.19)	(0.10)
Broken home	-.127	-.109	-.143	-.065	-.098	-.119
	(-0.46)	(-0.40)	(-0.52)	(-0.28)	(-0.42)	(-0.53)
Parent education	-.086	-.073	-.128	-.424+	-.426+	-.528*
	(-0.33)	(-0.28)	(-0.50)	(1.91)	(-1.92)	(2.45)
Poverty	-.167	-.149	-.145	-.580*	-.561*	-.585*
	(-0.59)	(-0.52)	(-0.51)	(-2.42)	(-2.33)	(-2.51)
Non-city SMSA	.189	.171	.178	-.243	-.247	-.269
	(0.57)	(0.52)	(0.54)	(-0.91)	(-0.92)	(-1.03)
Central city SMSa	.569*	.563*	.544*	.163	.160	.039
	(2.29)	(2.26)	(2.20)	(0.79)	(0.78)	(0.20)
Black	.531+	.584*	.499+	.332	.343	.100
	(1.86)	(2.02)	(1.73)	(1.41)	(1.43)	(0.42)
Hispanic	-.304	-.262	-.265	.236	.250	.141
	(-0.93)	(-0.80)	(-0.81)	(0.83)	(0.88)	(0.51)
School discipline			.660*			.794**
			(2.56)			(4.71)
Ever convicted			-.159			.744
			(-0.10)			(1.63)
Ever charged			1.82			.579
			(1.36)			(1.71)
% weeks worked		.004	.004		.003	.003
		(1.12)	(1.03)		(0.96)	(0.88)
% weeks unemployed		.004	.004		.007	.005
		(0.57)	(0.45)		(1.37)	(1.06)
Constant	5.06	4.88	4.80	3.55	3.27	2.70
	(1.61)	(1.55)	(1.53)	(1.40)	(1.29)	(1.10)
N	753	753	753	798	798	798
L(Max)	-1045.06	-1044.31	-1039.01	-1350.53	-1349.30	-1328.51

UNIVERSE: Civilians age 16-23 on interview date who were enrolled in high school.

Table 6.18 Tobit Analysis of Property Offenses Among Nonenrolled Adults

	Females			Males		
	A	B	C	A	B	C
Constant	3.67	3.51	2.81	4.62	4.86	4.89
	(3.19)	(2.87)	(2.36)	(4.03)	(4.01)	(4.26)
Age	-.199**	-.190**	-.169**	-.162**	-.175**	-.216**
	(-3.42)	(-3.08)	(-2.80)	(-2.77)	(-2.88)	(-3.75)
Dropout	.597**	.590**	.261	.170	.103	-.439*
	(2.94)	(2.74)	(1.22)	(0.96)	(0.56)	(-2.42)
More than 12 years education	-.457*	-.428+	-.306	.006	.013	.220
	(1.99)	(-1.81)	(-1.33)	(0.02)	(0.06)	(0.91)
Work history	.006**	.006*	.006*	-.004+	-.005+	-.003
	((2.63)	(2.18)	(2.11)	(-1.69)	(-1.87)	(-1.34)
Broken home	.195	.112	.057	.235	.196	.060
	(1.06)	(0.58)	(0.30)	(1.26)	(1.01)	(0.33)
Parents education	-.357*	-.314+	-.287+	-.594**	-.623**	-.579**
	(-2.10)	(-1.77)	(-1.66)	(-3.57)	(-3.62)	(-3.55)
Spouse present	-.789**	-.807**	-.667**	-.533+	-.561+	-.496+
	(-4.06)	(-3.97)	(-3.37)	(-1.87)	(-1.89)	(-1.77)
Children present	-.010	-.755	-.120	.369	.398	.273
	(-0.05)	(-0.34)	(-0.56)	(1.07)	(1.11)	(0.80)
Poverty status	-.112	-.167	-.201	-.323	-.381+	-.362+
	(-0.55)	(-0.77)	(-0.96)	(-1.54)	(-1.72)	(-1.73)
Non-city SMSA	.160	.112	.184	-.228	-.203	-.040
	(0.71)	(0.47)	(0.79)	(-0.99)	(-0.85)	(-0.18)
Central city SMSA	-.108	-.121	-.113	.118	.079	.084
	(-0.62)	(-0.66)	(-0.64)	(0.71)	(0.46)	(0.51)
Black	-.236	-.254	-.328	-.236	-.175	-.231
	(-1.13)	(-1.15)	(-1.51)	(-1.19)	(-0.85	(-1.18)
Hispanic	-.868**	-.854**	-.815**	-.479*	-.362	-.117
	(-3.70)	(-3.46)	(-3.40)	(-2.25)	(-1.64)	(-0.57)
School discipline			.834**			0.67**
			(5.08)			(5.40)
Convicted			.058			.786**
			(0.11)			(2.87)
Charged			1.59**			.968**
			(4.32)			(4.14)
% weeks worked		-.0002	.008		.002	.005
		(-0.07)	(0.27)		(0.44)	(1.35)
% weeks unemployed		.005	.004		.005	.003
		(1.10)	(0.81)		(1.00)	(0.69)
N	1830	1675	1675	1413	1317	1317
L(max)	-2393.80	-2193.30	-2159.53	-2338.77	-2183.76	-2125.71

UNIVERSE: Civilians age 18-23 on interview date who were not enrolled in high school or college.

but is generally nonsignificant.

Family and status considerations were again the major predictors of deviance. Being married is associated with lower levels of property crime, significantly for women, less strongly for men. There is no additional effect for having children. Age has a negative coefficient, as has been found generally in studies of offenses among adults. Age is significant even with marriage, parenthood, and employment controlled, indicating that it is not simply a proxy for adult roles, but perhaps an indicator of a maturational process.

Among the young women, being a high school dropout was associated with higher involvement in property crimes. Among young men, education is less clearly related to property crime than for females. Dropouts tend to have somewhat higher levels of property crime reports in the basic model, but the sign changes and becomes significant when the controls for school discipline and police contacts are entered. That is, with official police and school processing controlled, dropouts have less involvement in property crime than do high school graduates. Children of dropouts, particularly for young men, report significantly less participation in property crime than do children whose parents had more education.

Illegal Income. Tables 6.19 and 6.20 show the analysis of illegal income for the two universes. Blacks report more reliance on illegal sources than do whites, although the relationship is only marginally significant for females. Among the girls, those who have run away from home in the last year are more likely to depend on illegal income. For boys, school satisfaction seems important, with those who are less satisfied reporting more illegal gains. The relationship between illicit income and employment should be the most direct test of the economic model of crime. However, the only

Table 6.19 Tobit Analysis of Illegal Income Among High School Students

	Females			Males		
	A	B	C	A	B	C
Age	-.243	-.234	-.303	-.021	-.174	-.010
	(-0.87)	(-0.84)	(-1.07)	(-0.12)	(-0.10)	(-0.06)
School satisfaction	-.095+	-.103*	-.088+	-.081*	-.080*	-.052
	(-1.95)	(-2.11)	(-1.79)	(-2.34)	(-2.31)	(-1.58)
Run away from home	1.59*	1.54*	1.21+	.185	.186	.105
	(2.55)	(2.43)	(1.90)	(0.34)	(0.34)	(0.21)
Work history	.003	-.002	-.003	-.002	-.004	-.005
	(0.61)	(-0.45)	(-0.53)	(-0.59)	(-0.91)	(-1.22)
Broken home	.078	.123	.004	-.119	-.133	-.193
	(0.20)	(0.31)	(0.01)	(-0.44)	(-0.49)	(-0.74)
Parent education	-.058	-.021	-.131	.330	.333	.175
	(-0.15)	(-0.06)	(-0.35)	(1.25)	(1.26)	(0.69)
Poverty	.371	.440	.508	.281	.300	.252
	(0.92)	(1.09)	(1.27)	(0.99)	(1.05)	(0.93)
Non-city SMSA	.077	-.022	.089	.364	.349	.262
	(0.15)	(-0.04)	(0.18)	(1.15)	(1.11)	(0.87)
Central city SMSA	.513	.481	.569	.478+	.478+	.298
	(1.42)	(1.34)	(1.58)	(1.89)	1.89)	(1.23)
Black	.540	.728+	.559	.514+	.547+	.240
	(1.31)	(1.73)	(1.34)	(1.83)	(1.92)	(0.87)
Hispanic	-.987+	-.834	-.819	-.456	-.443	-.579+
	(-1.86)	(1.56)	(-1.53)	(-1.27)	(-1.23)	(-1.66)
School discipline			1.30**			.939**
			(3.97)			(4.98)
Ever convicted			1.09			.623
			(0.61)			(1.28)
Ever charged			-.079			1.02**
			(-0.05)			(2.84)
% of weeks worked		.011*	.012*		.003	.002
		(2.24)	(2.32)		(0.81)	(0.62)
% of weeks		.008	.008		.002	-.001
		(0.70)	(0.69)		(0.32)	(-0.14)
Constant	3.89	3.49	4.08	1.35	1.16	.242
	(0.81)	(0.72)	(0.84)	(0.44)	(0.38)	(0.08)
N	742	742	742	792	792	792
L(max)	-378.32	-375.69	-367.50	-689.96	-698.61	-662.58

UNIVERSE: Civilians age 16-23 on interview date who were enrolled in high school.

Table 6.20 Tobit Analysis of Illegal Income Among Nonenrolled Adults

	Females			Males		
	A	B	C	A	B	C
Constant	-.234	-.523	-1.27	1.72	2.43	2.50
	(-0.15)	(-0.31)	(-0.76)	(1.33)	(1.79)	(1.90)
Age	-.098	-.875	-.064	-.113+	-.128+	-.166*
	(-1.22)	(-1.03)	(-0.75)	(-1.71)	(-1.89)	(-2.51)
Dropout	.429	.397	.055	.805**	.802**	.367+
	(1.59)	(1.39)	(0.79)	(4.14)	(4.04)	(1.84)
More than 12	-.713*	-.647+	-.477	-.456	-.418	-.201
years education	(-2.07)	(-1.82)	(-1.38)	(-1.46)	(-1.32)	(-0.66)
Work history	-.002	-.0004	-.001	-.003	-.002	-.001
	(-0.68)	(-0.09)	(-0.31)	(-1.30)	(-0.76)	(-0.33)
Broken home	-.292	-.365	-.450	.172	.202	.064
	(-1.14)	(-1.35)	(-1.68)	(0.83)	(0.95)	(0.31)
Parents	-.092	-.034	.005	-.070	-.095	-.103
education	(-0.40)	(-0.14)	(0.02)	(-0.37)	(-0.50)	(-0.56)
Spouse present	-.513+	-.529+	-.360	-.725*	-.807*	-.752*
	(-1.88)	(-1.85)	(-1.28)	(-2.11)	(-2.24)	(-2.14)
Children present	-.142	-.165	-.238	.067	.315	.182
	(-0.52)	(-0.55)	(-0.81)	(0.16)	(0.75)	(0.45)
Poverty status	.272	.153	.170	-.038	-.221	-.177
	(1.02)	(0.54)	(0.61)	(-0.17)	(-0.93)	(-0.77)
Non-city SMSA	.562+	.434	.530+	-.162	-.211	-.033
	(1.85)	(1.35)	(1.67)	(-0.63)	(-0.81)	(-0.13)
Central city SMSA	.260	.269	.358	-.081	-.058	-.023
	(1.08)	(1.07)	(1.45)	(-0.42)	(-0.30)	(-0.12)
Black	.224	.270	.278	.336	.314	.274
	(0.81)	(0.93)	(0.97)	(1.53)	(1.40)	(1.26)
Hispanic	-.660*	-.469	-.458	-.510*	-.466+	-.243
	(-1.96)	(-1.34)	(-1.33)	(-2.04)	(-1.83)	(-0.98)
School			.618**			.611**
discipline			(2.96)			(4.59)
Convicted			-.204			1.00*
			(-0.33)			(3.51)
Charged			1.84**			.385
			(4.36)			(1.53)
% weeks worked		-.002	-.001		-.006	-.003
		(-0.44)	(-0.13)		(-1.57)	(-0.88)
% weeks unemployed		.013*	.011+		.007	.006
		(2.13)	(1.93)		(1.32)	(1.14)
N	1794	1648	1648	1396	1299	1299
L(max)	-793.34	-729.87	-709.35	-1186.05	-1099.04	-1064.09

UNIVERSE: Civilians age 18-23 on interview date who were not enrolled in high school or college.

significant relationship among high school students is the positive coefficient for weeks worked for high school girls. Relying on criminal activities for financial support appears to be associated with more, rather than less time in the labor market.

There are few significant predictors of the proportion of financial support reported to come from illegal income for nonenrolled adults. Those with more education and those living with a spouse tend to rely less on illegal income. The relationship with education is particularly clear for young men. Blacks tend to report more reliance on illegal sources than whites, while Hispanics tend to report less. For adults, the signs of the parameters for labor force participation are consistently in the predicted direction, although the only relationship which even approaches conventional levels of significance is with proportion of weeks unemployed among young women.

General Comments. Throughout the multivariate analysis, the variables representing official interventions have resulted in relatively high coefficients, which of course is to be expected if the self reports are accurate. However, even cursory examination shows that the relationships with self-reported offenses are stronger for school discipline than for either arrests or convictions. This may well be due to the collapsing of the two forms of school discipline, suspension and expulsion, into a single variable, while leaving charges and convictions as separate dummy variables.

Overall, there is little evidence in the multivariate analysis that employment reduces delinquent behavior. The control approach to delinquency, however, receives some support. In general, the variables associated with illegal activities tend to be measures of family or school ties. Ironically, given the general omission of girls and women from studies of crime and

delinquency, many of the sociological factors presumed associated with delinquency are significant only for females: e.g., black women are more violent and report more involvement in property crime than are those from other races. For both sexes, Hispanics generally report lower levels of involvement in proscribed activity than any other ethnic group.

Consistent with the hypothesis of lower levels of job commitment among students, the significant relationships with any of the three measures of employment (employment, unemployment or work history) tend to be among the adult population. For high school students, even the fairly weak relationships shown in the first-order correlations (Table 6.12) do not hold up when background variables are controlled.

Multivariate results: Labor force outcomes.

Given the lack of relationship between the employment indexes and delinquency, it is hardly surprising that the delinquency indexes do not predict much variance in proportion of weeks employed or unemployed. Tables 6.21-6.24 show the analysis, using standard OLS for proportion of weeks employed and Tobit analysis to compensate for a relatively large number of cases with no weeks unemployed. The relatively high R^2's for the labor supply variables are due primarily to the strong relationship between current employment and work history. The reservation wage analysis showed no significant results for either the simple or the augmented models, and so are not presented here. There are no cases for which self-reported offenses are significantly related to any of the employment measures, and no effects for official delinquency or illegal income for high school students.

Official responses to behavior and reliance on illegal income for a substantial portion of self-support do show some signs of association with employment for nonenrolled adults. For men, having been dismissed from school

Table 6.21 Regression Analysis of Weeks Worked Among High School Students

	Females		Males	
Age	-1.63	-1.94	-.90	-1.00
	(-.91)	(-1.05)	(-.57)	(-.56)
School satisfaction	.36	.68+	-.37	-.29
	(1.02)	(1.82)	(-1.12)	(-.80)
Run away from home	-7.19	-8.85	-2.34	-.35
	(-1.36)	(-1.53)	(-.44)	(-.06)
Work history	.54**	.53**	.64**	.64**
	(15.18)	(14.47)	(21.59)	(20.40)
Broken home	-4.33	-4.63	4.91+	3.69
	(-1.53)	(-1.56)	(1.90)	(1.32)
Parent education	-4.97+	-5.93*	-1.15	-.40
	(-1.89)	(-2.17)	(-.46)	(-.15)
Poverty	-6.79*	-5.13+	-7.46**	-6.79*
	(-2.36)	(-1.70)	(-2.75)	(-2.32)
Non-City SMSA	5.11	5.50	4.05	4.54
	(1.53)	(1.59)	(1.35)	(1.43)
Central City SMSA	1.61	1.13	1.64	1.05
	(.63)	(.43)	(.70)	(.42)
Black	-14.65**	-13.26**	-13.72**	-13.76**
	(-4.96)	(-4.20)	(-5.13)	(-4.75)
Hispanic	-9.14**	-10.10**	-10.22**	-10.41**
	(-2.78)	(-2.95)	(-3.16)	(-3.06)
School discipline		-4.90+		-.96
		(-1.66)		(-.21)
Ever convicted		13.77		-.89
		(1.15)		(-.17)
Violence		.43		-.58
		(.41)		(-.65)
Drugs		1.34		.75
		(1.56)		(.96)
Property		.41		.2
		(.41)		(.3)
Illegal income		1.86		.58
		(.88)		(.40)
Constant	55.02	48.37	57.62	56.24+
	(1.75)	(1.49)	(2.07)	(1.79)
Adj R^2	.34	.35	.43	.43
N	752	701	822	744

UNIVERSE: Civilians age 16-23 on interview date who were enrolled in high school.

Table 6.22 Regression Analysis of Weeks Worked Among Nonenrolled Adults

	Females		Males	
Constant	25.55**	29.42**	46.93**	43.07**
	(2.64)	(2.88)	(4.63)	(3.97)
Age	.94+	.88+	.11	.45
	(1.91)	(1.74)	(.20)	(.84)
Dropout	-8.08**	-7.65**	-4.11**	-1.19
	(-4.76)	(-4.23)	(-2.63)	(-.70)
More than 12 years education	1.82	1.31	2.07	.70
	(.97)	(.68)	(.02)	(.31)
Work history	.51**	.49**	.42**	.40**
	(26.04)	(23.91)	(20.39)	(18.60)
Broken home	-.73	-1.14	-.48	-.39
	(-.47)	(-.70)	(-.29)	(-.22)
Parents education	-.49	-.40	-2.47+	-1.88
	(-.34)	(-.27)	(-1.69)	(-1.22)
Spouse present	-3.97*	-4.32**	9.24**	8.57**
	(-2.49)	(-2.56)	(3.65)	(3.29)
Children present	-16.75**	-16.97**	-.66	-1.01
	(-10.01)	(-9.66)	(-.21)	(-.32)
Poverty status	-11.30**	-11.27**	-12.40**	-10.20**
	(-6.64)	(-6.33)	(-6.80)	(-5.32)
Non-City SMSA	2.11	2.72	5.63**	3.78+
	(1.10)	(1.36)	(2.82)	(1.78)
Central City SMSA	1.31	1.50	3.99**	3.58*
	(.90)	(.99)	(2.67)	(2.30)
Black	-4.94**	-4.35*	-3.65*	-2.31
	(-2.81)	(-2.32)	(-2.09)	(-1.22)
Hispanic	-.42	-.003	.87	-.87
	(-.22)	(-.00)	(.46)	(-.44)
School discipline		-2.22		-3.36**
		(-1.48)		(-2.80)
Convicted		-7.92+		-4.17+
		(-1.85)		(-1.89)
Violence		.22		.18
		(.35)		(.30)
Drugs		.62		.75+
		(1.39)		(1.77)
Property		.03		.17
		(.04)		(.31)
Illegal income		2.12		-1.85*
		(-1.49)		(-1.99)
Adj R^2	.53	.53	.37	.36
N	1856	1715	1471	1305

UNIVERSE: Civilians age 18-23 on interview date who were not enrolled in high school c college.

Table 6.23 Regression Analysis of Weeks Unemployed Among High School Students

	Females		Males	
Age	.77	.65	-1.28	-.53
	(.89)	(.72)	(-1.25)	(-.48)
School satisfaction	.10	.17	-.11	-.11
	(.63)	(.91)	(-.51)	(-.46)
Run away from home	10.23**	8.20**	4.76	3.27
	(4.19)	(3.05)	(1.36)	(.92)
Work history	-.04*	-.04*	-.10**	-.10**
	(-2.45)	(-2.31)	(-5.15)	(-5.14)
Broken home	-1.18	-1.14	2.17	1.64
	(-.87)	(-.79)	(1.28)	(.93)
Parent education	2.50+	2.89*	1.54	.79
	(1.95)	(2.15)	(.94)	(.46)
Poverty	-.62	.04	.71	1.17
	(-.45)	(.03)	(.39)	(.62)
Non-City SMSA	.78	.61	-.62	.26
	(.48)	(.36)	(-.32)	(.13)
Central City SMSA	.12	.10	.43	.40
	(.09)	(.07)	(.28)	(.25)
Black	.56	.89	5.05**	3.98*
	(.40)	(.58)	(2.87)	(2.14)
Hispanic	-1.58	-1.61	1.46*	1.17
	(.99)	(-.96)	(2.10)	(.55)
School discipline		-.19		.76
		(-.13)		(.54)
Ever convicted		1.38		1.68
		(.23)		(.52)
Violence		-.41		-.16
		(-.79)		(-.28)
Drugs		.24		.08
		(.57)		(.16)
Property		.41		.39
		(.83)		(.71)
Illegal income		.24		-.60
		(.24)		(-.65)
Constant	-9.29	-9.57	34.94	22.16
	(-.62)	(-.61)	(1.94)	(1.12)
Adj R^2	.03	.01	.07	.05
N	687	644	746	675

UNIVERSE: Civilians age 16-23 on interview date who were enrolled in high school.

Table 6.24 Regression Analysis of Weeks Unemployed Among Nonenrolled Adults

	Females		Males	
Constant	19.62**	13.93*	11.09	12.28
	(3.16)	(2.19)	(1.51)	(1.59)
Age	-.42	-.32	.35	.10
	(-1.33)	(-.99)	(.95)	(.27)
Dropout	1.00	1.49	1.47	1.02
	(.91)	(1.31)	(1.31)	(.86)
More than 12 years education	.24	.53	-3.88*	-2.96+
	(.20)	(.45)	(-2.45)	(-1.83)
Work history	-.07**	-.06**	-.13**	-.12**
	(-5.56)	(-4.62)	(-8.91)	(-7.75)
Broken home	.73	.77	2.14+	2.28+
	(.74)	(.76)	(1.79)	(1.85)
Parents education	1.38	1.21	2.28*	2.11+
	(1.53)	(1.31)	(2.17)	(1.95)
Spouse present	-2.64**	-2.25*	-5.19**	-5.18**
	(-2.61)	(-2.17)	(-2.90)	(-2.88)
Children present	-1.72	-1.25	1.87	1.93
	(-1.60)	(-1.15)	(.86)	(.89)
Poverty status	.67	1.33	4.50**	4.83**
	(.61)	(1.19)	(3.41)	(3.54)
Non-City SMSA	-.04	-.64	-.94	-.10
	(-.03)	(-.51)	(-.65)	(-.07)
Central City SMSA	-.60	-1.12	-1.84+	-1.93+
	(-.64)	(-1.20)	(-1.73)	(-1.76)
Black	6.60**	5.82**	2.13+	.01
	(5.88)	(5.00)	(1.70)	(.01)
Hispanic	-2.29+	-2.25+	-3.17*	-2.25
	(-1.89)	(-1.84)	(-2.35)	(-1.62)
School discipline		.91		2.36*
		(.97)		(2.78)
Convicted		1.90		1.23
		(.72)		(.79)
Violence		.004		.36
		(.01)		(.88)
Drugs		.35		-.29
		(1.28)		(-.97)
Property		-.12		-.04
		(-.33)		(-.11)
Illegal income		1.90*		1.44*
		(2.16)		(2.21)
Adj R^2	.08	.08	.13	.15
N	1743	1615	1403	1244

UNIVERSE: Civilians age 18-23 on interview date who were not enrolled in high school college.

is associated with fewer weeks worked and more weeks unemployed, and this is net of the effect of dropping out, per se. Having been convicted is associated with fewer weeks worked for both sexes.[20] Most importantly, illegal income, the most direct measure of the economic benefits of crime, is significantly associated with higher unemployment for both sexes and with fewer weeks worked for men.

IV. SUMMARY AND DISCUSSION

Despite the sensitivity of the subject material, one conclusion from this analysis is an assurance that the measures of delinquent behavior and police involvement seemed to produce reasonable and consistent results both with respect to each other and with respect to previous findings. By any measure, criminal or disruptive behavior is widespread. Marijuana and its derivatives have been used at least once by almost half of the total sample, and use is particularly prevalent among young adults. Fewer than half of the respondents report never having been involved in any of the criminal activities on the index. One third of the males report some form of police contact.

Sex and enrollment status had strong and consistent relationships with all measures. Enrollment status, which to a large extent reflects self-selection, has a much more consistent relationship with both delinquent behavior and with involvement with social control systems than do unselected demographic categories like race and poverty. The weak and inconsistent relationships of race and poverty with self-reported delinquent behavior,

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[20]Conceivably, some of the relationship between proportion of weeks worked and convictions could be simply a function of time during which the respondent was not available for work due to incarceration. A more refined test would eliminate convictions between interviews, but this cannot be done reliably from the level of detail available. In any case, relatively few of those convicted are incarcerated, so this factor should not be a serious bias.

while counter to the popular stereotypes of delinquents or adult criminals, are in line with findings from previous studies using self report measures (Hirschi, 1969; Elliott and Ageton, 1978). Middle income and white youth are not much different in their reports of delinquent behavior from poor and minority youth.

The multivariate results indicate that the economic model of the relationship of crime to employment is appropriate only for youths who have left school. For high school students, the important variables tend to be those which measure the quality of the youth's relationships with their families and their schools. If anything, delinquency among high school students is positively associated with participation in the paid labor market. The results for students are consistent if both illegal activity and employment characterize youths who are moving away from dependency on parents, and so least likely to be controlled by their ties to adults.

Role relationships, especially marriage, are also important for adults, with much weaker effects for variables relating to the family of origin. While employment measures tend not to reach traditional levels of significance for the adult population, the signs of the parameters are in the directions consistent with a substitution of illegal for legal earnings. The analysis of illegal income suggests that it may be possible to identify people who use crime as a regular source of earnings, based more on the lucrativeness of crimes committed than on the sheer frequency of offenses. Official responses to behavior, in the form of school dismissals or convictions, also seem to have an independent effect on employment.

It is somewhat ironic that factors such as living in central cities and coming from minority ethnic groups are more likely to be related to deviant activity among young women than among young men. Indeed, demographic

characteristics seem generally to explain less of the behaviors under investigation than do measures of individual links with the major sources of social definitions in their lives, namely, schools and families. With or without multivariate controls, the image of delinquent youths as being lower class, inner city, minority group members cannot be supported by these data.

The discrepancies between delinquency patterns from self-report and from police contact data have generated much debate in the criminological literature.[21] Gradually, these discrepancies have been reduced. Recent work indicates that the association between social class and official records is much weaker than had previously been assumed. Race remains the area of the most serious inconsistencies, with self-reports indicating much lower race ratios than do police records. NLS data also show this discrepancy: we find no evidence that the poor or the minority youth engage in more criminal activity, but these groups are progressively more likely to be found at more serious levels of involvement with the criminal justice system, probation and incarceration.

Other processes than bias in the criminal justice system have been advanced to account for the observed patterns. Ageton and Elliott's work suggests that, while similar proportions of whites and blacks report some level of delinquent activity, black youth are more likely than whites to be found among those who commit crimes very frequently. Such highly delinquent youth are properly the focus of more intensive police and judicial attention than are the more casually delinquent.

The results for the analysis of illegal income are consistent with the

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[21]For a comprehensive discussion of the history of measures of individual criminal activity and the controversies mentioned, see Hindelang, Hirschi, and Weis, 1981

notion that, while whites may participate in illegal activities as much or more than blacks, blacks are more likely to rely on crime for financial support. This implied difference in motivation, if observed by the courts, could conceivably justify different dispositions. That is, judges may consider that crimes committed as part of a regular pattern of income acquisition are more serious than crimes committed as part of a turbulent adolescence. Also, in determining which youths are to be dealt with by diversion, probation, or incarceration, courts may take into account the resources available to the child's family. Middle class families are more able to afford private counseling, for example, than are the poor.

Even when a criminal justice system does not deliberately treat youths from poor or minority homes more harshly than youth from the white middle class, socially disadvantaged youth are more likely to end up in the correctional system. To the extent that the popular image of delinquent youth continues to exaggerate the relationship between social status and criminal behavior, the associated stigma makes it more difficult for disadvantaged youth to avoid the appearance of being a possible threat to others. The lack of direct relationship between employment and crime does not mean that classes of individuals are not disadvantaged because of social stereotypes. Clearly, the social labeling process has the potential for imposing yet another barrier to employment on the poor and on blacks.

APPENDIX 6A

Measuring Delinquent and Criminal Activity

There are two basic sources of information about the criminal activities of individuals: official records and self-report. Criminological literature abounds with discussions of which is more valid, with no clear decisions reached one way or the other. Pragmatically, the NLS is limited to self-report measures or none at all, since costs, not to mention confidentiality problems, rule out a search of police records for such a large number of youth. Even were police records available, it is well known that most delinquent behavior never reaches official attention, that recording policies vary widely from department to department, and that bookkeeping errors add further to the unreliability of the information attained.

Early self-reported delinquency measures tended to key on a very limited set of activities. When results indicated much lower variation in delinquent behavior by race, sex, and income level than was observed in the population of youths involved with the criminal justice system, the findings were faulted on the narrow range and the relatively trivial nature of the offenses included in the scales. More recent instruments have expanded the number of behaviors assessed and have permitted the development of indexes which exclude trivial offenses. A final refinement has been elimination of the truncation problem. Most delinquency instruments categorize responses into zero, one, two, or more than two incidents. Elliott and Ageton (1980) contend that this truncation obscures real variation in delinquent behavior. In their results, the youths who commit very large numbers of offenses are much more like youths involved in the criminal justice system than are youths with less frequent delinquent behavior.

Critics of the self-report technique also point out the sensitivity of

the material, arguing alternately that youths will want to present themselves in a positive light, and therefore will conceal their true behavior from an interviewer, or that youths will want to make themselves seem tougher or more adventurous by making up events. In many ways, this is the central question of validity and the criticism least vulnerable to resolution, one way or another. Solutions generally hinge on making clear to the respondents that there will be no use of their responses to identify them as individuals and using non-evaluative interviewer styles to reduce self-presentation incentives.

It has been suggested that highly delinquent youth might understate their involvement with delinquent activity, while non-delinquent youth might exaggerate their misbehavior in order to present themselves favorably to the interviewer. The validation studies available in the literature generally find that most of these concerns are not supported. Gold (1970) in a validation study found some underreporting, but concluded that the self-reported delinquency technique was basically valid. Hardt and Peterson-Hardt (1977) found that discrepancies between self-reports and police records could often be traced to errors in police records, rather than errors in youth survey responses. Hindelang, et al., (1981), found in an urban study that blacks were more likely than whites to underreport offenses, but that within groups the validity of self-reported delinquency was well within the range of validity found for standard survey measurements. Appendix 6C gives a validity analysis for the NLS.

The administration technique developed for the NLS and described below was specifically designed to minimize incentives to underreporting and both the reports of criminal activity and of police involvement were gathered from the same respondents in the same interviews, so the effects of self-

presentation bias should be similar for both crime and punishment. It seems unlikely that the self-presentation effect would be so strong as to totally mask a real pattern of substantially higher participation in proscribed activities by minorities or the poor than by whites or the nonpoor.

The self-reported delinquency instrument of the NLS was derived from three major sources. The most direct predecessor was a series of items developed by Delbert Elliott for the National Surveys of Youth, a panel study of delinquency. Elliott determined the most common offenses for which youths were involved with the criminal justice system based on official records and constructed 47 items which asked about such activities, using colloquial terms to describe the behaviors, rather than formal legal charges.

In another program of research, Gold (1970) screened youths on whether they had ever participated in 17 types of behavior. For each activity confessed, the interviewer then asked a series of questions designed to elicit a detailed description of the circumstances surrounding the offense, such as the presence of other youths, the exact nature of the activity (e. g., what was stolen, or what type of building was broken into). The details allowed the elimination of trivial activities, those which fit the colloquial descriptions used in the interview but which are unlikely to be considered as illegal. An example of this coding would be for the item on hitting someone else. This is assault, legally, but hitting a sibling during a quarrel is unlikely to be considered a delinquent behavior. For each item, Gold and his colleagues developed specific criteria for coding the event as trivial and deleting the incident from consideration in the measurement of delinquency.

Bachman and Johnston (1979) used Gold's items to develop a self-administered questionnaire instrument which was filled out by high school youths in classroom settings.

None of these instruments were directly appropriate to the NLS. The preservation of the respondent's faith in the confidentiality of the information is vital to facilitate honest responses. In the Gold and Elliott studies, the interviews with youths were conducted outside the home, with no other persons present besides the interviewer and the respondent. The Bachman and Johnston questionnaire was group administered as part of a much longer instrument. There was no feasible way that anyone connected with the youth would know what an individual's responses were to any part of the instrument, unless the youths themselves discussed the activities. There was also no need for special instructions to be read to the respondents, since the format for the delinquency items was identical to that used for several pages of previous questions. Neither the anonymity of group administration nor the privacy of a neutral setting were available to the NLS. Youths are interviewed in their homes, often with other family members close by. It is unlikely that a youngster would be willing to admit illegal activities if a parent were within earshot. Time was also a serious constraint. Delinquent activity was the major focus of both the Gold and Elliott studies, and the measures used were elaborate and lengthy. What was required for the NLS was the most comprehensive possible measure which could be administered in a very short time, and which preserved the confidence of the respondent in the protection of sensitive information. The goal was to provide differentiation of the youths who were heavily involved with delinquency from those who were less so, avoiding the truncation problem and using a broad range of items to tap the varieties of delinquent behavior.

The format selected was a modification of the questionnaire procedure. Youths were handed a form on which was printed the list of delinquent activities. This technique has been used in drug-use studies which operate

under similar constraints of in-home interviewing. Respondents were instructed to check the blank on the form which corresponded to the number of times they had done the activity in the previous twelve months. The 12-month period was selected to minimize the problem of memory decay and to remove the artificial correlation of delinquency with age that occurs if you ask how often respondents have ever committed an offense. Since neither the items nor the responses were read aloud, it was hoped that the confidentiality of the material would be emphasized, and the youths would feel free to answer honestly. It was made clear in the instructions that the answers to these items, like the rest of the interview, would be completely confidential, and that they were not obliged to answer any or all of the questions. As a final step to try to defuse the sensitivity of the information, respondents were asked to put the delinquency form in an envelope and seal it, so that the interviewer did not see the answers.

It has been argued that suspicious youths might believe that, regardless of the assurances, the interviewer would simply open the envelope after leaving the premises. It is my experience that there is generally a trust built up between respondents and professional interviewers, such that this is unlikely to be a serious problem. In any case, youths with such fears are not expected to be reachable by any other technique available to the average researcher.

Distributions obtained from the first wave of the National Youth Survey (NYS) panel study were used in item selection, eliminating items which were relatively rare in the population. Wording for most of the items was adapted from the NYS as well, although in some cases it was felt that the Gold or Bachman and Johnston items were more appropriate to the NLS situation. Since one of the research priorities was the investigation of possible substitution

of illegal earnings for market earnings, the selection of items was weighted toward income-producing activities. Also because of the focus on earnings, one item not previously used was constructed. This was a question on participation in gambling operations, worded to try to eliminate responses about casual card-playing and the like.

The NYS distributions were also the basis for the response categories. The NYS asked the total number of times a youth had participated in each behavior. For the NLS, however, this was inappropriate for two reasons. First, having taken elaborate precautions to assure confidentiality, it was clear that youths who had committed delinquent acts would take significantly longer to answer the form than would those who could simply write zero for each response, and that this signal could be easily worked out by both respondent and interviewer, as well as, perhaps, by non-interviewed household members. Second, and equally persuasive, was the time constraint on the total instrument. Checking a general category would be faster than trying to recall an exact number of events, especially for moderately delinquent youths.

The perceptive reader will have noted that, even given the use of categories, neither of these objectives were completely fulfilled. While highly delinquent youths could simply check the highest category and completely non-delinquent youths could check the zero category, youths who had participated in an activity a few times still had to mentally count up the events in order to respond accurately. Also, given the layout, interviewers familiar with the form could surmise the category chosen by watching the respondent. At this point, we can only hope that the procedure allowed a moderate improvement in the quality of the information obtained.

The use of response categories means that we cannot make statements about the absolute frequency of delinquency in the sample. Rather, the responses

are more interpretable as scale scores. This is not as great a loss as it might seem. First, the more often an individual has participated in an activity, the more error is expected in the frequency report. A youth who has tried marijuana twice is more likely to report precisely two incidents than a youth who has used the substance 57 times is to report precisely 57 incidents. Thus, even if we ask the exact number of incidents, we expect a great deal of error in the upper ranges. This means little real precision is lost by categorizing widely in those ranges. Second, experience with reports of income have shown that asking for exact amounts of income results in a large frequency of don't know responses, and therefore a great deal of missing data. People seem to be more willing, and more comfortable, in reporting the range in which their income falls. While there is no direct test, it is probable that assuming a parallel response pattern between income reports and delinquency reports is reasonable. In the present case, using categories which allow fairly detailed discrimination of levels of delinquency with minimum amounts of missing data is much more important than being able to get seemingly more precise estimates of absolute frequency.

Scores on the delinquency items were calculated by assigning the midpoint of the selected response category, and assigning a score of 50 to those who responded in the "50 or more" category.

Scaling offenses

For data reduction purposes, a series of factor and cluster analyses were performed. The sample was divided into four categories based on sex and whether or not respondents were under the age of 18. The sex split was dictated by the known differences in the social meaning of offenses as committed by males and females. It was also hypothesized that older

respondents might be more likely to specialize in types of crime, while delinquent activities among younger people might be more diffuse and exploratory. This hypothesis was supported by the fact that solutions to the factor and cluster algorithms converged most rapidly among the adult males. In fact, for several strategies, this group was the only one which converged at all.

In indexing the identified clusters (shown in text table 6.1), it was decided that a simple sum would be inappropriate. Serious offenses tend to be much less frequent than trivial offenses, so that a sum across offenses would give undue weight in the analysis to behaviors which are of less concern to the problems of law enforcement. Following the strategy of Ageton and Elliott (1980), all individual item scores were standardized, and the standard scores summed across the items selected for the subscales based on the factor analyses. Since the modal raw score on most items was zero, the sum of the standardized scores produced a highly skewed distribution. For the purposes of multivariate analysis, the natural logs of the sums were used to produce distributions more nearly normal shaped.

APPENDIX 6B

Measuring Police and Criminal Justice Involvement

Measuring police contacts for a national sample is made very complex by the variations among local jurisdictions in terminologies and policies on when and how to intervene in situations. Additionally, even if the variations in police and court behavior could be controlled, the perceptions of youths about what has happened will be somewhat different from the official record. It was decided to try to assess incidents which would have a distinctive behavioral component across jurisdictions to facilitate consistent responses. Thus we asked about being booked or charged, since this involves formal processing, but not about being arrested, since there are various levels of ambiguity between being asked to come to the police station and being coerced into it. The three levels of police contact measured were: being stopped by police, being booked or charged, and being convicted. For charges and convictions, we asked whether they had ever been charged or convicted as adults. Because there have been suggestions that youth who come in contact with the law at an early age are particularly likely to continue on to adult crime, we asked the first time youths had had each sort of contact. We also asked the number of contacts, and the date of the most recent one. For convictions, we asked which charges had been involved.

In addition to asking about police involvement, we asked about official dispositions--probation, incarceration in youth facilities, and incarceration in adult facilities. The growing use of diversion programs, in which youths are not formally processed within the juvenile justice system but are referred to services, posed a real problem for assessment. We asked whether the youth had been referred to court-related counseling or a diversion program by police, schools, courts, or parents. This probably does not capture the full

range of possible dispositions, but the wording was selected to minimize the chance that non-delinquency related referrals would be reported.

APPENDIX 6C

VALIDATION OF CRIMINAL BEHAVIOR INDEXES

Hindelang and his colleagues have reviewed the existing literature and provided their own major validation study. They conclude that all existing evidence indicates that self-reported delinquency is quite reliable and valid according to generally accepted standards for survey measurements. Self-reports of police contact were very accurate when checked against actual police records by various researchers. However, they found a dearth of research in the possibility of differential validity of such measures. If self-report measures are not as valid for some groups as for others, conclusions as to relative rates cannot be trusted.

In the Hindelang, et al., study, self-reports of offenses known to the police were quite accurate for white males and for females regardless of race. However, there was substantial underreporting of known offenses by black males. Their data did not allow any clear explanation of the reasons for the underreporting. Within groups, they found reports of criminal activities and official contact to be internally consistent, indicating that work on the etiology of criminal activity within defined subpopulations can be pursued, even if comparisons of rates of activity across groups are unreliable.

This appendix reports on the consistency of responses to the illegal behavior, police contact, and school discipline sections of the NLS, as an attempt to assess the validity of the measures. The first question was the extent to which respondents cooperated by filling out the self-report delinquency form. Table 6C.1 shows for each item the percentage of respondents who did not give an answer. The figures in Table 6C.1 represent unweighted percentages, in order to give an idea of the absolute magnitude of

Table 6C.1 Refusal Rates for Items on Self-Reported Delinquency Measure, by Age

Abbreviated title	Percent refused		
	Adult	Minor	Total
1. Runaway[a]	-	2.9	2.9
2. Truant[a]	-	2.9	2.9
3. Drinking[a]	-	3.2	3.2
4. Vandalism[b]	3.6	2.1	3.0
5. Fighting	3.1	1.6	2.5
6. Shoplifting	3.1	1.8	2.6
7. Petty theft	3.1	1.8	2.6
8. Grand theft	3.2	1.9	2.7
9. Robbery	3.0	1.8	2.6
10. Assault	3.1	2.0	2.7
11. Aggravated assault	3.1	1.8	2.6
12. Using marijuana	3.6	2.4	3.2
13. Using hard drugs	3.7	2.7	3.4
14. Selling marijuana	3.7	2.8	3.4
15. Selling hard drugs	3.6	2.5	3.2
16. Fraud	3.5	2.7	3.2
17. Auto theft	3.2	2.3	2.9
18. Breaking and entering	3.3	2.3	2.9
19. Fencing	3.3	2.3	2.9
20. Gambling	3.4	2.5	3.0

[a]Items 1-3 are status offenses, only illegal for minors. UNIVERSE: Civilians age 15-17 on interview date (N=11,200,000).

[b]Items 4-20 were asked of the total sample. UNIVERSE: Civilians age 15-23 on interview date (N=31,600,000).

the underreporting. No doubt, some of the non-responses were simply inadvertent skips in filling out the form, but we will consider most of them to be refusals. Using refusal rate as a criterion, it is clear that there is some suppression of reported delinquent activity, since about 2.5 percent of the sample refused to answer any items, and the items with the highest refusal rates are generally those with the highest levels of participation. The most sensitive items of all are the drug items. Adults were more likely to refuse to answer than were minors. Overall, however, the overwhelming majority of respondents answered the questions, despite the ease with which they could have avoided doing so.

Table 6C.2 shows the refusal rates by subgroup for each of the delinquency scales. A case is counted as a refusal if any item included on the scale was missing. Refusal rates do not vary much, although they are highest for groups expected to have higher rates of illegal activities: males, minorities, poor, and high school dropouts.

The most direct validation strategy available on the NLS is comparisons of the police contact, school discipline, and illegal behavior responses. Table 6C.3 shows the mean total delinquency scores of youths reporting varying levels of official records, broken down by major demographic categories. There is a sharp increase in the reported delinquent activities of youths across categories representing increasingly serious levels of official intervention. Among males, youths who have been charged with an offense but not convicted are roughly twice as delinquent as youths reporting no official contact. The ratio rises to three to one when convicted male youths are compared to those with no official record. The gradient is steeper for whites than for blacks, however. Some of the estimates are unstable due to the small number of youths in a category who report official contact, but the

Table 6C.2 Refusal Rates for Self-Reported Delinquency Subscale

	Females			Males		
	Drugs	Violence	Property	Drugs	Violence	Property
Sex	3.1	2.4	3.4	4.9	3.1	4.8
Black	4.6	3.7	4.6	7.2	4.2	7.3
Hispanic	3.8	2.9	4.2	5.3	3.1	5.4
White	2.8	2.2	3.1	4.4	2.9	4.3
Nonpoor	2.6	1.9	2.7	4.6	2.8	4.6
Poor	4.3	3.8	5.2	5.1	3.6	4.1
Dropout	5.3	3.7	5.3	6.4	4.0	6.5
High school	2.2	1.5	2.5	4.0	2.3	4.4
College	2.1	2.0	2.0	3.8	2.2	2.6
Nonenrolled H.S. grad	3.9	3.1	4.3	5.9	4.2	5.9
Adult	3.6	2.8	3.9	5.3	3.6	5.2
Minor	2.3	1.7	2.5	4.1	2.1	4.1

UNIVERSE: Civilians age 15-23 on interview date. (N=30,100,000)

Table 6C.3 Mean Self-Reported Delinquency Scores by Level of School Discipline and Criminal Justice Involvement

	Neither suspended nor expelled	Suspended but not expelled	Expelled	Neither charged nor convicted	Suspended but not convicted	Convicted
Males						
Adult	23.0	49.9	66.0	24.8	49.6	77.2
Minor	18.6	52.1	85.8	21.4	57.4	97.6
Black	13.8	34.0	36.9	19.8	34.9	49.7
Hispanic	15.4	38.1	55.2	16.3	39.8	61.0
White	22.7	56.1	87.5	24.6	56.5	90.1
Nonpoor	21.4	55.0	78.5	24.3	56.0	84.8
Poor	18.3	31.6	57.0	18.0	38.1	72.6
Dropout	32.1	54.4	74.7	30.0	60.5	94.1
High school	17.4	46.8	78.0	20.9	46.0	87.7
College	21.4	36.9	29.4	19.8	61.8	62.6
Nonenrolled H.S. grad	24.3	56.2	65.4	27.9	46.2	71.9
All males	21.4	50.7	71.7	23.5	52.0	83.4
Females						
Adult	14.3	31.3	34.0	15.0	56.7	57.7
Minor	12.3	36.5	41.3	14.5	46.4	57.3
Black	9.4	15.5	30.1	11.1	38.4	35.0
Hispanic	7.6	28.6	29.6	9.6	38.5	50.7
White	14.6	40.5	41.5	15.9	57.4	59.7
Nonpoor	13.8	34.9	40.1	14.9	58.6	65.7
Poor	11.8	28.6	29.0	14.4	50.6	33.7
Dropout	13.6	36.2	35.9	17.4	60.9	39.8
High school	11.9	31.8	36.0	13.6	40.7	58.6
College	14.3	31.0	25.6	14.4	56.1	68.7
Nonenrolled H.S. grad	14.9	32.1	38.8	15.5	51.9	72.1
All females	13.6	33.0	36.3	14.8	54.1	57.4

UNIVERSE: Civilian respondents age 15-23 on interview date with complete data. (N=28,700,000)

progression is clear and substantial in all cases. Results are similar, with slightly less steep increases if levels of school discipline are compared with mean delinquency.

For females, being charged and being convicted were collapsed due to the very small number of individuals involved. The differences in delinquency by level of official contact are somewhat larger for females than for males, but the overall patterns are quite similar.

For a more detailed view of the consistency of delinquency and official contacts measures, the responses to delinquency items were divided into three segments: those who did not give complete reports, those who reported zero involvement, and those who scored in the top 25 percent of the distribution. Table 6C.4 shows the results for police contact, while Table 6C.5 shows results for school discipline. Among those with police contact, minorities and adults are more likely to report zero delinquency in the past year. Among males with convictions, minorities and high school dropouts are less likely than their comparison groups to score in the top twenty five percent of the distribution of total delinquency.

Since the comparisons are for delinquency in the past year, while the official contacts could have occurred at any time, this analysis is fairly crude, but the results do indicate that some caution is in order in interpreting group differences in reported illegal activity. In general, youths are clearly willing to report even fairly serious offenses, and within groups the responses to reported offenses and reported police and school intervention are consistent. The hypothesis of differential validity cannot be ruled out of intergroup comparisons. It is not clear, however, that the magnitude of differential validity is great enough to reverse any large intergroup differences which might exist.

Table 6C.4 Percent Distribution of Self-Reported Delinquency Scores[a] by Level of Criminal Justice Involvement

	Neither charged nor convicted			Charged but not convicted			Convicted		
	NA[b]	Zero[c]	Top 25%[d]	NA[b]	Zero[c]	Top 25%[d]	NA[b]	Zero[c]	Top 25%[d]
Males	4.6	19.3	27.3	7.3	3.6	50.8	5.4	4.1	60.5
Adult	5.0	20.9	30.1	8.1	4.6	51.1	5.7	5.2	63.8
Minor	3.9	16.8	22.8	5.3	1.6	49.9	4.6	1.8	52.8
Black	7.7	19.8	20.7	7.3	3.9	29.7	5.5	3.3	45.6
Hispanic	5.8	25.7	17.0	3.5	11.8	38.2	4.4	7.0	51.8
White	4.0	18.7	29.2	7.6	2.8	55.9	5.4	4.0	63.3
Nonpoor	4.2	18.8	28.3	7.8	3.9	54.0	5.1	3.4	61.4
Poor	5.9	21.2	21.3	6.4	1.1	33.9	3.4	9.4	56.7
Dropout	6.9	17.9	32.3	6.9	6.1	48.8	3.7	3.8	65.4
High school	4.1	17.6	22.1	6.6	2.2	44.0	7.0	2.6	48.8
College	3.3	22.9	28.0	.0	7.0	68.3	11.4	.0	52.4
Nonenrolled H.S. grad	5.6	19.9	33.1	11.4	1.7	51.1	5.1	6.2	65.0
	Neither convicted nor charged			Charged or convicted[e]					
Females	3.6	31.5	21.0	6.4	3.8	61.0			
Adult	4.1	33.1	22.2	6.0	4.1	63.6			
Minor	2.8	28.4	18.7	7.6	3.1	53.8			
Black	5.5	28.1	13.2	8.2	6.0	35.1			
Hispanic	5.3	38.9	12.0	3.2	8.1	41.1			
White	3.1	31.5	23.1	6.5	3.2	65.4			
Nonpoor	2.9	32.3	21.3	4.5	4.0	65.9			
Poor	6.1	27.6	19.4	5.1	1.8	52.7			
Dropout	5.6	28.3	21.1	4.4	4.3	64.1			
High school	2.8	29.3	18.2	9.0	0.6	50.1			
College	2.3	32.7	23.3	0.0	0.0	65.1			
Nonenrolled H.S. grad	4.4	34.3	22.8	8.1	5.8	62.7			

[a]A total score obtained by combining the scores from the three subscales: drugs, property and violence. The range of this combined score was 0 to 750.

[b]NA is the percentage of scores that are not available because at least one subscale score was not available. For the total sample 4 percent of the scores were not available.

[c]The percentage of the combined scores that were zero (no self-reported delinquency). For the total sample 24 percent of the respondents scores were zero.

[d]The percentage of combined scores that were greater than 26. For the total sample 75 percent of the scores were greater than 26.

[e]Columns were collapsed because relatively few females in the sample have been convicted.

UNIVERSE: All civilian respondents age 15-23 on interview date. (N=32,400,000)

Table 6C.5 Percent Distribution of Self-Reported Delinquency Scores[a] by Level of School Discipline

	Neither suspended nor expelled			Suspended but not expelled			Expelled		
	NA[b]	Zero[c]	Top 75%[d]	NA[b]	Zero[c]	Top 75%[d]	NA[b]	Zero[c]	Top 75%[d]
Males	4.4	21.0	25.3	5.4	6.7	47.6	9.0	5.8	52.0
Adult	4.6	22.4	28.6	6.6	7.9	50.4	9.4	6.5	50.1
Minor	4.1	18.6	19.8	3.5	4.6	42.7	8.1	4.0	57.1
Black	6.6	25.3	16.4	7.4	7.2	30.8	12.2	10.5	32.6
Hispanic	5.9	27.4	15.8	2.7	12.1	35.3	11.8	3.4	52.0
White	4.0	20.0	27.1	5.2	6.1	53.1	7.4	3.9	60.6
Nonpoor	4.1	20.3	26.0	5.2	6.2	50.4	8.5	5.1	55.5
Poor	5.0	24.1	19.7	5.5	9.0	35.6	9.3	9.3	40.7
Dropout	2.6	21.6	31.8	5.4	22.2	47.0	6.6	9.9	54.2
High school	4.2	19.5	18.7	3.8	5.8	40.8	12.2	5.4	50.1
College	2.8	23.2	29.5	6.3	7.6	41.3	17.1	19.9	30.3
Nonenrolled H.S. graduate	5.4	21.2	29.9	7.3	7.0	57.4	10.8	2.7	53.3
Females	3.5	33.5	19.5	4.5	12.1	40.8	7.5	12.0	40.5
Adults	3.9	35.0	21.3	5.0	13.9	40.3	9.1	13.5	39.2
Minors	2.4	30.7	16.3	3.5	8.4	41.9	3.7	8.3	43.6
Black	5.5	31.6	11.3	5.4	18.9	17.6	8.0	10.0	32.3
Hispanic	5.0	42.3	10.4	6.7	13.7	26.9	4.8	21.1	28.6
White	3.2	33.1	21.4	3.8	9.2	51.8	7.6	11.6	48.0
Nonpoor	2.8	34.1	19.9	3.3	11.9	44.5	9.4	10.0	42.2
Poor	6.6	30.4	17.0	4.8	12.0	33.5	1.6	22.2	42.6
Dropout	5.1	32.2	18.1	5.5	14.0	41.5	9.1	9.2	37.2
High school	2.9	31.7	16.1	3.4	6.3	38.7	2.5	9.6	42.8
College	2.4	33.1	22.4	0.9	18.6	48.0	0.0	10.8	50.5
Nonenrolled H.S. grad	4.4	36.0	21.9	5.4	14.4	40.6	10.3	18.1	42.1

[a]A total score obtained by combining the scores from the three subscales: drugs, property and violence. The range of this combined score was 0 to 750.
[b]NA is the percentage of scores that are not available because at least one subscale score was not available. For the total sample 4 percent of the scores were not available.
[c]The percentage of the combined scores that were zero (no self-reported delinquency). For the total sample 24 percent of the respondents' scores were zero.
[d]The percentage of combined scores that were greater than 26. For the total sample 75 percent of the scores were greater than 26.

UNIVERSE: All civilian resondents age 15-23 on interview date. N=32,400,000.

APPENDIX 6D

School Satisfaction Scale

A measure of school satisfaction was constructed from the resp to the following eight items:

1. Its easy to make friends at this school;
2. Most of the teachers are willing to help with personal problems;
3. Most of my classes are boring;
4. Most of my teachers really know their subjects well;
5. You can get away with almost anything at this school;
6. My schoolwork requires me to think to the best of my ability;
7. At this school a person has the freedom to learn what interest him or her.
8. This school offers good job counseling.

For each item respondents were asked if they thought the statements were very true, somewhat true, not too true, or not at all true as a description of their school. (These categories are the same as those used for the multiple item measure of job satisfaction.) Scores were reversed for the appropriate items, so that a high score indicated a high level of satisfaction. Scores ranged from 11 to 32. An additional item on the questionnaire did not correlate well with these items and was dropped.

The overall reliability is .59, acceptable but rather low for a scale with so many items. Factor analysis showed two subscales, one related to academics and one related to personal support from friends and school personnel. The total score was used in the analysis to give a single indicator of school attitudes. Item total correlations ranged from .21 to .35.

Table 6D.1 Item Analysis of School Satisfaction Scale[a]

Item	Item-total correlation[b]
1. Its easy to make friends at this school.	.21
2. Most of the teachers are willing to help with personal problems.	.35
3. Most of my classes are boring.[c]	.23
4. Most of my teachers really know their subjects well.	.35
5. You can get away with almost anything at this school.[c]	.24
6. My schoolwork requires me to think to the best of my ability.	.33
7. At this school a person has the freedom to learn what interests him or her.	.32
8. This school offers good job counseling.	.28
Alpha[d]	.59

[a]UNIVERSE: Respondents enrolled in high school at the time of the 1979 interview who answered all items. (N=5,730)

[b]An item-total correlation is the correlation between the item's score and a scale total computed from the scores of the other items in the scale.

[c]These two items are reflected, their scores were reversed before being totaled.

[d]Alpha is a standard, conservative estimate of reliability.

Chapter 6 Glossary

AGE
Respondent's age on interview date; range 15-23.

ASSAULT
An attack on a person with a weapon or hands; e.g., battery, rape, aggravated assault, manslaughter.

BREAKING AND ENTERING
Trespass, other property offense (except burglary)

BROKEN HOME
Family composition at age 14, a binary variable coded 0 if respondent lived with both parents, 1 if lived in some other family composition.

CENTRAL CITY SMSA
A binary variables reflecting respondent's residence. It is coded 1 if respondent lived in a central city within a Standard Metropolitan Statistical Area and 0 if respondent did not.

CHARGED
Booked or charged with something either by the police, or by someone connected with the courts (except minor traffic offenses)

CHARGED AS ADULT
Booked or charged in adult court (except minor traffic offenses)

CHILDREN PRESENT (PARENTAL STATUS)
A binary variable coded 1 if respondent lived with own children during 1979.

CONVICTED
Convicted of anything (except minor traffic offenses).

CONVICTED AS ADULT
Convicted in adult court (except minor traffic offenses).

COUNSELING
Referred to a court-related counseling program by the police, courts, school or parents.

DRINKING UNDER AGE
Drinking or possession of alcohol under age.

DROPOUT
A binary variable coded 1 if respondent has completed less than 12 years of education.

DRUGS
Offenses committed by respondent that involve the sale or use of drugs.

EXPELLED
Expelled from school.

ILLEGAL INCOME
Fraction of respondent's income obtained from illegal activities.

INCARCERATED
Sentenced to spend time in a corrections institution, such as a jail or prison, or in a youth institution, such as a training school or reform school.

INCARCERATED AS ADULT
Sent to an adult corrections institution.

INCARCERATED AS YOUTH
Sent to a youth corrections institution.

MAJOR TRAFFIC OFFENSE
Driving under the influence of alcohol or other drug, reckless driving, driving without a license, etc.

MORE THAN 12 YEARS OF EDUCATION
A binary variable coded 1 if respondent has completed more than 12 years of education.

NON-CITY SMSA
A binary variable reflecting respondent's residence. It is coded 1 if respondent lived within a Standard Metropolitan Statistical Area but not within a central city.

PARENTS' EDUCATION
Highest level of educational attainment by mother or father when respondent was 14 years old. This variable represents the educational attainment of the parent with the most schooling, whether it is the mother or father. Coded 1 if parent with most education did not complete high school.

PERCENT WEEKS WORKED (EMPLOYED)
Percentage of weeks respondent was employed during the period between the 1979 and 1980 interview dates.

PERCENT WEEKS UNEMPLOYED
Percentage of weeks respondent was unemployed during the period between the 1979 and 1980 interview dates.

POSSESSION, MARIJUANA
Possession or use of marijuana.

POVERTY STATUS
Whether respondent lives below OMBCPS definition of poverty. A binary variable coded 1 if below poverty level.

PROBATION
Been on probation.

PROPERTY
Offenses committed by respondent that involve the property of others--vandalism, theft.

ROBBERY
Taking something from someone using force or a weapon, e.g., robberty, mugging, "hold up."

SCHOOL DISCIPLINE
An ordinal variable reflecting respondent's level of school discipline, 0 if neither suspended nor expelled, 1 if suspended but not expelled and 2 if expelled.

SPOUSE PRESENT (MARITAL STATUS)
Marital status in 1979. A binary variable coded 1 if respondent is married and his/her spouse is present.

STOPPED
Stopped by the police, but not picked up or arrested (except for minor traffic offenses).

SUSPENDED
Suspended from school, even for a short period of time.

THEFT
Taking something without the use of force; e.g., burglary, larceny, shoplifting (theft not coded elsewhere).

VANDALISM
Destruction of property, malicious destruction.

VIOLENCE
Offenses committed by respondent that involve personal violence--fighting, assault and aggravated assault.

WORK HISTORY
Number of weeks respondent worked during the period from January 1978 to the 1979 interview date.

Chapter 6 References

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National Longitudinal Surveys

Youth Questionnaire

1980

Case #

NORC-4300
1/80

OMB # 44-R-1690
EXP. 9-80

NATIONAL OPINION RESEARCH CENTER
University of Chicago

CENTER FOR HUMAN RESOURCE RESEARCH
Ohio State University

National Longitudinal Survey of Labor Force Behavior

Youth Survey, 1980

Introduction for Youth Survey Questionnaire:

Hello, I'm (NAME) from the National Opinion Research Center at the University of Chicago. As you may remember, a year ago one of our representatives came to ask some questions. As we said last year, we would like to interview you each year for the next several years so that we can see how young people are doing. The purpose of the survey is to conduct research on the education, training, and work experience of youth in order to help solve youth's employment and unemployment problems. We are collecting this information nationwide for the U.S. Department of Labor under the Comprehensive Employment and Training Act, Public Law 93-203. I would appreciate it very much if you would take some time to answer some questions about yourself, mainly about your schooling and work. We will pay you $5 for your time.

Your participation in this survey is completely voluntary. Failure to respond will not have any effect on rights, benefits, and privileges under Federal programs. All the information you give will be protected under the Privacy Act of 1974. This means that your answers will be kept strictly confidential. Results of the study will be made public only in summary or statistical form so that individuals who participate cannot be identified.

NOTICE: ALL INFORMATION THAT WOULD PERMIT IDENTIFICATION OF RESPONDENTS OR THEIR HOUSEHOLDS WILL BE REGARDED AS STRICTLY CONFIDENTIAL, WILL BE USED ONLY FOR THE PURPOSES OF THE STUDY AND WILL NOT BE DISCLOSED OR RELEASED FOR ANY OTHER PURPOSE WITHOUT PRIOR CONSENT, EXCEPT AS REQUIRED BY LAW.

ENTER TIME BEGAN: _____ AM PM

10-13/

INTERVIEWER: BEFORE LEAVING THE HOUSE TO CONDUCT THIS RESPONDENT INTERVIEW,

1. ENTER DATE OF THE LAST INTERVIEW ON THE CALENDAR AND DRAW A VERTICAL LINE DOWN THE APPROPRIATE MONTH ON THE CALENDAR (THROUGH ROWS A-C) TO INDICATE THIS DATE,

2. PUT A CASE NUMBER LABEL ON AN ENVELOPE FOR SEC. 15.

SECTION 1: ON FAMILY

We would like to begin the interview by asking you a few questions about yourself and your family since the last time we talked with you.

1. Exactly how old are you as of today?

ENTER AGE: ☐☐ 14-15/

---

2. INTERVIEWER: IS R LIVING IN SAME (TOWN/CITY/COUNTY) AS ON DATE OF LAST INTERVIEW? (SEE FACE SHEET)

YES .. (ASK A) 1 16/

NO ... (SKIP TO Q. 3) 0

A. IF YES: Have you lived outside (CITY/TOWN/COUNTRY) at any time since (DATE OF LAST INTERVIEW)?

Yes 1 17/

No ... (SKIP TO Q. 4) 0

3. A. When we last talked on (DATE OF LAST INTERVIEW), you were living in (TOWN/CITY/COUNTY). Please give me a list of all the places you've lived since then, starting with the first place you moved to.

Where did you move to (first/next)?

ENTER PLACES BELOW IN A
FOR EACH PLACE IN A, ASK B:

B. And when did you move there, in what month and year?

CONTINUE ASKING "WHERE DID YOU MOVE TO NEXT" UNTIL R REPORTS NO FURTHER MOVES. THE LAST PLACE SHOULD BE WHERE R IS NOW LIVING.

A. PLACES			B. DATES	
(TOWN/CITY/COUNTY) 18-20/	STATE 21-22/	COUNTRY (IF NOT USA) 23-25/	MONTH 26-27/	YEAR 28-29/
(TOWN/CITY/COUNTY) 30-32/	STATE 33-34/	COUNTRY (IF NOT USA) 35-37/	MONTH 38-39/	YEAR 40-41/
(TOWN/CITY/COUNTY) 42-44/	STATE 45-46/	COUNTRY (IF NOT USA) 47-49/	MONTH 50-51/	YEAR 52-53/
(TOWN/CITY/COUNTY) 54-56/	STATE 57-58/	COUNTRY (IF NOT USA) 59-61/	MONTH 62-63/	YEAR 64-65/
(TOWN/CITY/COUNTY) 66-68/	STATE 69-70/	COUNTRY (IF NOT USA) 71-73/	MONTH 74-75/	YEAR 76-77/

4. INTERVIEWER, SEE HOUSEHOLD ENUMERATION ON FACE SHEET. IS R's MOTHER OR STEP-MOTHER LISTED THERE?

YES ..... (SKIP TO Q. 6) 1 78/
NO 0

5. Is your mother living at this time?

Yes 1 79/
No ..... (SKIP TO Q. 7) 0

BEGIN DECK 02

6. Last year, that is, during 1979, did your (mother/step-mother) work for pay all of the year, part of the year, or not at all? 10/

All of the year . (ASK A)	1	
Part of the year .(ASK A)	2	
Not at all .....(GO TO Q. 7)	3	
DON'T KNOW .....(GO TO Q. 7)	8	

IF ALL OR PART OF THE YEAR, ASK A:

A. In the weeks that your (mother/step-mother) worked, how many hours per week did she work--35 hours or more or less than 35 hours? 11/

35 hours or more	1	
Less than 35 hours	2	
DON'T KNOW	8	

---

7. INTERVIEWER: SEE HOUSEHOLD ENUMERATION ON FACE SHEET. IS R's FATHER OR STEP-FATHER LISTED THERE? 12/

YES ..... (SKIP TO Q. 9)	1	
NO	0	

---

8. Is your father living at this time? 13/

Yes	1	
No ..... (SKIP TO SEC. 2)	0	

---

9. Last year, that is, during 1979, did your (father/step-father) work for pay all of the year, part of the year, or not at all? 14/

All of the year .. (ASK A)	1	
Part of the year .. (ASK A)	2	
Not at all ..... (GO TO SECTION 2).	3	
DON'T KNOW ..... (GO TO SECTION 2).	8	

IF ALL OR PART OF THE YEAR, ASK A:

A. In the weeks that your (father/step-father) worked, how many hours per week did he work--35 hours or more or less than 35 hours? 15/

35 hours or more	1	
Less than 35 hours	2	
DON'T KNOW	8	

SECTION 2: MARITAL HISTORY

1. INTERVIEWER, SEE ITEM 1 ON INFO SHEET FOR Rs MARITAL STATUS. THEN READ: When we talked to you on (DATE OF LAST INTERVIEW), you said you were (never married/married/separated/divorced/widowed). Has there been any change in your marital status since then? That is, have you been married, separated, divorced, remarried, or widowed?

Yes ..... (GO TO Q. 2) 1 16/
No ..... (ANSWER A) 0

A. IF NO: INTERVIEWER, DOES ITEM 1 ON INFO SH R AS "MARRIED?"

YES ..... (SKIP TO Q. 6) 1 17/
NO ..... (SKIP TO SECTION 3) 0

	FIRST CHANGE	SECOND CHANGE	THIRD CHANGE
2. A. Since (DATE OF LAST INTERVIEW), what was the (first/second/ ETC.) change in your marital status?	18/ Married .... 1 Separated .. 2 Divorced ... 3 Remarried .. 4 Widowed 5	19/ Married .... 1 Separated .. 2 Divorced ... 3 Remarried .. 4 Widowed 5	20/ Married .... 1 Separated .. 2 Divorced ... 3 Remarried .. 4 Widowed 5
B. When did that happen? ENTER MONTH & YEAR.	☐☐ 19☐☐ MONTH 21-22/ YEAR 23-24/	☐☐ 19☐☐ MONTH 25-26/ YEAR 27-28/	☐☐ 19☐☐ MONTH 29-30/ YEAR 31-32/
C. After that, was there any other change in your marital status?	33/ Yes..GO TO Q.2A FOR SECOND CHANGE) .. 1 No . (GO TO Q. 3) 0	34/ Yes..GO TO Q.2A FOR THIRD CHANGE) .. 1 No . (GO TO Q. 3) 0	35/ Yes. (USE A 2ND QUESTIONNAIRE. GO TO Q.2A, [P.2-1] FOR THE NEXT CHANGE) ... 1 No 0

3. INTERVIEWER: WAS "MARRIED" OR "REMARRIED" CODED IN Q. 2A FOR THE FIRST, SECOND, OR THIRD CHANGE?

YES 1 36/
NO .. (SKIP TO Q. 6) 0

4. When was your (most recent) (husband/wife) born?

ENTER MONTH ☐☐ 37-38/
AND YEAR 19 ☐☐ 39-40/

5. A. Since (DATE OF LAST INTERVIEW), has your (most recent) (husband/wife) been enrolled in regular school--that is, in elementary school, high school, college, or graduate school?

Yes 1 41/

No 0

B. What is the highest grade or year of regular school that your (most recent) (husband/wife) has completed and gotten credit for?

42-43/

NONE	00		
1ST GRADE	01		
2ND GRADE	02	1ST YEAR OF COLLEGE	13
3RD GRADE	03	2ND YEAR OF COLLEGE	14
4TH GRADE	04	3RD YEAR OF COLLEGE	15
5TH GRADE	05	4TH YEAR OF COLLEGE	16
6TH GRADE	06	5TH YEAR OF COLLEGE	17
7TH GRADE	07	6TH YEAR OF COLLEGE	18
8TH GRADE	08	7TH YEAR OF COLLEGE	19
9TH GRADE	09	8TH YEAR OF COLLEGE	20
10TH GRADE	10		
11TH GRADE	11		
12TH GRADE	12		

NOW SKIP TO Q. 7

---

6. Since (DATE OF LAST INTERVIEW), has your (most recent) (husband/wife) been enrolled in regular school--that is, in elementary school, high school, college, or graduate school?

Yes ..(ASK A) .. 1 44/

No . (GO TO Q.7) . 0

A. IF YES: What is the highest grade or year of regular school that your (most recent) (husband/wife) has completed and gotten credit for?

45-46/

NONE	00		
1ST GRADE	01		
2ND GRADE	02	1ST YEAR OF COLLEGE	13
3RD GRADE	03	2ND YEAR OF COLLEGE	14
4TH GRADE	04	3RD YEAR OF COLLEGE	15
5TH GRADE	05	4TH YEAR OF COLLEGE	16
6TH GRADE	06	5TH YEAR OF COLLEGE	17
7TH GRADE	07	6TH YEAR OF COLLEGE	18
8TH GRADE	08	7TH YEAR OF COLLEGE	19
9TH GRADE	09	8TH YEAR OF COLLEGE	20
10TH GRADE	10		
11TH GRADE	11		
12TH GRADE	12		

7. During 1979, what kind of work did your (most recent) (husband/wife) do? RECORD VERBATIM.
IF MORE THAN ONE OCCUPATION, PROBE FOR AND RECORD WORK DONE THE LONGEST DURING THAT PERIOD.

_____

PROBE: What were (his/her) main activities or duties?
PROBE FOR TWO MAIN DUTIES, RECORD VERBATIM, AND GO TO Q. 8.

_____ 47-49/

_____

_____

_____

OR
DID NOT WORK DURING THAT PERIOD (SKIP TO SECTION 3) 995

OR
NEVER WORKED ..... (SKIP TO SECTION 3) 996

OR
DON'T KNOW 998

---

8. INTERVIEWER: SEE Q. 1 AND 2 AND CODE BELOW.

R IS CURRENTLY MARRIED .... (ASK A & B) 1 50/

ALL OTHERS ..... (GO TO SECTION 3) 2

IF R IS CURRENTLY MARRIED, ASK A & B:

A. During 1979, how many weeks did your (husband/wife) work at all jobs, either full or part time, not counting work around the house?

ENTER # OF WEEKS [|] 51-52/

B. In the weeks your (husband/wife) worked, how many hours did (he/she) usually work per week?

ENTER # OF HOURS [|] 53-54/

SECTION 3: FERTILITY

1. INTERVIEWER: SEE ITEM 2 ON INFO SHEET. When we talked on (DATE OF LAST INTERVIEW) you had had (no/NUMBER) children. Have you (given birth to/had) any (more) children since then? 55/

Yes ..... (ASK A) 1

No ..... (GO TO SECTION 4) 0

A. How many children have you had since then, not counting any babies who were dead at birth?

ENTER # OF CHILDREN [ ][ ] 56-57/

B. When (was this child/were these children) born?

	MONTH		DAY		YEAR	
FIRST CHILD	[ ][ ]	58-59/	[ ][ ]	60-61/	19[ ][ ]	62-63/
SECOND	[ ][ ]	64-65/	[ ][ ]	66-67/	19[ ][ ]	68-69/
THIRD	[ ][ ]	70-71/	[ ][ ]	72-73/	19[ ][ ]	74-75/

BEGIN DECK 03

SECTION 4: REGULAR SCHOOLING

Now, I would like to ask you some questions about school.

First, I would like to ask you about regular school, such as high school or college. Later in the interview, I'll be asking about other types of schools and training programs.

1. INTERVIEWER: SEE INFO SHEET, ITEM 3. IS THERE AN ENTRY FOR GRADE ATTENDED AT LAST INTERVIEW?

YES	(ASK A)	1	10/
NO	(ASK B)	0	

IF YES TO Q. 1, ASK A:

A. Our records from our last interview on (DATE OF LAST INTERVIEW) show that you were attending or enrolled in the (GRADE FROM INFO SHEET ITEM 3) grade in school at that time. Is that correct?

Yes	(GO TO Q. 2)	1	11/
No	(ASK C)	0	

IF NO TO Q. 1, ASK B:

B. Our records show that you were not attending regular school on (DATE OF LAST INTERVIEW). Is that correct?

Yes	(GO TO Q. 2)	1	12/
No	(ASK C)	0	

IF NO TO A OR B, ASK C:

C. On (DATE OF LAST INTERVIEW), what grade or year were you attending or enrolled in?

				13-14/
1ST GRADE	01			
2ND GRADE	02	1ST YEAR OF COLLEGE	13	
3RD GRADE	03	2ND YEAR OF COLLEGE	14	
4TH GRADE	04	3RD YEAR OF COLLEGE	15	
5TH GRADE	05	4TH YEAR OF COLLEGE	16	
6TH GRADE	06	5TH YEAR OF COLLEGE	17	
7TH GRADE	07	6TH YEAR OF COLLEGE	18	
8TH GRADE	08	7TH YEAR OF COLLEGE	19	
9TH GRADE	09	8TH YEAR OF COLLEGE	20	
10TH GRADE	10	UNGRADED	95	
11TH GRADE	11			
12TH GRADE	12			

2. A. INTERVIEWER: (SEE INFO SHEET, ITEM 4) IS THERE AN ENTRY FOR HIGHEST GRADE COMPLETED LAST INTERVIEW? 15/

YES 1
NO ..... (GO TO C) 0

B. Our records from our last interview on (DATE OF LAST INTERVIEW), show that the highest grade in regular school that you had completed and gotten credit for then was (GRADE FROM INFO SHEET, ITEM 4). Is that correct? 16/

Yes ..... (GO TO Q. 3) 1
No 0

C. As of (DATE OF LAST INTERVIEW) what was the highest grade or year of regular school that you had completed and gotten credit for? 17-18/

NONE	00		
1ST GRADE	01		
2ND GRADE	02	1ST YEAR OF COLLEGE	13
3RD GRADE	03	2ND YEAR OF COLLEGE	14
4TH GRADE	04	3RD YEAR OF COLLEGE	15
5TH GRADE	05	4TH YEAR OF COLLEGE	16
6TH GRADE	06	5TH YEAR OF COLLEGE	17
7TH GRADE	07	6TH YEAR OF COLLEGE	18
8TH GRADE	08	7TH YEAR OF COLLEGE	19
9TH GRADE	09	8TH YEAR OF COLLEGE	20
10TH GRADE	10	UNGRADED	95
11TH GRADE	11		
12TH GRADE	12		

3. At any time since (DATE OF LAST INTERVIEW), have you attended or been enrolled in regular school--that is, in an elementary school, a middle school, a high school, a college, or a graduate school? 19/

Yes .... (GO TO C) 1
No ..... (ASK A) 0

IF NO, ASK A:

A. INTERVIEWER: SEE INFO SHEET, ITEM 5. IS THERE AN ENTRY FOR DATE LAST ENROLLED AS OF LAST INTERVIEW? 20/

YES ..... (ASK B) 1
NO ..... (GO TO Q.4) 0

IF YES TO A, ASK B:

B. Our records from the last interview (also) show that you were last enrolled in regular school on (DATE FROM INFO SHEET, ITEM 5). Is that correct? 21/

Yes .....(SKIP TO Q. 10)..... 1
No .....(GO TO Q. 4) 0

3. (Continued)

C. During June, July, and August of last summer, did you attend regular school for at least one month?

Yes 1
No 0 22/

D. Are you currently attending or enrolled in regular school?

Yes .. (CODE Q. 1 ON CALENDAR AND ASK E & F) 1
No ... (CODE Q. 1 ON CALENDAR AND GO TO Q. 4) 0 23/

IF YES TO D, ASK E AND F:

E. What grade or year of regular school are you attending or enrolled in? 24-25/

1ST GRADE	01	1ST YEAR OF COLLEGE	13
2ND GRADE	02	2ND YEAR OF COLLEGE	14
3RD GRADE	03	3RD YEAR OF COLLEGE	15
4TH GRADE	04	4TH YEAR OF COLLEGE	16
5TH GRADE	05	5TH YEAR OF COLLEGE	17
6TH GRADE	06	6TH YEAR OF COLLEGE	18
7TH GRADE	07	7TH YEAR OF COLLEGE	19
8TH GRADE	08	8TH YEAR OF COLLEGE	20
9TH GRADE	09	UNGRADED	95
10TH GRADE	10		
11TH GRADE	11		
12TH GRADE	12		

F. INTERVIEWER: SPECIFY GRADE FROM E AT Q. 1 ON CALENDAR AND SKIP TO Q. 6.

---

4. When were you last enrolled in regular school? Month ☐☐ 26-27/
Year ☐☐ 28-29/

A. What is the main reason you left at that time? RECORD VERBATIM AND CODE ONE ONLY. IF MORE THAN ONE REASON GIVEN, PROBE: What is the one main reason? 30-31/

RECEIVED DEGREE, COMPLETED COURSE WORK	01
EXPELLED OR SUSPENDED	10
GETTING MARRIED	02
PREGNANCY	03
SCHOOL TOO DANGEROUS	11
LACK OF ABILITY, POOR GRADES	05
OTHER REASONS DIDN'T LIKE SCHOOL	04
HOME RESPONSIBILITIES	06
OFFERED GOOD JOB, CHOSE TO WORK	07
FINANCIAL DIFFICULTIES, COULDN'T AFFORD TO ATTEND ...	08
ENTERED MILITARY	09
MOVED AWAY FROM SCHOOL	12
OTHER (SPECIFY) _____	13

B. INTERVIEWER: DID R ATTEND REGULAR SCHOOL AFTER DATE OF LAST INTERVIEW? ("YES" TO Q. 3)

YES 1
NO .. (SKIP TO Q. 10) ... 0 32/

5. A. What is the highest grade of regular school you have ever attended?

1ST GRADE	01				33-34/
2ND GRADE	02	1ST YEAR OF COLLEGE	13		
3RD GRADE	03	2ND YEAR OF COLLEGE	14		
4TH GRADE	04	3RD YEAR OF COLLEGE	15		
5TH GRADE	05	4TH YEAR OF COLLEGE	16		
6TH GRADE	06	5TH YEAR OF COLLEGE	17		
7TH GRADE	07	6TH YEAR OF COLLEGE	18		
8TH GRADE	08	7TH YEAR OF COLLEGE	19		
9TH GRADE	09	8TH YEAR OF COLLEGE	20		
10TH GRADE	10	UNGRADED	95		
11TH GRADE	11				
12TH GRADE	12				

B. INTERVIEWER: ENTER HIGHEST GRADE R ATTENDED FROM Q. 5A ABOVE AT Q. 2 ON CALENDAR. THEN GO ON TO Q. 6.

---

6. What is the highest grade or year of regular school that you have completed and gotten credit for? CIRCLE ONE CODE BELOW.

35-36/

1ST GRADE	01		
2ND GRADE	02	1ST YEAR OF COLLEGE	13
3RD GRADE	03	2ND YEAR OF COLLEGE	14
4TH GRADE	04	3RD YEAR OF COLLEGE	15
5TH GRADE	05	4TH YEAR OF COLLEGE	16
6TH GRADE	06	5TH YEAR OF COLLEGE	17
7TH GRADE	07	6TH YEAR OF COLLEGE	18
8TH GRADE	08	7TH YEAR OF COLLEGE	19
9TH GRADE	09	8TH YEAR OF COLLEGE	20
10TH GRADE	10	UNGRADED	95
11TH GRADE	11		
12TH GRADE	12		

---

7. INTERVIEWER: WHAT GRADE DOES R CURRENTLY ATTEND (SEE Q. 3E) OR WHAT IS THE HIGHEST GRADE R HAS ATTENDED SINCE THE DATE OF THE LAST INTERVIEW? (SEE Q. 5A)

UNGRADED ..... (SKIP TO SECTION 5)	1	37/
GRADES 1-8 .. (SKIP TO SECTION 5)	2	
GRADES 9-12 .... (GO TO Q. 8).....	3	
GRADE 13 ..... (ASK A)	4	
GRADES 14-20 .... (SKIP TO Q.10)	5	

A. IF GRADE 13: Since (DATE OF LAST INTERVIEW), have you attended grade 9, 10, 11, or 12?

Yes ... (ENTER A CHECK MARK AT Q. 3 ON CALENDAR AND GO ON TO Q. 8) ...	1	38/
No ..... (SKIP TO Q. 10)	0	

8. Do you feel that your high school program (is/was) largely vocational, commercial, college preparatory, or (is/was) it a general program? CODE ONE ONLY.

Vocational ..... (ASK A)	1	39/
Commercial ..... (ASK A)	2	
College preparatory (GO TO Q. 9) ...	3	
General program .. (GO TO Q. 9) ...	4	
DON'T KNOW ..... (GO TO Q. 9) ...	8	

A. IF CODES 1 OR 2: For what specific job (are/were) you training? RECORD VERBATIM.

_____ 40-42/

_____

_____

---

9. INTERVIEWER: SEE Q. 3E: IS RESPONDENT CURRENTLY ENROLLED IN GRADES 1-12? (Q. 3E CODED 1-12)

YES .(SKIP TO SECTION 5)....	1	43/
NO	0	

---

10. INTERVIEWER: SEE INFO SHEET, ITEM 6. DID R HAVE A HIGH SCHOOL DIPLOMA OR GED IN 1979?

YES ... (SKIP TO Q. 12.) ..	1	44/
NO	0	

---

11. Do you have a high school diploma or have you ever passed a high school equivalency or GED test?

Yes ... (ASK A & B)	1	45/
No .... (GO TO Q. 12.)	0	

IF YES, ASK A & B:

A. Which do you have, a high school diploma or a GED?

High school diploma	1	46/
GED	2	
IF VOL.: Both ... (ASK B REGARDING HIGH SCHOOL DIPLOMA) ...	3	

B. When did you receive your (high school diploma/GED)?

MONTH ☐☐ 47-48/

AND

YEAR 19 ☐☐ 49-50/

12. INTERVIEWER: SEE Q. 7. IS CODE 4 OR 5 CIRCLED?

YES... (ASK A-E) 1 51/

NO ..... (SKIP TO SECTION 5) 0

IF YES, ASK A-E:

Now I would like to ask you about the degree granting college or university you (are attending/last attended).

A. What is the name of the college or university you (are currently attending/last attended)?

_____ 52-80/

B. INTERVIEWER: SEE INFO SHEET, ITEM 7. IS THIS THE SAME SCHOOL AS LISTED ON INFO SHEET? BEGIN DECK 04

YES ... (SKIP TO Q. 13) ...	1	10/
NO	0	
CAN'T TELL	8	

C. When did you first attend or enroll in this college or university?

MONTH ☐☐ 11-12/

AND

YEAR 19 ☐☐ 13-14/

D. Where is the school located - what is the town or city and state?

_____ 15-44/

TOWN OR CITY

_____ 45-46/

STATE

IF NO TOWN OR CITY, ASK:
And in what county is that?

_____ 47-66/

COUNTY

IF OUTSIDE THE UNITED STATES, RECORD COUNTRY:

_____ 67-80/

E. (Is/Was) it a 2 year or a 4 year school? BEGIN DECK 05

2 year	1	10/
4 year	2	

13. What (is/was) your field of study? RECORD VERBATIM. PROBE IF NECESSARY: What (are/were) you majoring in?

_____ 11-14/

_____

14. INTERVIEWER: IS R CURRENTLY ENROLLED IN COLLEGE? (SEE CALENDAR, Q. 1 = 13 OR HIGHER)

YES ... (GO TO Q. 15)	1	15/
NO .... (ANSWER A)	0	

A. IF NO, INTERVIEWER: SEE Q. 4. WAS THE DATE R WAS LAST ENROLLED IN REGULAR SCHOOL AFTER SEPT. 1, 1979?

YES	1	16/
NO .... (SKIP TO SEC. 5) ..	0	

15. (Does/Did) the school you attend(ed) consider you a full or a part-time student? IF DON'T KNOW, PROBE: What (do/did) you consider yourself?

Full time student	1	17/
Part time student	2	
DON'T KNOW	8	

16. Did you receive a loan to cover any of the costs for this year's college expenses?

Yes	1	18/
No	0	

SECTION 5: ON SCHOOL DISCIPLINE

For a variety of reasons, some young people have problems at school which lead to suspension or expulsion. Sometimes, this comes from a serious problem. Other times, it may be a result of a fairly minor problem or misunderstanding.

1. Have you ever been suspended from school, even for a short period of time?

Yes .... (ASK A & B) 1 19/

No ..... (GO TO Q. 2) 0

IF YES, ASK A & B:

A. Altogether, how many times were you suspended from school?

ENTER # ☐☐ 20-21/

B. During what month and year did your (most recent) suspension begin?

MONTH ☐☐ 22-23/

AND

YEAR 19 ☐☐ 24-25/

---

2. Have you ever been expelled from school?

Yes .... (ASK A & B) 1 26/

No ..... (GO TO Q. 3) 0

IF YES TO A & B:

A. Altogether, how many times were you expelled from school?

ENTER # ☐☐ 27-28/

B. What was the date that you were (most recently) expelled?

MONTH ☐☐ 29-30/

AND

YEAR 19 ☐☐ 31-32/

---

3. INTERVIEWER: HAS R EVER BEEN SUSPENDED OR EXPELLED? ("YES" TO Q. 1 AND/OR 2)

YES .... (ASK A) 1 33/

NO ..... (GO TO SEC. 6) .. 0

A. IF YES: After (LAST DATE SUSPENDED OR EXPELLED), when did you return to school?

MONTH ☐☐ 34-35/

AND

YEAR 19 ☐☐ 36-37/

OR

HAS NOT RETURNED 0000

SECTION 6: MILITARY

And now I'd like to ask some questions about military service.

1. INTERVIEWER: WAS R SERVING IN THE MILITARY AT TIME OF LAST INTERVIEW? SEE INFO SHEET, Item 8

YES . (SKIP TO Q. 11, P. 6-3).	1	38/
NO	0	

---

2. Since (DATE OF LAST INTERVIEW) have you enlisted or been sworn into any branch of the Armed Services, including the National Guard, the Reserves, or a Delayed Entry Program, before entering active duty?

Yes . (SKIP TO Q. 38, P. 6-8)..	1	39/
No	0	

---

3. Since (DATE OF LAST INTERVIEW) have you taken the three-hour written test called the ASVAB that is required to enter the military?

Yes	1	40/
No	0	

---

4. Since our last interview, have you talked to a military recruiter to get information about a branch of the military?

Yes	1	41/
No . (SKIP TO Q. 10, P. 6-3).	0	

---

5. What branches of the armed forces did you talk to? CODE ALL THAT APPLY.

ARMY	01	42-43/
NAVY	02	44-45/
AIR FORCE	03	46-47/
MARINE CORPS	04	48-49/
ARMY RESERVES	05	50-51/
NAVY RESERVES	06	52-53/
AIR FORCE RESERVES	07	54-55/
MARINE CORPS RESERVES	08	56-57/
AIR NATIONAL GUARD	09	58-59/
ARMY NATIONAL GUARD	10	60-61/
COAST GUARD	11	62-63/
OTHER	12	64-65/

---

6. Since (DATE OF LAST INTERVIEW), have you taken the physical examination required to enter the military?

Yes	1	66/
No .... (SKIP TO Q. 9) ...	0	

7. Which service were you trying to join when you took the physical exam? CODE ALL THAT APPLY.

ARMY	01	10-11/
NAVY	02	12-13/
AIR FORCE	03	14-15/
MARINE CORPS	04	16-17/
ARMY RESERVES	05	18-19/
NAVY RESERVES	06	20-21/
AIR FORCE RESERVES	07	22-23/
MARINE CORPS RESERVES	08	24-25/
AIR NATIONAL GUARD	09	26-27/
ARMY NATIONAL GUARD	10	28-29/
COAST GUARD	11	30-31/
OTHER	12	32-33/

8. Did you meet the physical and mental requirements for enlisting in the (BRANCH FROM Q. 7/the service you were trying to join most recently)?

Yes	1	34/
No ... (SKIP TO SECTION 7)	0	

9. What is the main reason you did not enlist in the (BRANCH FROM Q. 5 OR Q.7/the service you were trying to join most recently)? PROBE: What is the one main reason? CODE ONE ONLY.

HAND CARD A

A. Job I wanted wasn't available when I wanted it..	01	35-36/
B. Didn't qualify for job I wanted	02	
C. Wasn't eligible for the service I wanted	03	
D. Specific bonus program filled	04	
E. Have not decided yet	05	
F. Didn't think I'd like the military	06	
G. Decided to go to school	07	
H. Got a better civilian job	08	
I. Failed the ASVAB	09	
J. Family responsibilities/pregnancy	10	
K. Still considering joining	11	
L. Length of obligation	12	
M. Didn't want to leave home	13	
N. Parents or friends opposed it	14	
O. Insufficient pay or benefits	15	
P. Other (SPECIFY) _____	16	

10. A. Do you think for a young person to serve in the military is ...

definitely a good thing, ... 1 37/
probably a good thing, ... 2
probably not a good thing, or 3
definitely not a good thing? 4
DON'T KNOW 8

B. Do you think, in the future, that you will ...

definitely try to enlist, ... 1 38/
probably try to enlist, ... 2
probably not try to enlist, or (SKIP TO SECTION 7) .. 3
definitely not try to enlist in the military? ..... (SKIP TO SECTION 7) .. 4

C. In which service do you think you will be most likely to enlist?

Army 1 39/
Navy 2
Air Force 3
Marines 4
Reserves (any component) 5
National Guard (Army or Air) 6

SKIP TO SECTION 7

IF R IS OBVIOUSLY CURRENTLY SERVING IN (BRANCH), CODE "YES" HERE WITHOUT ASKING. OTHERWISE, ASK Q. 11.

11. Are you currently serving in (Branch From Item 9 Of Info. Sheet)?

Yes . (SKIP TO Q. 43, P. 6-9)..... 1 40/
No 0

---

12. We'd like to ask you a few questions about your service in the (BRANCH) since (DATE OF LAST INTERVIEW).

In what month and year did you separate from the (BRANCH)?

MONTH ☐☐ 41-42/
AND
YEAR 19 ☐☐ 43-44/

A. INTERVIEWER: WAS R IN ACTIVE FORCES (ARMY, NAVY, AIR FORCE, MARINES) DURING THIS PERIOD OF SERVICE? SEE ITEM 10 ON INFO SHEET.

YES ..... (ASK B) 1 45/
NO .... (GO TO Q. 13) 2

IF YES TO A, ASK B:

B. On what day was that? ENTER DAY HERE AND RECORD DATE ON ROW A OF CALENDAR. DRAW A LINE FROM DATE OF LAST INTERVIEW TO DATE SEPARATED.

DAY ☐☐ 46-47/

13. What was your pay grade when you left the (BRANCH)?

E ☐☐
O ☐☐
W ☐☐ 48-50/

---

14. INTERVIEWER: WAS R SERVING IN ACTIVE FORCES AT TIME OF LAST INTERVIEW? See Item 10 On Info. Sheet

YES .... (SKIP TO Q. 19) .. 1 51/
NO 0

---

15. Since (DATE OF LAST INTERVIEW), how many drills were you paid for? By drill we mean a 4-hour period of training.

ENTER # OF DRILLS: ☐☐ 52-53/

---

16. How many weeks of active duty did you serve in the (Reserves/Guard) since (DATE OF LAST INTERVIEW), including initial training, annual training, and any mobilizations or call-ups?

ENTER # OF WEEKS: ☐☐ 54-55/

---

17. What type of discharge did you receive? RECORD VERBATIM AND CODE ONE ONLY.

HONORABLE 1 56/
GENERAL 2
UNDER OTHER THAN HONORABLE CONDITIONS 3
BAD CONDUCT (DCD) 4
DISHONORABLE 5
WAS NOT FORMALLY DISCHARGED. 6

---

18. Since (DATE OF LAST INTERVIEW), have you enlisted or been sworn into any other branch of the Armed Services?

Yes .. (SKIP TO Q. 38) 1 57/
No ... (SKIP TO Q. 108) 0

---

19. When you left the (BRANCH), what was your total monthly pay before taxes and other deductions? Please include basic pay and allowances for housing or food and any special pay.

$ ☐☐,☐☐☐ 58-62/

20. A. FOR ARMY AND MARINE CORPS:

Since you left the (BRANCH), have you used any of the skills from your primary or secondary MOS in a civilian job?

Yes	1	63/
No	0	
IF VOLUNTEERED: No civilian job	2	

B. FOR NAVY:

Since you left the (BRANCH), have you used any of the skills from your primary or secondary rating in a civilian job?

Yes	1	64/
No	0	
IF VOLUNTEERED: No civilian job	2	

C. FOR AIR FORCE:

Since you left the (BRANCH), have you used any of the skills from your primary or secondary AFSC in a civilian job?

Yes	1	65/
No	0	
IF VOLUNTEERED: No civilian job	2	

---

21. Since (DATE OF LAST INTERVIEW), while you were in the (BRANCH), did you take any courses for which you received high school or college credit?

Yes	1	66/
No ....(SKIP TO Q. 25)	0	

---

22. Since (DATE OF LAST INTERVIEW), while you were in the (BRANCH), how many years of regular school did you complete and get credit for?

LESS THAN ONE	0	67/
ONE YEAR	1	
TWO YEARS	2	
THREE OR MORE YEARS	3	

---

23. Since (DATE OF LAST INTERVIEW), while you were in the (BRANCH), did you receive a diploma or degree?

Yes	1	68/
No ....(SKIP TO Q. 25)	0	

24. What type of diploma or degree did you receive? RECORD VERBATIM AND CODE ONE ONLY.

_____

_____

_____

HIGH SCHOOL DIPLOMA (OR EQUIVALENT) .	01	69-70/
ASSOCIATE/JUNIOR COLLEGE (AA)	02	
BACHELOR'S DEGREE	03	
MASTER'S DEGREE	04	
DOCTORAL DEGREE (PhD)	05	
PROFESSIONAL DEGREE (MD, LLD, DDS) .	06	
OTHER (SPECIFY): _____	07	

25. Since (DATE OF LAST INTERVIEW), while you were in the (BRANCH), did you participate in the Veteran's Education Assistance Program (VEAP)?

Yes	1	71/
No ....(SKIP TO Q. 28)	0	

26. When you left the (BRANCH), what was the total amount of VEAP benefits you had accumulated? Please include both your contribution and the government's.

$ ☐☐,☐☐☐ 72-76/

27. Are you currently using your VEAP benefits to pay for schooling?

Yes	1	77/
No	0	

28. Did you leave the (BRANCH) at the <u>end</u> of your term of service or <u>before</u> the end of your term of service?

Left at end (SKIP TO Q. 30)...	1	78/
Left before end	2	

29. What type of discharge did you receive? RECORD VERBATIM AND CODE ONE ONLY.

HONORABLE	1	79/
GENERAL	2	
UNDER OTHER THAN HONORABLE CONDITIONS	3	
BAD CONDUCT (DCD)	4	
DISHONORABLE	5	
WAS NOT FORMALLY DISCHARGED.	6	

30. Which of the reasons on this card describe why you decided to leave the (BRANCH)? CODE ALL THAT APPLY.

HAND CARD B

A.	Low pay and allowances	01	10-11/
B.	Better civilian job opportunities	02	12-13/
C.	Reduction in military benefits	03	14-15/
D.	Decline in quality of military personnel	04	16-17/
E.	Unable to practice my job skills	05	18-19/
F.	Bored with my job or occupation	06	20-21/
G.	Don't like my job or occupation	07	22-23/
H.	Plan to continue my education or to use G.I./VEAP benefits	08	24-25/
I.	Not eligible to reenlist	09	26-27/
J.	Dislike location of my assignments	10	28-29/
K.	Didn't get desired type of training	11	30-31/
L.	Had to move too often	12	32-33/
M.	Dislike being separated from my family	13	34-35/
N.	My family wants me to leave the service	14	36-37/
O.	Disagree with personnel policies	15	38-39/
P.	Discrimination against military personnel based on race	16	40-41/
Q.	Discrimination against military personnel based on sex	17	42-43/
R.	Discrimination against military personnel based on rank	18	44-45/
S.	Other (SPECIFY) _____	19	46-47/
	DON'T KNOW	98	48-49/

31. At the time you left the (BRANCH), had you been offered a civilian job?

Yes	1	50/
No	0	

32. When you left the (BRANCH), were you at a military base in the U.S., at a U.S. port of entry from overseas, or someplace else?

U.S. military base	1	51/
U.S. Port of Entry	2	
Someplace else (SKIP TO Q. 34)	3	

33. What state was that in?

_____ °STATE 52-53/

34. INTERVIEWER: DID R LEAVE BEFORE THE END OF TERM OF SERVICE? (IS Q. 28 CODED 2?)

YES (SKIP TO Q. 108, P. 6-22)	1	54/
NO	0	

35. At the end of your term of service, were you eligible to reenlist?

Yes	1	55/
No	0	
DON'T KNOW	8	

36. Did you consider reenlisting in the (BRANCH)?

Yes	1	56/
No	0	

37. Are you currently a member of the Selected Reserves and receiving pay for drill participation?

Yes .... (ASK A)	1	57/
No ..... (SKIP TO Q. 108)	0	

A. IF YES: In what month and year will your service in the Selected Reserves end?

MONTH ☐☐ 58-59/

AND

YEAR 19☐☐ 60-61/

38. Which branch were you sworn into? CODE ONE ONLY. (IF MORE THAN ONE, PROBE FOR MOST RECENT BRANCH.)

ACTIVE FORCES	ARMY ..... (ASK A)	01	62-63/
	NAVY ..... (ASK A)	02	
	AIR FORCE ..... (ASK A)	03	
	MARINE CORPS ..... (ASK A)	04	
RESERVES	ARMY RESERVES	05	
	NAVY RESERVES	06	
	AIR FORCE RESERVES	07	
	MARINE CORPS RESERVES	08	
GUARD	AIR NATIONAL GUARD	09	
	ARMY NATIONAL GUARD	10	
	COAST GUARD .... (SKIP TO SECTION 7)	11	
	OTHER (SPECIFY BELOW AND SKIP TO SECTION 7)	12	

IF CODES 01-04, ASK A:

A. Was that in the regular (BRANCH OF SERVICE), the (BRANCH) Reserves, or the (BRANCH) Guard?

Regular	1	64/
Reserves/Guard	2	
BOTH (PROBE FOR AND CODE Q. 38 FOR THE MOST RECENT BRANCH)	3	

INTERVIEWER: IF RESERVES OR GUARD, CHECK Q. 38, BE SURE THAT THE PROPER CODE IS CIRCLED ABOVE.

39. When you first enlisted [in the (MOST RECENT BRANCH)], how many years (of active duty) did you sign up for?

ENTER # OF YEARS: ☐☐ 65-66/

40. INTERVIEWER: SEE Q. 37 AND CODE BELOW:

Q. 37 IS CODED "YES" . (GO TO Q. 41)	1	67/
Q. 37 IS BLANK ..... (ASK A)	2	

A. IF CODED 2: Are you currently (on active duty/serving) in the (MOST RECENT BRANCH)?

Yes	1	68/
No . (SKIP TO Q. 99, P. 6-20)	0	

41. In what month and year did you enter the (MOST RECENT BRANCH)?

MONTH ☐☐ 69-70/

YEAR 19 ☐☐ 71-72/

A. INTERVIEWER: DID R ENTER THE ACTIVE FORCES? (Q. 38, CODES 01-04)

YES 1 73/

NO ... (GO TO Q. 42) 0

IF YES TO A, ASK B:

B. On what day was that? ENTER DAY HERE AND RECORD DATE ON CALENDAR. DRAW A LINE FROM DATE ENTERED TO NOW.

DAY: ☐☐ 74-75/

---

42. In what month and year will your current enlistment end?

MONTH ☐☐ 76-77/

AND

YEAR 19 ☐☐ 78-79/

SKIP TO Q. 47

BEGIN DECK 08

---

43. Since (DATE OF LAST INTERVIEW), did you reenlist or extend your term of service?

Yes 1 10/

No ... (SKIP TO Q. 47) 0

---

44. How many years did you reenlist or extend for?

ENTER # OF YEARS: ☐☐ 11-12/

---

45. Did you receive a reenlistment bonus?

Yes 1 13/

No .... (SKIP TO Q. 47) 0

---

46. What was the total amount before taxes and deductions of the bonus you received?

$ ☐☐ , ☐☐☐ .00 14-18/

---

47. INTERVIEWER: IS R CURRENTLY IN ACTIVE FORCES? [Q. 38 = CODES 01-04, OR ITEM 10 ON INFO SHEET WAS ACTIVE FORCE BRANCH AND Q. 11 = YES]

YES ... (SKIP TO Q. 63) 1 19/

NO 0

48. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], how many drills were you paid for? By drill we mean a 4-hour period of training.

ENTER # OF DRILLS: ☐☐ 20-21/

---

49. How many weeks of active duty did you serve in the (Reserves/Guard) since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], including initial active duty training, annual training or summer camp, and any mobilizations or call-ups?

ENTER # OF WEEKS: ☐☐ 22-23/

OR

NO WEEKS ..(SKIP TO Q. 55)... 00

---

50. OMITTED

---

51. What were you doing most of the time the month before you entered the most recent period of active duty in the (Reserves/Guard)? Were you working full time, working part time, going to school, or something else? RECORD VERBATIM AND CODE ONE ONLY.

Working full time	01
Working part time	02
WITH A JOB BUT NOT AT WORK BECAUSE OF TEMPORARY ILLNESS, VACATION, STRIKE	03
UNEMPLOYED, LAID OFF, LOOKING FOR WORK	04
Going to school	05
KEEPING HOUSE	06
Something else (SPECIFY)	07

24-25/

---

52. What were you doing most of the time the month after you completed your most recent period of active duty in the (Reserves/Guard)? RECORD VERBATIM AND CODE ONE ONLY.

WORKING FULL TIME		01
WORKING PART TIME		02
WITH A JOB BUT NOT AT WORK BECAUSE OF TEMPORARY ILLNESS, VACATION, STRIKE		03
UNEMPLOYED, LAID OFF, LOOKING FOR WORK	(SKIP TO Q. 55)	04
GOING TO SCHOOL	(SKIP TO Q. 55)	05
KEEPING HOUSE	(SKIP TO Q. 55)	06
OTHER (SPECIFY)	(SKIP TO Q. 55)	07

26-27/

OR

STILL IN TRAINING 00

53. INTERVIEWER: DID R HAVE A JOB THE MONTH BEFORE ENTERING ACTIVE DUTY FOR TRAINING? (Q. 51 = CODES 01-03)

YES 1 28/
NO ... (SKIP TO Q. 55) .. 0

---

54. After you completed your most recent period of active duty training for the (Reserves/Guard), did you return to work for the same employer you had prior to training?

Yes 1 29/
No 0

---

55. Have you received tuition assistance for your participation in the (Reserves/Guard) as part of the Educational Tuition Assistance Plan since [(DATE OF LAST INTERVIEW)/you joined]?

Yes 1 30/
No ... (SKIP TO Q. 57) ... 0

---

56. Since [(DATE OF LAST INTERVIEW)/you joined], what is the total amount of tuition assistance you received?

$ ☐ , ☐☐☐ .00 31-34/
DON'T KNOW 9998

---

57. Do you currently have a civilian job for pay?

Yes 1 35/
No ... (SKIP TO Q. 59) .. 0

---

58. INTERVIEWER: ASK A, B, OR C AS APPROPRIATE.

A. FOR ARMY, MARINE CORPS, AND NATIONAL GUARD AND THE RESERVES OF THESE BRANCHES:
Does your current civilian job use any skills from your current MOS?

Yes 1
No 0

B. FOR NAVY AND NAVY RESERVES:
Does your current civilian job use any skills from your current RATING? 36/

Yes 1
No 0

C. FOR AIR FORCE AND AIR FORCE RESERVES:
Does your current civilian job use any skills from your current AFSC?

Yes 1
No 0

59. On this card (HAND CARD C) are some reasons people have for joining the (Reserves/Guard). Please tell me if each one is true for you or not true for you. READ A-I AND CODE FOR EACH.

		TRUE	NOT TRUE	
A.	I wanted to join my friends in the unit ..	1	0	37/
B.	I wanted to earn extra income	1	0	38/
C.	I wanted to serve my country	1	0	39/
D.	I wanted to learn a new job skill	1	0	40/
E.	I wanted to try the military way of life .	1	0	41/
F.	I wanted to use educational benefits	1	0	42/
G.	I couldn't get into the active force	1	0	43/
H.	I wanted retirement or fringe benefits	1	0	44/
I.	Service in the Reserves was part of my enlistment obligation for the Active Forces	1	0	45/

ASK Q. 60 IF MORE THAN ONE "TRUE" (CODE 1) IN Q. 59; OTHERWISE, GO TO Q. 61.

60. Which of these was your most important reason for joining the (Reserves/Guard)? ENTER LETTER CORRESPONDING TO LIST ABOVE.

LETTER: ☐ 46/

61. When you entered the (BRANCH), did you receive any enlistment bonuses?

Yes 1 47/

No .... (SKIP TO Q. 63) 0

62. What was the total amount before taxes and deductions of the bonus you received?

$ ☐☐ ☐☐☐ . 00 48-52/

63. At the time you decided to enter the (MOST RECENT BRANCH), had you considered joining the (Reserves/Active Force) instead?

Yes	1	53/
No	0	

64. Please look at this card. (HAND CARD D) Assuming that no Reenlistment Bonus Payments will be given, but that all other special pays which you currently receive are still available, how likely are you to reenlist at the end of your current term of service? CODE ONE ONLY.

(0 in 10)	No chance	(ASK A)	00	54-55/
(1 in 10)	Very slight possibility	(ASK A)	01	
(2 in 10)	Slight possibility	(ASK A)	02	
(3 in 10)	Some possibility	(ASK A)	03	
(4 in 10)	Fair possibility	(ASK A)	04	
(5 in 10)	Fairly good possibility	(ASK A)	05	
(6 in 10)	Good possibility	(ASK A)	06	
(7 in 10)	Probable		07	
(8 in 10)	Very probable		08	
(9 in 10)	Almost sure		09	
(10 in 10)	Certain		10	
	Don't know		98	

BEGIN DECK 09

A. IF CODES 00-06: Military personnel may have several reasons for leaving the Armed Forces. If you do leave the service at the end of your current term, which of these would be your most important reasons for doing so? CODE ALL THAT APPLY.

HAND CARD E

A.	Low pay and allowances	01	10-11/
B.	Better civilian job opportunities	02	12-13/
C.	Reduction in military benefits	03	14-15/
D.	Decline in quality of military personnel	04	16-17/
E.	Unable to practice my job skills	05	18-19/
F.	Bored with my job or occupation	06	20-21/
G.	Don't like my job or occupation	07	22-23/
H.	Plan to continue my education or to use G.I./VEAP benefits	08	24-25/
I.	Not eligible to reenlist	09	26-27/
J.	Dislike location of my assignments	10	28-29/
K.	Didn't get desired type of training	11	30-31/
L.	Had to move too often	12	32-33/
M.	Dislike being separated from my family	13	34-35/
N.	My family wants me to leave the service	14	36-37/
O.	Disagree with personnel policies	15	38-39/
P.	Discrimination against military personnel based on race	16	40-41/
Q.	Discrimination against military personnel based on sex	17	42-43/
R.	Discrimination against military personnel based on rank	18	44-45/
S.	Other (SPECIFY) _____	19	46-47/
	DON'T KNOW	98	48-49/

65. When you finally leave the (MOST RECENT BRANCH), how many total years of service do you expect to have (in your current branch)?

ENTER # OF YEARS: ☐☐ 50-51/

66. Now I'd like to ask you about military jobs and training in the (MOST RECENT BRANCH).

INTERVIEWER: IN MAKING ENTRIES FOR THIS QUESTION, ENTER LETTER "i" as "I," LETTER "O" as "Ø."

A. FOR ARMY, MARINE CORPS, AND NATIONAL GUARD AND THE RESERVES OF THESE BRANCHES:
What is your current Primary MOS? RECORD VERBATIM IN THE MARGIN. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OR LETTERS R GAVE YOU. FOR EXAMPLE, 11B2O WOULD BE ENTERED 11B2.

SKIP TO Q. 68
OR
DON'T KNOW .... (GO TO Q. 67) 9998
OR
NONE ..... (SKIP TO Q. 75) 0000

B. FOR NAVY AND NAVY RESERVES:
What is your current Primary RATING? RECORD VERBATIM IN THE MARGIN. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OR LETTERS R GAVE YOU. 52-54/R 55-58/

SKIP TO Q. 68
OR
DON'T KNOW .... (GO TO Q. 67) 9998
OR
NONE ..... (SKIP TO Q. 75) 0000

C. FOR AIR FORCE AND AIR FORCE RESERVES:
What is your current Primary AFSC? RECORD VERBATIM IN THE MARGINS. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OF R'S AFSC. DO NOT ENTER ANY LETTERS: FOR EXAMPLE, A43130C WOULD BE ENTERED AS 4313.

SKIP TO Q. 68
OR
DON'T KNOW .... (GO TO Q. 67) 9998
OR
NONE ..... (SKIP TO Q. 75) 0000

INTERVIEWER: IF R SAYS "DON'T KNOW" IN Q. 66A, B, OR C, ASK Q. 67. OTHERWISE, GO TO Q. 68.

67. A. What (is/was) the name of the job you were trained for? 59-61/

_____

B. What (are/were) your main activities or duties?

_____

_____

_____

_____

68. INTERVIEWER: WAS R IN ACTIVE FORCES ON DATE OF LAST INTERVIEW? (SEE ITEM 10 ON INFO SHEET)

YES 1

NO .... (SKIP TO Q. 70) 0

62/

---

69. Is this Primary (MOS/RATING/AFSC) the same as the Primary (MOS/RATING/AFSC) you had on (DATE OF LAST INTERVIEW/when you left active duty)?

Yes ... (SKIP TO Q. 75) 1

No 0

63/

---

70. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], have you received any formal school training for your current Primary (MOS/RATING/AFSC)?

Yes 1

No .... (SKIP TO Q. 72) 0

64/

---

71. In all, how many weeks of formal school training did you complete for your current Primary (MOS/RATING/AFSC)?

ENTER # OF WEEKS: ☐☐

65-66/

---

72. Not counting basic training, [since (DATE OF LAST INTERVIEW)/you joined the (BRANCH)], have you received any on-the-job training for this (MOS/RATING/AFSC)?

Yes 1

No .... (SKIP TO Q. 74) ... 0

67/

---

73. Not counting basic training, [since (DATE OF LAST INTERVIEW)/you joined the (BRANCH)], how many weeks of on-the-job training for this (MOS/RATING/AFSC) have you received?

ENTER # OF WEEKS: ☐☐

68-69/

---

74. Not counting basic training [(and) OJT (and) formal school training], how many months have you actually worked in your current (MOS/RATING/AFSC) [between (DATE OF LAST INTERVIEW) and now/since you joined the (BRANCH]?

ENTER # OF MONTHS: ☐☐

70-71/

---

75. What is your current pay grade?

E ☐☐

O ☐☐

W ☐☐

72-74/

---

76. What is your total monthly pay before taxes and other deductions? Please include basic pay and allowances for housing or food and any special pays.

$ ☐☐,☐☐☐.00

75-79/

77. INTERVIEWER: IS R CURRENTLY IN THE ACTIVE FORCES? (Q. 47 = YES)

YES 1 80/

NO ..(SKIP TO Q. 108, P. 6 - 22). 0

BEGIN DECK 10

---

78. In addition to your current Primary (MOS/RATING/AFSC), have you received training in another (MOS/RATING/AFSC) since [DATE OF LAST INTERVIEW)/you joined the (BRANCH)]?

Yes 1 10/

No .... (SKIP TO Q.486) 0

---

79. Now I'd like to ask you about your military jobs and training for this other (MOS/RATING/AFSC).

INTERVIEWER: IN MAKING ENTRIES FOR THIS QUESTION, ENTER LETTER "i" AS "I," LETTER "O" AS "Ø."

A. FOR ARMY, MARINE CORPS:

What is this other MOS? RECORD VERBATIM IN THE MARGIN. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OR LETTERS R GAVE YOU. FOR EXAMPLE, 11B20 WOULD BE ENTERED 11B2.

SKIP TO Q. 81
OR
DON'T KNOW .. (GO TO Q. 80) .. 9998

11-13/R

B. FOR NAVY: 14-17/

What is this other RATING? ENTER ALL FOUR NUMBERS OR LETTERS OF R'S RATING.

SKIP TO Q. 81
OR
DON'T KNOW .. (GO TO Q. 80) .. 9998

C. FOR AIR FORCE:

What is this other AFSC? RECORD VERBATIM IN THE MARGINS. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OF R'S AFSC. DO NOT ENTER ANY LETTERS. FOR EXAMPLE, A43130C WOULD BE ENTERED AS 4313.

SKIP TO Q. 81
OR
DON'T KNOW .. (GO TO Q. 80) .. 9998

INTERVIEWER: IF R SAYS "DON'T KNOW" IN Q. 79, ASK Q. 80. OTHERWISE, GO TO Q. 81.

80. A. What is the name of the job you were trained for? 18-20/

_____

B. What are your main activities or duties?

_____

_____

_____

_____

81. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], have you received any formal school training for this other (MOS/RATING/AFSC)?

Yes 1 21/

No .... (SKIP TO Q. 83) 0

82. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], how many weeks of formal school training did you complete for this other (MOS/RATING/AFSC)?

ENTER # OF WEEKS: ☐☐ 22-23/

83. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], have you received any on-the-job training for this other (MOS/RATING/AFSC)?

Yes 1 24/

No .... (SKIP TO Q. 85) 0

84. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], how many weeks of on-the-job training for this other (MOS/RATING/AFSC) did you receive?

ENTER # OF WEEKS: ☐☐ 25-26/

85. Excluding basic training [(and) OJT (and) formal school training], how many months have you actually worked in this other (MOS/RATING/AFSC) between (DATE OF LAST INTERVIEW) and now?

ENTER # OF MONTHS: ☐☐ 27-28/

86. During the last 7 days, how many hours did you work at a military job? Do not include any hours you were on call but not actually working.

ENTER # OF HOURS: ☐☐ 29-30/

87. Certain military jobs carry a cash enlistment bonus. When you enlisted in the (BRANCH), did you sign up for a job which paid such a bonus?

Yes 1 31/

No .... (SKIP TO Q. 89) 0

88. What was the total amount before taxes and deductions of the bonus you (received/will receive)?

$ [ ][ ] , [ ][ ][ ] . 00 32-36/

89. INTERVIEWER: DID R ENLIST IN BRANCH SINCE LAST INTERVIEW? (YES TO Q. 41)

YES	1	37/
NO .... (SKIP TO Q. 91)	0	

90. At the time you entered the (BRANCH), how many years of regular school had you completed and gotten credit for? CODE ONE ONLY.

NONE	00	38-39/
1ST GRADE	01	
2ND GRADE	02	
3RD GRADE	03	
4TH GRADE	04	
5TH GRADE	05	
6TH GRADE	06	
7TH GRADE	07	
8TH GRADE	08	
9TH GRADE	09	
10TH GRADE	10	
11TH GRADE	11	
12TH GRADE	12	
1ST YEAR OF COLLEGE	13	
2ND YEAR OF COLLEGE	14	
3RD YEAR OF COLLEGE	15	
4TH YEAR OF COLLEGE	16	
5TH YEAR OF COLLEGE	17	
6TH YEAR OF COLLEGE	18	
7TH YEAR OF COLLEGE	19	
8TH YEAR OF COLLEGE	20	

91. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)] have you taken any courses for which you received high school or college credit?

Yes	1	40/
No .... (SKIP TO Q. 95)	0	

92. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], how many years of regular school have you completed and gotten credit for?

LESS THAN ONE	0	41/
ONE YEAR	1	
TWO YEARS	2	
THREE OR MORE YEARS	3	

93. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], have you received a diploma or degree?

Yes	1	42/
No .... (SKIP TO Q. 95)	0	

94. What type of diploma or degree did you receive? RECORD VERBATIM AND CODE ONE ONLY.

_____

_____

HIGH SCHOOL DIPLOMA (OR EQUIVALENT) .	01	43-44/
ASSOCIATE/JUNIOR COLLEGE (AA)	02	
BACHELOR'S DEGREE	03	
MASTER'S DEGREE	04	
DOCTORAL DEGREE (PHD)	05	
PROFESSIONAL DEGREE (MD, LLD, DDS) ...	06	
OTHER (SPECIFY):		
_____	07	

95. In the Veteran's Educational Assistance Program (VEAP), if you contribute to an education fund, the Veterans Administration will add to your contribution. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], have you participated in the VEAP program?

Yes	1	45/
No .....(SKIP TO Q. 97).....	0	

96. How much money do or did you contribute to this program each month?

$ ☐☐ .00 46-47/

97. On this card (HAND CARD F) are some reasons people have for enlisting in the military. Please tell me if each one is true for you or not true for you.

I enlisted because . . .

	TRUE	NOT TRUE	
A. I was unemployed and couldn't find a job	1	0	48/
B. To give myself a chance to be away from home on my own	1	0	49/
C. The military will give me a chance to better myself in life	1	0	50/
D. I want to travel and live in different places.	1	0	51/
E. To get away from a personal problem	1	0	52/
F. I want to serve my country	1	0	53/
G. I can earn more money than I could as a civilian	1	0	54/
H. It is a family tradition to serve	1	0	55/
I. To prove that I can make it	1	0	56/
J. To get trained in a skill that will help me to get a civilian job when I get out	1	0	57/
K. To obtain retirement or fringe benefits	1	0	58/
L. I can get money for a college education	1	0	59/

ASK Q. 98 IF MORE THAN ONE "TRUE" (CODE 1) IN Q. 97; OTHERWISE, GO TO Q. 108.

98. Which of these was your most important reason for enlisting in the military? ENTER LETTER CORRESPONDING TO LIST ABOVE.

LETTER: ☐ 60/

SKIP TO Q. 108, P. 6-22

99. Are you now in the Delayed Entry Program in the (BRANCH), that is, are you scheduled to enter basic training some time in the future?

Yes 1 61/
No ... (SKIP TO Q. 102).... 0

100. When will you enter active duty?

MONTH ☐☐ 62-63/
AND
YEAR 19☐☐ 64-65/

101. OMITTED.

102. On this card (HAND CARD F) are some reasons people have for enlisting in the military. Please tell me if each one is true for you or not true for you.

I enlisted because . . .

	True	Not true	
A. I was unemployed and couldn't find a job	1	0	66/
B. To give myself a chance to be away from home on my own	1	0	67/
C. The military will give me a chance to better myself in life	1	0	68/
D. I want to travel and live in different places	1	0	69/
E. To get away from a personal problem	1	0	70/
F. I want to serve my country	1	0	71/
G. I can earn more money than I could as a civilian	1	0	72/
H. It is a family tradition to serve	1	0	73/
I. To prove that I can make it	1	0	74/
J. To get trained in a skill that will help me get a civilian job when I get out	1	0	75/
K. To obtain retirement or fringe benefits.....	1	0	76/
L. I can get money for a college education	1	0	77/

ASK Q. 103 IF MORE THAN ONE "TRUE" (CODE 1) IN Q. 102; OTHERWISE, GO TO Q. 104.

103. Which of these was your most important reason for enlisting in the military? ENTER LETTER CORRESPONDING TO LIST ABOVE.

LETTER: ☐ 78/

104. Did you serve any time on active duty in the (BRANCH)?

Yes ..... (ASK A) 1 79/
No ..... (SKIP TO SECTION 7) 0

A. On what date did you enter active duty in the (BRANCH)? ENTER DATE HERE. BEGIN DK 11

☐☐☐☐ 19☐☐ 10-15/
MONTH DAY YEAR

B. INTERVIEWER: DID R ENTER THE ACTIVE FORCES? (Q. 38, CODES 01-04)

YES.(RECORD DATE IN ROW A OF CALENDAR) 1 16/
NO 0

105. And on what date did you separate from the (BRANCH)? ENTER DATE HERE.

☐☐☐☐ 19☐☐ 17-22/
MONTH DAY YEAR

A. INTERVIEWER: WAS R IN THE ACTIVE FORCES?

YES. (RECORD DATE IN ROW A OF CALENDAR. DRAW A LINE FROM DATE ENTERED TO DATE SEPARATED) 1 23/

NO 0

106. While you were on active duty, did you complete training for an (MOS/RATING/AFSC)? 24/

Yes ..... (ASK A) 1
No 0

A. IF YES: What was that (MOS/RATING/AFSC)? RECORD VERBATIM IN THE MARGINS. 25-27/R 28-31/

(OFFICE USE) ☐☐☐☐

---

107. What type of discharge did you receive? 32/

HONORABLE 1
GENERAL 2
UNDER OTHER THAN HONORABLE CONDITIONS 3
BAD CONDUCT (DCD) 4
DISHONORABLE 5
WAS NOT FORMALLY DISCHARGED 6

A. Which of the reasons on this card describe why you decided to leave the (BRANCH)? CODE ALL THAT APPLY.

HAND CARD G

A.	Low pay and allowances	01	33-34/
B.	Better civilian job opportunities	02	35-36/
C.	Reduction in military benefits	03	37-38/
D.	Decline in quality of military personnel	04	39-40/
E.	Unable to practice my job skills	05	41-42/
F.	Bored with my job or occupation	06	43-44/
G.	Don't like my job or occupation	07	45-46/
H.	Plan to continue my education or to use G.I./VEAP benefits ..	08	47-48/
I.	Not eligible to reenlist	09	49-50/
J.	Dislike location of my assignments	10	51-52/
K.	Didn't get desired type of training	11	53-54/
L.	Had to move too often	12	55-56/
M.	Dislike being separated from my family	13	57-58/
N.	My family wants me to leave the service	14	59-60/
O.	Disagree with personnel policies	15	61-62/
P.	Discrimination against military personnel based on race	16	63-64/
Q.	Discrimination against military personnel based on sex	17	65-66/
R.	Discrimination against military personnel based on rank	18	67-68/
S.	Other (SPECIFY) _____	19	69-70/
	DON'T KNOW	98	71-72/

---

108. Taking all things together, how satisfied (are/were) you with the (MOST RECENT BRANCH)--very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? 73/

Very satisfied 1
Somewhat satisfied 2
Somewhat dissatisfied 3
Very dissatisfied 4

109. Which of the reasons on this card describe why you chose to serve in the (MOST RECENT BRANCH) rather than in some other branch? CODE ALL THAT APPLY.

HAND CARD H

A. Best opportunity for advancement	01	74-75/
B. Like boats, ships, or water	02	76-77/
C. Dislike boats, ships, or water	03	78-79/
		BEGIN DK 12
D. Interested in planes or like flying	04	10-11/
E. Not interested in planes or dislike flying	05	12-13/
F. Best pay or fringe benefits	06	14-15/
G. Best chance to prove oneself	07	16-17/
H. Best living conditions	08	18-19/
I. Best chance to get ahead in a career	09	20-21/
J. Best choice of type or location of assignment or program	10	22-23/
K. Fewest obligations or commitments	11	24-25/
L. Lowest risk of combat or injury	12	26-27/
M. Best chance to learn new and useful skills	13	28-29/
N. Best chance to use one's skills and abilities	14	30-31/
O. Best opportunity for travel	15	32-33/
P. Most exciting life	16	34-35/
Q. Family tradition	17	36-37/
R. Persuasive recruiter or advertisements	18	38-39/
S. More personal freedom or less discipline	19	40-41/
T. Like field work or outdoors	20	42-43/
U. Dislike field work or outdoors	21	44-45/
V. Part of my military obligation	22	46-47/
W. Couldn't meet requirements of other branches	23	48-49/
X. Other (SPECIFY)		
_____	24	50-51/
DON'T KNOW	98	52-53/

110. What do you believe are the benefits you (will receive/received) from your service in the (MOST RECENT BRANCH)? RECORD VERBATIM AND CODE ALL THAT APPLY.

_____

_____

NOTHING	01	54-55/
LEARNED NEW AND USEFUL SKILLS	02	56-57/
EDUCATIONAL BENEFITS	03	58-59/
LOANS, INSURANCE, OR MEDICAL COVERAGE AVAILABLE TO VETERANS	04	60-61/
FRIENDSHIPS OR CONTACTS	05	62-63/
PENSION OR RETIREMENT BENEFITS	06	64-65/
WORK EXPERIENCE	07	66-67/
HELPED ME GROW UP OR MATURE	08	68-69/
TRAVEL EXPERIENCES	09	70-71/
SAVINGS OR INCOME	10	72-73/
OTHER (SPECIFY)		
_____	11	74-75/
DON'T KNOW	98	76-77/

111. INTERVIEWER: IS R CURRENTLY ON ACTIVE DUTY IN THE ACTIVE FORCES? (Q. 47 = YES)

YES ..... (READ A)	1	78/
NO .(GO TO SECTION 7, Q. 1).	0	

A. IF YES: Now we would like to ask you some more specific questions about your current military job, that is, your current (MOS/RATING/AFSC).

SKIP TO SECTION 7, Q. 19A, PAGE 7-11.

BEGIN DECK 13

10-13/R

SECTION 7: ON CURRENT LABOR FORCE STATUS (CPS QUESTIONS)

1. Now I'd like some information on what you were doing last week. What were you doing most of last week--working, going to school, or something else? RECORD VERBATIM AND CODE ONE ONLY.

_____

_____

CODE SMALLEST # MENTIONED

Working .....(SKIP TO Q. 3).....	01	14-15/
WITH A JOB BUT NOT AT WORK	02	
LOOKING FOR WORK	03	
KEEPING HOUSE	04	
Going to school	05	
UNABLE TO WORK .(SKIP TO Q.36).	06	
Other (SPECIFY) _____	07	

2. Did you do any work at all last week, not counting work around the house? (INTERVIEWER NOTE: IF FARM OR BUSINESS OPERATOR IN HH, ASK R ABOUT UNPAID WORK.)

Yes	1	16/
No .(SKIP TO Q. 8, P. 7-6)..	0	

3. How many hours did you work last week at all jobs?

ENTER # OF HOURS [ ][ ] 17-18/

4. INTERVIEWER, CODE. RESPONDENT WORKED:

1 - 34 HOURS .....(ASK Q. 5).....	1	19/
35 - 48 HOURS .....(ASK Q. 6).....	2	
49 OR MORE HOURS (SKIP TO Q. 13, P. 7-9)..	3	

ASK Q. 5 ONLY IF CODE 1 IN Q. 4.

5. Do you usually work 35 hours or more a week at this job?

Yes .....(ASK A)	1	20/
No .....(ASK B)	0	

5. Continued

A. IF YES: What is the reason you worked less than 35 hours last week? RECORD VERBATIM AND CODE ONE ONLY.

IF MORE THAN ONE REASON GIVEN, PROBE: What is the one main reason you worked less than 35 hours last week?

_____

_____

_____

21-22/

SLACK WORK	01
MATERIAL SHORTAGE	02
PLANT OR MACHINE REPAIR	03
NEW JOB STARTED DURING WEEK	04
JOB TERMINATED DURING WEEK	05
COULD FIND ONLY PART-TIME WORK	06
HOLIDAY--LEGAL OR RELIGIOUS	07
LABOR DISPUTE	08
BAD WEATHER	09
OWN ILLNESS	10
ILLNESS OF OTHER FAMILY MEMBER	11
ON VACATION	12
ATTENDS SCHOOL	13
TOO BUSY WITH HOUSEWORK, PERSONAL BUSINESS, ETC.	14
DID NOT WANT FULL-TIME WORK	15
FULL-TIME WORK WEEK UNDER 35 HOURS	16
OTHER REASON . (SPECIFY) _____	17

NOW SKIP TO Q. 13, P. 7-9

5. Continued

B. IF NO: What is the reason you usually work less than 35 hours a week? RECORD VERBATIM AND CODE ONE ONLY.

IF MORE THAN ONE REASON GIVEN, PROBE: What is the one main reason you worked less than 35 hours last week?

_____

_____

_____

23-24/

SLACK WORK 01

MATERIAL SHORTAGE 02

PLANT OR MACHINE REPAIR 03

COULD FIND ONLY PART-TIME WORK 06

BAD WEATHER 09

OWN ILLNESS 10

ILLNESS OF OTHER FAMILY MEMBER 11

ATTENDS SCHOOL 13

TOO BUSY WITH HOUSEWORK, PERSONAL BUSINESS, ETC. 14

DID NOT WANT FULL-TIME WORK 15

FULL-TIME WORK WEEK UNDER 35 HOURS 16

OTHER REASON ..(SPECIFY) _____ 17

NOW SKIP TO Q. 13, P. 7-9

ASK Q. 6 ONLY IF "35-48" HOURS IN Q. 4.

6. Did you lose any time or take any time off last week for any reason such as illness, holiday, or slack work?

Yes ..... (ASK A & B).. 1 25/

No .....(GO TO Q. 7) .. 0

IF YES, ASK A & B. OTHERWISE, GO TO Q. 7.

A. How many hours did you take off?

ENTER # OF HOURS: ☐☐ 26-27/

B. You told me earlier that you worked (# OF HOURS IN Q. 3) hours last week. In saying that you worked (# OF HOURS IN Q. 3) hours, had you already subtracted the (# OF HOURS IN A) hours that you took off last week?

Yes .(GO TO Q. 13, P. 7-9)... 1 28/

No ..... (ASK C & D) 0

IF "NO" TO B, ASK C & D. OTHERWISE, GO TO Q. 13.

C. Thinking of the (# OF HOURS IN A) hours that you took off last week, how many hours did you end up working last week, at all jobs?

ENTER # OF HOURS: ☐☐ 29-30/

D. INTERVIEWER CODE: RESPONDENT WORKED ...

1 - 34 HOURS .....(ASK E)..... 1 31/

35 OR MORE HOURS ..(SKIP TO Q. 13, P. 7-9).. 2

6. Continued

E. IF "1-34" HOURS IN D: What is the reason you worked less than 35 hours last week? RECORD VERBATIM AND CODE ONE ONLY.

IF MORE THAN ONE REASON GIVEN, PROBE: What is the one main reason you worked less than 35 hours last week?

_____

_____

_____

SLACK WORK	01	32-33/
MATERIAL SHORTAGE	02	
PLANT OR MACHINE REPAIR	03	
NEW JOB STARTED DURING WEEK	04	
JOB TERMINATED DURING WEEK	05	
COULD FIND ONLY PART-TIME WORK	06	
HOLIDAY--LEGAL OR RELIGIOUS	07	
LABOR DISPUTE	08	
BAD WEATHER	09	
OWN ILLNESS	10	
ILLNESS OF OTHER FAMILY MEMBER	11	
ON VACATION	12	
ATTENDS SCHOOL	13	
TOO BUSY WITH HOUSEWORK, PERSONAL BUSINESS, ETC.	14	
DID NOT WANT FULL-TIME WORK	15	
FULL-TIME WORK WEEK UNDER 35 HOURS	16	
OTHER REASON .. (SPECIFY) _____	17	

NOW SKIP TO Q. 13, P. 7-9

7. Did you work any overtime or at more than one job last week?

Yes .....(ASK A) 1 34/

No .(SKIP TO Q. 13, P. 7-9).. 0

IF "YES," ASK A. OTHERWISE, SKIP TO Q. 13.

A. How many extra hours did you work?

ENTER # OF EXTRA HOURS: ☐☐ (ASK B) 35-36/

OR

NO EXTRA HOURS ..(SKIP TO Q. 13, P. 7-9).. 00

B. You told me earlier that you worked (# OF HOURS IN Q. 3) hours last week. In saying that you worked (# OF HOURS IN Q. 3) hours, had you already included those extra hours you just told me about?

Yes .(SKIP TO Q. 13, P. 7-9). 1 37/

No .....(ASK C) 0

C. IF "NO TO B: Think of the (# OF HOURS IN A) hours that you worked extra last week. How many hours altogether, did you end up working last week?

ENTER # OF HOURS: ☐☐ 38-39/

AND SKIP TO Q. 13, P. 7-9.

ASK Q. 8 ONLY IF "NO" TO Q. 2

8. A. INTERVIEWER, LOOK AT Q. 1. WAS CATEGORY 02 "WITH A JOB BUT NOT AT WORK" CODED?

YES .....(GO TO Q. 9) 1 40/

NO .....(ASK B) 0

B. IF NO: Did you have a job or business from which you were temporarily absent or on layoff last week?

Yes ..... (ASK Q. 9) 1 41/

No ..... (SKIP TO Q. 29, PAGE 7-15) ... 0

ASK Q. 9 ONLY IF "YES" TO Q. 8A OR 8B.

9. Why were you absent from work last week? RECORD VERBATIM AND CODE ONE ONLY.

IF MORE THAN ONE REASON GIVEN, PROBE: What was the main reason why you were absent from work last week?

_____

_____

_____

OWN ILLNESS.....(SKIP TO Q. 11)	01	42-43/
ILLNESS OF OTHER FAMILY MEMBER...(SKIP TO Q. 11).....	02	
ON VACATION.....(SKIP TO Q. 11)	03	
BAD WEATHER .....(SKIP TO Q. 11).....	04	
LABOR DISPUTE....(SKIP TO Q. 11)	05	
NEW JOB TO BEGIN...(ASK A)	06	
ON LAYOFF.....(GO TO Q. 10)	07	
SCHOOL INTERFERED..(SKIP TO Q. 11)	08	
OTHER .....(SPECIFY BELOW AND SKIP TO Q. 11)	09	

_____

A. IF "NEW JOB IS TO BEGIN": Is your new job scheduled to begin within 30 days from today, or sometime after that?

Within 30 days .....(SKIP TO Q. 31, P. 7-16)...	1	44/
Some time after that ..(SKIP TO Q. 29B, P. 7-15)..	2	

ASK Q. 10 IF "ON LAYOFF" IN Q. 9.

10. A. When you were laid off, were you given a definite date on which to report back to work, or were you not given such a date?

Was given a definite date to report back to work ...(ASK B)..... 1 45/

Was not given such a date to report back to work ...(GO TO C)..... 2

B. IF "WAS GIVEN A DEFINITE DATE": Altogether, will your period of layoff last 30 days or less, or will it last more than 30 days?

30 days or less 1 46/

More than 30 days 2

C. How many weeks ago were you laid off?

ENTER # OF WEEKS: [ ][ ] 47-48/

D. Is the job from which you were laid off a full-time or a part-time job?

Full-time 1 49/

Part-time 2

NOW SKIP TO Q. 35, P. 7-18

---

11. Are you getting wages or salary for any of the time off last week?

Yes 1 50/

No 0

IF VOL: SELF-EMPLOYED 3

---

12. Do you usually work 35 hours or more a week at this job?

Yes 1 51/

No 0

13. A. For whom did you work? IF MORE THAN ONE EMPLOYER, PROBE: For whom did you work for the most hours last week? 52-80/

_____

B. INTERVIEWER: ALSO ENTER NAME OF EMPLOYER ON THE COVER OF AN EMPLOYER SUPPLEMENT.

BEGIN DECK 14

C. In what town or city and state is this employer located?

_____ 10-12/
TOWN OR CITY

(IF NO TOWN OR CITY, RECORD COUNTY BELOW:

_____)

_____ 13-14/
STATE

---

14. What kind of business or industry is this? (FOR EXAMPLE: TV AND RADIO MFG., RETAIL SHOE STORE, STATE LABOR DEPT., FARM.)

_____ 15-17/

_____

_____

---

15. A. What kind of work were you doing for this job? RECORD VERBATIM. IF MORE THAN ONE KIND OF WORK: PROBE: What kind of work were you doing for the most hours last week?

_____ 18-20/

_____

B. What were your most important activities or duties? RECORD VERBATIM.

_____

_____

_____

_____

16. Were you ... (READ CATEGORIES BELOW)

HAND CARD I

An employee of a private company, business or individual for wages, salary, or commission, or ..... (GO TO Q. 17) 1 21/

A government employee, or ..... (ASK A) 2

Self-employed in own business, professional practice, or farm, or ..... (ASK B) 3

Working without pay in family business or farm? ..... (SKIP TO Q. 27, P. 7-14)..... 4

IF CODE 2 IN Q. 16, ASK A:

A. Were you an employee of the federal government, state government, or local government?

Federal government employee 1 22/

State government employee 2

Local government employee 3

Don't know 8

SKIP TO Q. 19

IF CODE 3 in Q. 16, ASK B:

B. Is your business incorporated or unincorporated?

Business incorporated 1 23/

Business unincorporated 2

Don't know 8

SKIP TO Q. 19

---

17. A. Many companies or organizations have employees at more than one location. Besides the place where you work, does (EMPLOYER) have any employees working at any other location, as far as you know?

Yes 1 24/

No 0

B. At the place where you work, how many employees does (EMPLOYER) have?

ENTER # OF EMPLOYEES: [ ][ ] , [ ][ ][ ] 25-29/

IF YES TO Q. 17A, ASK 18; OTHERWISE, GO TO Q. 19.

18. As far as you know, about how many employees does (EMPLOYER) have working at all of its other locations--under 1,000 employees, or 1,000 employees or more?

Under 1,000 employees 1 30/

1,000 employees or more 2

DON'T KNOW 8

19. A. What hours do you usually work? Is it the regular day shift, the regular evening shift, the regular night shift, a split shift, or do your hours vary? CODE ONE ONLY 31-32/R

Regular day shift	1
Regular evening shift	2
Regular night shift	3
A split shift	4
Hours vary	5

33/

B. How long does it usually take you to get from your home to work?

ENTER # OF MINUTES: [ ][ ][ ] 34-36/

---

20. A. How many hours per week do you usually work at this job?

ENTER # OF HOURS: [ ][ ] 37-38/

B. INTERVIEWER: IS NUMBER OF HOURS 20 HOURS OR MORE?

YES	1
NO ....(SKIP TO Q. 28, P. 7-15).	0

39/

---

21. A. Now I would like to talk about the group of people who you think of as your co-workers--that is, people whom you see just about every day and with whom you have to work closely in order to do your job. About how many co-workers do you have?

ENTER # OF PEOPLE [ ][ ][ ] 40-42/

OR

NONE (GO TO Q. 22) 000

B. About how many of your co-workers are women?

NUMBER OF WOMEN [ ][ ][ ] 43-45/

C. About how many of your co-workers are Hispanics--that is, from a Mexican, Puerto Rican, Cuban, or other Spanish-speaking background?

NUMBER OF HISPANICS [ ][ ][ ] 46-48/

D. About how many of your co-workers are black, but not Hispanic?

NUMBER OF BLACKS [ ][ ][ ] 49-51/

22. A. Now I would like to talk about your immediate supervisor or boss--someone who is directly over you. Is this person a man or a woman? (IF MORE THAN ONE SUPERVISOR, PROBE FOR ONE PERSON WHO HAS MOST CONTROL OVER WHAT R DOES.)

Man	1	52/
Woman	2	
R HAS NO BOSS (SKIP TO Q. 23A)	3	

B. Please take a look at this card and tell me which category best describes your immediate supervisor or boss.

HAND CARD J

A. White, not of Hispanic origin ...	1	53/
B. Black, not of Hispanic origin ...	2	
C. Hispanic	3	
D. American Indian or Alaskan Native	4	
E. Asian or Pacific Islander	5	
F. Some other background (SPECIFY): _____	6	

---

23. A. How much longer do you intend to stay at this job--less than one year, 1 to 2 years, 3 to 5 years, 6 to 9 years, or 10 years or more?

HAND CARD K

Less than 1 year	1	54/
1 to 2 years	2	
3 to 5 years	3	
6 to 9 years	4	
10 years or more	5	
OR		
R NO LONGER HAS THIS JOB	0	

B. Do you think that your experience on this job will help you to get a particular kind of job you want later on?

Yes ..... (ASK C)	1	55/
No .... (GO TO Q. 24A)	0	

C. IF YES TO B: What particular kind of job would this experience help you to get? RECORD VERBATIM 56-58/

_____

_____

_____

24. A. INTERVIEWER: IS R SELF-EMPLOYED IN A BUSINESS WHICH IS UNINCORPORATED? (Q. 16B CODED 2 OR 8)

YES ... (SKIP TO Q. 26) 1 59/
NO 0

B. INTERVIEWER: IS R ON ACTIVE DUTY IN THE MILITARY? (SEE ROW A ON CALENDAR)

YES ... (GO TO Q. 25) 1 60/
NO 0

C. Does your employer make available to you ... (READ CATEGORY)? CODE "YES" OR "NO" FOR EACH.

	Yes	No	
a. Medical, surgical, or hospital insurance that covers injuries or major illnessess off the job?	1	0	61/
b. Life insurance that would cover your death for reasons not connected with your job? ..	1	0	62/
c. Paid vacation?	1	0	63/

25. We would like to know how well or poorly each of the following statements describes your job. (First/Next), (READ CATEGORY). Thinking of your present job, would you say this is very true, somewhat true, not too true, or not at all true? READ CATEGORIES A-J AND CODE FOR EACH.

HAND CARD L

	Very true	Some-what true	Not too true	Not at all true	
A. You are given a chance to do the things you do best.	4	3	2	1	64/
B. The physical surroundings are pleasant.	4	3	2	1	65/
C. The skills you are learning would be valuable in getting a better job.	4	3	2	1	66/
D. The job is dangerous.	4	3	2	1	67/
E. You are exposed to unhealthy conditions.	4	3	2	1	68/
F. The pay is good.	4	3	2	1	69/
G. The job security is good.	4	3	2	1	70/
H. Your co-workers are friendly.	4	3	2	1	71/
I. Your supervisor is competent in doing the job.	4	3	2	1	72/
J. The chances for promotion are good.	4	3	2	1	73/

NOW SKIP TO Q. 27

ASK Q. 26 ONLY IF R IS SELF-EMPLOYED IN A BUSINESS WHICH IS UNINCORPORATED (SEE Q. 16B).

26. We are interested in your opinion, as a self-employed person, of your job.

We would like to know how well or poorly each of the following statements describes your job. (First/Next), (READ CATEGORY). Thinking of your present job, would you say this is very true, somewhat true, not too true, or not at all true? READ CATEGORIES A-G AND CODE FOR EACH.

HAND CARD L		Very true	Somewhat true	Not too true	Not at all true	
A.	You have the chance to do the things you do best.	4	3	2	1	10/
B.	The physical surroundings are pleasant.	4	3	2	1	11/
C.	The experiences you are gaining would also be valuable in getting another job or business.	4	3	2	1	12/
D.	The job is dangerous.	4	3	2	1	13/
E.	The business is stable.	4	3	2	1	14/
F.	Your are exposed to unhealthy conditions.	4	3	2	1	15/
G.	The income is good.	4	3	2	1	16/

27. A. I'd like to get some idea of the kind of job you'd most like to have. If you were free to go into any type of job you wanted, what would you do? Would you take another job or keep the same job as you have now?

Take another job 1 17/
Keep the same job 2
IF VOLUNTEERED:
WOULD NOT WORK AT ALL 3

B. If you were to leave your current job, how difficult do you think it would be to find another job that was just as good--extremely difficult, somewhat difficult, or not at all difficult? CODE ONE ONLY.

Extremely difficult 1 18/
Somewhat difficult 2
Not at all difficult 3

28. A. How do you feel about the job you have now? Do you like it very much, like it fairly well, dislike it somewhat, or dislike it very much? CODE ONE ONLY.

Like it very much	1	19/
Like it fairly well	2	
Dislike it somewhat	3	
Dislike it very much	4	

B. INTERVIEWER: IS R CURRENTLY ON ACTIVE DUTY IN THE ACTIVE FORCES (SEE CALENDAR, ROW A)?

YES .. (SKIP TO SECTION 8, PAGE 8-1)	1	20/
NO	0	

C. READ: We'll be asking some more questions later on in the interview about this job. Right now, we have some different questions.

NOW SKIP TO Q. 39, P. 7-21

ASK Q. 29 ONLY IF "NO" TO Q. 8B.

29. A. INTERVIEWER: SEE Q. 1. WAS CATEGORY 3, "LOOKING FOR WORK" CODED?

YES .. (GO TO Q. 30)	1	21/
NO ..... (ASK B)	0	

IF NO TO Q. 29A OR IF CODE 2 IN Q. 9A, ASK B:

B. Have you been looking for work during the past 4 weeks?

Yes	1	22/
No .(SKIP TO Q. 36, P. 7-18).	0	

---

30. What have you been doing in the last 4 weeks to find work? RECORD VERBATIM AND CODE ALL THAT APPLY.

_____

_____

_____

NOTHING .(SKIP TO Q. 36, P. 7-18).....	01	23-24/
CHECKED WITH:		
STATE EMPLOYMENT AGENCY	02	25-26/
PRIVATE EMPLOYMENT AGENCY	03	27-28/
EMPLOYER DIRECTLY	04	29-30/
FRIENDS OR RELATIVES	05	31-32/
PLACED OR ANSWERED ADS	06	33-34/
LOOKED IN THE NEWSPAPER	07	35-36/
SCHOOL EMPLOYMENT SERVICE	08	37-38/
OTHER (SPECIFY) _____	09	39-40/

31. Why did you start looking for work? Was it because you lost or quit a job at that time (PAUSE) or was there some other reason? RECORD VERBATIM AND CODE ONE ONLY.

_____

_____

_____

LOST JOB	01	41-42/
QUIT JOB	02	
LEFT SCHOOL	03	
CHILDREN ARE OLDER	04	
ENJOY WORKING	05	
HELP WITH FAMILY EXPENSES	06	
WANTED TEMPORARY WORK	07	
HEALTH IMPROVED	08	
NEEDED MONEY	09	
TO SUPPORT MYSELF	10	
PROGRAM ENDED	11	
OTHER (SPECIFY) _____	12	

32. INTERVIEWER: CODE: ANSWER CODED IN Q. 9 IS:

NEW JOB TO BEGIN ... (ASK Q. 33).....	1	43/
BLANK--Q. 9 NOT ASKED (SKIP TO Q. 34) ..	2	

IF CODE 1 IN Q. 32, ASK Q. 33.

33. A. How many weeks ago did you start looking for work?

ENTER # OF WEEKS: ☐☐ 44-45/

B. Is your new job a full-time or a part-time job?

Full-time 1
Part-time 2 46/

C. Is there any reason why you could not take a job last week?

Yes ..... (ASK D) 1
No ..... (SKIP TO SECTION 8) 0 47/

D. IF YES TO C: What was the reason? RECORD VERBATIM AND CODE ONE ONLY.

_____

_____

_____

ALREADY HAD A JOB 1
TEMPORARY ILLNESS 2
GOING TO SCHOOL 3
NEEDED AT HOME 4
OTHER (SPECIFY) (
_____ 5 48/

NOW SKIP TO SECTION 8

IF CODE 2 IN Q. 32, ASK Q. 34.

34. A. How many weeks have you been looking for work?

ENTER # OF WEEKS: [ ][ ] 49-50/

B. Have you been looking for full-time or part-time work?

Full-time	1	51/
Part-time	2	

---

35. Is there any reason why you could not take a job last week?

Yes ..... (ASK A)	1	52/
No ...(SKIP TO Q. 39, P. 7-21).....	0	

A. IF YES: What was the reason? RECORD VERBATIM AND CODE ONE ONLY.

_____

_____

_____

ALREADY HAD A JOB	1	53/
TEMPORARY ILLNESS	2	
GOING TO SCHOOL	3	
NEEDED AT HOME	4	
OTHER (SPECIFY BELOW)	5	

_____

NOW SKIP TO Q. 39, P. 7-21

---

36. Do you want a regular job now, either full- or part-time?

Yes ..... (ASK A)	1	54/
No ..... (ASK B)	0	
MAYBE, IT DEPENDS . (ASK A)	3	
DON'T KNOW ..... (ASK B)	8	

BEGIN DECK 16

36. Continued

A. IF YES OR MAYBE:

What are the reasons you are not looking for work? RECORD VERBATIM AND CODE ALL THAT APPLY.

_____

_____

_____

BELIEVE NO WORK AVAILABLE IN LINE OF WORK OR AREA	01	10-11/
COULDN'T FIND ANY WORK	02	12-13/
LACKS NECESSARY SCHOOLING TRAINING, SKILLS, OR EXPERIENCE	03	14-15/
EMPLOYERS THINK TOO YOUNG	04	16-17/
OTHER PERSONAL HANDICAPS IN FINDING JOB	05	18-19/
CAN'T ARRANGE CHILD CARE	06	20-21/
FAMILY RESPONSIBILITIES	07	22-23/
IN SCHOOL OR OTHER TRAINING	08	24-25/
ILL HEALTH, PHYSICAL DISABILITY	09	26-27/
PREGNANCY	10	28-29/
SPOUSE OR PARENT AGAINST MY WORKING .	11	30-31/
DOES NOT WANT TO WORK	12	32-33/
CAN'T ARRANGE TRANSPORTATION	13	34-35/
DON'T KNOW WHERE TO LOOK	14	36-37/
OTHER (SPECIFY) _____	15	38-39/
OR		
DON'T KNOW	98	40-41/

NOW GO TO Q. 37

36. Continued

B. IF NO OR DON'T KNOW:

What are the reasons you do not want a regular job now? RECORD VERBATIM AND CODE ALL THAT APPLY.

_____

_____

_____

BELIEVE NO WORK AVAILABLE IN LINE OF WORK OR AREA	01	42-43/
COULDN'T FIND ANY WORK	02	44-45/
LACKS NECESSARY SCHOOLING TRAINING, SKILLS, OR EXPERIENCE	03	46-47/
EMPLOYERS THINK TOO YOUNG	04	48-49/
OTHER PERSONAL HANDICAPS IN FINDING JOB	05	50-51/
CAN'T ARRANGE CHILD CARE	06	52-53/
FAMILY RESPONSIBILITIES	07	54-55/
IN SCHOOL OR OTHER TRAINING	08	56-57/
ILL HEALTH, PHYSICAL DISABILITY	09	58-59/
PREGNANCY	10	60-61/
SPOUSE OR PARENTS AGAINST MY WORKING ..	11	62-63/
DOES NOT WANT TO WORK	12	64-65/
CAN'T ARRANGE TRANSPORTATION	13	66-67/
DON'T KNOW WHERE TO LOOK	14	68-69/
OTHER (SPECIFY) _____	15	70-71/
OR		
DON'T KNOW	98	72-73/

37. INTERVIEWER: SEE SECTION 1, Q. 1 AND CODE: BEGIN DECK 17

R IS:

15 YEARS OLD ..... (SKIP TO SECTION 8)	1	10/
16 YEARS OLD OR OLDER	2	

38. Do you intend to look for work of any kind in the next 2 months?

Yes ...(SKIP TO Q. 47, P. 7-24).....	1	11/
No ..... (SKIP TO SECTION 8).....	0	
OR		
IT DEPENDS ..(SKIP TO SECTION 8).....	3	
OR		
DON'T KNOW ... (SKIP TO SECTION 8)	8	

39. A. INTERVIEWER: SEE Q. 1, SECTION 1 AND CODE:
R IS:

15 YEARS OLD ..... (SKIP TO SECTION 8) ...	1	12/
16 YEARS OLD OR OLDER	2	

B. INTERVIEWER: IS R LOOKING FOR WORK? (CODE 1 IN Q. 29A OR B)?

YES .....(SKIP TO Q. 46, P. 7-24).....	1	13/
NO	0	

40. Have you been looking for other work in the last 4 weeks?

Yes ..... (ASK A)	1	14/
No ..... (ASK QS. 41 AND 42)	0	

A. IF YES: What have you been doing in the last four weeks to find work? RECORD VERBATIM AND CODE ALL THAT APPLY.

_____

_____

_____

NOTHING ..... (ASK QS. 41 AND 42)	01	15-16/
CHECKED WITH:		
STATE EMPLOYMENT AGENCY ... (SKIP TO Q. 43) ..	02	17-18/
PRIVATE EMPLOYMENT AGENCY . (SKIP TO Q. 43) ..	03	19-20/
EMPLOYER DIRECTLY ..... (SKIP TO Q. 43) ..	04	21-22/
FRIENDS OR RELATIVES ..... (SKIP TO Q. 43) ..	05	23-24/
PLACED OR ANSWERED ADS ..... (SKIP TO Q. 43) ..	06	25-26/
LOOKED IN THE NEWSPAPER ..... (SKIP TO Q. 43) ..	07	27-28/
SCHOOL EMPLOYMENT SERVICE ... (SKIP TO Q. 43) ..	08	29-30/
OTHER (SPECIFY AND SKIP TO Q. 43)	09	31-32/

_____

IF NO TO Q. 40 OR "NOTHING" IN Q. 40A, ASK Q. 41 & 42, OTHERWISE SKIP TO Q. 43.

41. Do you intend to look for work of any kind in the next 12 months? 33/

Yes	1
No	0
OR	
IT DEPENDS	3
OR	
DON'T KNOW	8

---

42. A. Suppose someone in this area offered you a job in the same line of work you're in now. How much would the new job have to pay for you to be willing to take it? PROBE IF NECESSARY: Is that per hour, day, week, or what?

□□□□□ . □□ 34-38/ DOLLARS, 39-40/ CENTS

41-42/

Per hour	01
Per day	02
Per week	03
Bi-weekly (every 2 weeks)	04
Per month	05
Per year	06
Other (SPECIFY) _____	07

OR, IF VOLUNTEERED:

ANY PAY	08
WOULDN'T TAKE IT AT ANY CONCEIVABLE PAY (SKIP TO SECTION 8).	09

B. How many days per week would you want to work?

ENTER # OF DAYS PER WEEK: □□ 43-44/

C. How many hours per day would you want to work?

ENTER # OF HOURS PER DAY: □□ 45-46/

NOW SKIP TO SECTION 8

43. What was the main reason you were looking for a new job during the past 4 weeks? RECORD VERBATIM AND CODE ONE ONLY.

_____

_____

_____

LITTLE CHANCE FOR ADVANCEMENT IN CURRENT JOB	01	47-48/
PAY INADEQUATE AT CURRENT JOB	02	
WORKING CONDITIONS BAD AT CURRENT JOB .	03	
CURRENT JOB IS PART-TIME OR SEASONAL, DESIRE FULL-TIME WORK ...	04	
CURRENT JOB DOES NOT MAKE GOOD USE OF MY EXPERIENCE OR SKILLS	05	
WISH TO LIVE IN A NEW LOCATION	06	
WANT JOB IN A DIFFERENT FIELD	07	
NEEDED MONEY	08	
LAID OFF, JOB ENDED	09	
OTHER (SPECIFY) _____	10	

44. For how many weeks have you been looking for a new job?

ENTER # OF WEEKS: ☐☐ 49-50/

45. A. What type of work are you looking for? RECORD VERBATIM.

_____

_____

_____

B. INTERVIEWER: EXAMINE R'S ANSWER TO A AND CODE BELOW:

ONE TYPE OF WORK MENTIONED ..(SKIP TO Q. 48, P. 7-25).	1	51/
MORE THAN ONE TYPE OF WORK MENTIONED .. (ASK C)	2	
ANYTHING .....(SKIP TO Q. 48, P. 7-25).	3	

C. IF CODE 2: Which one would you prefer? RECORD VERBATIM AND SKIP TO Q. 48.

_____ 52-54/

_____

46. A. Earlier you said that you have been looking for work. What type of work are you looking for? RECORD VERBATIM.

_____

_____

_____

B. INTERVIEWER: EXAMINE R'S ANSWER TO A AND CODE BELOW:

ONE TYPE OF WORK MENTIONED ... (SKIP TO Q. 48) 1 55/

MORE THAN ONE TYPE OF WORK MENTIONED ..(ASK C) 2

ANYTHING ..... (SKIP TO Q. 48) 3

C. IF CODE 2: Which one would you prefer? RECORD VERBATIM AND SKIP TO Q. 48.

_____ 56-58/

_____

---

47. A. Earlier you said that you intend to look for work in the next 12 months. What type of work will you be looking for? RECORD VERBATIM.

_____

_____

_____

B. INTERVIEWER: EXAMINE R'S ANSWER TO A AND CODE BELOW:

ONE TYPE OF WORK MENTIONED ..... (GO TO Q. 48) 1 59/

MORE THAN ONE TYPE OF WORK MENTIONED ..(ASK C) 2

ANYTHING ..... (GO TO Q. 48) 3

C. IF CODE 2: Which one would you prefer? RECORD VERBATIM.

_____ 60-62/

_____

48. What would the wage or salary have to be for you to be willing to take it?
PROBE IF NECESSARY: Is that per hour, day, week, or what?

Per hour	01	70-71/
Per day	02	
Per week	03	
Bi-weekly (every 2 weeks) .	04	
Per month	05	
Per year	06	
Other (SPECIFY) _____	07	

DOLLARS 63-67/ . CENTS 68-69/

OR, IF VOLUNTEERED

ANY PAY 08

---

49. A. How many days per week (do/would) you want to work?

ENTER # OF DAYS PER WEEK: ☐☐ 72-73/

B. How many hours per day (do/would) you want to work?

ENTER # OF HOURS PER DAY: ☐☐ 74-75/

SECTION 8: ON JOBS

1. INTERVIEWER: CODE. R IS:

15 YEARS OLD .(SKIP TO Q. 6).	1	10/
16 TO 23 YEARS OLD	2	

---

2. INTERVIEWER: DID R HAVE A JOB LAST WEEK (IF YES, YOU'VE ENTERED THE EMPLOYER NAME ON AN EMPLOYER SUPPLEMENT) AND/OR DID R SERVE IN ANY BRANCH OF THE MILITARY SINCE THE DATE OF THE LAST INTERVIEW? (SEE CALENDAR, ROW A, OR "YES" TO Q. 1 OR 2, SECTION 6)

YES .....(ASK A).....	1	11/
NO .....(GO TO Q. 3).....	0	

A. IF YES: Besides (the job you had last week/(and)/your military service), have you done any other work for pay since (DATE OF LAST INTERVIEW)?

Yes .....(SKIP TO Q. 4).....	1	12/
No .....(SKIP TO Q. 6).....	0	

---

3. Since (DATE OF LAST INTERVIEW), have you done any work at all for which you were paid?

Yes	1	13/
No .....(SKIP TO Q. 6).....	0	

---

4. Some jobs are odd jobs--that is, work done from time to time, like occasional lawnmowing or babysitting. Others are regular jobs--that is, jobs done on a more or less regular basis.

(Not counting the job you had last week), Since (DATE OF LAST INTERVIEW), have any of the jobs you've had for pay been done on a more or less regular basis?

Yes .....(GO TO Q. 5).....	1	14/
No .....(SKIP TO Q. 6).....	0	

5. Please give me the names of each of your employers for all regular jobs you've had for pay since (DATE OF LAST INTERVIEW) (not counting the job you had last week). If you had more than one job at the same time, please tell me about each job separately. Let's start with the most recent regular job you've had and work back in time to (DATE OF LAST INTERVIEW).

LIST EMPLOYER NAMES ON THE LINES BELOW AND IN Q. 1 ON THE COVERS OF THE EMPLOYER SUPPLEMENTS, STARTING WITH THE MOST RECENT JOB.

A. PROBE: What was the name of your employer for the next most recent regular job you've had since (DATE OF LAST INTERVIEW)?

CONTINUE PROBING UNTIL R SAYS "NO OTHER EMPLOYER."

EMPLOYERS: _____

_____

_____

_____

_____

_____

IF R VOLUNTEERS THAT (HE/SHE) WORKED FOR MORE THAN ONE EMPLOYER FOR A JOB, ASK B. OTHERWISE, GO TO Q. 6.

B. During a single month, (do/did) you generally work for one employer or more than one employer for this job?

One employer .....[ASK (1)]

More than one employer .....[ASK (2)]

(1) IF ONE EMPLOYER IN B: What (is/was) the name of the (next) most recent employer you've worked for on this job?

RECORD IN Q. 1 OF THE COVER OF AN EMPLOYER SUPPLEMENT AND REASK THIS QUESTION UNTIL YOU GET "NO OTHER EMPLOYER." THEN GO BACK TO 'A' ABOVE.

(2) IF MORE THAN ONE EMPLOYER IN B: RECORD "VARIETY OF EMPLOYERS" ON Q. 1 OF THE EMPLOYER SUPPLEMENT. CONTINUE PROBING UNTIL R SAYS "NO OTHER EMPLOYER." THEN GO BACK TO 'A' ABOVE.

6. INTERVIEWER: SEE ROW A OF THE CALENDAR. WAS R ON ACTIVE DUTY IN THE ARMED FORCES THE ENTIRE TIME FROM THE DATE OF THE LAST INTERVIEW UNTIL NOW?

YES (SKIP TO Q. 17, P. 8-10). 1 15/
NO 0

7. INTERVIEWER: SEE CALENDAR. HAS R BEEN ENROLLED IN REGULAR SCHOOL AT ANY TIME SINCE THE DATE OF THE LAST INTERVIEW? (CALENDAR, Q. 1 CODED "YES" OR THERE IS A GRADE ENTERED AT Q. 2 OF THE CALENDAR)

YES 1 16/
NO .(SKIP TO Q. 12, P. 8-6).. 0

8. INTERVIEWER: WAS R ENROLLED IN COLLEGE SINCE DATE OF LAST INTERVIEW? (SEE CALENDAR, Q. 1 OR Q. 2 = 13 OR HIGHER)

YES .....(ASK A)..... 1 17/
NO .....(SKIP TO Q. 10)..... 0

A. IF YES: Since (DATE OF LAST INTERVIEW), have you had a job for pay that was provided by a college work-study program? [Be sure to tell me if (any of) the job(s) you already told me about was this kind of job.]

Yes .....(ASK B)..... 1 18/
No .....(GO TO Q. 9)..... 0

IF YES TO A, ASK B:

B. What was the name of your employer for your college work-study job? RECORD VERBATIM. PROBE: Any others?

FOR EACH EMPLOYER NAME RECORDED IN B, ANSWER C:			
C. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'B' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?	YES . (CIRCLE CODE 2 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1 NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 2 ON THE COVER OF THAT SUPPLEMENT) . 0	YES . (CIRCLE CODE 2 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1 NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 2 ON THE COVER OF THAT SUPPLEMENT) . 0	YES . (CIRCLE CODE 2 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1 NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 2 ON THE COVER OF THAT SUPPLEMENT) . 0

9. INTERVIEWER: SINCE DATE OF LAST INTERVIEW, HAS R BEEN ENROLLED IN GRADES 1-12? (SEE CALENDAR. Q. 1 CODED 1-12, OR Q. 2 CODED 1-12, OR THERE IS A CHECK MARK AT Q. 3.)

YES 1 19/
NO .....(GO TO Q. 11)..... 0

---

10. Some schools have cooperative work-study programs in which students work part time for pay and their schools give time off or credit for the job. Since (DATE OF LAST INTERVIEW), have you had a job for pay that was part of a work-study program? [Please tell me if (any of) the job(s) you've already told me about was this kind of job.]

Yes .....(ASK A)..... 1 20/
No .....(GO TO Q. 11)..... 0

A. IF YES: What was the name of your employer for your work-study job? RECORD VERBATIM. PROBE: Any others?

_____ _____ _____

FOR EACH EMPLOYER NAME RECORDED IN A, ANSWER B:

B. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'A' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?

YES . (CIRCLE CODE 3 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 3 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 3 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1
NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 3 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 3 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 3 ON THE COVER OF THAT SUPPLEMENT) . 0

11. Some government programs provide students with part-time jobs during the school year. The names of some are the Neighborhood Youth Corps In-School program, and the In-School Work Experience program.

Since (DATE OF LAST INTERVIEW), have you had a government-sponsored part-time job for pay during the school year? (PAUSE) [Please tell me if (any of) the job(s) you told me about earlier was this kind of job.]

Yes .....(ASK A).....	1	21/
No .....(GO TO Q. 12).....	0	

A. IF YES: What was the name of your employer for this job? RECORD VERBATIM. PROBE: Any others?

_____ _____ _____

FOR EACH EMPLOYER NAME RECORDED IN A, ANSWER B:

B. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'A' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?

YES . (CIRCLE CODE 4 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ...	1	YES . (CIRCLE CODE 4 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ...	1	YES . (CIRCLE CODE 4 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ...	1
NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 4 ON THE COVER OF THAT SUPPLEMENT) .	0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 4 ON THE COVER OF THAT SUPPLEMENT) .	0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 4 ON THE COVER OF THAT SUPPLEMENT) .	0

DK 18

12. Some government-sponsored programs provide jobs for about 10 weeks during the summer. The names of some are: The CETA Summer program, the NYC Summer program, the SPEDY program, and the Summer Youth Employment program.

Since (DATE OF LAST INTERVIEW), have you had a government-sponsored summer job for pay? (PAUSE) [Please tell me if (any of) the job(s) you already told me about was this kind of summer job.]

Yes .....(ASK A).....	1	22/
No .....(GO TO Q. 13).....	0	

A. IF YES: What was the name of your employer for this summer job? RECORD VERBATIM. PROBE: Any others?

_____ _____ _____

FOR EACH EMPLOYER NAME RECORDED IN A, ANSWER B:

B. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'A' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?

YES . (CIRCLE CODE 5 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 5 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 5 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1
NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 5 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 5 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 5 ON THE COVER OF THAT SUPPLEMENT) . 0

13. INTERVIEWER: IS R CURRENTLY ENROLLED IN GRADES 1-12?
(SEE CALENDAR. Q. 1 CODED 1-12?)

YES .....(SKIP TO Q. 15).... 1 23/
NO .....(ASK Q. 14)..... 0

IF NO TO Q. 13, ASK Q. 14:

14. Some other government-sponsored programs provide jobs or on-the-job training for pay. Examples are: Public Service Employment, the Work Experience Program, the Young Adult Conservation Corps, the J.O.B.S. Program, and the O.J.T. Program.

Since (DATE OF LAST INTERVIEW), have you had a government-sponsored job or on-the-job training for pay? (PAUSE) [Please tell me if (any of) the job(s) you already told me about was this kind of job.]

Yes .....(ASK A)..... 1 24/
No .....(GO TO Q. 15)..... 0

A. IF YES: What was the name of your employer for this job?
RECORD VERBATIM. PROBE: Any others?

_____ _____ _____

FOR EACH EMPLOYER NAME RECORDED IN A, ANSWER B:

B. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'A' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?

YES . (CIRCLE CODE 6 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 6 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 6 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1
NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 6 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 6 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 6 ON THE COVER OF THAT SUPPLEMENT) . 0

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15. Some government programs give employers tax credits for hiring people. The names of some are: Targeted Jobs Tax Credits, WIN, and Welfare Tax Credit.

Since January 1, 1979, have you received a certificate to show employers that you are eligible for any of these programs?

Yes .....(ASK A)..... 1 25/

No .....(GO TO Q. 16)..... 0

A. IF YES: Since (DATE OF LAST INTERVIEW), have you had a job that was part of a tax credit program? [Please tell me if (any of) the job(s) you already told me about was this kind of job.]

Yes .....(ASK B)..... 1 26/

No .....(GO TO Q. 16)..... 0

IF YES TO A, ASK B:

B. What was the name of your employer for this job?
RECORD VERBATIM. PROBE: Any others?

_____ _____ _____

FOR EACH EMPLOYER NAME RECORDED IN B, ANSWER C:

C. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'B' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?

YES . (CIRCLE CODE 7 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 7 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 7 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1
NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 7 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 7 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 7 ON THE COVER OF THAT SUPPLEMENT) . 0

16. HAND CARD M Finally, take a look at this card. Since (DATE OF LAST INTERVIEW), have you had a job for pay that was sponsored by the kinds of government programs listed here? (PAUSE) [Again, please tell me if (any of) the job(s) you already told me about was part of one of these programs.]

Yes .....(ASK A)..... 1 27/

No .....(GO TO Q. 17)..... 0

A. IF YES: What was the name of your employer for this job? RECORD VERBATIM. PROBE: Any others?

FOR EACH EMPLOYER NAME RECORDED IN A, ANSWER B:

B. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'A' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?

YES . (CIRCLE CODE 8 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 8 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 8 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1
NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 8 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 8 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 8 ON THE COVER OF THAT SUPPLEMENT) . 0

17. INTERVIEWER: SEE ITEM 12 ON INFO SHEET. WAS R EMPLOYED ON DATE OF LAST INTERVIEW?

YES .....(ANSWER A)..... 1 28/

NO .....(SKIP TO Q. 19)..... 0

A. IF YES, INTERVIEWER: ARE ALL OF R's EMPLOYERS THAT ARE LISTED IN ITEM 12 OF INFO SHEET NOW ENTERED AT Q. 1 ON THE COVERS OF EMPLOYER SUPPLEMENTS?

YES ....(SKIP TO Q. 19)..... 1 29/

NO 0

---

18. INTERVIEWER: LIST BELOW ALL EMPLOYERS IN ITEM 12 OF INFO SHEET THAT ARE NOT NOW ENTERED AT Q. 1 ON THE COVER OF EMPLOYER SUPPLEMENTS. THEN ASK A.

FOR EACH EMPLOYER NAME RECORDED ABOVE, ASK A:			
A. When we interviewed you last on (DATE OF LAST INTERVIEW) you were working for (READ EMPLOYER (NAME). Have you already told me about (EMPLOYER) for this year but called it by another name?	Yes ..... 1 No . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF EMPLOYER SUPP.) 0	Yes ..... 1 No . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP.) 0	Yes ..... 1 No . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP.) 0

---

19. INTERVIEWER: ALTOGETHER, ON HOW MANY EMPLOYER SUPPLEMENTS HAVE YOU RECORDED AN EMPLOYER NAME?

NONE ...(GO TO SECTION 9)... 00 30-31/

ONE OR MORE ..(SPECIFY NUMBER HERE AND ADMINISTER SUPPLEMENTS NOW, STARTING WITH THE MOST RECENT JOB)..... ☐☐

SECTION 9: PERIODS WHEN R WAS NOT WORKING OR IN THE MILITARY

1. INTERVIEWER: IS R . . . .

15 YEARS OLD.....(SKIP TO SECTION 10).....	1	32/
16-23 YEARS OLD .....(ANSWER A).....	2	

IF 16-23 YEARS OLD, ANSWER A:

A. INTERVIEWER: HAVE YOU DRAWN IN ANY LINES ON ROW A OR B OF THE CALENDAR?

YES .....(GO TO Q. 2).....	1	33/
NO ...(INTERVIEWER: PUT DATE OF LAST INTERVIEW AND TODAY'S DATE IN BOXES FOR PERIOD I, Q. 3A, ON THE NEXT PAGE. PUT BOTH DATES ON ROW C OF THE CALENDAR. DRAW A LINE TO CONNECT THESE DATES. THEN GO TO Q. 3B, NEXT PAGE.).....	0	

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2. INTERVIEWER: SEE CALENDAR ROWS A AND B. ARE THERE ANY GAPS IN YOUR WORK HISTORY CALENDAR? IN OTHER WORDS, ARE THERE ANY SPACES OF A WEEK OR MORE WHERE YOU DO NOT HAVE A LINE DRAWN IN ROW A OR ROW B? (CHECK ALL YOUR DATES CAREFULLY. CHECK THE ENDING DATE OF EACH JOB HELD AND THE STARTING DATE OF THE NEXT JOB.)

THERE ARE SOME GAPS...(GO TO Q. 3A, NEXT PAGE)...	1	34/
ALL TIME IS ACCOUNTED FOR IN LINES A AND B (SKIP TO SECTION 10).....	2	

DK 18-19

	PERIOD 1	PERIOD 2
3. A. INTERVIEWER: DRAW LINES ON ROW C TO REPRESENT PERIODS DURING WHICH THERE ARE NO LINES IN ROW A OR B. USE DATES ENTERED IN ROWS A & B TO INDICATE IN ROW C DATES R BEGAN AND ENDED EACH PERIOD OF NON-EMPLOYMENT. ENTER THE DATES FOR EACH PERIOD INTO BOX A, MOST RECENT PERIOD FIRST. NOW ENTER BELOW THE TOTAL NUMBER OF SEPARATE PERIODS OF NON-EMPLOYMENT:		
TOTAL # OF SEPARATE PERIODS: [ ][ ] 35-36/		
A. FROM [ ][ ][ ][ ][ ][ ] MONTH DAY YEAR	37-42/	62-67/
TO [ ][ ][ ][ ][ ][ ] MONTH DAY YEAR	43-48/	68-73/
		BEGIN DECK 19

FOR EACH SET OF DATES ENTERED IN A, ASK B-H:

B. You said you were not working between (DATES OF FIRST/NEXT PERIOD). During how many of those weeks were you looking for work or on layoff from a job--during none, some, or all of those weeks?		
INTERVIEWER: FOLLOW SKIP INSTRUCTIONS AT B IN COLUMNS.		
B.	None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO H).. 3 49/	None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO H).. 3 10/
C. INTERVIEWER: USE WEEK CALENDAR TO DETERMINE WEEK # OF EACH DATE. ENTER WEEK #s IN BOXES.		
C. [ ][ ] WEEK PERIOD BEGAN	50-51/	11-12/
[ ][ ] WEEK PERIOD ENDED	52-53/	13-14/
D. SUBTRACT WEEK BEGAN FROM WEEK ENDED AND ENTER DIFFERENCE IN BOX D.		
D. [ ][ ] # OF WEEKS	54-55/	15-16/
E. You were not working from (DATE) to (DATE). That would be about (# OF WEEKS IN D) weeks when you were not working. For how many of these weeks were you looking for a job or on layoff from a job? ENTER IN BOX E.		
E. [ ][ ] # OF WEEKS LOOKING OR ON LAYOFF	56-57/	17-18/
F. INTERVIEWER: SUBTRACT # OF WEEKS LOOKING FOR WORK OR ON LAYOFF (BOX E) FROM # OF WEEKS NOT WORKING (BOX D) AND ENTER IN BOX F. READ: That leaves (# OF WEEKS IN F) weeks that you were not working or looking for work.		
F. [ ][ ] # OF WEEKS NOT LOOKING	58-59/	19-20/
G. What would you say was the main reason that you were not looking for work during that period? RECORD VERBATIM AND ENTER CODE IN G.		
G. _____		
[ ][ ] REASON NOT LOOKING	60-61/	21-22/

DID NOT WANT TO WORK ... 01	CHILD CARE PROBLEMS 06
ILL, DISABLED, UNABLE TO WORK 02	PERSONAL/FAMILY REASONS 07
FOR SCHOOL EMPLOYEES:	VACATION 08
SCHOOL WAS NOT IN SESSION FOR THIS PERIOD 03	LABOR DISPUTE/STRIKE 09
ARMED FORCES 04	BELIEVED NO WORK AVAILABLE . 10
PREGNANCY 05	COULD NOT FIND WORK 11
	IN SCHOOL 12
	OTHER (SPECIFY)..... 13

H. INTERVIEWER: IF THERE ARE ANY ADDITIONAL PERIODS, GO BACK TO B FOR THE NEXT PERIOD. OTHERWISE, GO ON TO SECTION 10.

BEGIN DK 20

PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
FROM MONTH DAY YEAR 23-28/	FROM MONTH DAY YEAR 48-53/	FROM MONTH DAY YEAR 10-15/	FROM MONTH DAY YEAR 35-40/
TO MONTH DAY YEAR 29-34/	TO MONTH DAY YEAR 54-59/	TO MONTH DAY YEAR 16-21/	TO MONTH DAY YEAR 41-46/
None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO H).. 3 35/	None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO H).. 3 60/	None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO H).. 3 22/	None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO H).. 3 47/
WEEK PERIOD BEGAN 36-37/	WEEK PERIOD BEGAN 61-62/	WEEK PERIOD BEGAN 23-24/	WEEK PERIOD BEGAN 48-49/
WEEK PERIOD ENDED 38-39/	WEEK PERIOD ENDED 63-64/	WEEK PERIOD ENDED 25-26/	WEEK PERIOD ENDED 50-51/
# OF WEEKS 40-41/	# OF WEEKS 65-66/	# OF WEEKS 27-28/	# OF WEEKS 52-53/
# OF WEEKS LOOKING OR ON LAYOFF 42-43/	# OF WEEKS LOOKING OR ON LAYOFF 67-68/	# OF WEEKS LOOKING OR ON LAYOFF 29-30/	# OF WEEKS LOOKING OR ON LAYOFF 54-55/
# OF WEEKS NOT LOOKING 44-45/	# OF WEEKS NOT LOOKING 69-70/	# OF WEEKS NOT LOOKING 31-32/	# OF WEEKS NOT LOOKING 56-57/
REASON NOT LOOKING 46-47/	REASON NOT LOOKING 71-72/	REASON NOT LOOKING 33-34/	REASON NOT LOOKING 58-59/

SECTION 10: ON GOVERNMENT TRAINING

1. INTERVIEWER: IS R CURRENTLY ENROLLED IN GRADES 1-12?
(SEE Q. 1 ON CALENDAR)

YES .. (SKIP TO SECTION 11) .. 1 60/
NO ..... (READ A) 0

A. IF NO: There are certain kinds of training programs sponsored by the government in which young people who are not attending regular school receive skills training in a workshop or a classroom to prepare them for jobs. Examples of these kinds of skills training include certain CETA programs and the Job Corps, but there are others.

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2. INTERVIEWER: SEE INFO SHEET, ITEM 14. IS A GOVERNMENT TRAINING PROGRAM FROM LAST YEAR'S INTERVIEW LISTED THERE?

YES ..... (READ A) 1 61/
NO ..... (GO TO Q. 3) 0

IF YES TO Q. 2, ASK A:

A. Our records show that at our last interview on (DATE OF LAST INTERVIEW), you were receiving this kind of training at (NAME OF SCHOOL OR AGENCY FROM INFO SHEET). We would like to ask some questions about your participation in this program since (DATE OF LAST INTERVIEW).
ENTER IN Q. 8 (ON NEXT PAGE) THE NAME OF THE SCHOOL OR AGENCY FROM ITEM 14 OF INFO SHEET. THEN GO TO Q. 5.

IF NO TO Q. 2, ASK Q. 3:

3. (Besides the jobs you already told me about,) Since (DATE OF LAST INTERVIEW), have you received skills training from any of these kinds of government-sponsored programs? HAND CARD R

Yes 1 62/
No ... (SKIP TO SECTION 11) .. 0

---

4. Thinking of the (first/next) training program that you attended since (DATE OF LAST INTERVIEW), what is the name of the school or agency where you've received this training? RECORD IN Q. 8, NEXT PAGE, AND GO ON TO Q. 5.

(IF NECESSARY, USE A SECOND QUESTIONNAIRE.)

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5. What is the name of the government program that sponsors this training? RECORD IN Q. 9, NEXT PAGE, AND GO ON TO Q. 6.

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6. [Besides the job(s) you already told me about,] Since (DATE OF LAST INTERVIEW), have you received any other skills training [either from (NAME OF SCHOOL OR AGENCY FROM INFO SHEET, ITEM 14) or] from any of these kinds of government-sponsored training programs? HAND CARD R

IF YES, GO BACK TO Q. 4
FOR THE NEXT PROGRAM

IF NO, GO TO Q. 7 ..... 0 63/

7. INTERVIEWER: IF THERE ARE ANY PROGRAMS ENTERED IN QS. 8 & 9 BELOW, ASK QS. 10-34 NOW. OTHERWISE, SKIP TO SECTION 11.

	COLUMN #1 BEGIN DK 21 10-39/	COLUMN #2 BEGIN DK 22 10-39/
8. ENTER NAME OF SCHOOL OR AGENCY WHERE R RECEIVED TRAINING.	_____	_____
9. ENTER NAME OF THE GOVERNMENT PROGRAM THAT SPONSORS THIS TRAINING.	40-41/ _____	40-41/ _____
10. You told me that you received skills training at (ENTRY IN IN Q. 8) through the (ENTRY IN Q. 9).		
A. INTERVIEWER: WAS THIS TRAINING PROGRAM LISTED ON ITEM 14 OF INFO SHEET? (DID YOU ENTER IN Q. 8 FOR THIS PROGRAM THE NAME OF THE SCHOOL OR AGENCY FROM ITEM 14 OF INFO SHEET?)	42/ YES .. (ENTER THE DATE OF THE LAST INTERVIEW IN "B" BELOW AND GO TO Q. 11) ... 1 NO ... (ASK B) 0	42/ YES .. (ENTER THE DATE OF THE LAST INTERVIEW IN "B" BELOW AND GO TO Q. 11) ... 1 NO ... (ASK B) 0
B. IF NO TO A: When did you start participating in this program?	43-48/ MONTH | DAY | YEAR	43-48/ MONTH | DAY | YEAR
11. Are you currently participating in this program?	49/ Yes . (SKIP TO Q. 13) ..... 1 No 0	49/ Yes . (SKIP TO Q. 13) ..... 1 No 0
12. When did you stop participating in this program? PROBE FOR AND RECORD MONTH, DAY, AND YEAR.	50-55/ MONTH | DAY | YEAR	50-55/ MONTH | DAY | YEAR
13. For a variety of reasons, people often do not participate in their programs some of the time. Between (DATE IN Q. 10) and (now/DATE IN Q. 12), were there any periods of a full week or more during which you did not participate in this program?	56/ Yes ... (ASK A) ..... 1 No .. (GO TO Q. 14) ... 0	56/ Yes ... (ASK A) ..... 1 No .. (GO TO Q. 14) . 0
A. IF YES: Between (DATE IN Q. 10) and (now/DATE IN Q. 12), for how many weeks, altogether, did you not participate in this program?	# WEEKS ☐☐ 57-58/	# WEEKS ☐☐ 57-58/

	COLUMN #1	COLUMN #2
14. How many hours a week (do/did) you usually spend in the program? ENTER # OF HOURS	# HOURS ☐☐ 59-60/	# HOURS ☐☐ 67-68/
15. How many hours a day (do/did) you usually spend in the program? ENTER # OF HOURS	# HOURS ☐☐ 61-62/	# HOURS ☐☐ 69-70/
16. A. As far as you know, (is/was) this training part of a CETA program?	63/ Yes ..... 1 No 0	71/ Yes ..... 1 No 0
B. As far as you know, (is/was) this training (also) part of a WIN program?	64/ Yes ..... 1 No 0	72/ Yes ..... 1 No 0
17. Why did you decide to enter this training program? RECORD VERBATIM. IF MORE THAN ONE REASON GIVEN, PROBE: What was the one main reason? CODE ONE ONLY.	_____ _____ _____ _____ 65-66/	_____ _____ _____ _____ 73-74/
	TO GET MONEY ..... 01 TO GET A BETTER JOB THAN COULD GET ON MY OWN ..... 02 TO GET A JOB ..... 03 TO GET JOB TRAINING OR EXPERIENCE ..... 04 TO HAVE SOMETHING TO DO .. 05 THE TRAINING SOUNDED INTERESTING ..... 06 OTHER (SPECIFY) ..... 07 _____	TO GET MONEY ..... 01 TO GET A BETTER JOB THAN COULD GET ON MY OWN ..... 02 TO GET A JOB ..... 03 TO GET JOB TRAINING OR EXPERIENCE ..... 04 TO HAVE SOMETHING TO DO .. 05 THE TRAINING SOUNDED INTERESTING ..... 06 OTHER (SPECIFY) ..... 07 _____

BEGIN DECK 23

18. INTERVIEWER, IS R CURRENTLY PARTICIPATING IN THIS PROGRAM? ("YES" TO Q.11)	10/ YES . (SKIP TO Q. 20) ... 1 NO 0	16/ YES . (SKIP TO Q. 20) ... 1 NO 0
19. Did you complete this training gram or not?	11/ Completed this program (GO TO Q. 20) ..... 1 Did not complete this program .. (ASK A) 0	17/ Completed this program (GO TO Q. 20) ..... 1 Did not complete this program .. (ASK A) 0
A. IF CODE 0: Why did you leave this program? RECORD VERBATIM. IF MORE THAN ONE REASON GIVEN, PROBE: What was the main reason? CODE ONE ONLY.	_____ _____ _____ _____	_____ _____ _____ _____
	12-13/ EXPELLED FROM PROGRAM .. 01 QUIT BECAUSE FOUND A JOB 02 TRANSFERRED TO ANOTHER PROGRAM ..... 03 DISSATISFIED WITH PAY .. 04 UNSATISFACTORY CONDITIONS ..... 05 LOST INTEREST ..... 06 TOO DIFFICULT ..... 07 PROBLEMS WITH TRANSPORTATION ..... 08 TOO MUCH TIME INVOLVED . 09 PREGNANCY ..... 10 OWN ILLNESS OR DISABILITY ..... 11 OTHER PERSONAL OR FAMILY REASONS ..... 12 MOVED ..... 13 OTHER (SPECIFY) _____ 14	18-19/ EXPELLED FROM PROGRAM .. 01 QUIT BECAUSE FOUND A JOB 02 TRANSFERRED TO ANOTHER PROGRAM ..... 03 DISSATISFIED WITH PAY .. 04 UNSATISFACTORY CONDITIONS ..... 05 LOST INTEREST ..... 06 TOO DIFFICULT ..... 07 PROBLEMS WITH TRANSPORTATION ..... 08 TOO MUCH TIME INVOLVED . 09 PREGNANCY ..... 10 OWN ILLNESS OR DISABILITY ..... 11 OTHER PERSONAL OR FAMILY REASONS ..... 12 MOVED ..... 13 OTHER (SPECIFY) _____ 14
20. We would like to know more about the kinds of services the program provided you. (First/Next) did this program provide you with ... (READ CATEGORIES A & B AND CODE "YES" OR "NO" FOR EACH)	Yes / No	Yes / No
A. Job counseling?	1 / 0 — 14/	1 / 0 — 20/
B. Classroom training to prepare for a GED?	1 / 0 — 15/	1 / 0 — 21/

21. Did this program provide you with other classroom training in reading, writing, or arithmetic?	22/ Yes .... (ASK A) ..... 1 No .. (GO TO Q. 22) ... 0	31/ Yes .... (ASK A) ..... 1 No .. (GO TO Q. 22) ... 0
A. IF YES: Was that classroom training part of a program of English as a second language--that is, a program for people who grew up speaking a language other than English?	23/ Yes ..... 1 No 0	32/ Yes ..... 1 No 0
22. Did this program provide you with classroom training in other skills needed for certain types of jobs?	24/ Yes .... (ASK A) ..... 1 No .. (GO TO Q. 23) ... 0	33/ Yes .... (ASK A) ..... 1 No .. (GO TO Q.23) ... 0
A. IF YES: What kind of job were you being trained for? RECORD VERBATIM.	25-27/ _____ _____ _____ _____	34-36/ _____ _____ _____ _____
23. Did this program place you on a job outside the program?	28/ Yes .... (ASK A) ..... 1 No .. (GO TO Q. 24) ... 0	37/ Yes .... (ASK A) ..... 1 No .. (GO TO Q. 24) ... 0
A. IF YES: Was the job you were placed in a CETA or Public Service Employment--PSE--job?	29/ Yes .... (ASK B) ..... 1 No .. (GO TO Q. 24) ... 0	38/ Yes .... (ASK B) ..... 1 No .. (GO TO Q. 24) ... 0
B. IF YES TO A: In addition to being placed in a CETA or PSE job, were you also placed in a job outside that program?	30/ Yes ..... 1 No 0	39/ Yes ..... 1 No 0

24. Did this program provide you with a job, (other) work experience, or on-the-job training?	40/ Yes .... (ASK A) ..... 1 No .. (GO TO Q. 25) .. 0	51/ Yes .... (ASK A) ..... 1 No ... (GO TO Q. 25) .. 0
A. IF YES: What kind of job were you doing or being trained for? RECORD VERBATIM.	41-43/	52-54/

25. Did this program provide you with (READ CATEGORIES AND CODE "YES" OR "NO" FOR EACH)	Yes	No		Yes	No	
A. Extra help in preparing for college?	1	0	44/	1	0	55/
B. Health care or medical services?	1	0	45/	1	0	56/
C. Childcare?	1	0	46/	1	0	57/
D. Transportation or bus tokens?	1	0	47/	1	0	58/
E. Lodging?	1	0	48/	1	0	59/
F. Meals?	1	0	49/	1	0	60/

26. Did this program provide you with any other kinds of services?	50/ Yes .... (ASK A) ..... 1 No ....(GO TO Q. 27) .. 0	61/ Yes .... (ASK A) ..... 1 No ....(GO TO Q. 27) . 0
A. IF YES: What other kinds of services? RECORD VERBATIM		

BEGIN DECK 24

DECK 23

27. Besides any money you may [presently receive/have receive(d)] through public assistance or Unemployment Compensation (do/while you were in the program, did) you receive any money for participating in this program?

62/

Yes .... (ASK A) 1

No ....(GO TO Q. 28)... 0

A. IF YES: How much money (do/did) you usually receive for participating in this program? Please give me the amount you receive(d) before any deductions like taxes and social security (are/were) taken out.
PROBE IF NECESSARY: (Is/Was) that per hour, per day, per week, or what?

63-67/ ☐☐,☐☐☐.68-69/☐☐

DOLLARS CENTS

70-71/

Per hour 01

Per day 02

Per week 03

Bi-Weekly (every 2 weeks)..... 04

Per month 05

Per year 06

OTHER (SPECIFY)

_____ 07

10/

Yes .... (ASK A) 1

No ....(GO TO Q. 28).. 0

11-15/ ☐☐,☐☐☐.16-17/☐☐

DOLLARS CENTS

18-19/

Per hour 01

Per day 02

Per week 03

Bi-Weekly (every 2 weeks)..... 04

Per month 05

Per year 06

OTHER (SPECIFY)

_____ 07

28.	We would also like to know how you feel about this program. First, how difficult or easy (is/was) the work you (have/had) to perform in this program--very difficult, fairly difficult, not too difficult, fairly easy, or very easy?	20/ Very difficult ..... 1 Fairly difficult ..... 2 Not too difficult ..... 3 Fairly easy ..... 4 Very easy 5	24/ Very difficult ..... 1 Fairly difficult ..... 2 Not too difficult ..... 3 Fairly easy ..... 4 Very easy 5
29.	And how about the discipline in the program--(is/was) it very tough, fairly tough, not too tough, fairly easy, or very easy?	21/ Very tough ..... 1 Fairly tough ..... 2 Not too tough ..... 3 Fairly easy ..... 4 Very easy 5	25/ Very tough ..... 1 Fairly tough ..... 2 Not too tough ..... 3 Fairly easy ..... 4 Very easy 5
30.	How (does/did) the training or experience you received in this program affect your chances of getting a good job--do you feel that your chances of getting a good job (are/were) improved or not improved?	22/ Improved ..... 1 Not improved 2	26/ Improved ..... 1 Not improved 2
31.	INTERVIEWER: SEE ROW B ON CALENDAR. HAS R HAD A JOB SINCE HE LEFT THIS PROGRAM?	23/ YES ....(ASK Q. 32).... 1 NO ...(SKIP TO Q. 33).. 0	27/ YES ...(ASK Q. 32).... 1 NO ...(SKIP TO Q. 33). 0

IF YES TO Q. 31 , ASK Q. 32.
OTHERWISE, SKIP TO Q. 33.

32. After you left the program, did the training or experience you received in this program help you or not help you in performing any job?	28/ Helped ..... 1 Did not help 2	31/ Helped ..... 1 Did not help 2
33. Thinking back over your entire experience in this program, how satisfied or dissatisfied are you with it overall--very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?	29/ Very satisfied ..... 1 Somewhat satisfied .... 2 Somewhat dissatisfied .. 3 Very dissatisfied 4	32/ Very satisfied ..... 1 Somewhat satisfied ... 2 Somewhat dissatisfied . 3 Very dissatisfied 4
34. INTERVIEWER, ARE THERE ANY ADDITIONAL PROGRAMS RECORDED IN COLUMN HEADINGS (Qs 8 AND 9, PAGE 10-2) NOT YET ASKED ABOUT?	30/ YES .. (GO BACK TO PAGE 10-2 AND ASK THE APPROPRIATE QUESTIONS FOR NEXT PROGRAM ..... 1 NO ... (GO TO SECTION 11) . 0	33/ YES .. (USING THE SECOND QUESTIONNAIRE, GO TO PAGE 10-2 AND ASK THE APPROPRIATE QUESTIONS FOR THE NEXT PROGRAM) ..... 1 NO ... (GO TO SECTION 11). 0

SECTION 11: OTHER TRAINING

1. INTERVIEWER: IS R ...

15 YEARS OLD ... (SKIP TO SECTION 12) 1
16-23 YEARS OLD ... (READ A) 2

34/

A. IF CODE 2: Now I would like to ask you about types of schooling and training we haven't talked about yet.

---

2. INTERVIEWER: SEE INFO SHEET, ITEM 15. IS AN "OTHER TRAINING PROGRAM" FROM LAST YEAR'S INTERVIEW-LISTED THERE?

YES .... (ASK Q. 3) 1
NO ..... (GO TO Q. 4) 0

35/

IF YES TO Q. 2, ASK Q. 3:

3. A. INTERVIEWER: CODE BELOW EACH TYPE OF TRAINING AGENCY FROM INFO SHEET, ITEM 15.

	1st PROGRAM	2nd PROGRAM
	36-37/	45-46/
1) BUSINESS COLLEGE	 01	 01
2) A NURSE'S PROGRAM	 02	 02
3) AN APPRENTICESHIP PROGRAM	 03	 03
4) A VOCATIONAL OR TECHNICAL INSTITUTE	 04	 04
5) BARBER OR BEAUTY SCHOOL	 05	 05
6) FLIGHT SCHOOL	 06	 06
7) A CORRESPNDENCE COURSE	 07	 07
8) COMPANY TRAINING	 08	 08

FOR EACH TYPE OF TRAINING AGENCY IN A, ASK B-E:

B. Our records show that on our last interview on (DATE OF LAST INTERVIEW), you were receiving training at (TYPE OF TRAINING AGENCY). We would (also) like to ask you a few questions about that training. First, what job were you being trained for?

	1st PROGRAM	2nd PROGRAM
	38-40/	47-49/

C. When did you finish or leave the training?

	1st PROGRAM	2nd PROGRAM
	41-44/	50-53/
	Month Year	Month Year
	OR	OR
	STILL ENROLLED (GO TO E) 0001	STILL ENROLLED (GO TO E) 0001

3. (Continued)

	1st PROGRAM		2nd PROGRAM	
D. Did you complete this training or not?				
Completed training	 1	54/	.....	57/
Did not complete training	 0		.....	
E. How many hours per week (did/do) you usually spend ...				
IF APPRENTICESHIP: in all your apprenticeship activities? IF CORRESPONDENCE COURSE: working on these materials? ALL OTHERS: in this training?				
ENTER HOURS/WEEK:	☐☐	55-56/	☐☐	58-59/

F. IF THERE IS A SECOND PROGRAM CODED IN A, ASK B-E FOR THAT PROGRAM NOW.

---

4. INTERVIEWER: READ PHRASES A, B, AND/OR C, AS APPROPRIATE. THEN GO ON TO D BELOW.

A. IF, SINCE DATE OF LAST INTERVIEW, R WAS ENROLLED IN REGULAR SCHOOL, READ: Besides your regular schooling...

B. IF R WAS IN ANY BRANCH OF THE MILITARY SINCE DATE OF LAST INTERVIEW, READ: (and) Besides your military experience...

C. IF R HAD ANY GOVERNMENT-SPONSORED JOB OR TRAINING SINCE DATE OF LAST INTERVIEW, READ: (and) Besides any training you received in a government-sponsored program...

D. Since (DATE OF LAST INTERVIEW), have you received training from any (other) source, such as the kinds of places listed on this card? (HAND CARD S) For example, training in a business college, nurses program, an apprenticeship program, a vocational-technical institute, or any of these other kinds of sources?

Yes 1 60/

No ..... (SKIP TO SECTION 12) 0

---

5. Did you receive training from any of these sources for one month or more?

Yes 1 61/

No ..... (SKIP TO SECTION 12) 0

6. Now I would like to ask you some questions about each kind of training in which you were enrolled for at least a month since (DATE OF LAST INTERVIEW). Let's begin with the first program in which you were enrolled since (DATE OF LAST INTERVIEW).

DECK 24 BEGIN DECK 25

	1st PROGRAM	2nd PROGRAM	3rd PROGRAM
a. What job were you being trained for?	_____ 62-64/	_____ 10-12/	_____ 27-29/
b. HAND CARD S. Which category on this card best describes where you received this training?	65-66/	13-14/	30-31/
1) Business college	 01	 01	 01
2) A nurses program	 02	 02	 02
3) An apprenticeship program	 03	 03	 03
4) A vocational or technical institute	 04	 04	 04
5) Barber or beauty school	 05	 05	 05
6) Flight school	 06	 06	 06
7) A correspondence course	 07	 07	 07
8) Company training	 08	 08	 08
9) Other (SPECIFY)	 09	 09	 09
	_____	_____	_____
	_____	_____	_____
c. When did you start the training?	67-70/ Month | Year	15-18/ Month | Year	32-35/ Month | Year
d. When did you finish or leave the training?	71-74/ Month | Year OR STILL ENROLLED (GO TO F) 0001	19-22/ Month | Year OR STILL ENROLLED (GO TO F) 0001	36-39/ Month | Year OR STILL ENROLLED (GO TO F) 0001
e. Did you complete this training or not?			
Completed training	..... 1 75/	..... 1 23/	..... 1 40/
Did not complete training	 0	 0	 0
f. How many hours per week (did/do) you usually spend . . . IF APPRENTICESHIP: in all your apprenticeship activities? IF CORRESPONDENCE COURSE: working on these materials? ALL OTHERS: in this training? ENTER HOURS/WEEK:	76-77/	24-25/	41-42/
g. HAND CARD S. Since (DATE OF LAST INTERVIEW), have you received for at least one month any other kind of training from one of these sources?	78/ Yes . (GO BACK TO a ABOVE)..1 No . (GO TO SECTION 12)..0	26/ Yes . (GO BACK TO a ABOVE)..1 No . (GO TO SECTION 12).. 0	43/ Yes . (GO TO SECTION 12) ..1 No . (GO TO SECTION 12) ..0

SECTION 12: DEGREES, CERTIFICATES, AND LICENSES

1. Since we last talked with you (DATE OF LAST INTERVIEW), have you obtained any kind of degree or certificate, for example, an Associate's degree or any other type of college degree, or any type of journeyman's card, license, or certificate <u>for practicing a profession or trade</u>?

Yes .. (ASK A-F) .. 1 44/
No ..(GO TO Q. 2) . 0

IF YES, ASK A-F:

A. What is the name of the (first/second) one you received?	ASSOCIATE'S DEGREE ..(GO TO E) .....1 45/ BACHELOR'S DEGREE ..(GO TO E) .... 2 MASTER'S DEGREE .. (GO TO E) ... 3 OTHER (SPECIFY) _____ 4	ASSOCIATE'S DEGREE ..(GO TO E) .... 1 56/ BACHELOR'S DEGREE .. (GO TO E) ... 2 MASTER'S DEGREE .. (GO TO E) ... 3 OTHER (SPECIFY) _____ 4
B. Is that a certificate, a license, or a journeyman's card? CODE ALL THAT APPLY.	Certificate ..... 1 46/ License ..... 2 Journeyman's card. 3 OTHER (SPECIFY AND GO TO D) _____ 4	Certificate ..... 1 57/ License ..... 2 Journeyman's card. 3 OTHER (SPECIFY AND GO TO D) _____ 4
C. Is it still valid?	Yes .....1 47/ No 0	Yes ..... 1 58/ No 0
D. For what profession or trade is that [certificate/license/ journeyman's card/ (OTHER)]?	48-50/ _____	59-61/ _____
E. In what month and year did you receive it?	MONTH YEAR 51-54/	MONTH YEAR 62-65/
F. Since (DATE OF LAST INTERVIEW), have you obtained any <u>other</u> degrees, or journeyman's cards, licenses, or certificates for practicing a profession or trade?	Yes.. (GO TO "A" FOR NEXT DEGREE, CERTIF., ETC.).. 1 55/ No .. (GO TO Q. 2) 0	Yes ..... 1 66/ No ..(GO TO Q. 2) 0

2. Do you have a valid driver's license?

Yes 1 67/
No 0

SECTION 13: ON HEALTH

1. INTERVIEWER: IS THERE AN ENTRY IN Q. 13A, SECTION 7, PAGE 7-9? (DID R HAVE A JOB LAST WEEK?) OR WAS R ON ACTIVE DUTY IN THE ACTIVE FORCES LAST WEEK? (SEE ROW A ON CALENDAR.)

YES .....(GO TO Q. 2)..... 1 68/
NO .....(ASK A)..... 0

A. IF NO: Would your health keep you from working on a job for pay now?

Yes .....(GO TO Q. 4)..... 1 69/
No 0

---

2. A. (Are you/Would you be) limited in the kind of work you (could) do on a job for pay because of your health?

Yes 1 70/
No 0

B. (Are you/Would you be) limited in the amount of work you (could) do because of your health?

Yes 1 71/
No 0

---

3. INTERVIEWER: SEE QS. 2A & B. IS ANY "YES" ANSWER CODED IN THESE QUESTIONS?

YES 1 72/
NO ...(SKIP TO SECTION 14)... 0

---

4. Since what month and year have you had this limitation?

ENTER MONTH ☐☐ 73-74/

AND

YEAR 19☐☐ 75-76/

OR

IF VOLUNTEERED: All my life 0000

5. INTERVIEWER: ARE ANY HEALTH LIMITATIONS LISTED AT ITEM 16 ON INFO SHEET?

YES .....(ASK A)..... 1 10/
NO .....(SKIP TO Q. 8)..... 0

A. IF YES: Last year when we interviewed you, you said you were limited in the work you could do because of (READ CONDITION(S) FROM INFO SHEET, ITEM 16). Are you still limited in the amount or kind of work you (could) do for pay because of (this/these) condition(s)?

Yes 1 11/
No .....(SKIP TO Q. 8)..... 0

---

6. A. What other health condition causes you to be limited in the amount or kind of work you (could) do at the present time? PROBE: What other condition causes you to be limited in work? RECORD VERBATIM.

_____ 12-15/
_____ 16-19/
_____ 20-23/

OR

NO OTHER CONDITION ... (ENTER BELOW CONDITION FROM INFO SHEET, ITEM 16, AND SKIP TO SECTION 14) V997

_____ 24-27/
_____ 28-31/

B. Which health condition would you say is the main cause of your limitation in work? RECORD VERBATIM.

_____ 32-80/
_____

---

7. INTERVIEWER: IS MAIN CONDITION (ONE OF) THE SAME HEALTH PROBLEM(S) R HAD LAST YEAR? BEGIN DECK 27

YES ..(SKIP TO SECTION 14)... 1 10/
NO .....(SKIP TO Q. 10)..... 0

---

8. What health condition causes you to be limited in the amount or kind of work you (could) do at the present time? PROBE: What other condition causes you to be limited in work? RECORD VERBATIM.

_____ 11-14/
_____ 15-18/
_____ 19-22/
_____

IF MORE THAN ONE CONDITION IN Q. 8, ASK Q. 9. OTHERWISE, SKIP TO Q. 10

9. Which of these health conditions would you say is the main cause of your limitation in work? RECORD VERBATIM.

_____ 23-26/
_____ 27-30/
_____ 31-80/

BEGIN DECK 28

ASK QS. 10-19 ABOUT THE ONE (MAIN) CONDITION R HAS:
(IF "ALL MY LIFE" IN Q. 4, CIRCLE CODE 0000 WITHOUT ASKING.)

10. And since what month and year have you had this condition?

ENTER MONTH ☐☐ 10-11/

AND

YEAR 19☐☐ 12-13/

OR

IF VOLUNTEERED: All my life 0000

---

11. A. Did you ever see or talk to a doctor or other medical person about your (CONDITION)?

Yes 1 14/

No 0

B. INTERVIEWER: IS R'S HEALTH CONDITION A "NORMAL PREGNANCY"?

YES ...(SKIP TO SECTION 14).. 1 15/

NO 0

IF NO IN Q. 11A, TRANSCRIBE (MAIN) CONDITION TO Q. 12A. OTHERWISE, ASK Q. 12A.

12. A. What did the doctor or other medical person say it was--did he give it a medical name? RECORD VERBATIM.

_____ 16-19/

_____ 20-23/

_____

B. What was the cause of (CONDITION)? RECORD VERBATIM.

_____ 24-28/

_____ 29-33/

C. INTERVIEWER: CIRCLE APPROPRIATE CODE BELOW. R'S CONDITION IS CAUSED BY . . .

ACCIDENT OR INJURY ....(SKIP TO Q. 17)... 1 34/

CANCER .....(SKIP TO Q. 15)... 2

NEITHER .....(CONTINUE BELOW)... 3

IF ENTRY IN Q. 12A OR B INCLUDES ANY OF THE FOLLOWING WORDS. ASK Q. 13:

AILMENT	ATTACK	DEFECT	GROWTH	TROUBLE
ANEMIA	CONDITION	DISEASE	MEASLES	TUMOR
ASTHMA	CYST	DISORDER	RUPTURE	ULCER

13. What kind of (READ APPROPRIATE WORD FROM LIST ABOVE) is it? RECORD VERBATIM.

_____ 35-38/

_____

IF ALLERGY OR STROKE, ASK Q. 14:

14. How does the (allergy/stroke) affect you? RECORD VERBATIM. 39-42/

_____ 43-46/

---

15. What part of the body is affected? RECORD VERBATIM. PROBE IF NECESSARY: What specific part of the body is affected?

PROBE: Was any other part of the body affected? 47-48/

_____ 49-50/

_____ 51-52/

---

16. When did you first notice the (CONDITION)?

ENTER MONTH ☐☐ 53-54/

AND

YEAR 19☐☐ 55-56/

OR

IF VOLUNTEERED: Since birth 0000

OR

IF VOLUNTEERED: Discovered by a doctor or other medical person .(ASK A). 0002

A. IF CODE 0002: When was it discovered?

ENTER MONTH ☐☐ 57-58/

AND

YEAR 19☐☐ 59-60/

OR

IF VOLUNTEERED: At birth 0000

SKIP TO SECTION 14

ASK QS. 17-19 IF ACCIDENT OR INJURY. OTHERWISE, SKIP TO SECTION 14.

17. When did the accident or injury happen?

ENTER MONTH ☐☐ 61-62/

AND

YEAR 19☐☐ 63-64/

OR

IF VOLUNTEERED: At birth 0000

BEGIN DECK 29

18. At the time of the accident, what part of the body was hurt? RECORD IN A.

What kind of injury was it? RECORD IN B.

PROBE: What other part of the body was hurt?

A. PART(S) OF BODY		B. KIND OF INJURY	
_____	10-11/	_____	12-15/
		_____	
_____	16-17/	_____	18-21/
		_____	
_____	22-23/	_____	24-27/
		_____	

ASK Q. 19 IF ACCIDENT HAPPENED MORE THAN 3 MONTHS AGO (SEE Q. 17).

19. What part of the body is affected now? RECORD IN A.

How is (PERSON'S PART OF THE BODY) affected now? RECORD IN B.

PROBE: Is any other part of the body affected now? RECORD VERBATIM.

A. PART(S) OF BODY		B. PRESENT EFFECTS	
_____	28-29/	_____	30-33/
		_____	
_____	34-35/	_____	36-39/
		_____	
_____	40-41/	_____	42-45/
		_____	

SECTION 14: ON SELF ESTEEM

1. Now I'm going to read a list of opinions people have about themselves. HAND CARD T. After I read each one I want you to tell me how much you agree or disagree with these opinions. (First/Next) (READ STATEMENT). Do you strongly agree, agree, disagree, or strongly disagree with this opinion?

		Strongly agree	Agree	Disagree	Strongly disagree	
A.	I feel that I'm a person of worth, at least on an equal basis with others	1	2	3	4	46/
B.	I feel that I have a number of good qualities.	1	2	3	4	47/
C.	All in all, I am inclined to feel that I am a failure.	1	2	3	4	48/
D.	I am able to do things as well as most other people.	1	2	3	4	49/
E.	I feel I do not have much to be proud of.	1	2	3	4	50/
F.	I take a positive attitude toward myself.	1	2	3	4	51/
G.	On the whole, I am satisfied with myself.	1	2	3	4	52/
H.	I wish I could have more respect for myself.	1	2	3	4	53/
I.	I certainly feel useless at times.	1	2	3	4	54/
J.	At times I think I am no good at all.	1	2	3	4	55/

SECTION 15: DELINQUENCY AND DRUGS

1. INTERVIEWER: CODE BELOW.

R IS UNDER 18 YEARS OLD	1	56/
R IS 18 YEARS OLD OR OLDER.. (CROSS OUT QS. 1-3 ON FORM J. THEN GO ON TO Q. 2)	2	

---

2. This section deals with activities which may be against the rules or against the law. I want to remind you that all of your answers are confidential. Your answers will not be seen by anyone but our trained survey staff. I am going to give you an answer sheet and an envelope. When we have finished the sheet, I want you to put the answer sheet into the envelope and seal it. This way, no one who knows you will see any of your answers. We are doing this so that everyone in the study can answer these questions honestly. We hope that you will answer all of these questions. However, if you find a question which you cannot answer honestly, we would prefer that you leave it blank.

On this form are descriptions of types of activities that some young people can get into trouble for. I want you to read each item, and put a check mark after the category which best describes the number of times in the last year you have done the activity described. If you cannot remember exactly the number of times you have done something, just write down your best guess. (HAND FORM J AND PAUSE TO LET R LOOK AT IT.) Do you have any questions about how to fill out the form?

We need to know how often you might have done these things in the last year, so, before we start, I want you to think back to what you were doing a year ago, that is (DATE ONE YEAR AGO). (IF POSSIBLE, REFERENCE A HOLIDAY OR OTHER OCCASION TO HELP R REMEMBER.) Try not to report anything you may have done before (DATE ONE YEAR AGO).

IF R IS 18 YEARS OLD OR OLDER, SAY: Please skip questions 1-3, as those questions are only for people under 18 years of age.

GIVE R TIME TO ANSWER. HAND R ENVELOPE.
READ: Now put the form in this envelope and seal it. It will not be opened until it gets back to the survey staff in Chicago.

TAKE ENVELOPE, AND GO TO THE NEXT SECTION.

SECTION 16: REPORTED POLICE CONTACTS

For a variety of reasons, many young people come into contact with the police or with the court system at some time. Sometimes, these contacts with the police are very serious. Other times, the reason may be a minor problem or a misunderstanding.

1. Other than for a minor traffic violation, have you ever been stopped by the police, but not picked up or arrested?

Yes .....(ASK A-C) 1 57/
No .....(GO TO Q. 2) 0

IF YES, ASK A-C

A. How many times have you ever been stopped?

OF TIMES: [ ][ ] 58-59/

B. How many times in the last 12 months?

OF TIMES: [ ][ ] 60-61/

C. How old were you when this happened (the first time)?

AGE: [ ][ ] 62-63/

---

2. Not counting minor traffic offenses, have you ever been booked or charged for breaking a law, either by the police or by someone connected with the courts?

Yes .....(ASK A-E) 1 64/
No .....(GO TO Q. 3) 0

IF YES, ASK A-E

A. How many times have you ever been booked or charged with something?

OF TIMES: [ ][ ] 65-66/

B. How many times have you been booked or charged in the last 12 months?

OF TIMES: [ ][ ] 67-68/

C. (The most recent time), when were you booked or charged?

ENTER MONTH [ ][ ] 69-70/

AND YEAR: [ ][ ] 71-72/

D. (The very first time you were booked or charged), how old were you then?

AGE: [ ][ ] 73-74/

E. All states have separate courts for juveniles and for adults. Other than for a minor traffic offense, have you ever been booked or charged with anything in adult court?

Yes 1 75/
No 0

3. Have you ever been convicted of any charges other than a minor traffic violation?

Yes ..... (ASK A-E)	1	10/
No ..... (GO TO Q. 4)	0	

IF YES, ASK A-E

A. How many times have you ever been convicted of something?

OF TIMES: ☐☐ 11-12/

B. How old were you (the first time/when) this happened?

AGE: ☐☐ 13-14/

C. When was your (most recent) conviction?

ENTER MONTH ☐☐ 15-16/

AND

YEAR 19 ☐☐ 17-18/

D. What charges have you ever been convicted of?

PROBE: What other charges have you ever been convicted of?

RECORD VERBATIM AND CODE ALL THAT APPLY.

_____

_____

_____

1.	Assault: An attack on a person with a weapon or hands, e.g., battery, rape, aggravated assault, manslaughter	01	19-20/
2.	Robbery: Taking something from someone using a weapon or force, e.g., robbery, mugging, "hold ups"	02	21-22/
3.	Theft: Taking something without the use of force, e.g., burglary, larceny, shoplifting, theft not coded elsewhere ..	03	23-24/
4.	Theft by deception: e.g., forgery, fraud, embezzlement, bad checks	04	25-26/
5.	Fencing, receiving, possessing, or selling stolen property	05	27-28/
6.	Destruction of property: Vandalism, arson, malicious destruction, etc.	06	29-30/
7.	Other property offense: Trespass, breaking and entering (other than burglary)	07	31-32/
8.	Gambling: Running numbers, bookmaking, or other participation in illegal gambling activities	08	33-34/
9.	Commercial vice, such as prostitution or pimping	09	35-36/
10.	Possession or use of marijuana or hashish	10	37-38/
11.	Selling marijuana or hashish	11	39-40/
12.	Possession or use of other illicit drugs	12	41-42/
13.	Sale or manufacture of other illicit drugs	13	43-44/
14.	Major traffic offense: Driving under the influence of alcohol or other drug, reckless driving, driving without a license, etc.	14	45-46/
15.	Drinking or purchasing alcohol, under age	15	47-48/
16.	Status offense: any other offense which would not be illegal if the respondent were an adult, e.g., run away from home, truancy, curfew violation, incorrigibility (or person in need of supervision).....	16	49-50/
17.	Other (SPECIFY) _____	17	51-52/

3. (Continued)

E. Other than a minor traffic violation, have you ever been convicted of anything in an adult court?

53/

Yes 1

No 0

---

4. Have you ever been referred to a court-related counseling or diversion program by the police, courts, school, or by your parents?

54/

Yes ..... (ASK A-C) 1

No ..... TO Q. 5) 0

IF YES, ASK A-C

A. How many times were you ever referred this kind of program?

OF TIMES: ☐☐ 55-56/

B. How old were you when this happened (the first time)?

AGE: ☐☐ 57-58/

C. When did your (most recent) counseling program end?

ENTER MONTH ☐☐ 59-60/

AND YEAR: 19 ☐☐ 61-62/

OR

R IS NOW IN COUNSELING 9995

OR

R NEVER ATTENDED THE COUNSELING PROGRAM 0000

---

5. INTERVIEWER: HAS R EVER BEEN STOPPED, BOOKED/CHARGED, OR CONVICTED? (YES TO Q. 1, Q. 2, OR Q. 3)

63/

YES 1

NO ..... (SKIP TO SECTION 17) .. 0

6. Have you ever been on probation?

Yes ..... (ASK A & B)..... 1 64/
No ..... (GO TO Q. 7) 0

IF YES, ASK A AND B

A. How many times were you ever on probation?

OF TIMES: ☐☐ 65-66/

B. When did your (most recent) probation end?

ENTER MONTH ☐☐ 67-68/
AND
YEAR: 19 ☐☐ 69-70/

OR

R IS NOW ON PROBATION 9995

---

7. Have you ever been sentenced to spend time in a corrections institution, like a jail, prison, or a youth institution like a training school or reform school?

Yes ..... (ASK A-C) 1 71/
No ..... (SKIP TO SECTION 17) 0

IF YES, ASK A-C

A. How many times were you ever sent to a youth corrections institution?

OF TIMES: ☐☐ 72-73/

B. How many times were you ever sent to an adult corrections institution?

OF TIMES: ☐☐ 74-75/

C. When were you released (the most recent time)?

ENTER MONTH ☐☐ 76-77/
AND
YEAR: 19 ☐☐ 78-79/

OR

R IS NOW IN A CORRECTIONS INSTITUTION..... 9995

BEGIN DECK 31

SECTION 17: ON ASSETS AND INCOME

1. INTERVIEWER: (Excuse me for a moment while I check my instructions.)

A. IS R AGE 18 OR OLDER? (SEE SECTION 1, Q. 1)

YES ... (GO TO Q. 2) 1 10/
NO 0

B. HAS R EVER BEEN MARRIED? (SEE INFO SHEET, Item 1 AND SECTION 2, Q. 1)

YES ... (GO TO Q. 2) 1 11/
NO 0

C. HAS R EVER HAD A CHILD? (SEE INFO SHEET, Item 2 AND SECTION 3, Q. 1)

YES ... (GO TO Q. 2) 1 12/
NO 0

D. IS R ENROLLED IN COLLEGE? (SEE CALENDAR: GRADE IN Q. 1 IS 13 OR HIGHER)

YES ... (GO TO Q. 2) 1 13/
NO 0

E. DOES R LIVE OUTSIDE PARENTAL HOME? (HH INTERVIEW WITH A VERSION B OR C)

YES ... (GO TO Q. 2) 1 14/
NO . (SKIP TO Q. 38, P. 17-14) 0

---

2. INTERVIEWER: IS R "CURRENTLY MARRIED" AND IS R'S SPOUSE LISTED ON THE HOUSEHOLD ENUMERATION?

YES ..... (ASK Q. 3 FOR BOTH COLUMNS 1 & 2;
THEN ASK Q. 4 FOR BOTH COLUMNS 1 & 2;
THEN ASK Q. 5 FOR BOTH COLUMNS 1 & 2;
THEN ASK Q. 6 FOR BOTH COLUMNS 1 & 2)..... 1 15/

NO ..... (ASK QS. 3-6 FOR COLUMN 1 ONLY) 0

---

3. Now I would like to ask you some questions about your income in 1979.

COLUMN 1 FOR RESPONDENT	COLUMN 2 FOR R'S SPOUSE
A. During 1979, did you receive any income from service in the military?	During 1979, did your (husband/wife) receive any income from service (he/she) performed in the military?
Yes .. (ASK B) ..... 1 16/ No .. (GO TO Q. 4) .. 0	Yes .. (ASK B) ..... 1 23/ No ... (GO TO Q. 4) . 0
B. IF YES: And how much total income did you receive during 1979 from the military before taxes and other deductions? Please include money received from special pays, allowances, and bonuses.	IF YES: And how much total income did your (husband/wife) receive during 1979 from the military before taxes and other deductions? Please include money received from special pays, allowances, and bonuses.
$ ☐☐☐ , ☐☐☐ .00	$ ☐☐☐ , ☐☐☐ .00
17-22/	24-29/

COLUMN 1 FOR RESPONDENT

4. IF R EARNED ANY MONEY FROM THE MILITARY IN 1979, READ A. OTHERWISE, GO TO B.

A. Not counting any money you received from your military service...

B. During 1979, how much did you receive from wages, salary, commissions, or tips from all (other) jobs, before deductions for taxes or anything else?

$ [ ][ ][ ] , [ ][ ][ ] .00 30-35/

OR

NONE.....000000

COLUMN 2 FOR R'S SPOUSE

4. IF SPOUSE EARNED ANY MONEY FROM THE MILITARY IN 1979, READ A. OTHERWISE, GO TO B.

A. Not counting any money your (husband/wife) received from (his/her) military service...

B. During 1979, how much did your (husband/wife) receive from wages, salary, commissions, or tips, from all (other) jobs, before deductions for taxes or anything else?

$ [ ][ ][ ] , [ ][ ][ ] .00 44-49/

OR

NONE.....000000

DON'T KNOW.....999998

5. During 1979, did you receive any money in income ...

A. from your own farm?

Yes 1 36/
No 0

B. from your own nonfarm business, partnership or professional practice?

Yes 1 37/
No 0

INTERVIEWER: IF A OR B IS CODED "YES," ASK C.

OTHERWISE, GO TO Q. 5, COLUMN 2 FOR R'S SPOUSE OR GO TO Q. 6.

C. IF YES TO A OR B: How much did you receive after expenses?

$ [ ][ ][ ] , [ ][ ][ ] . 00 38-43/

OR

NONE 000000

OR

DON'T KNOW 999998

5. (In addition to the income you received from such sources), During 1979, did your (husband/wife) receive any money in income ...

A. from (his/her) own farm?

Yes 1 50/
No 0
DON'T KNOW 8

B. from (his/her) own nonfarm business, partnership, or professional practice?

Yes 1 51/
No 0
DON'T KNOW 8

INTERVIEWER: IF A OR B IS CODED "YES," ASK C. OTHERWISE, GO TO Q. 6.

C. IF YES TO A OR B: How much did (he/she) receive after expenses?

$ [ ][ ][ ] , [ ][ ][ ] . 00

OR 52-57/

NONE 000000

OR

DON'T KNOW 999998

COLUMN 1 FOR RESPONDENT

6. During 1979, did you receive any unemployment compensation?

Yes ....(ASK A-C)..... 1 58/
No .....(GO TO COLUMN 2 OR TO Q. 7)..... 0

IF YES, ASK A-C:
SHOW R CALENDAR

A. In which months of 1979 did you receive unemployment compensation? CODE ALL THAT APPLY

BEGIN DECK 32

JANUARY	01	10-11/
FEBRUARY	02	12-13/
MARCH.....	03	14-15/
APRIL.....	04	16-17/
MAY	05	18-19/
JUNE.....	06	20-21/
JULY.....	07	22-23/
AUGUST.....	08	24-25/
SEPTEMBER.....	09	26-27/
OCTOBER.....	10	28-29/
NOVEMBER.....	11	30-31/
DECEMBER.....	12	32-33/

B. During how many weeks in 1979 did you receive unemployment compensation?

WEEKS: ☐☐ 34-35/

C. How much did you receive per week on the average?

$ ☐,☐☐☐.00

36-39/

IF R HAS A SPOUSE, GO TO Q. 6 FOR COLUMN 2. OTHERWISE, GO TO Q. 7.

COLUMN 2 FOR R'S SPOUSE

During 1979, did your (husband/wife) receive any unemployment compensation?

Yes ....(ASK A-C)..... 1 59/
No .....(GO TO Q. 7)... 0
DON'T KNOW.(GO TO Q.7). 8

END DK 31

IF YES, ASK A-C:
SHOW R CALENDAR

A. In which months of 1979 did your (husband/wife) receive unemployment compensation? CODE ALL THAT APPLY

JANUARY	01	40-41/
FEBRUARY.....	02	42-43/
MARCH.....	03	44-45/
APRIL.....	04	46-47/
MAY	05	48-49/
JUNE.....	06	50-51/
JULY.....	07	52-53/
AUGUST.....	08	54-55/
SEPTEMBER.....	09	56-57/
OCTOBER.....	10	58-59/
NOVEMBER.....	11	60-61/
DECEMBER.....	12	62-63/
OR		
DON'T KNOW.	98	64-65/

B. During how many weeks in 1979 did your (husband/wife) receive unemployment compensation?

WEEKS: ☐☐ 66-67/

OR

DON'T KNOW ... 98

C. How much did (he/she) receive per week on the average?

$ ☐,☐☐☐.00

OR 68-71/

DON'T KNOW ... 9998

BEGIN DECK 33

7. INTERVIEWER: HAS RESPONDENT EVER HAD A CHILD?

YES .....(ASK A)..... 1 10/
NO.....(GO TO Q. 8)..... 0

A. IF YES: During 1979, did you receive any money from someone living outside this household for alimony or child support?

Yes .....(ASK B)..... 1 11/
No .....(GO TO Q.8)..... 0

B. IF YES TO A: How much did you receive in 1979 for alimony or child support?

$ [ ][ ] , [ ][ ][ ].00 12-16/

OR
DON'T KNOW.....99998

---

8. INTERVIEWER: IF ANYONE OTHER THAN R'S SPOUSE AND CHILDREN IS LISTED IN HOUSEHOLD ENUMERATION, READ A BELOW. OTHERWISE, GO TO B.

A. For these next few questions, we are interested in different kinds of payments that might have been made directly to you [or your (husband/wife)]. For these questions, please do not include any payments that were made to your parents or to other members of your family, even if the payments were used to help pay for your support.

B. During 1979, did you [or your (husband/wife)] receive any payments from Aid to Families with Dependent Children--AFDC?

Yes....(ASK C & D)..... 1 17/
No.....(GO TO Q. 9)..... 0

IF YES, ASK C & D:

C. In which months of 1979 did you [or your (husband/wife)] receive AFDC payments? CODE ALL THAT APPLY.

JANUARY.....	01	18-19/
FEBRUARY	02	20-21/
MARCH.....	03	22-23/
APRIL.....	04	24-25/
MAY.....	05	26-27/
JUNE.....	06	28-29/
JULY.....	07	30-31/
AUGUST.....	08	32-33/
SEPTEMBER.....	09	34-35/
OCTOBER.....	10	36-37/
NOVEMBER.....	11	38-39/
DECEMBER.....	12	40-41/

D. During 1979, how much did you [or your (husband/wife)] receive per month on the average from AFDC?

$ [ ] , [ ][ ][ ] .00 42-45/

OR
DON'T KNOW.....9998

9. During 1979, did you [or your (husband/wife)] receive any food stamps under the government's Food Stamp Plan?

Yes .....(ASK A & B)..	1	46/
No .....(GO TO Q. 10).	0	

IF YES, ASK A & B:

A. In which months of 1979 did you [or your (husband/wife)] receive food stamps? CODE ALL THAT APPLY.

JANUARY.....	01	47-48/
FEBRUARY.....	02	49-50/
MARCH.....	03	51-52/
APRIL.....	04	53-54/
MAY.....	05	55-56/
JUNE.....	06	57-58/
JULY.....	07	59-60/
AUGUST.....	08	61-62/
SEPTEMBER.....	09	63-64/
OCTOBER.....	10	65-66/
NOVEMBER.....	11	67-68/
DECEMBER.....	12	69-70/

B. How many dollars worth of food stamps did you [or your (husband/wife)] receive during (MOST RECENT MONTH CODED IN A)?

$ [ ] , [ ][ ][ ] .00 71-74/

---

10. [Besides the (AFDC) (and) (food stamps)], During 1979, did you [or your (husband/wife)] receive any Supplemental Security Income?

Yes .....(ASK A & B)....	1	75/
No .....(GO TO Q. 11)...	0	

IF YES, ASK A & B:

A. In which months of 1979 did you [or your (husband/wife)] receive Supplemental Security Income? CODE ALL THAT APPLY.

BEGIN DECK 34

JANUARY.....	01	10-11/
FEBRUARY.....	02	12-13/
MARCH.....	03	14-15/
APRIL.....	04	16-17/
MAY.....	05	18-19/
JUNE.....	06	20-21/
JULY.....	07	22-23/
AUGUST.....	08	24-25/
SEPTEMBER.....	09	26-27/
OCTOBER.....	10	28-29/
NOVEMBER.....	11	30-31/
DECEMBER.....	12	32-33/

B. And how much did you [or your (husband/wife)] receive per month, on the average, during 1979?

$[ ] . [ ][ ][ ] .00 34-37/

OR

DON'T KNOW 9998

11. During 1979, did you [or your (husband/wife)]receive any public assistance or welfare payments from the local, state, or federal government . . .

IF R RECEIVED AFDC: not counting the AFDC you already told me about?

IF R RECEIVED FOOD STAMPS: (and) not counting the food stamps you already told me about?

IF R RECEIVED SUPPLEMENTAL SECURITY INCOME: (and) not counting the Supplemental Security Income you already told me about?

Yes .....(ASK A & B)...	1	38/
No .....(GO TO Q. 12)..	0	

IF YES, ASK A & B:

A. In which months of 1979 did you [or your (husband/wife)] receive these payments? CODE ALL THAT APPLY.

JANUARY	01	39-40/
FEBRUARY	02	41-42/
MARCH	03	43-44/
APRIL	04	45-46/
MAY	05	47-48/
JUNE	06	49-50/
JULY	07	51-52/
AUGUST	08	53-54/
SEPTEMBER	09	55-56/
OCTOBER	10	57-58/
NOVEMBER	11	59-60/
DECEMBER	12	61-62/

B. And how much did you [or your (husband/wife)] receive per month, on the average, during 1979?

$ [ ] , [ ][ ][ ] .00 63-66/

OR

DON'T KNOW 998

---

12. A. During 1979, did you [or your (husband/wife)] receive any educational benefits for veterans under the G.I. Bill or V.E.A.P.?

Yes	1	67/
No	0	

B. During 1979, did you [or your (husband/wife)] receive any (other kinds of) scholarships, fellowships, or grants?

Yes	1	68/
No	0	

C. INTERVIEWER: IS Q. 12A AND/OR Q. 12B ANSWERED "YES"?

YES	1	69/
NO ....(SKIP TO Q. 14)...	0	

BEGIN DECK 35

IF NOT CURRENTLY MARRIED, CIRCLE CODE "1" IN Q. 13 WITHOUT ASKING. OTHERWISE, ASK Q. 13.

13. Who received these benefits--you, your (husband/wife), or both of you?

Respondent only .....(ASK A, COLUMN 1 ONLY)..... 1 10/
Respondent's spouse only.....(ASK A, COLUMN 2 ONLY)..... 2
Respondent and spouse ..... (ASK A, COLUMNS 1 & 2)..... 3

COLUMN 1 FOR RESPONDENT	COLUMN 2 FOR R'S SPOUSE
A. What was the total dollar value of the assistance you received from these sources during 1979?	What was the total dollar value of the assistance your (husband/wife) received from these sources during 1979?
$ [ ][ ] , [ ][ ][ ] .00	$ [ ][ ] , [ ][ ][ ] .00
OR 11-15/	OR 16-20/
DON'T KNOW 99998	DON'T KNOW 99998

14. During 1979, did you [or your (husband/wife)] receive any other veterans benefits, workers compensation, or disability payments?

Yes ...../(ASK A) 1 21/
No ..... (GO TO Q. 15) 0

A. IF YES: What was the total amount of these other veterans benefits, worker's compensation, or disability payments you [or your (husband/wife)] received during 1979?

$ [ ][ ] , [ ][ ][ ] .00 22-26/

15. INTERVIEWER: DID R RECEIVE MONEY FOR ALIMONY OR CHILD SUPPORT? (SEE Q. 7A)

YES .....(READ A)..... 1 27/
NO ..... (GO TO B) 0

A. IF YES, READ: Besides the alimony or child support you have already told me about . . . (CONTINUE AT B)

B. [(and) Besides the scholarship, fellowship, or grant you have already told me about,]
During 1979 . . . INTERVIEWER: READ C, D, OR E AS APPROPRIATE.

15. (Continued)

C. IF R LIVES IN DU: did you [or your (husband/wife)] regularly receive any money from persons living outside this household?

Yes ..... (ASK F) 1 28/
No ... (GO TO Q. 16) 0

D. IF R LIVES IN A DORM, FRATERNITY, OR SORORITY: did you [or your (husband/wife)] regularly receive any money from persons living outside your home in (CITY OF PERMANENT RESIDENCE)?

Yes ..... (ASK F) 1 29/
No ... (GO TO Q. 16) 0

E. IF R LIVES IN A MILITARY BARRACK: did you regularly receive any money from any person?

Yes ..... (ASK F) 1 30/
No ... (GO TO Q. 16) 0

IF YES TO C, D, OR E, ASK F:

F. How much did you receive from this source during 1979?

$ [ ][ ] , [ ][ ][ ] .00 31-35/

OR
DON'T KNOW 99998

HAND CARD U.

16. Aside from the things you have already told me about, during 1979, did you [or your (husband/wife)] receive any money from any other source such as the ones on this card? For example: things like interest on savings, payments from Social Security, net rental income, or any other regular or periodic sources of income.

Yes ..... (ASK A) 1 36/
No .... (GO TO Q. 17) 0

A. IF YES: Altogether, how much did you [or your (husband/wife)] receive from these sources of income?

$ [ ][ ] , [ ][ ][ ] .00 37-41/

OR
DON'T KNOW....99998

---

17. INTERVIEWER: DID YOU DO THE HOUSEHOLD ENUMERATION WITH A ...

VERSION A ...(SKIP TO Q. 28, P. 17-12) 1 42/
VERSION B ...(SKIP TO Q. 28, P. 17-12) 2
VERSION C 3

---

18. INTERVIEWER: DOES RESPONDENT LIVE WITH ANY RELATIVE OTHER THAN RESPONDENT'S SPOUSE AND CHILDREN?

YES ..... (GO TO Q. 19) 1 43/
NO ..... (ANSWER A) 0

IF NO, ANSWER A:

A. INTERVIEWER: DOES RESPONDENT CURRENTLY LIVE WITH ONE OTHER ADULT OF THE OPPOSITE SEX, WHO IS NOT RELATED TO THE RESPONDENT?

Yes .(SKIP TO Q. 25, P. 17 - 11) 1 44/
No . (SKIP TO Q. 28, P. 17 - 12) 0

19. The next few questions are about the income received during 1979 by the other persons who live here who are related to you--that is, (READ NAMES OF ALL PERSONS IN HOUSEHOLD OTHER THAN RESPONDENT'S SPOUSE AND CHILDREN WHO ARE RELATED TO RESPONDENT.)

During 1979, did any of these persons receive (READ CATEGORIES) AND CODE "YES" OR "NO" FOR EACH:

	Yes	No	DON'T KNOW	
A. payments from Aid to Families with Dependent Children? Please include any payments which these persons may have received to help pay for your (or your husband's/ wife's) support.	1	0	8	45/
B. Supplemental Security Income, or any other public assistance or welfare from the local, state, or federal government?	1	0	8	46/
C. unemployment compensation or worker's compensation?	1	0	8	47/
D. Veterans Benefits?	1	0	8	48/

20. INTERVIEWER: IS ANY ITEM IN Q. 19 CODED YES (1)?

YES ..... (ASK Q. 21) 1 49/

NO ..... (SKIP TO Q. 22) 0

IF YES TO Q. 20, ASK Q. 21:

21. What was the total income received by (READ NAMES OF ADULTS OTHER THAN SPOUSE AND CHILDREN WHO ARE RELATED TO RESPONDENT) from (READ ALL SOURCES CODED "YES" ABOVE IN Q. 19) during 1979 - before taxes and other deductions?

$[ ][ ][ ], [ ][ ][ ].00 50-55/

OR

DON'T KNOW.....999998

22. And did any of these persons receive in 1979 ... (READ CATEGORIES)? CODE "YES" OR "NO" FOR EACH.

		Yes	No	Don't know	
A.	income from a full or part-time job?	1	0	8	56/
B.	net income from their own farm?	1	0	8	57/
C.	net income from their own nonfarm business, partnership or professional practice?	1	0	8	58/
D.	income from Social Security or pensions?	1	0	8	59/
E.	income from any other regular or periodic sources?	1	0	8	60/

23. INTERVIEWER: IS ANY ITEM IN Q. 22 CODED "YES" (1)? 61/

YES.....(ASK Q. 24)..... 1

NO.....(SKIP TO Q. 28)..... 0

IF YES TO Q. 23, ASK Q. 24:

24. What was the total income received by (READ NAMES OF ADULTS OTHER THAN SPOUSE AND CHILDREN WHO ARE RELATED TO RESPONDENT) from (READ ALL SOURCES CODED "YES" ABOVE IN Q. 22) during 1979 - before taxes and other deductions?

$ [ ][ ][ ] , [ ][ ][ ] .00 62-67/

OR

DON'T KNOW.....999998

NOW SKIP TO Q. 28, P. 17 - 12

25. During 1979, did (READ NAME OF THE ONE PERSON OF THE OPPOSITE SEX ON HH ENUMERATION) receive (READ CATEGORIES) AND CODE "YES" OR "NO" FOR EACH:

	Yes	No	DON'T KNOW	
A. income from a full or part-time job?	1	0	8	10/
B. net income from his/her own farm?	1	0	8	11/
C. net income from his/her own nonfarm business, partnership or professional practice?	1	0	8	12/
D. payments from Aid to Families with Dependent Children?	1	0	8	13/
E. Supplemental Security Income, or any other public assistance or welfare from the local, state, or federal government?	1	0	8	14/
F. unemployment compensation or worker's compensation?	1	0	8	15/
G. income from Social Security or pensions?	1	0	8	16/
H. income from any other regular or periodic sources?	1	0	8	17/

26. INTERVIEWER: IS ANY ITEM IN Q. 25 CODED "YES" ('1')? 18/

Yes.....(ASK Q. 27)..... 1
No.....(SKIP TO Q. 28)..... 0

IF YES TO Q. 26, ASK Q. 27:

27. Counting the income from all of these sources--that is, (READ ALL SOURCES CODED "YES" ABOVE IN Q. 25), what was the total income received by (READ NAME) during 1979--before taxes and other deductions? 19-24/

$ [ ][ ][ ] , [ ][ ][ ] .00

OR

DON'T KNOW.....999998

28. During 1979, did anyone [other than your (husband/wife)] pay at least half of your living expenses? 25/

Yes..... 1
No .....(GO TO Q. 29)..... 0

A. INTERVIEWER: IS R LIVING IN A MILITARY BARRACK? 26/

YES .....(GO TO C)..... 1
NO 0

B. Does this person live (here in this household/in your home at [CITY OF PERMANENT RESIDENCE])? 27/

Yes.....(GO TO Q. 29)..... 1
No 0

C. What is that person's relationship to you? 28-29/

RELATIONSHIP TO RESPONDENT: _____ ☐☐ OFFICE USE

D. During 1979, what was the total income of (SOURCE OF SUPPORT) and all family members living with (him/her) before taxes or other deductions? 30-35/

$ ☐☐☐ , ☐☐☐ .00

OR
DON'T KNOW 999998

---

29. Do you [or your (husband/wife)] pay at least half of the living expenses of any person, not counting (yourself/yourselves)? 36/

Yes .... (ASK A) 1
No .. (SKIP TO Q. 35) 0

A. IF YES: Not counting (yourself/yourselves), how many persons are dependent upon you [or your (husband/wife)] for at least one-half of their support? 37-38/

NUMBER OF DEPENDENTS: ☐☐

30. INTERVIEWER: DID YOU DO A HOUSEHOLD ENUMERATION WITH A VERSION B 1 39/
VERSION A OR C....(SKIP TO Q. 33)..... 0

31. INTERVIEWER: IS R LIVING IN A MILITARY BARRACK?
YES ...(ANSWER A)..... 1 40/
NO .....(GO TO Q. 32)..... 0

A. IF YES: INTERVIEWER: IS R CURRENTLY MARRIED?
YES 1 41/
NO (SKIP TO Q. 34)..... 0

32. Do any of these dependents live somewhere other than at your home in (CITY OF PERMANENT RESIDENCE)?
Yes.....(SKIP TO Q. 34)..... 1 42/
No .....(SKIP TO Q. 35)..... 0

33. Do any of these dependents live somewhere other than here at home with you?
Yes 1 43/
No .....(SKIP TO Q. 35)..... 0

34. These dependents (who live away from your home)--what is their relationship to you? ENTER SPECIFIC RELATIONSHIP (e.g., SON, NEPHEW, DAUGHTER-IN-LAW) OR "NOT RELATED."

RELATIONSHIP	OFFICE USE	
_____		44-45/
_____		46-47/
_____		48-49/

HAND CARD V.

35. Do you [or your (husband/wife)] have any money set aside for savings--such as money you keep in a safe place at home, or in a savings or checking account, or U.S. Savings Bonds, or any other money set aside for savings?
Yes..... 1 50/
No 0

36. Do you (or your husband/wife) personally own, or are you making payments on any cars, vans or trucks?
Yes..... 1 51/
No 0

IF R LIVES IN A HOUSE OR APARTMENT, ASK Q. 37.
OTHERWISE, SKIP TO SECTION 18.

37. Is this (house/apartment) owned or being bought in your name [or in your (husband's/wife's) name]?

Yes .. (SKIP TO SECTION 18) 1
No.....(SKIP TO Q. 42)..... 0 52/

IF "NO" TO ALL ITEMS IN Q. 1A-E, ASK Q. 38:

38. Now I would like to ask you a few questions about your income in 1979.

During 1979, how much did you receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else?

$ [ ][ ][ ] , [ ][ ][ ] .00 53-58/

OR

NONE 000000

---

39. During 1979, did you receive unemployment compensation?

Yes.....(ASK A)..... 1
No.....(GO TO Q. 40)..... 0 59/

A. IF YES: What was the total amount you received from unemployment compensation during 1979?

$ [ ][ ][ ] , [ ][ ][ ] .00 60-65/

OR

DON'T KNOW.....999998

---

40. And, during 1979, did you receive:

	Yes	No	
A. Income from working on your own business or farm?	1	0	66/
B. Interest on savings or any other income you received regularly or periodically? Do not count allowances from your parents.	1	0	67/

---

41. INTERVIEWER: IS ANY ITEM CODED "YES" IN Q. 40?

YES.....(ASK A)..... 1
NO .....(GO TO Q. 42)..... 0 68/

A. IF YES: How much income did you receive during 1979 from (READ ALL SOURCES CODED "YES" ABOVE IN Q. 40)?

$ [ ][ ][ ] , [ ][ ][ ] .00 69-74/

OR

DON'T KNOW....999998

42. A. During any part of 1979, did you live in public housing?

Yes	1	75/
No	0	

B. During any part of 1979, did you (IF R LIVES WITH RELATIVES: and your family) receive a rent subsidy or pay a lower rent because the federal, state or local government was paying a part of the cost?

Yes	1	76/
No	0	

SECTION 18: ON ASPIRATIONS AND EXPECTATIONS

1. And now we have a question about the future. What would you like to be doing when you are 35 years old? RECORD VERBATIM AND CODE ONE ONLY.

_____

_____

_____

CODE SMALLEST NUMBER MENTIONED

WORKING ... (SKIP TO SECTION 19) 1 77/
OR
MARRIED, OR KEEPING HOUSE, OR
RAISING A FAMILY ..(ASK Q. 2) 2
OR
OTHER ... (SKIP TO SECTION 19)

_____ .. 3

OR
DON'T KNOW . (SKIP TO SECTION 19) ... 8

IF CODE 2 IN Q. 1, ASK Q.2:

2. Would you like to be working in addition to (being married/keeping house/ raising a family)?

Yes 1 78/
No 0

RECORD TIME ENDED: _____ AM PM

BEGIN DECK 37

SECTION 19: LOCATING INFORMATION

INTERVIEWER: PLEASE PRINT CLEARLY. VERIFY SPELLING.

That's all the survey questions I have, but (as you know) we would like to keep in touch with you during the next several years to see how you're getting along. We would like the names of some of the people who usually know where you are living.

1. First, thinking of all the people you know, either around here or elsewhere, who would be the one person you keep in touch with who would be most likely to know where you are? ENTER FULL NAME OF PERSON BELOW AND ASK A-D.

10-39/

(FIRST) (MIDDLE) (LAST)

A. What is (PERSON'S) relationship to you? _____ 40-41/

B. Where does (PERSON) live?

42-71/

(STREET ADDRESS) (APT. #)

BEGIN DECK 38

10-34/ 35-39/

(CITY) (STATE) (ZIP)

40-59/R

C. What is (PERSON'S) telephone number?

[ ][ ][ ] / [ ][ ][ ] - [ ][ ][ ][ ] 60-69/

(AREA CODE) (PHONE NUMBER)

No phone 0 70/
Refused 7

BEGIN DECK 39

D. IF (PERSON) HAS PHONE: In whose name is the phone listed?

(PERSON'S) name 1 10/
Other (SPECIFY BELOW) 2

11-40/

(FIRST) (MIDDLE) (LAST)

2. INTERVIEWER:

--IF R IS LIVING IN DORMITORY, FRATERNITY, SORORITY, HOSPITAL, OR OTHER TEMPORARY IQ: OBTAIN NAME AND RELATIONSHIP OF HOUSEHOLDER AT PERMANENT HOME ADDRESS. RECORD NAME, RELATIONSHIP, ADDRESS, AND TELEPHONE INFORMATION IN A-C BELOW.

--IF THE ABOVE IS NOT APPLICABLE AND R IS MARRIED, LIVING APART FROM SPOUSE: RECORD SPOUSE'S NAME, ADDRESS, AND TELEPHONE INFORMATION IN A-C BELOW.

--OTHERWISE: GO TO Q. 3.

A. NAME: 41-70/

(FIRST) (MIDDLE) (LAST)

RELATIONSHIP TO R: _____ 71-72/

BEGIN DECK 40

ADDRESS: 10-39/

(STREET ADDRESS) (APT. #)

40-64/ 65-69/

(CITY) (STATE) (ZIP)

70-80/

(COUNTRY IF NOT U.S.)

BEGIN DECK 41

B. And what is (his/her) telephone number?

(AREA CODE) / (PHONE NUMBER) - 10-19/

No phone 0 20/
Refused 7

C. IF PERSON HAS PHONE: In whose name is the phone listed?

Name recorded above 1 21/
Other (SPECIFY BELOW) 2

22-51/

(FIRST) (MIDDLE) (LAST)

INTERVIEWER: IF R IS NOT LIVING WITH BOTH PARENTS AND EITHER PARENT NOT ALREADY LISTED, ASK Q. 2.

3. I'd also like the name, address, and telephone number of (each of your parents/your father/your mother).

A. What is your father's full name? ENTER FULL NAME BELOW AND ASK a-c. 52-80/

(FIRST) (MIDDLE) (LAST)

BEGIN DECK 42

a. Where does he live? 10-39/

(STREET ADDRESS) 40-64/ (APT. #) 65-69/

(CITY) (STATE) (ZIP)

BEGIN DECK 43

b. What is his telephone number? ( ) / - 10-19/

(AREA CODE) (PHONE NUMBER)

No phone 0 20/
Refused 7

c. IF FATHER HAS PHONE: In whose name is the phone listed?

Father's name 1 21/
Other (SPECIFY BELOW) 2

22-51/

(FIRST) (MIDDLE) (LAST)

B. What is your mother's full name? ENTER FULL NAME BELOW AND ASK a-c. 52-80/

(FIRST) (MIDDLE) (LAST)

BEGIN DECK 44

a. Where does she live?

Same address as father ...(GO TO Q. 3).... 1 10/
Other (SPECIFY BELOW) 2

11-39/

(STREET ADDRESS) 40-64/ (APT. #) 65-69/

(CITY) (STATE) (ZIP)

BEGIN DECK 45

b. What is her telephone number? ( ) / - 10-19/

(AREA CODE) (PHONE NUMBER)

No phone 0 20/
Refused 7

c. IF MOTHER HAS PHONE: In whose name is the phone listed?

Mother's name 1 21/
Father's name 2
Other (SPECIFY BELOW) 3

22-51/

(FIRST) (MIDDLE) (LAST)

4. Which of your other relatives are you in touch with most frequently? PROBE FOR TWO RELATIVES. ENTER FULL NAMES BELOW AND ASK a-d FOR EACH.

FIRST RELATIVE'S NAME: 52-78/

(FIRST) (MIDDLE) (LAST) 79-80/

a. What is (RELATIVE'S) relationship to you? _____ BEGIN DECK 46

b. Where does (RELATIVE) live? 10-39/

(STREET ADDRESS) (APT. #) 40-64/ 65-69/

(CITY) (STATE) (ZIP)

c. What is (RELATIVE'S) telephone number? BEGIN DECK 47

[ ][ ][ ] / [ ][ ][ ] - [ ][ ][ ][ ] 10-19/
(AREA CODE) (PHONE NUMBER)

No phone 0 20/
Refused 7

d. IF RELATIVE HAS PHONE: In whose name is the phone listed?

(RELATIVE'S) name 1 21/
Other (SPECIFY BELOW) 2

22-51/

(FIRST) (MIDDLE) (LAST)

SECOND RELATIVE'S NAME: 52-78/

(FIRST) (MIDDLE) (LAST) 79-80/

a. What is (RELATIVE'S) relationship to you? _____ BEGIN DECK 48

b. Where does (RELATIVE) live? 10-39/

(STREET ADDRESS) (APT. #) 40-64/ 65-69/

(CITY) (STATE) (ZIP)

c. What is (RELATIVE'S) telephone number? BEGIN DECK 49

[ ][ ][ ] / [ ][ ][ ] - [ ][ ][ ][ ] 10-19/
(AREA CODE) (PHONE NUMBER)

No phone 0 20/
Refused 7

d. IF RELATIVE HAS PHONE: In whose name is the phone listed?

(RELATIVE'S) name 1 21/
Other (SPECIFY BELOW) 2

22-51/

(FIRST) (MIDDLE) (LAST)

5. Which of your friends do you visit or talk with most frequently? PROBE FOR TWO FRIENDS. ENTER FULL NAMES BELOW AND ASK a-c FOR EACH.

FIRST FRIEND'S NAME: 52-80/

(FIRST) (MIDDLE) (LAST)

BEGIN DECK 50

a. Where does (FRIEND) live? 10-39/

(STREET ADDRESS) 40-64/ (APT. #) 65-69/

(CITY) (STATE) (ZIP)

BEGIN DECK 51

b. What is (FRIEND'S) telephone number?

( ) / - 10-19/

(AREA CODE) (PHONE NUMBER)

No phone 0 20/
Refused 7

c. IF FRIEND HAS PHONE: In whose name is the phone listed?

(FRIEND'S) name 1 21/
Other (SPECIFY BELOW) 2

22-51/

(FIRST) (MIDDLE) (LAST)

SECOND FRIEND'S NAME: 52-80/

(FIRST) (MIDDLE) (LAST)

BEGIN DECK 52

a. Where does (FRIEND) live? 10-39/

(STREET ADDRESS) 40-64/ (APT. #) 65-69/

(CITY) (STATE) (ZIP)

BEGIN DECK 53

b. What is (FRIEND'S) telephone number?

( ) / - 10-19/

(AREA CODE) (PHONE NUMBER)

No phone 0 20/
Refused 7

c. IF FRIEND HAS PHONE: In whose name is the phone listed?

(FRIEND'S) name 1 21/
Other (SPECIFY BELOW) 2

22-51/

(FIRST) (MIDDLE) (LAST)

6. When you are not spending your spare time at home, where do you usually go? PROBE FOR NAME, ADDRESS, AND PHONE NUMBER OF PLACE SUCH AS NEIGHBORHOOD GATHERING PLACE, ETC. 52/

Person is already listed in Q. 1, 2, 3, 4, or 5 ...(GO TO Q. 7).. 1
Other (SPECIFY BELOW) 2

53-80/

(NAME OF PLACE--"HANGOUT)

BEGIN DECK 54 10-39/

(KIND OF PLACE)

40-69/

(STREET ADDRESS)

BEGIN DECK 55 10-34/ (APT. #) 35-39/

(CITY) (STATE) (ZIP)

40-50/R
51-60/

( ) / - (AREA CODE) (PHONE NUMBER)

---

7. Do you have a nickname or some name other than your legal one by which most of your friends, neighbors, or relatives know you?

Yes .....(ASK A)..... 1 61/
No 0

A. IF YES: What is it?

62-80/

(NICKNAME)

BEGIN DECK 56

8. FOR MARRIED WOMEN: What is your maiden name?

10-29/

(MAIDEN NAME)

---

9. Do you expect to move at any time in the next year?

Yes .....(ASK A & B)..... 1 30/
No .....(GO TO Q. 10)..... 0

IF YES:

A. Approximately when do you think that will happen? PROBE FOR MONTH AND YEAR.

31-34/

(MONTH) (YEAR)

B. Where do you expect to move?
PROBE FOR DETAILS, SPECIFIC ADDRESS IF POSSIBLE.

35-80/

(STREET ADDRESS)

BEGIN DECK 57 10-34/ (APT. #) 35-39/

(CITY) (STATE) (ZIP)

40-80/

BEGIN DECK 58

10. RECORD TIME ENDED.

_____	AM PM

10-13/

---

11. NOW PAY RESPONDENT AND HAVE HIM/HER SIGN THE RECEIPT.

---

12. IF CURRENT MAILING ADDRESS IS NOT A REGULAR STREET ADDRESS OR IF DU IS DIFFICULT TO LOCATE, GIVE DU DESCRIPTION AND DIRECTIONS HERE:

14-80/

---

13. OTHER COMMENTS ON LOCATING R:

BEGIN DK 59

10-80/

BEGIN DECK 60

INTERVIEWER REMARKS

INTERVIEWER: Complete these remarks as soon as you have finished the questionnaire.

1. Length of the interview:

☐☐☐ MINUTES		10-12/

2. Date of interview:

☐☐ MONTH ☐☐ DAY ☐☐ YEAR		13-18/

3. Race of Respondent:

White	1	19/
Black	2	
Other	3	

4. Sex of Respondent:

Male	1	20/
Female	2	

5. In what language was this interview conducted?

English	1	21/
Spanish	2	
Other (SPECIFY) _____	3	

6. In general, what was the respondent's attitude toward the interview?

Friendly and interested	1	22/
Cooperative but not particularly interested	2	
Impatient and restless	3	
Hostile	4	

7. In general, was the respondent's understanding of the questions . . .

Good?	1	23/
Fair?	2	
Poor?	3	

DECK 60

8. Was anyone else present during any portion of the youth's interview?

Yes .....(ANSWER A).....	1	24/
No .....(GO TO Q. 7).....	0	

A. IF YES: Who was present? CODE ALL THAT APPLY.

R's parent(s)	1	25/
Other member(s) of R's household	2	26/
R's friend(s)	3	27/
Other (SPECIFY) _____	4	28/

9. INTERVIEWER: TRANSFER HERE THE LAST LINE OF THE RECORD OF CALLS.

Try #	Day #	Month	Date	Time	Type P = 1 Tel = 2	Outcome Code
29-30/	31/	32-33/	34-35/	36-39/ A/P	40/	41-42/

10. Please record your interviwer ID #: ☐☐☐☐☐ 43-47/

11. Please sign your name here: _____

NORC
4300
1/80

OMB #: 44-R-1690
Expires 9/80

CASE # _____

National Opinion Research Center
University of Chicago

Center for Human Resource Research
Ohio State University

National Longitudinal Survey of Labor Force Behavior

Youth Survey 1980

EMPLOYER SUPPLEMENT

BEGIN DECK ____ 1.

1.	NAME OF EMPLOYER _____		10-39/
2.	IF THIS JOB WAS PART OF A COLLEGE WORK STUDY PROGRAM, CIRCLE CODE '02' HERE	02	40-41/
3.	IF THIS JOB WAS PART OF R'S SCHOOL PROGRAM, CIRCLE CODE '03' HERE	03	42-43/
4.	IF THIS JOB WAS A PART-TIME JOB PROVIDED BY THE GOVERNMENT, CIRCLE CODE '04' HERE	04	44-45/
5.	IF THIS JOB WAS A GOVERNMENT-SPONSORED SUMMER JOB, CIRCLE CODE '05' HERE	05	46-47/
6.	IF THIS JOB WAS PART OF A GOVERNMENT-SPONSORED PROGRAM FOR PEOPLE NOT ATTENDING REGULAR SCHOOL, CIRCLE CODE '06' HERE	06	48-49/
7.	IF THIS JOB WAS PART OF A TAX CREDIT PROGRAM, CIRCLE CODE '07' HERE	07	50-51/
8.	IF THIS JOB WAS PART OF ANY OTHER KIND OF GOVERNMENT-SPONSORED PROGRAM, CIRCLE CODE '08' HERE	08	52-53/

Now I'd like to ask a few questions about your employment with (EMPLOYER NAME, THIS SUPPLEMENT), but please excuse me one moment while I read my instructions.

1. INTERVIEWER: SEE INFO SHEET, ITEM 12. ARE ANY EMPLOYERS (STILL) LISTED THERE?

YES ..... (ANSWER A) 1
NO ..... (GO TO Q. 2) 0 54/

IF YES, ANSWER A:

A. INTERVIEWER: IS EMPLOYER NAME, THIS SUPPLEMENT, LISTED AT ITEM 12 OF INFO SHEET?

YES ..... (ASK B) 1
NO ..... (GO TO C) 0 55/

IF YES TO A, ASK B:

B. Is this the same (EMPLOYER NAME) you were working for last year on (DATE OF LAST INTERVIEW)?

Yes ..... (GO TO E) 1 56/

No ... (INTERVIEWER: YOU NOW HAVE TWO JOBS WITH THE SAME EMPLOYER NAME TO ASK ABOUT. ENTER THE EMPLOYER NAME ON THE COVER OF AN ADDITIONAL SUPPLEMENT TO ASK ABOUT LAST YEAR'S EMPLOYER, AND SAY: Right now, let's keep talking about the most recent (EMPLOYER NAME) you've worked for. THEN GO TO Q. 3) 0

IF NO TO A, ASK C:

C. Our records show that you were working for [EMPLOYER(S)] when you were last interviewed on (DATE OF LAST INTERVIEW). Is (EMPLOYER NAME, THIS SUPPLEMENT) the same employer (as any of these)?

Yes 1
No ..... (GO TO Q. 2) 0 57/

IF MORE THAN ONE EMPLOYER IS (STILL) LISTED AT ITEM 12 OF INFO SHEET, ASK:

D. Which one is the same? THEN GO ON TO E.

E. INTERVIEWER: CROSS THROUGH THIS EMPLOYER NAME ON INFO SHEET, ITEM 12, AND TRANSFER THE NAME AND EMPLOYER NUMBER HERE. THEN GO ON TO F.

_____ (EMPLOYER NAME) ☐☐ (NUMBER) 58-59/

F. INTERVIEWER: ENTER THE DATE OF THE LAST INTERVIEW INTO Q. 4 AND GO ON TO Q. 5.

INTERVIEWER: SEE INFO SHEET, ITEM 13. ARE ANY EMPLOYERS (STILL) LISTED THERE?

YES ..... (ANSWER A) 1 60/
NO ..... (GO TO Q. 3) 0

IF YES, ANSWER A:

A. INTERVIEWER: IS EMPLOYER NAME, THIS SUPPLEMENT, LISTED AT ITEM 13 OF INFO SHEET?

YES ..... (ASK B) 1 61/
NO ..... (GO TO C) 0

IF YES, ASK B:

B. Is this the same (EMPLOYER NAME) you worked for during the year before our last interview?

Yes ..... (GO TO E) 1 62/
No ..... (GO TO Q. 3) 0

IF YES, ASK C:

C. Our records show that during the year before our last interview, you worked for [EMPLOYER(S)]. Is (EMPLOYER NAME, THIS SUPPLEMENT) the same employer (as any of these)?

Yes 1 63/
No ..... (GO TO Q. 3) 0

IF MORE THAN ONE EMPLOYER IS (STILL) LISTED AT ITEM 13 OF INFO SHEET, ASK D:

D. Which one is the same? THEN GO TO E.

E. INTERVIEWER: CROSS THROUGH THIS EMPLOYER NAME ON THE INFO SHEET, ITEM 13, AND TRANSFER THE NAME AND EMPLOYER NUMBER HERE. THEN GO ON TO F.

_____ (EMPLOYER NAME) ☐☐ (NUMBER) 64-65/

F. When did you begin to work again for this employer after (DATE OF LAST INTERVIEW)? ENTER THE DATE INTO Q. 4 AND GO ON TO Q. 5.

3. When did you first start working for (EMPLOYER)?

ENTER DATE INTO Q. 4 AND THE GO ON TO Q. 5.

---

4. ENTER REFERENCE DATE FROM Q. 1F, Q. 2F, OR Q. 3:

						66-71/
MONTH		DAY		YEAR		

---

5. INTERVIEWER: CIRCLE CORRECT CODE:

DATE IN Q. 4 IS BEFORE THE DATE OF THE LAST INTERVIEW .....(ASK Q. 6)....	1	72/
DATE IN Q. 4 IS THE SAME AS THE DATE OF THE LAST INTERVIEW ..(SKIP TO Q. 7)..	2	
DATE IN Q. 4 IS AFTER THE DATE OF THE LAST INTERVIEW .....(SKIP TO Q. 7)..	3	

IF CODE 1 IN Q. 5, ASK:

6. Between (DATE STARTED) and (DATE OF LAST INTERVIEW), were there any periods of one month or more during which you were not working for (EMPLOYER), not counting paid vacation or paid sick leave?

Yes .....(ASK A & B).....	1	73/
No .....(GO TO Q. 7).....	0	

IF YES, ASK A & B:

A. What is the total number of months you did work for (EMPLOYER) before (DATE OF LAST INTERVIEW)?

ENTER # OF MONTHS: ☐☐ 74-75/

B. For all of the rest of the questions we have about (EMPLOYER), please think only of the time you worked for (EMPLOYER) since (DATE OF LAST INTERVIEW).

7. Are you currently working for (EMPLOYER)?

Yes .....(ASK A)..... 1 10/

No .....(ASK B-D)..... 0

IF YES, ASK A:

A. INTERVIEWER: ENTER CURRENT INTERVIEW DATE IN ROW B OF CALENDAR. ENTER REFERENCE DATE FROM Q. 4 IN ROW B OF CALENDAR. DRAW A LINE IN ROW B ON CALENDAR FROM REFERENCE DATE TO PRESENT DATE. LABEL THE LINE WITH THE NAME OF THE EMPLOYER. THEN GO TO Q. 8.

IF NO, ASK B-D:

B. When did you last stop working for (EMPLOYER)?

1) ENTER IN BOX BELOW.

MONTH DAY YEAR 11-16/

2) ENTER IN ROW B OF CALENDAR. ENTER REFERENCE DATE FROM Q. 4 IN ROW B OF CALENDAR. DRAW A LINE FROM REFERENCE DATE TO DATE STOPPED. LABEL THE LINE WITH THE NAME OF THE EMPLOYER.

C. Which of the reasons on this card best describes why you happened to leave this job? CODE ONE ONLY.

HAND CARD N

Layoff, plant closed, or end of temporary or seasonal job 1 17/

Discharged or fired 2

Program ended 3

Quit for pregnancy or family reasons 4

Quit for other reasons 5

Other (SPECIFY)

_____ 6

D. Did you have a new job lined up before you left this one?

Yes 1 18/

No 0

INTERVIEWER: READ FIRST PARAGRAPH FOR THE FIRST SUPPLEMENT ONLY.

8. For one reason or another, people often do not work for a week, a month, or even longer. For example, strikes, layoffs, and extended illnesses can cause people to miss work for a week or longer. SHOW R CALENDAR.

Between (DATE IN Q. 4) and (DATE IN Q. 7B/now), were there any periods of a full week or more during which you did not work for this employer, not counting paid vacations or paid sick leave?

Yes ....(ASK A ON NEXT PAGE).... 1 19/

No .....(GO TO Q. 9)..... 0

IF YES TO Q. 8, ASK A:

A. Please tell me each period between (DATE IN Q. 4) and (now/DATE IN Q. 7B) during which you didn't work for this employer for a full week or more. PROBE: What other period was there during which you didn't work for this employer for a full week or more? ENTER DATES IN "A." THEN ENTER BELOW THE TOTAL NUMBER OF SEPARATE PERIODS DURING WHICH R DID NOT WORK FOR THIS EMPLOYER:

TOTAL # OF SEPARATE PERIODS: ☐☐ 20-21/

FOR EACH SET OF DATES ENTERED IN A, ASK B:

B. You said that you were not working for (EMPLOYER) between (READ DATES IN A). HAND CARD Q. Which of the categories listed on this card best describes the main reason why you were not working for (EMPLOYER) during this period of time? IF REASONS 1-4, ENTER ONE CODE IN B AND FOLLOW THE INSTRUCTIONS FOR THAT CODE. IF REASON 5, ASK C.

CARD Q

1)	On strike .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)..	01
2)	On layoff .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)..	02
3)	Quit job but returned to same employer .....(GO TO E)..	03
4)	Job ended for a period of time but began again .....(GO TO E)..	04
5)	Some other reason for which went on unpaid vacation or unpaid leave .(ASK C)	

FOR EACH REASON 5, ASK C:

C. What was the reason you were on unpaid vacation or unpaid leave? HAND CARD P. RECORD REASON CODE IN B.

CARD P

6)	Going to school .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)..	06
7)	Armed forces .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)..	07
8)	Pregnancy .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)..	08
9)	I had health problems .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)..	09
10)	Problems with child care .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)..	10
11)	Other personal or family reason .(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)..	11
12)	FOR SCHOOL EMPLOYEES ONLY: School shut down .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)..	12
13)	Did not want to work .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)..	13
14)	Other reason .....(ASK D).....	14

FOR EACH REASON CODE 14, ASK D:

D. What was the reason? RECORD VERBATIM IN D. THEN GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9.

FOR EACH REASON CODE 03 OR 04, ASK E - J:

E. During how many of those weeks were you looking for work or on layoff from this job--during none, some, or all of those weeks? SEE INSTRUCTIONS IN COLUMNS.

F. INTERVIEWER: USE WEEK # CALENDAR TO DETERMINE WEEK #s OF STARTING AND ENDING DATES IN PART A FOR THIS PERIOD. ENTER THE APPROPRIATE WEEK #s IN BOXES IN F.

G. SUBTRACT WEEK BEGAN FROM WEEK ENDED AND ENTER DIFFERENCE IN G.

H. You were not working from (DATE) to (DATE). That would be about (# OF WEEKS IN G) weeks when you were not working. For how many of these weeks were you looking for work or on layoff from a job? ENTER IN H.

I. INTERVIEWER: SUBTRACT # OF WEEKS LOOKING FOR WORK OR ON LAYOFF (BOX H) FROM # OF WEEKS NOT WORKING (BOX G) AND ENTER IN I.

That leaves (# OF WEEKS IN I) weeks that you were not working or looking for work.

J. What would you say was the main reason that you were not looking for work during that period? RECORD VERBATIM AND ENTER CODE IN J.

DID NOT WANT TO WORK	01	PERSONAL/FAMILY REASONS	07
ILL, DISABLED, UNABLE TO WORK	02	VACATION	08
FOR SCHOOL EMPLOYEES: SCHOOL WAS NOT IN SESSION FOR THIS PERIOD ..	03	LABOR DISPUTE/STRIKE	09
ARMED FORCES	04	BELIEVED NO WORK AVAILABLE	10
PREGNANCY	05	COULD NOT FIND WORK	11
CHILD CARE PROBLEMS	06	IN SCHOOL	12
		HAD ANOTHER JOB	13
		OTHER (SPECIFY)	14

K. INTERVIEWER: IF THERE ARE ANY ADDITIONAL PERIODS, GO BACK TO B FOR NEXT PERIOD. OTHERWISE, GO ON TO Q. 9.

DECK ____ 2 BEGIN DECK ____ 3

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4
A.	FROM MONTH DAY YEAR 22-27/	FROM MONTH DAY YEAR 49-54/	FROM MONTH DAY YEAR 10-15/	FROM MONTH DAY YEAR 37-42/
	TO MONTH DAY YEAR 28-33/	TO MONTH DAY YEAR 55-60/	TO MONTH DAY YEAR 16-21/	TO MONTH DAY YEAR 43-48/
B.	REASON NOT WORKING 34-35/	REASON NOT WORKING 61-62/	REASON NOT WORKING 22-23/	REASON NOT WORKING 49-50/
D.				
E.	None ...(GO TO J).. 1 Some ....(ASK F)... 2 All ....(GO TO K).. 3 36/	None ...(GO TO J).. 1 Some ....(ASK F)... 2 All ....(GO TO K).. 3 63/	None ...(GO TO J).. 1 Some ....(ASK F)... 2 All ....(GO TO K).. 3 24/	None ...(GO TO J).. 1 Some ....(ASK F)... 2 All ....(GO TO K).. 3 51/
F.	WEEK PERIOD BEGAN 37-38/	WEEK PERIOD BEGAN 64-65/	WEEK PERIOD BEGAN 25-26/	WEEK PERIOD BEGAN 52-53/
	WEEK PERIOD ENDED 39-40/	WEEK PERIOD ENDED 66-67/	WEEK PERIOD ENDED 27-28/	WEEK PERIOD ENDED 54-55/
G.	# OF WEEKS 41-42/	# OF WEEKS 68-69/	# OF WEEKS 29-30/	# OF WEEKS 56-57/
H.	# OF WEEKS LOOKING OR ON LAYOFF 43-44/	# OF WEEKS LOOKING OR ON LAYOFF 70-71/	# OF WEEKS LOOKING OR ON LAYOFF 31-32/	# OF WEEKS LOOKING OR ON LAYOFF 58-59/
I.	# OF WEEKS NOT LOOKING 45-46/	# OF WEEKS NOT LOOKING 72-73/	# OF WEEKS NOT LOOKING 33-34/	# OF WEEKS NOT LOOKING 60-61/
J.				
	REASON NOT LOOKING 47-48/	REASON NOT LOOKING 74-75/	REASON NOT LOOKING 35-36/	REASON NOT LOOKING 62-63/

9. INTERVIEWER: IS THIS THE JOB R HAD LAST WEEK, THAT IS, IS THIS EMPLOYER RECORDED IN Q. 13A, SECTION 7, PAGE 7-9 ?

YES ..... (SKIP TO Q. 19) .. 1 64/

NO 0

---

10. How many hours per week (do/did) you usually work at this job.

ENTER # OF HOURS: [ ][ ] 65-66/

---

11. INTERVIEWER: IS ONE OR MORE OF CODES 04-08 CIRCLED ON THE COVER OF THIS EMPLOYER SUPPLEMENT?

YES .....(SKIP TO Q. 15) . . .1 67/

NO 0

---

12. INTERVIEWER: HOW OLD IS R? (SEE SECTION 1, Q. 1)

15 YEARS OLD ... (GO TO NEXT EMPLOYER SUPPLEMENT OR SECTION 9, PAGE 9-1) 1 68/

16-23 YEARS OLD 2

---

13. INTERVIEWER: DID R WORK ON THIS JOB LESS THAN 20 HOURS A WEEK OR 20 HOURS OR MORE A WEEK? (SEE Q. 10)

LESS THAN 20 HOURS A WEEK (GO TO NEXT EMPLOYER SUPPLEMENT OR SECTION 9, PAGE 9-1) 1 69/

20 HOURS OR MORE A WEEK 2

---

14. INTERVIEWER: DID R WORK AT THIS JOB LESS THAN 9 WEEKS OR 9 WEEKS OR MORE? (SEE Qs 4 & 7. IF NECESSARY, SEE CALENDAR FOR WEEK NUMBERS.)

LESS THAN 9 WEEKS (GO TO NEXT EMPLOYER SUPPLEMENT OR SECTION 9, PAGE 9-1) . 1 70/

9 WEEKS OR MORE 2

---

15. What kind of work did you usually do for (EMPLOYER)? IF MORE THAN ONE KIND OF WORK, PROBE: What kind of work did you do the longest for (EMPLOYER) (since DATE OF LAST INTERVIEW)?

---

16. What (are/were) some of your main activities or duties? RECORD VERBATIM.

_____ 71-73/
_____
_____

BEGIN DECK ____ 4

17. What kind of business or industry (is/was) this? PROBE: What (do/did) they make or do? RECORD VERBATIM.

_____ 10-12/
_____
_____

18. HAND CARD Q. (Are/Were) you (READ CATEGORIES)?

An employee of a private company, business, or individual for wages, salary, or commission ..... (GO TO Q. 19) 1 13/

A government employee ... (ASK A) 2

Self-employed in own business, professional practice, or farm .... (ASK B) 3

Working without pay in a family business or farm ...(SKIP TO NEXT EMPLOYER SUPPLEMENT OR SECTION 9) 4

IF CODE 2 IN Q. 18, ASK A:

A. (Are/Were) you an employee of the federal government, state government, or local government?

Federal government employee 1 14/

State government employee 2

Local government employee 3

Don't know 8

GO TO Q. 19

IF CODE 3 IN Q. 18, ASK B:

B. (Is/Was) your business incorporated or unincorporated?

Business incorporated 1 15/

Business unincorporated 2

Don't know 8

19. How many hours per day (do/did) you usually work at this job?

ENTER # OF HOURS: ☐☐ 16-17/

20. Altogether, including tips, overtime, and bonuses, how much (do/did) you usually earn at that job? Please give me the amount you earn(ed) before deductions like taxes and Social Security (are/were) taken out. ENTER IN APPROPRIATE BOXES. PROBE IF NECESSARY: Was that per hour, per day, per week, or what?

	DOLLARS 18-22/	CENTS 23-24/	
Per hour	01		25-26/
Per day	02		
Per week	03		
Bi-Weekly (Every 2 weeks)	04		
Per month	05		
Per year	06		
Other (SPECIFY) _____	07		

21. (Are/Were) your wages or salary on this job set by a collective bargaining agreement between your employer and a union or employee association?

Yes	1	27/
No	0	
DON'T KNOW OR DON'T UNDERSTAND ..	8	

22. INTERVIEWER: IS ONE OR MORE OF CODES 04 - 08 CIRCLED ON THE COVER OF THIS SUPPLEMENT?

YES ..... (CONTINUE BELOW)	1	28/
NO ..... (GO TO NEXT EMPLOYER SUPPLEMENT OR SECTION 9, PAGE 9-1)	0	

23. A. You told me earlier that this job (is/was) part of a government-sponsored program. What (is/was) the name of the government program that sponsored this job? RECORD VERBATIM. 29-30/

_____

B. Was that job sponsored by (AGENCY FROM A) the entire time you (have) worked there?

Yes ..... (GO TO Q. 24)	1	31/
No ..... (ASK C)	0	

C. IF NO TO B: When did the government sponsorship end?

MONTH YEAR 32-33/ 34-35/

24. A. As far as you know, (is/was) this job part of a CETA Program?

Yes	1	36/
No	0	

B. As far as you know, (is/was) this job (also) part of a WIN Program?

Yes	1	37/
No	0	

---

25. Why did you decide to enter this program? RECORD VERBATIM AND CODE ONE ONLY. IF MORE THAN ONE REASON, PROBE: Which one of these reasons was the most important to you?

_____

_____

TO MAKE MONEY	01	38-39/
TO GET A BETTER JOB THAN COULD GET ON OWN	02	
TO GET A JOB	03	
TO GET TRAINING OR EXPERIENCE	04	
TO HAVE SOMETHING TO DO	05	
THE PROGRAM ACTIVITIES SOUNDED INTERESTING	06	
OTHER (SPECIFY) _____	07	

---

26. We would like to know more about the kinds of services the program provided you. (First/Next) (does/did) this program provide you with (READ CATEGORIES A-C AND CODE "YES" OR "NO" FOR EACH).

	Yes	No	
A. Job counseling?	1	0	40/
B. Classroom training to prepare for a GED? .	1	0	41/
C. On-the-job training?	1	0	42/

---

27. (Does/Did) this program provide you with other classroom training in reading, writing, or arithmetic?

Yes ..... (ASK A)	1	43/
No ..... (GO TO Q. 28)	0	

A. IF YES: (Is/Was) that classroom training part of a program of English as a second language--that is, a program for people who grew up speaking a language other than English?

Yes	1	44/
No	0	

28. (Does/Did) this program provide you with classroom training in other skills needed for certain types of jobs?

Yes ..... (ASK A) 1 45/
No ..... (GO TO Q. 29) 0

A. IF YES: What kind of job (are/were) you being trained for? RECORD VERBATIM.

_____ 46-48/

---

29. Did this program place you on a job outside the program?

Yes ..... (ASK A) 1 49/
No ..... (GO TO Q. 30) 0

A. IF YES: Was the job you were placed in a CETA or Public Service Employment (PSE) job?

Yes ..... (ASK B) 1 50/
No ..... (GO TO Q. 30) 0

B. IF YES TO A: In addition to being placed in a CETA or PSE job, were you also placed in a job outside that program?

Yes 1 51/
No 0

---

30. (Does/Did) this program provide you with (READ CATEGORIES AND CODE "YES" OR "NO" FOR EACH)

	Yes	No	
A. Extra help in preparing for college?	1	0	52/
B. Health care or medical services?	1	0	53/
C. Child care?	1	0	54/
D. Transportation or bus tokens?	1	0	55/
E. Lodging?	1	0	56/
F. Meals?	1	0	57/

---

31. (Does/Did) this program provide you with any other kinds of services?

Yes ..... (ASK A) 1 58/
No ..... (GO TO Q. 32) 0

A. IF YES: What other kinds of services? RECORD VERBATIM.

_____

28. (Does/Did) this program provide you with classroom training in other skills needed for certain types of jobs? 45/

Yes ..... (ASK A) 1
No ..... (GO TO Q. 29) 0

A. IF YES: What kind of job (are/were) you being trained for? RECORD VERBATIM. 46-48/

_____

29. Did this program place you on a job outside the program? 49/

Yes ..... (ASK A) 1
No ..... (GO TO Q. 30) 0

A. IF YES: Was the job you were placed in a CETA or Public Service Employment (PSE) job? 50/

Yes ..... (ASK B) 1
No ..... (GO TO Q. 30) 0

B. IF YES TO A: In addition to being placed in a CETA or PSE job, were you also placed in a job outside that program? 51/

Yes 1
No 0

30. (Does/Did) this program provide you with (READ CATEGORIES AND CODE "YES" OR "NO" FOR EACH)

	Yes	No	
A. Extra help in preparing for college?	1	0	52/
B. Health care or medical services?	1	0	53/
C. Child care?	1	0	54/
D. Transportation or bus tokens?	1	0	55/
E. Lodging?	1	0	56/
F. Meals?	1	0	57/

31. (Does/Did) this program provide you with any other kinds of services? 58/

Yes ..... (ASK A) 1
No ..... (GO TO Q. 32) 0

A. IF YES: What other kinds of services? RECORD VERBATIM.

_____

32. We would also like to know how you feel about this program.

First, how difficult or easy (is/was) the work you (have/had) to perform in this program--very difficult, fairly difficult, not too difficult, fairly easy, or very easy?

Very difficult	1	59/
Fairly difficult	2	
Not too difficult	3	
Fairly easy	4	
Very easy	5	

---

33. And how about the discipline in the program--(is/was) it very tough, fairly tough, not too tough, fairly easy, or very easy?

Very tough	1	60/
Fairly tough	2	
Not too tough	3	
Fairly easy	4	
Very easy	5	

---

34. How (does/did) the training or experience you received in this program affect your chances of getting a good job--do you feel that your chances of getting a good job (are/were) <u>improved</u> or <u>not improved</u>?

Improved	1	61/
Not improved	0	

---

35. <u>INTERVIEWER</u>: SEE CALENDAR, ROW B. HAS R HAD A JOB SINCE HE LEFT THIS PROGRAM?

YES ..... (ASK Q. 36)	1	62/
NO ..... (SKIP TO Q. 37) ...	0	

<u>IF YES TO Q. 35, ASK Q. 36. OTHERWISE, SKIP TO Q. 37</u>

36. After you left the program, did the training or experience you received in this program <u>help</u> you or <u>not help</u> you in performing any job?

Helped	1	63/
Did not help	0	

37. Thinking back over your entire experience in this program, how satisfied or dissatisfied are you with it overall--very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied	1	64/
Somewhat satisfied	2	
Somewhat dissatisfied	3	
Very dissatisfied	4	

---

38. INTERVIEWER: ARE THERE ANY ADDITIONAL EMPLOYER SUPPLEMENTS NOT YET ASKED ABOUT?

YES .... (CONTINUE WITH THE NEXT EMPLOYER SUPPLEMENT)	1	65/
NO ... (GO TO SECTION 9)	0	

BEGIN DECK 02

6. Last year, that is, during 1979, did your (mother/step-mother) work for pay all of the year, part of the year, or not at all?

All of the year	(ASK A)	1	10/
Part of the year	(ASK A)	2	
Not at all	(GO TO Q. 7)	3	
DON'T KNOW	(GO TO Q. 7)	8	

IF ALL OR PART OF THE YEAR, ASK A:

A. In the weeks that your (mother/step-mother) worked, how many hours per week did she work--35 hours or more or less than 35 hours?

35 hours or more	1	11/
Less than 35 hours	2	
DON'T KNOW	8	

---

7. INTERVIEWER: SEE HOUSEHOLD ENUMERATION ON FACE SHEET. IS R's FATHER OR STEP-FATHER LISTED THERE?

YES	(SKIP TO Q. 9)	1	12/
NO		0	

---

8. Is your father living at this time?

Yes	1	13/
No ..... (SKIP TO SEC. 2)	0	

---

9. Last year, that is, during 1979, did your (father/step-father) work for pay all of the year, part of the year, or not at all?

All of the year	(ASK A)	1	14/
Part of the year	(ASK A)	2	
Not at all	(GO TO SECTION 2).	3	
DON'T KNOW	(GO TO SECTION 2).	8	

IF ALL OR PART OF THE YEAR, ASK A:

A. In the weeks that your (father/step-father) worked, how many hours per week did he work--35 hours or more or less than 35 hours?

35 hours or more	1	15/
Less than 35 hours	2	
DON'T KNOW	8	

5. A. Since (DATE OF LAST INTERVIEW), has your (most recent) (husband/wife) been enrolled in regular school--that is, in elementary school, high school, college, or graduate school?

Yes 1 41/

No 0

B. What is the highest grade or year of regular school that your (most recent) (husband/wife) has completed and gotten credit for? 42-43/

NONE	00		
1ST GRADE	01		
2ND GRADE	02	1ST YEAR OF COLLEGE	13
3RD GRADE	03	2ND YEAR OF COLLEGE	14
4TH GRADE	04	3RD YEAR OF COLLEGE	15
5TH GRADE	05	4TH YEAR OF COLLEGE	16
6TH GRADE	06	5TH YEAR OF COLLEGE	17
7TH GRADE	07	6TH YEAR OF COLLEGE	18
8TH GRADE	08	7TH YEAR OF COLLEGE	19
9TH GRADE	09	8TH YEAR OF COLLEGE	20
10TH GRADE	10		
11TH GRADE	11		
12TH GRADE	12		

NOW SKIP TO Q. 7

---

6. Since (DATE OF LAST INTERVIEW), has your (most recent) (husband/wife) been enrolled in regular school--that is, in elementary school, high school, college, or graduate school?

Yes ..(ASK A) .. 1 44/

No . (GO TO Q.7) . 0

A. IF YES: What is the highest grade or year of regular school that your (most recent) (husband/wife) has completed and gotten credit for? 45-46/

NONE	00		
1ST GRADE	01		
2ND GRADE	02	1ST YEAR OF COLLEGE	13
3RD GRADE	03	2ND YEAR OF COLLEGE	14
4TH GRADE	04	3RD YEAR OF COLLEGE	15
5TH GRADE	05	4TH YEAR OF COLLEGE	16
6TH GRADE	06	5TH YEAR OF COLLEGE	17
7TH GRADE	07	6TH YEAR OF COLLEGE	18
8TH GRADE	08	7TH YEAR OF COLLEGE	19
9TH GRADE	09	8TH YEAR OF COLLEGE	20
10TH GRADE	10		
11TH GRADE	11		
12TH GRADE	12		

SECTION 3: FERTILITY

1. INTERVIEWER: SEE ITEM 2 ON INFO SHEET. When we talked on (DATE OF LAST INTERVIEW) you had had (no/NUMBER) children. Have you (given birth to/had) any (more) children since then?

Yes ..... (ASK A) 1 55/

No ..... (GO TO SECTION 4) 0

A. How many children have you had since then, not counting any babies who were dead at birth?

ENTER # OF CHILDREN ☐☐ 56-57/

B. When (was this child/were these children) born?

	MONTH		DAY		YEAR	
FIRST CHILD	☐☐	58-59/	☐☐	60-61/	19☐☐	62-63/
SECOND	☐☐	64-65/	☐☐	66-67/	19☐☐	68-69/
THIRD	☐☐	70-71/	☐☐	72-73/	19☐☐	74-75/

2. A. INTERVIEWER: (SEE INFO SHEET, ITEM 4) IS THERE AN ENTRY FOR HIGHEST GRADE COMPLETED LAST INTERVIEW?

YES 1 15/
NO ..... (GO TO C) 0

B. Our records from our last interview on (DATE OF LAST INTERVIEW), show that the highest grade in regular school that you had completed and gotten credit for then was (GRADE FROM INFO SHEET, ITEM 4). Is that correct?

Yes ..... (GO TO Q. 3) 1 16/
No 0

C. As of (DATE OF LAST INTERVIEW) what was the highest grade or year of regular school that you had completed and gotten credit for?

NONE	00			17-18/
1ST GRADE	01			
2ND GRADE	02	1ST YEAR OF COLLEGE	13	
3RD GRADE	03	2ND YEAR OF COLLEGE	14	
4TH GRADE	04	3RD YEAR OF COLLEGE	15	
5TH GRADE	05	4TH YEAR OF COLLEGE	16	
6TH GRADE	06	5TH YEAR OF COLLEGE	17	
7TH GRADE	07	6TH YEAR OF COLLEGE	18	
8TH GRADE	08	7TH YEAR OF COLLEGE	19	
9TH GRADE	09	8TH YEAR OF COLLEGE	20	
10TH GRADE	10	UNGRADED	95	
11TH GRADE	11			
12TH GRADE	12			

---

3. At any time since (DATE OF LAST INTERVIEW), have you attended or been enrolled in regular school--that is, in an elementary school, a middle school, a high school, a college, or a graduate school?

Yes .... (GO TO C) 1 19/
No ..... (ASK A) 0

IF NO, ASK A:

A. INTERVIEWER: SEE INFO SHEET, ITEM 5. IS THERE AN ENTRY FOR DATE LAST ENROLLED AS OF LAST INTERVIEW?

YES ..... (ASK B) 1 20/
NO ..... (GO TO Q.4) 0

IF YES TO A. ASK B:

B. Our records from the last interview (also) show that you were last enrolled in regular school on (DATE FROM INFO SHEET, ITEM 5). Is that correct?

Yes .....(SKIP TO Q. 10)..... 1 21/
No .....(GO TO Q. 4) 0

5. A. What is the highest grade of regular school you have ever attended?

1ST GRADE	01				33-34/
2ND GRADE	02	1ST YEAR OF COLLEGE	13		
3RD GRADE	03	2ND YEAR OF COLLEGE	14		
4TH GRADE	04	3RD YEAR OF COLLEGE	15		
5TH GRADE	05	4TH YEAR OF COLLEGE	16		
6TH GRADE	06	5TH YEAR OF COLLEGE	17		
7TH GRADE	07	6TH YEAR OF COLLEGE	18		
8TH GRADE	08	7TH YEAR OF COLLEGE	19		
9TH GRADE	09	8TH YEAR OF COLLEGE	20		
10TH GRADE	10	UNGRADED	95		
11TH GRADE	11				
12TH GRADE	12				

B. INTERVIEWER: ENTER HIGHEST GRADE R ATTENDED FROM Q. 5A ABOVE AT Q. 2 ON CALENDAR. THEN GO ON TO Q. 6.

---

6. What is the highest grade or year of regular school that you have completed and gotten credit for? CIRCLE ONE CODE BELOW.

35-36/

1ST GRADE	01			
2ND GRADE	02	1ST YEAR OF COLLEGE	13	
3RD GRADE	03	2ND YEAR OF COLLEGE	14	
4TH GRADE	04	3RD YEAR OF COLLEGE	15	
5TH GRADE	05	4TH YEAR OF COLLEGE	16	
6TH GRADE	06	5TH YEAR OF COLLEGE	17	
7TH GRADE	07	6TH YEAR OF COLLEGE	18	
8TH GRADE	08	7TH YEAR OF COLLEGE	19	
9TH GRADE	09	8TH YEAR OF COLLEGE	20	
10TH GRADE	10	UNGRADED	95	
11TH GRADE	11			
12TH GRADE	12			

---

7. INTERVIEWER: WHAT GRADE DOES R CURRENTLY ATTEND (SEE Q. 3E) OR WHAT IS THE HIGHEST GRADE R HAS ATTENDED SINCE THE DATE OF THE LAST INTERVIEW? (SEE Q. 5A)

UNGRADED ..... (SKIP TO SECTION 5)	1	37/
GRADES 1-8 .. (SKIP TO SECTION 5)	2	
GRADES 9-12..... (GO TO Q. 8).....	3	
GRADE 13 ..... (ASK A)	4	
GRADES 14-20 .... (SKIP TO Q.10)	5	

A. IF GRADE 13: Since (DATE OF LAST INTERVIEW), have you attended grade 9, 10, 11, or 12?

Yes ... (ENTER A CHECK MARK AT Q. 3 ON CALENDAR AND GO ON TO Q. 8) ...	1	38/
No ..... (SKIP TO Q. 10)	0	

DECK 03

12. INTERVIEWER: SEE Q. 7. IS CODE 4 OR 5 CIRCLED? 51/

YES... (ASK A-E) 1

NO ..... (SKIP TO SECTION 5) 0

IF YES, ASK A-E:

Now I would like to ask you about the degree granting college or university you (are attending/last attended).

A. What is the name of the college or university you (are currently attending/last attended)? 52-80/

_____

B. INTERVIEWER: SEE INFO SHEET, ITEM 7. IS THIS THE SAME SCHOOL AS LISTED ON INFO SHEET? BEGIN DECK 04

YES ... (SKIP TO Q. 13) ...	1	10/
NO	0	
CAN'T TELL	8	

C. When did you first attend or enroll in this college or university?

MONTH ☐☐ 11-12/

AND

YEAR 19 ☐☐ 13-14/

D. Where is the school located - what is the town or city and state?

_____ 15-44/

TOWN OR CITY

_____ 45-46/

STATE

IF NO TOWN OR CITY, ASK:
And in what county is that?

_____ 47-66/

COUNTY

IF OUTSIDE THE UNITED STATES, RECORD COUNTRY:

_____ 67-80/

E. (Is/Was) it a 2 year or a 4 year school? BEGIN DECK 05

2 year	1	10/
4 year	2	

SECTION 5: ON SCHOOL DISCIPLINE

For a variety of reasons, some young people have problems at school which lead to suspension or expulsion. Sometimes, this comes from a serious problem. Other times, it may be a result of a fairly minor problem or misunderstanding.

1. Have you ever been suspended from school, even for a short period of time?

Yes .... (ASK A & B) 1 19/

No ..... (GO TO Q. 2) 0

IF YES, ASK A & B:

A. Altogether, how many times were you suspended from school?

ENTER # ☐☐ 20-21/

B. During what month and year did your (most recent) suspension begin?

MONTH ☐☐ 22-23/

AND

YEAR 19 ☐☐ 24-25/

---

2. Have you ever been expelled from school?

Yes .... (ASK A & B) 1 26/

No ..... (GO TO Q. 3) 0

IF YES TO A & B:

A. Altogether, how many times were you expelled from school?

ENTER # ☐☐ 27-28/

B. What was the date that you were (most recently) expelled?

MONTH ☐☐ 29-30/

AND

YEAR 19 ☐☐ 31-32/

---

3. INTERVIEWER: HAS R EVER BEEN SUSPENDED OR EXPELLED? ("YES" TO Q. 1 AND/OR 2)

YES .... (ASK A) 1 33/

NO ..... (GO TO SEC. 6) .. 0

A. IF YES: After (LAST DATE SUSPENDED OR EXPELLED), when did you return to school?

MONTH ☐☐ 34-35/

AND

YEAR 19 ☐☐ 36-37/

OR

HAS NOT RETURNED 0000

7. Which service were you trying to join when you took the physical exam? CODE ALL THAT APPLY.

ARMY	01	10-11/
NAVY	02	12-13/
AIR FORCE	03	14-15/
MARINE CORPS	04	16-17/
ARMY RESERVES	05	18-19/
NAVY RESERVES	06	20-21/
AIR FORCE RESERVES	07	22-23/
MARINE CORPS RESERVES	08	24-25/
AIR NATIONAL GUARD	09	26-27/
ARMY NATIONAL GUARD	10	28-29/
COAST GUARD	11	30-31/
OTHER	12	32-33/

8. Did you meet the physical and mental requirements for enlisting in the (BRANCH FROM Q. 7/the service you were trying to join most recently)?

Yes	1	34/
No ... (SKIP TO SECTION 7)	0	

9. What is the main reason you did not enlist in the (BRANCH FROM Q. 5 OR Q.7/the service you were trying to join most recently)? PROBE: What is the one main reason? CODE ONE ONLY.

HAND CARD A

A. Job I wanted wasn't available when I wanted it..	01	35-36/
B. Didn't qualify for job I wanted	02	
C. Wasn't eligible for the service I wanted	03	
D. Specific bonus program filled	04	
E. Have not decided yet	05	
F. Didn't think I'd like the military	06	
G. Decided to go to school	07	
H. Got a better civilian job	08	
I. Failed the ASVAB	09	
J. Family responsibilities/pregnancy	10	
K. Still considering joining	11	
L. Length of obligation	12	
M. Didn't want to leave home	13	
N. Parents or friends opposed it	14	
O. Insufficient pay or benefits	15	
P. Other (SPECIFY) _____	16	

13. What was your pay grade when you left the (BRANCH)?

E ☐☐
O ☐☐
W ☐☐ 48-50/

---

14. INTERVIEWER: WAS R SERVING IN ACTIVE FORCES AT TIME OF LAST INTERVIEW? See Item 10 On Info. Sheet

YES .... (SKIP TO Q. 19) .. 1
NO 0 51/

---

15. Since (DATE OF LAST INTERVIEW), how many drills were you paid for? By drill we mean a 4-hour period of training.

ENTER # OF DRILLS: ☐☐ 52-53/

---

16. How many weeks of active duty did you serve in the (Reserves/Guard) since (DATE OF LAST INTERVIEW), including initial training, annual training, and any mobilizations or call-ups?

ENTER # OF WEEKS: ☐☐ 54-55/

---

17. What type of discharge did you receive? RECORD VERBATIM AND CODE ONE ONLY.

HONORABLE 1 56/
GENERAL 2
UNDER OTHER THAN HONORABLE CONDITIONS 3
BAD CONDUCT (DCD) 4
DISHONORABLE 5
WAS NOT FORMALLY DISCHARGED. 6

---

18. Since (DATE OF LAST INTERVIEW), have you enlisted or been sworn into any other branch of the Armed Services?

Yes .. (SKIP TO Q. 38) 1 57/
No ... (SKIP TO Q. 108) 0

---

19. When you left the (BRANCH), what was your total monthly pay before taxes and other deductions? Please include basic pay and allowances for housing or food and any special pay.

$ ☐☐, ☐☐☐ 58-62/

24. What type of diploma or degree did you receive? RECORD VERBATIM AND CODE ONE ONLY.

_____

_____

_____

HIGH SCHOOL DIPLOMA (OR EQUIVALENT) .	01	69-70/
ASSOCIATE/JUNIOR COLLEGE (AA)	02	
BACHELOR'S DEGREE	03	
MASTER'S DEGREE	04	
DOCTORAL DEGREE (PhD)	05	
PROFESSIONAL DEGREE (MD, LLD, DDS) .	06	
OTHER (SPECIFY): _____	07	

25. Since (DATE OF LAST INTERVIEW), while you were in the (BRANCH), did you participate in the Veteran's Education Assistance Program (VEAP)?

Yes	1	71/
No ....(SKIP TO Q. 28)	0	

26. When you left the (BRANCH), what was the total amount of VEAP benefits you had accumulated? Please include both your contribution and the government's.

$ ☐☐ , ☐☐☐ 72-76/

27. Are you currently using your VEAP benefits to pay for schooling?

Yes	1	77/
No	0	

28. Did you leave the (BRANCH) at the <u>end</u> of your term of service or <u>before</u> the end of your term of service?

Left at end (SKIP TO Q. 30)...	1	78/
Left before end	2	

29. What type of discharge did you receive? RECORD VERBATIM AND CODE ONE ONLY.

HONORABLE	1	79/
GENERAL	2	
UNDER OTHER THAN HONORABLE CONDITIONS	3	
BAD CONDUCT (DCD)	4	
DISHONORABLE	5	
WAS NOT FORMALLY DISCHARGED.	6	

36. Did you consider reenlisting in the (BRANCH)? 56/

Yes	1	
No	0	

37. Are you currently a member of the Selected Reserves and receiving pay for drill participation? 57/

Yes .... (ASK A)	1	
No ..... (SKIP TO Q. 108) ..	0	

A. IF YES: In what month and year will your service in the Selected Reserves end? 58-59/ 60-61/

MONTH ☐☐

AND

YEAR 19 ☐☐

38. Which branch were you sworn into? CODE ONE ONLY. (IF MORE THAN ONE, PROBE FOR MOST RECENT BRANCH.) 62-63/

ACTIVE FORCES	ARMY ..... (ASK A)	01	
	NAVY ..... (ASK A)	02	
	AIR FORCE ..... (ASK A)	03	
	MARINE CORPS ..... (ASK A)	04	
RESERVES	ARMY RESERVES	05	
	NAVY RESERVES	06	
	AIR FORCE RESERVES	07	
	MARINE CORPS RESERVES	08	
GUARD	AIR NATIONAL GUARD	09	
	ARMY NATIONAL GUARD	10	
	COAST GUARD .... (SKIP TO SECTION 7)	11	
	OTHER (SPECIFY BELOW AND SKIP TO SECTION 7) _____	12	

IF CODES 01-04, ASK A:

A. Was that in the regular (BRANCH OF SERVICE), the (BRANCH) Reserves, or the (BRANCH) Guard? 64/

Regular	1
Reserves/Guard	2
BOTH (PROBE FOR AND CODE Q. 38 FOR THE MOST RECENT BRANCH)	3

INTERVIEWER: IF RESERVES OR GUARD, CHECK Q. 38. BE SURE THAT THE PROPER CODE IS CIRCLED ABOVE.

39. When you first enlisted [in the (MOST RECENT BRANCH)], how many years (of active duty) did you sign up for? 65-66/

ENTER # OF YEARS: ☐☐

40. INTERVIEWER: SEE Q. 37 AND CODE BELOW: 67/

Q. 37 IS CODED "YES" . (GO TO Q. 41)	1	
Q. 37 IS BLANK ..... (ASK A)	2	

A. IF CODED 2: Are you currently (on active duty/serving) in the (MOST RECENT BRANCH)? 68/

Yes	1
No . (SKIP TO Q. 99, P. 6-20)	0

48. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], how many drills were you paid for? By drill we mean a 4-hour period of training.

ENTER # OF DRILLS: ☐☐ 20-21/

---

49. How many weeks of active duty did you serve in the (Reserves/Guard) since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], including initial active duty training, annual training or summer camp, and any mobilizations or call-ups?

ENTER # OF WEEKS: ☐☐ 22-23/

OR

NO WEEKS ..(SKIP TO Q. 55)... 00

---

50. OMITTED

---

51. What were you doing most of the time the month before you entered the most recent period of active duty in the (Reserves/Guard)? Were you working full time, working part time, going to school, or something else? RECORD VERBATIM AND CODE ONE ONLY.

Working full time	01
Working part time	02
WITH A JOB BUT NOT AT WORK BECAUSE OF TEMPORARY ILLNESS, VACATION, STRIKE	03
UNEMPLOYED, LAID OFF, LOOKING FOR WORK	04
Going to school	05
KEEPING HOUSE	06
Something else (SPECIFY)	07

24-25/

---

52. What were you doing most of the time the month after you completed your most recent period of active duty in the (Reserves/Guard)? RECORD VERBATIM AND CODE ONE ONLY.

WORKING FULL TIME		01
WORKING PART TIME		02
WITH A JOB BUT NOT AT WORK BECAUSE OF TEMPORARY ILLNESS, VACATION, STRIKE		03
UNEMPLOYED, LAID OFF, LOOKING FOR WORK	(SKIP TO Q. 55)	04
GOING TO SCHOOL	(SKIP TO Q. 55)	05
KEEPING HOUSE	(SKIP TO Q. 55)	06
OTHER (SPECIFY)	(SKIP TO Q. 55)	07

26-27/

OR

STILL IN TRAINING 00

59. On this card (HAND CARD C) are some reasons people have for joining the (Reserves/Guard). Please tell me if each one is true for you or not true for you. READ A-I AND CODE FOR EACH.

		TRUE	NOT TRUE	
A.	I wanted to join my friends in the unit ..	1	0	37/
B.	I wanted to earn extra income	1	0	38/
C.	I wanted to serve my country	1	0	39/
D.	I wanted to learn a new job skill	1	0	40/
E.	I wanted to try the military way of life .	1	0	41/
F.	I wanted to use educational benefits	1	0	42/
G.	I couldn't get into the active force	1	0	43/
H.	I wanted retirement or fringe benefits	1	0	44/
I.	Service in the Reserves was part of my enlistment obligation for the Active Forces	1	0	45/

ASK Q. 60 IF MORE THAN ONE "TRUE" (CODE 1) IN Q. 59; OTHERWISE, GO TO Q. 61.

60. Which of these was your most important reason for joining the (Reserves/Guard)? ENTER LETTER CORRESPONDING TO LIST ABOVE.

LETTER: ☐ 46/

61. When you entered the (BRANCH), did you receive any enlistment bonuses?

Yes 1 47/

No .... (SKIP TO Q. 63) 0

62. What was the total amount before taxes and deductions of the bonus you received?

$ ☐☐ ☐☐☐ .00 48-52/

66. Now I'd like to ask you about military jobs and training in the (MOST RECENT BRANCH).

INTERVIEWER: IN MAKING ENTRIES FOR THIS QUESTION, ENTER LETTER "i" as "I," LETTER "O" as "Ø."

A. FOR ARMY, MARINE CORPS, AND NATIONAL GUARD AND THE RESERVES OF THESE BRANCHES:
What is your current Primary MOS? RECORD VERBATIM IN THE MARGIN. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OR LETTERS R GAVE YOU. FOR EXAMPLE, 11B20 WOULD BE ENTERED 11B2.

SKIP TO Q. 68
OR
DON'T KNOW .... (GO TO Q. 67) 9998
OR
NONE ..... (SKIP TO Q. 75) 0000

B. FOR NAVY AND NAVY RESERVES:
What is your current Primary RATING? RECORD VERBATIM IN THE MARGIN. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OR LETTERS R GAVE YOU. 52-54/R 55-58/

SKIP TO Q. 68
OR
DON'T KNOW .... (GO TO Q. 67) 9998
OR
NONE ..... (SKIP TO Q. 75) 0000

C. FOR AIR FORCE AND AIR FORCE RESERVES:
What is your current Primary AFSC? RECORD VERBATIM IN THE MARGINS. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OF R'S AFSC. DO NOT ENTER ANY LETTERS. FOR EXAMPLE, A43130C WOULD BE ENTERED AS 4313.

SKIP TO Q. 68
OR
DON'T KNOW .... (GO TO Q. 67) 9998
OR
NONE ..... (SKIP TO Q. 75) 0000

INTERVIEWER: IF R SAYS "DON'T KNOW" IN Q. 66A, B, OR C, ASK Q. 67. OTHERWISE, GO TO Q. 68.

67. A. What (is/was) the name of the job you were trained for? 59-61/

_____

B. What (are/were) your main activities or duties?

_____

_____

_____

_____

77. INTERVIEWER: IS R CURRENTLY IN THE ACTIVE FORCES? (Q. 47 = YES)

YES 1 80/

NO ..(SKIP TO Q. 108, P. 6 - 22). 0

BEGIN DECK 10

78. In addition to your current Primary (MOS/RATING/AFSC), have you received training in another (MOS/RATING/AFSC) since [DATE OF LAST INTERVIEW)/you joined the (BRANCH)]?

Yes 1 10/

No .... (SKIP TO Q. 86) 0

79. Now I'd like to ask you about your military jobs and training for this other (MOS/RATING/AFSC).

INTERVIEWER: IN MAKING ENTRIES FOR THIS QUESTION, ENTER LETTER "i" AS "I," LETTER "O" AS "Ø."

A. FOR ARMY, MARINE CORPS:

What is this other MOS? RECORD VERBATIM IN THE MARGIN. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OR LETTERS R GAVE YOU. FOR EXAMPLE, 11B20 WOULD BE ENTERED 11B2.

SKIP TO Q. 81

OR

DON'T KNOW .. (GO TO Q. 80) .. 9998

11-13/R

B. FOR NAVY: 14-17/

What is this other RATING? ENTER ALL FOUR NUMBERS OR LETTERS OF R'S RATING.

SKIP TO Q. 81

OR

DON'T KNOW .. (GO TO Q. 80) .. 9998

C. FOR AIR FORCE:

What is this other AFSC? RECORD VERBATIM IN THE MARGINS. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OF R'S AFSC. DO NOT ENTER ANY LETTERS. FOR EXAMPLE, A43130C WOULD BE ENTERED AS 3213.

SKIP TO Q. 81

OR

DON'T KNOW .. (GO TO Q. 80) .. 9998

88. What was the total amount before taxes and deductions of the bonus you (received/will receive)?

$ [ ][ ] , [ ][ ][ ] . 00 32-36/

89. INTERVIEWER: DID R ENLIST IN BRANCH SINCE LAST INTERVIEW? (YES TO Q. 41)

YES	1	37/
NO .... (SKIP TO Q. 91)	0	

90. At the time you entered the (BRANCH), how many years of regular school had you completed and gotten credit for? CODE ONE ONLY.

NONE	00	38-39/
1ST GRADE	01	
2ND GRADE	02	
3RD GRADE	03	
4TH GRADE	04	
5TH GRADE	05	
6TH GRADE	06	
7TH GRADE	07	
8TH GRADE	08	
9TH GRADE	09	
10TH GRADE	10	
11TH GRADE	11	
12TH GRADE	12	
1ST YEAR OF COLLEGE	13	
2ND YEAR OF COLLEGE	14	
3RD YEAR OF COLLEGE	15	
4TH YEAR OF COLLEGE	16	
5TH YEAR OF COLLEGE	17	
6TH YEAR OF COLLEGE	18	
7TH YEAR OF COLLEGE	19	
8TH YEAR OF COLLEGE	20	

91. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)] have you taken any courses for which you received high school or college credit?

Yes	1	40/
No .... (SKIP TO Q. 95)	0	

92. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], how many years of regular school have you completed and gotten credit for?

LESS THAN ONE	0	41/
ONE YEAR	1	
TWO YEARS	2	
THREE OR MORE YEARS	3	

97. On this card (HAND CARD F) are some reasons people have for enlisting in the military. Please tell me if each one is true for you or not true for you.

I enlisted because . . .	TRUE	NOT TRUE	
A. I was unemployed and couldn't find a job	1	0	48/
B. To give myself a chance to be away from home on my own	1	0	49/
C. The military will give me a chance to better myself in life	1	0	50/
D. I want to travel and live in different places.	1	0	51/
E. To get away from a personal problem	1	0	52/
F. I want to serve my country	1	0	53/
G. I can earn more money than I could as a civilian	1	0	54/
H. It is a family tradition to serve	1	0	55/
I. To prove that I can make it	1	0	56/
J. To get trained in a skill that will help me to get a civilian job when I get out	1	0	57/
K. To obtain retirement or fringe benefits	1	0	58/
L. I can get money for a college education	1	0	59/

ASK Q. 98 IF MORE THAN ONE "TRUE" (CODE 1) IN Q. 97; OTHERWISE, GO TO Q. 108.

98. Which of these was your most important reason for enlisting in the military? ENTER LETTER CORRESPONDING TO LIST ABOVE.

LETTER: ☐ 60/

SKIP TO Q. 108, P. 6-22

99. Are you now in the Delayed Entry Program in the (BRANCH), that is, are you scheduled to enter basic training some time in the future?

Yes 1 61/
No ... (SKIP TO Q. 102) 0

100. When will you enter active duty?

MONTH ☐☐ 62-63/
AND
YEAR 19 ☐☐ 64-65/

101. OMITTED.

106. While you were on active duty, did you complete training for an (MOS/RATING/AFSC)?

Yes ..... (ASK A) 1 24/

No 0

A. IF YES: What was that (MOS/RATING/AFSC)? RECORD VERBATIM IN THE MARGINS. (OFFICE USE) 25-27/R 28-31/

_____

---

107. What type of discharge did you receive?

HONORABLE 1 32/
GENERAL 2
UNDER OTHER THAN HONORABLE CONDITIONS 3
BAD CONDUCT (DCD) 4
DISHONORABLE 5
WAS NOT FORMALLY DISCHARGED 6

A. Which of the reasons on this card describe why you decided to leave the (BRANCH)? CODE ALL THAT APPLY.

HAND CARD G

A.	Low pay and allowances	01	33-34/
B.	Better civilian job opportunities	02	35-36/
C.	Reduction in military benefits	03	37-38/
D.	Decline in quality of military personnel	04	39-40/
E.	Unable to practice my job skills	05	41-42/
F.	Bored with my job or occupation	06	43-44/
G.	Don't like my job or occupation	07	45-46/
H.	Plan to continue my education or to use G.I./VEAP benefits ..	08	47-48/
I.	Not eligible to reenlist	09	49-50/
J.	Dislike location of my assignments	10	51-52/
K.	Didn't get desired type of training	11	53-54/
L.	Had to move too often	12	55-56/
M.	Dislike being separated from my family	13	57-58/
N.	My family wants me to leave the service	14	59-60/
O.	Disagree with personnel policies	15	61-62/
P.	Discrimination against military personnel based on race	16	63-64/
Q.	Discrimination against military personnel based on sex	17	65-66/
R.	Discrimination against military personnel based on rank	18	67-68/
S.	Other (SPECIFY) _____	19	69-70/
	DON'T KNOW	98	71-72/

---

108. Taking all things together, how satisfied (are/were) you with the (MOST RECENT BRANCH)--very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied 1 73/

Somewhat satisfied 2

Somewhat dissatisfied 3

Very dissatisfied 4

DECK 12

111. INTERVIEWER: IS R CURRENTLY ON ACTIVE DUTY IN THE ACTIVE FORCES? (Q. 47 = YES)

YES ..... (READ A) 1 78/

NO .(GO TO SECTION 7, Q. 1). 0

A. IF YES: Now we would like to ask you some more specific questions about your current military job, that is, your current (MOS/RATING/AFSC).

SKIP TO SECTION 7, Q. 19A, PAGE 7-11.

5. Continued

A. IF YES: What is the reason you worked less than 35 hours last week? RECORD VERBATIM AND CODE ONE ONLY.

IF MORE THAN ONE REASON GIVEN, PROBE: What is the one main reason you worked less than 35 hours last week?

_____

_____

_____

21-22/

SLACK WORK	01
MATERIAL SHORTAGE	02
PLANT OR MACHINE REPAIR	03
NEW JOB STARTED DURING WEEK	04
JOB TERMINATED DURING WEEK	05
COULD FIND ONLY PART-TIME WORK	06
HOLIDAY--LEGAL OR RELIGIOUS	07
LABOR DISPUTE	08
BAD WEATHER	09
OWN ILLNESS	10
ILLNESS OF OTHER FAMILY MEMBER	11
ON VACATION	12
ATTENDS SCHOOL	13
TOO BUSY WITH HOUSEWORK, PERSONAL BUSINESS, ETC.	14
DID NOT WANT FULL-TIME WORK	15
FULL-TIME WORK WEEK UNDER 35 HOURS	16
OTHER REASON . (SPECIFY) _____	17

NOW SKIP TO Q. 13, P. 7-9

ASK Q. 6 ONLY IF "35-48" HOURS IN Q. 4.

6. Did you lose any time or take any time off last week for any reason such as illness, holiday, or slack work?

Yes ..... (ASK A & B).. 1 25/

No .....(GO TO Q. 7) .. 0

IF YES, ASK A & B. OTHERWISE, GO TO Q. 7.

A. How many hours did you take off?

ENTER # OF HOURS: ☐☐ 26-27/

B. You told me earlier that you worked (# OF HOURS IN Q. 3) hours last week. In saying that you worked (# OF HOURS IN Q. 3) hours, had you already subtracted the (# OF HOURS IN A) hours that you took off last week?

Yes .(GO TO Q. 13, P. 7-9)... 1 28/

No ..... (ASK C & D) 0

IF "NO" TO B. ASK C & D. OTHERWISE, GO TO Q. 13.

C. Thinking of the (# OF HOURS IN A) hours that you took off last week, how many hours did you end up working last week, at all jobs?

ENTER # OF HOURS: ☐☐ 29-30/

D. INTERVIEWER CODE: RESPONDENT WORKED ...

1 - 34 HOURS .....(ASK E)..... 1 31/

35 OR MORE HOURS ..(SKIP TO Q. 13, P. 7-9).. 2

7. Did you work any overtime or at more than one job last week?

Yes .....(ASK A) 1 34/

No .(SKIP TO Q. 13, P. 7-9).. 0

IF "YES," ASK A. OTHERWISE, SKIP TO Q. 13.

A. How many extra hours did you work?

ENTER # OF EXTRA HOURS: [ ][ ] (ASK B) 35-36/

OR

NO EXTRA HOURS ..(SKIP TO Q. 13, P. 7-9).. 00

B. You told me earlier that you worked (# OF HOURS IN Q. 3) hours last week. In saying that you worked (# OF HOURS IN Q. 3) hours, had you already included those extra hours you just told me about?

Yes .(SKIP TO Q. 13, P. 7-9). 1 37/

No .....(ASK C) 0

C. IF "NO TO B: Think of the (# OF HOURS IN A) hours that you worked extra last week. How many hours altogether, did you end up working last week?

ENTER # OF HOURS: [ ][ ] 38-39/

AND SKIP TO Q. 13, P. 7-9.

ASK Q. 8 ONLY IF "NO" TO Q. 2

8. A. INTERVIEWER, LOOK AT Q. 1. WAS CATEGORY 02 "WITH A JOB BUT NOT AT WORK" CODED?

YES .....(GO TO Q. 9) 1 40/

NO .....(ASK B) 0

B. IF NO: Did you have a job or business from which you were temporarily absent or on layoff last week?

Yes ..... (ASK Q. 9) 1 41/

No ..... (SKIP TO Q. 29, PAGE 7-15) ... 0

ASK Q. 10 IF "ON LAYOFF" IN Q. 9.

10. A. When you were laid off, were you given a definite date on which to report back to work, or were you not given such a date?

Was given a definite date to report back to work ...(ASK B)..... 1 45/

Was not given such a date to report back to work ...(GO TO C)..... 2

B. IF "WAS GIVEN A DEFINITE DATE": Altogether, will your period of layoff last 30 days or less, or will it last more than 30 days?

30 days or less 1 46/

More than 30 days 2

C. How many weeks ago were you laid off?

ENTER # OF WEEKS: [ ][ ] 47-48/

D. Is the job from which you were laid off a full-time or a part-time job?

Full-time 1 49/

Part-time 2

NOW SKIP TO Q. 35, P. 7-18

---

11. Are you getting wages or salary for any of the time off last week?

Yes 1 50/

No 0

IF VOL: SELF-EMPLOYED 3

---

12. Do you usually work 35 hours or more a week at this job?

Yes 1 51/

No 0

16. Were you ... (READ CATEGORIES BELOW)

HAND CARD I

An employee of a private company, business or individual for wages, salary, or commission, or ..... (GO TO Q. 17) 1 21/

A government employee, or ..... (ASK A) 2

Self-employed in own business, professional practice, or farm, or ..... (ASK B) 3

Working without pay in family business or farm? ..... (SKIP TO Q. 27, P. 7-14)..... 4

IF CODE 2 IN Q. 16, ASK A:

A. Were you an employee of the federal government, state government, or local government?

Federal government employee 1 22/

State government employee 2

Local government employee 3

Don't know 8

SKIP TO Q. 19

IF CODE 3 in Q. 16, ASK B:

B. Is your business incorporated or unincorporated?

Business incorporated 1 23/

Business unincorporated 2

Don't know 8

SKIP TO Q. 19

---

17. A. Many companies or organizations have employees at more than one location. Besides the place where you work, does (EMPLOYER) have any employees working at any other location, as far as you know?

Yes 1 24/

No 0

B. At the place where you work, how many employees does (EMPLOYER) have?

ENTER # OF EMPLOYEES: [ ][ ] , [ ][ ][ ] 25-29/

IF YES TO Q. 17A, ASK 18; OTHERWISE, GO TO Q. 19.

18. As far as you know, about how many employees does (EMPLOYER) have working at all of its other locations--under 1,000 employees, or 1,000 employees or more?

Under 1,000 employees 1 30/

1,000 employees or more 2

DON'T KNOW 8

22. A. Now I would like to talk about your immediate supervisor or boss--someone who is directly over you. Is this person a man or a woman? (IF MORE THAN ONE SUPERVISOR, PROBE FOR ONE PERSON WHO HAS MOST CONTROL OVER WHAT R DOES:)

Man	1	52/
Woman	2	
R HAS NO BOSS (SKIP TO Q. 23A)	3	

B. Please take a look at this card and tell me which category best describes your immediate supervisor or boss.

HAND CARD J

A. White, not of Hispanic origin	1	53/
B. Black, not of Hispanic origin	2	
C. Hispanic	3	
D. American Indian or Alaskan Native	4	
E. Asian or Pacific Islander	5	
F. Some other background (SPECIFY): _____	6	

---

23. A. How much longer do you intend to stay at this job--less than one year, 1 to 2 years, 3 to 5 years, 6 to 9 years, or 10 years or more?

HAND CARD K

Less than 1 year	1	54/
1 to 2 years	2	
3 to 5 years	3	
6 to 9 years	4	
10 years or more	5	
OR		
R NO LONGER HAS THIS JOB	0	

B. Do you think that your experience on this job will help you to get a particular kind of job you want later on?

Yes (ASK C)	1	55/
No (GO TO Q. 24A)	0	

C. IF YES TO B: What particular kind of job would this experience help you to get? RECORD VERBATIM

56-58/

_____

_____

_____

ASK Q. 26 ONLY IF R IS SELF-EMPLOYED IN A BUSINESS WHICH IS UNINCORPORATED (SEE Q. 16B).

26. We are interested in your opinion, as a self-employed person, of your job.

We would like to know how well or poorly each of the following statements describes your job. (First/Next), (READ CATEGORY). Thinking of your present job, would you say this is very true, somewhat true, not too true, or not at all true? READ CATEGORIES A-G AND CODE FOR EACH.

HAND CARD L	Very true	Somewhat true	Not too true	Not at all true	
A. You have the chance to do the things you do best.	4	3	2	1	10/
B. The physical surroundings are pleasant.	4	3	2	1	11/
C. The experiences you are gaining would also be valuable in getting another job or business.	4	3	2	1	12/
D. The job is dangerous.	4	3	2	1	13/
E. The business is stable.	4	3	2	1	14/
F. Your are exposed to unhealthy conditions.	4	3	2	1	15/
G. The income is good.	4	3	2	1	16/

27. A. I'd like to get some idea of the kind of job you'd most like to have. If you were free to go into any type of job you wanted, what would you do? Would you take another job or keep the same job as you have now?

Take another job 1 17/
Keep the same job 2
IF VOLUNTEERED:
WOULD NOT WORK AT ALL 3

B. If you were to leave your current job, how difficult do you think it would be to find another job that was just as good--extremely difficult, somewhat difficult, or not at all difficult? CODE ONE ONLY.

Extremely difficult 1 18/
Somewhat difficult 2
Not at all difficult 3

31. Why did you start looking for work? Was it because you lost or quit a job at that time (PAUSE) or was there some other reason? RECORD VERBATIM AND CODE ONE ONLY.

_____

_____

_____

LOST JOB	01	41-42/
QUIT JOB	02	
LEFT SCHOOL	03	
CHILDREN ARE OLDER	04	
ENJOY WORKING	05	
HELP WITH FAMILY EXPENSES	06	
WANTED TEMPORARY WORK	07	
HEALTH IMPROVED	08	
NEEDED MONEY	09	
TO SUPPORT MYSELF	10	
PROGRAM ENDED	11	
OTHER (SPECIFY) _____	12	

32. INTERVIEWER: CODE: ANSWER CODED IN Q. 9 IS:

NEW JOB TO BEGIN ... (ASK Q. 33).....	1	43/
BLANK--Q. 9 NOT ASKED (SKIP TO Q. 34) ..	2	

IF CODE 2 IN Q. 32, ASK Q. 34.

34. A. How many weeks have you been looking for work?

ENTER # OF WEEKS: ☐☐ 49-50/

B. Have you been looking for full-time or part-time work?

Full-time	1	51/
Part-time	2	

---

35. Is there any reason why you could not take a job last week?

Yes ..... (ASK A)	1	52/
No ...(SKIP TO Q. 39, P. 7-21).....	0	

A. IF YES: What was the reason? RECORD VERBATIM AND CODE ONE ONLY.

_____

_____

_____

ALREADY HAD A JOB	1	53/
TEMPORARY ILLNESS	2	
GOING TO SCHOOL	3	
NEEDED AT HOME	4	
OTHER (SPECIFY BELOW)	5	

_____

NOW SKIP TO Q. 39, P. 7-21

---

36. Do you want a regular job now, either full- or part-time?

Yes ..... (ASK A)	1	54/
No ..... (ASK B)	0	
MAYBE, IT DEPENDS . (ASK A)	3	
DON'T KNOW ..... (ASK B)	8	

36. Continued

B. IF NO OR DON'T KNOW:

What are the reasons you do not want a regular job now? RECORD VERBATIM AND CODE ALL THAT APPLY.

_____

_____

_____

BELIEVE NO WORK AVAILABLE IN LINE OF WORK OR AREA	01	42-43/
COULDN'T FIND ANY WORK	02	44-45/
LACKS NECESSARY SCHOOLING TRAINING, SKILLS, OR EXPERIENCE	03	46-47/
EMPLOYERS THINK TOO YOUNG	04	48-49/
OTHER PERSONAL HANDICAPS IN FINDING JOB	05	50-51/
CAN'T ARRANGE CHILD CARE	06	52-53/
FAMILY RESPONSIBILITIES	07	54-55/
IN SCHOOL OR OTHER TRAINING	08	56-57/
ILL HEALTH, PHYSICAL DISABILITY	09	58-59/
PREGNANCY	10	60-61/
SPOUSE OR PARENTS AGAINST MY WORKING ..	11	62-63/
DOES NOT WANT TO WORK	12	64-65/
CAN'T ARRANGE TRANSPORTATION	13	66-67/
DON'T KNOW WHERE TO LOOK	14	68-69/
OTHER (SPECIFY) _____	15	70-71/
OR		
DON'T KNOW	98	72-73/

37. INTERVIEWER: SEE SECTION 1, Q. 1 AND CODE: BEGIN DECK 17

R IS:

15 YEARS OLD ..... (SKIP TO SECTION 8)	1	10/
16 YEARS OLD OR OLDER	2	

IF NO TO Q. 40 OR "NOTHING" IN Q. 40A, ASK Q. 41 & 42, OTHERWISE SKIP TO Q. 43.

41. Do you intend to look for work of any kind in the next 12 months?

Yes	1	33/
No	0	
OR		
IT DEPENDS	3	
OR		
DON'T KNOW	8	

---

42. A. Suppose someone in this area offered you a job in the same line of work you're in now. How much would the new job have to pay for you to be willing to take it? PROBE IF NECESSARY: Is that per hour, day, week, or what?

☐☐☐☐☐ . ☐☐	Per hour	01	41-42/
DOLLARS CENTS	Per day	02	
34-38/ 39-40/	Per week	03	
	Bi-weekly (every 2 weeks)	04	
	Per month	05	
	Per year	06	
	Other (SPECIFY) _____	07	

OR, IF VOLUNTEERED:

ANY PAY	08	
WOULDN'T TAKE IT AT ANY CONCEIVABLE PAY (SKIP TO SECTION 8).	09	

B. How many days per week would you want to work?

ENTER # OF DAYS PER WEEK: ☐☐ 43-44/

C. How many hours per day would you want to work?

ENTER # OF HOURS PER DAY: ☐☐ 45-46/

NOW SKIP TO SECTION 8

46. A. Earlier you said that you have been looking for work. What type of work are you looking for? RECORD VERBATIM.

_____

_____

_____

B. INTERVIEWER: EXAMINE R'S ANSWER TO A AND CODE BELOW:

ONE TYPE OF WORK MENTIONED ... (SKIP TO Q. 48) 1 55/

MORE THAN ONE TYPE OF WORK MENTIONED .. (ASK C) 2

ANYTHING ..... (SKIP TO Q. 48) 3

C. IF CODE 2: Which one would you prefer? RECORD VERBATIM AND SKIP TO Q. 48.

_____ 56-58/

_____

---

47. A. Earlier you said that you intend to look for work in the next 12 months. What type of work will you be looking for? RECORD VERBATIM.

_____

_____

_____

B. INTERVIEWER: EXAMINE R'S ANSWER TO A AND CODE BELOW:

ONE TYPE OF WORK MENTIONED ..... (GO TO Q. 48) 1 59/

MORE THAN ONE TYPE OF WORK MENTIONED ..(ASK C) 2

ANYTHING ..... (GO TO Q. 48) 3

C. IF CODE 2: Which one would you prefer? RECORD VERBATIM.

_____ 60-62/

_____

SECTION 8: ON JOBS

1. INTERVIEWER: CODE. R IS:

15 YEARS OLD .(SKIP TO Q. 6).	1	10/
16 TO 23 YEARS OLD	2	

---

2 INTERVIEWER: DID R HAVE A JOB LAST WEEK (IF YES, YOU'VE ENTERED THE EMPLOYER NAME ON AN EMPLOYER SUPPLEMENT) AND/OR DID R SERVE IN ANY BRANCH OF THE MILITARY SINCE THE DATE OF THE LAST INTERVIEW? (SEE CALENDAR, ROW A, OR "YES" TO Q. 1 OR 2, SECTION 6)

YES .....(ASK A).....	1	11/
NO .....(GO TO Q. 3).....	0	

A. IF YES: Besides (the job you had last week/(and)/your military service), have you done any other work for pay since (DATE OF LAST INTERVIEW)?

Yes .....(SKIP TO Q. 4).....	1	12/
No .....(SKIP TO Q. 6).....	0	

---

3. Since (DATE OF LAST INTERVIEW), have you done any work at all for which you were paid?

Yes	1	13/
No .....(SKIP TO Q. 6).....	0	

---

4. Some jobs are odd jobs--that is, work done from time to time, like occasional lawnmowing or babysitting. Others are regular jobs--that is, jobs done on a more or less regular basis.

(Not counting the job you had last week), Since (DATE OF LAST INTERVIEW), have any of the jobs you've had for pay been done on a more or less regular basis?

Yes .....(GO TO Q. 5).....	1	14/
No .....(SKIP TO Q. 6).....	0	

6. INTERVIEWER: SEE ROW A OF THE CALENDAR. WAS R ON ACTIVE DUTY IN THE ARMED FORCES THE ENTIRE TIME FROM THE DATE OF THE LAST INTERVIEW UNTIL NOW?

YES (SKIP TO Q. 17, P. 8-10). 1 15/
NO 0

---

7. INTERVIEWER: SEE CALENDAR. HAS R BEEN ENROLLED IN REGULAR SCHOOL AT ANY TIME SINCE THE DATE OF THE LAST INTERVIEW? (CALENDAR, Q. 1 CODED "YES" OR THERE IS A GRADE ENTERED AT Q. 2 OF THE CALENDAR)

YES 1 16/
NO .(SKIP TO Q. 12, P. 8-6).. 0

---

8. INTERVIEWER: WAS R ENROLLED IN COLLEGE SINCE DATE OF LAST INTERVIEW? (SEE CALENDAR, Q. 1 OR Q. 2 = 13 OR HIGHER)

YES .....(ASK A)..... 1 17/
NO .....(SKIP TO Q. 10)..... 0

A. IF YES: Since (DATE OF LAST INTERVIEW), have you had a job for pay that was provided by a college work-study program? [Be sure to tell me if (any of) the job(s) you already told me about was this kind of job.]

Yes .....(ASK B)..... 1 18/
No .....(GO TO Q. 9)..... 0

IF YES TO A, ASK B:

B. What was the name of your employer for your college work-study job? RECORD VERBATIM. PROBE: Any others?

FOR EACH EMPLOYER NAME RECORDED IN B. ANSWER C:			
C. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'B' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?	YES . (CIRCLE CODE 2 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1 NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 2 ON THE COVER OF THAT SUPPLEMENT) . 0	YES . (CIRCLE CODE 2 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1 NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 2 ON THE COVER OF THAT SUPPLEMENT) . 0	YES . (CIRCLE CODE 2 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1 NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 2 ON THE COVER OF THAT SUPPLEMENT) . 0

13. INTERVIEWER: IS R CURRENTLY ENROLLED IN GRADES 1-12? (SEE CALENDAR. Q. 1 CODED 1-12?)

YES .....(SKIP TO Q. 15).... 1 23/

NO .....(ASK Q. 14)..... 0

IF NO TO Q. 13, ASK Q. 14:

14. Some other government-sponsored programs provide jobs or on-the-job training for pay. Examples are: Public Service Employment, the Work Experience Program, the Young Adult Conservation Corps, the J.O.B.S. Program, and the O.J.T. Program.

Since (DATE OF LAST INTERVIEW), have you had a government-sponsored job or on-the-job training for pay? (PAUSE) [Please tell me if (any of) the job(s) you already told me about was this kind of job.]

Yes .....(ASK A)..... 1 24/

No .....(GO TO Q. 15)..... 0

A. IF YES: What was the name of your employer for this job? RECORD VERBATIM. PROBE: Any others?

_____ _____ _____

FOR EACH EMPLOYER NAME RECORDED IN A. ANSWER B:

B. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'A' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?

	YES . (CIRCLE CODE 6 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 6 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 6 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1
	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 6 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 6 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 6 ON THE COVER OF THAT SUPPLEMENT) . 0

DK 13-19

	PERIOD 1	PERIOD 2
3. A. INTERVIEWER: DRAW LINES ON ROW C TO REPRESENT PERIODS DURING WHICH THERE ARE NO LINES IN ROW A OR B. USE DATES ENTERED IN ROWS A & B TO INDICATE IN ROW C DATES R BEGAN AND ENDED EACH PERIOD OF NON-EMPLOYMENT. ENTER THE DATES FOR EACH PERIOD INTO BOX A, MOST RECENT PERIOD FIRST. NOW ENTER BELOW THE TOTAL NUMBER OF SEPARATE PERIODS OF NON-EMPLOYMENT:		
TOTAL # OF SEPARATE PERIODS: ☐☐ 35-36/		
A. FROM ☐☐☐☐☐☐ MONTH DAY YEAR	37-42/	62-67/
TO ☐☐☐☐☐☐ MONTH DAY YEAR	43-48/	68-73/
FOR EACH SET OF DATES ENTERED IN A. ASK B-H:		BEGIN DECK 19
B. You said you were not working between (DATES OF FIRST/NEXT PERIOD). During how many of those weeks were you looking for work or on layoff from a job--during none, some, or all of those weeks? INTERVIEWER: FOLLOW SKIP INSTRUCTIONS AT B IN COLUMNS.	None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO H).. 3 49/	None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO H).. 3 10/
C. INTERVIEWER: USE WEEK CALENDAR TO DETERMINE WEEK # OF EACH DATE. ENTER WEEK #s IN BOXES.	☐☐ WEEK PERIOD BEGAN 50-51/	☐☐ WEEK PERIOD BEGAN 11-12/
	☐☐ WEEK PERIOD ENDED 52-53/	☐☐ WEEK PERIOD ENDED 13-14/
D. SUBTRACT WEEK BEGAN FROM WEEK ENDED AND ENTER DIFFERENCE IN BOX D.	☐☐ # OF WEEKS 54-55/	☐☐ # OF WEEKS 15-16/
E. You were not working from (DATE) to (DATE). That would be about (# OF WEEKS IN D) weeks when you were not working. For how many of these weeks were you looking for a job or on layoff from a job? ENTER IN BOX E.	☐☐ # OF WEEKS LOOKING OR ON LAYOFF 56-57/	☐☐ # OF WEEKS LOOKING OR ON LAYOFF 17-18/
F. INTERVIEWER: SUBTRACT # OF WEEKS LOOKING FOR WORK OR ON LAYOFF (BOX E) FROM # OF WEEKS NOT WORKING (BOX D) AND ENTER IN BOX F. READ: That leaves (# OF WEEKS IN F) weeks that you were not working or looking for work.	☐☐ # OF WEEKS NOT LOOKING 58-59/	☐☐ # OF WEEKS NOT LOOKING 19-20/
G. What would you say was the main reason that you were not looking for work during that period? RECORD VERBATIM AND ENTER CODE IN G.	G. _____ _____	_____ _____

DID NOT WANT TO WORK ... 01	CHILD CARE PROBLEMS 06
ILL, DISABLED, UNABLE TO WORK 02	PERSONAL/FAMILY REASONS 07
FOR SCHOOL EMPLOYEES:	VACATION 08
SCHOOL WAS NOT IN SESSION FOR THIS PERIOD 03	LABOR DISPUTE/STRIKE 09
ARMED FORCES 04	BELIEVED NO WORK AVAILABLE . 10
PREGNANCY 05	COULD NOT FIND WORK 11
	IN SCHOOL 12
	OTHER (SPECIFY)..... 13

☐☐ REASON NOT LOOKING 60-61/	☐☐ REASON NOT LOOKING 21-22/

H. INTERVIEWER: IF THERE ARE ANY ADDITIONAL PERIODS, GO BACK TO B FOR THE NEXT PERIOD. OTHERWISE, GO ON TO SECTION 10.

SECTION 10: ON GOVERNMENT TRAINING

1. INTERVIEWER: IS R CURRENTLY ENROLLED IN GRADES 1-12? (SEE Q. 1 ON CALENDAR)

YES .. (SKIP TO SECTION 11) .. 1 60/
NO ..... (READ A) 0

A. IF NO: There are certain kinds of training programs sponsored by the government in which young people who are not attending regular school receive skills training in a workshop or a classroom to prepare them for jobs. Examples of these kinds of skills training include certain CETA programs and the Job Corps, but there are others.

---

2. INTERVIEWER: SEE INFO SHEET, ITEM 14. IS A GOVERNMENT TRAINING PROGRAM FROM LAST YEAR'S INTERVIEW LISTED THERE?

YES ..... (READ A) 1 61/
NO ..... (GO TO Q. 3) 0

IF YES TO Q. 2, ASK A:

A. Our records show that at our last interview on (DATE OF LAST INTERVIEW), you were receiving this kind of training at (NAME OF SCHOOL OR AGENCY FROM INFO SHEET). We would like to ask some questions about your participation in this program since (DATE OF LAST INTERVIEW).
ENTER IN Q. 8 (ON NEXT PAGE) THE NAME OF THE SCHOOL OR AGENCY FROM ITEM 14 OF INFO SHEET. THEN GO TO Q. 5.

IF NO TO Q. 2, ASK Q. 3:

3. (Besides the jobs you already told me about,) Since (DATE OF LAST INTERVIEW), have you received skills training from any of these kinds of government-sponsored programs? HAND CARD R

Yes 1 62/
No ... (SKIP TO SECTION 11) .. 0

---

4. Thinking of the (first/next) training program that you attended since (DATE OF LAST INTERVIEW), what is the name of the school or agency where you've received this training? RECORD IN Q. 8, NEXT PAGE, AND GO ON TO Q. 5.

(IF NECESSARY, USE A SECOND QUESTIONNAIRE.)

---

5. What is the name of the government program that sponsors this training? RECORD IN Q. 9, NEXT PAGE, AND GO ON TO Q. 6.

---

6. [Besides the job(s) you already told me about,] Since (DATE OF LAST INTERVIEW), have you received any other skills training [either from (NAME OF SCHOOL OR AGENCY FROM INFO SHEET, ITEM 14) or] from any of these kinds of government-sponsored training programs? HAND CARD R

IF YES, GO BACK TO Q. 4
FOR THE NEXT PROGRAM

IF NO, GO TO Q. 7 ..... 0 63/

	COLUMN #1	COLUMN #2
14. How many hours a week (do/did) you usually spend in the program? ENTER # OF HOURS	# HOURS ☐☐ 59-60/	# HOURS ☐☐ 67-68/
15. How many hours a day (do/did) you usually spend in the program? ENTER # OF HOURS	# HOURS ☐☐ 61-62/	# HOURS ☐☐ 69-70/
16. A. As far as you know, (is/was) this training part of a CETA program?	63/ Yes ..... 1 No 0	71/ Yes ..... 1 No 0
B. As far as you know, (is/was) this training (also) part of a WIN program?	64/ Yes ..... 1 No 0	72/ Yes ..... 1 No 0
17. Why did you decide to enter this training program? RECORD VERBATIM. IF MORE THAN ONE REASON GIVEN, PROBE: What was the one main reason? CODE ONE ONLY.	_____ _____ _____ _____ 65-66/ TO GET MONEY ..... 01 TO GET A BETTER JOB THAN COULD GET ON MY OWN ..... 02 TO GET A JOB ..... 03 TO GET JOB TRAINING OR EXPERIENCE ..... 04 TO HAVE SOMETHING TO DO .. 05 THE TRAINING SOUNDED INTERESTING ..... 06 OTHER (SPECIFY) ..... 07 _____	_____ _____ _____ _____ 73-74/ TO GET MONEY ..... 01 TO GET A BETTER JOB THAN COULD GET ON MY OWN ..... 02 TO GET A JOB ..... 03 TO GET JOB TRAINING OR EXPERIENCE ..... 04 TO HAVE SOMETHING TO DO .. 05 THE TRAINING SOUNDED INTERESTING ..... 06 OTHER (SPECIFY) ..... 07 _____

21. Did this program provide you with other classroom training in reading, writing, or arithmetic?

A. IF YES: Was that classroom training part of a program of English as a second language--that is, a program for people who grew up speaking a language other than English?

	22/	31/
Yes .... (ASK A)	1	1
No .. (GO TO Q. 22) ...	0	0
	23/	32/
Yes	1	1
No	0	0

22. Did this program provide you with classroom training in other skills needed for certain types of jobs?

A. IF YES: What kind of job were you being trained for? RECORD VERBATIM.

	24/	33/
Yes .... (ASK A)	1	1
No .. (GO TO Q. 23) ...	0	0
	25-27/	34-36/
	_____	_____
	_____	_____
	_____	_____
	_____	_____

23. Did this program place you on a job outside the program?

A. IF YES: Was the job you were placed in a CETA or Public Service Employment--PSE--job?

B. IF YES TO A: In addition to being placed in a CETA or PSE job, were you also placed in a job outside that program?

	28/	37/
Yes .... (ASK A)	1	1
No .. (GO TO Q. 24) ...	0	0
	29/	38/
Yes .... (ASK B)	1	1
No .. (GO TO Q. 24) ...	0	0
	30/	39/
Yes	1	1
No	0	0

BEGIN DECK 24

DECK 23

7. Besides any money you may presently receive/have receive(d) through public assistance or Unemployment Compensation (do/while you were in the program, did) you receive any money for participating in this program?

62/

Yes .... (ASK A) 1

No ....(GO TO Q. 28)... 0

A. IF YES: How much money (do/did) you usually receive for participating in this program? Please give me the amount you receive(d) before any deductions like taxes and social security (are/were) taken out. PROBE IF NECESSARY: (Is/Was) that per hour, per day, per week, or what?

63-67/ ,. 68-69/

DOLLARS CENTS

70-71/

Per hour 01

Per day 02

Per week 03

Bi-Weekly (every 2 weeks)..... 04

Per month 05

Per year 06

OTHER (SPECIFY)

_____ 07

10/

Yes .... (ASK A) 1

No ....(GO TO Q. 28).. 0

11-15/ ,. 16-17/

DOLLARS CENTS

18-19/

Per hour 01

Per day 02

Per week 03

Bi-Weekly (every 2 weeks)..... 04

Per month 05

Per year 06

OTHER (SPECIFY)

_____ 07

IF YES TO Q. 31, ASK Q. 32.
OTHERWISE, SKIP TO Q. 33.

32. After you left the program, did the training or experience you received in this program help you or not help you in performing any job?	28/ Helped ..... 1 Did not help 2	31/ Helped ..... 1 Did not help 2
33. Thinking back over your entire experience in this program, how satisfied or dissatisfied are you with it overall--very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?	29/ Very satisfied ..... 1 Somewhat satisfied .... 2 Somewhat dissatisfied .. 3 Very dissatisfied 4	32/ Very satisfied ..... 1 Somewhat satisfied ... 2 Somewhat dissatisfied . 3 Very dissatisfied 4
34. INTERVIEWER, ARE THERE ANY ADDITIONAL PROGRAMS RECORDED IN COLUMN HEADINGS (Qs 8 AND 9, PAGE 10-2) NOT YET ASKED ABOUT?	30/ YES .. (GO BACK TO PAGE 10-2 AND ASK THE APPROPRIATE QUESTIONS FOR NEXT PROGRAM ..... 1 NO ... (GO TO SECTION 11) . 0	33 YES .. (USING THE SECOND QUESTIONNAIRE, GO TO PAGE 10-2 AND ASK THE APPROPRIATE QUESTIONS FOR THE NEXT PROGRAM) ..... NO ... (GO TO SECTION 11).

SECTION 11: OTHER TRAINING

1. INTERVIEWER: IS R ...

15 YEARS OLD ... (SKIP TO SECTION 12) 1
16-23 YEARS OLD ... (READ A) 2 34/

A. IF CODE 2: Now I would like to ask you about types of schooling and training we haven't talked about yet.

---

2. INTERVIEWER: SEE INFO SHEET, ITEM 15. IS AN "OTHER TRAINING PROGRAM" FROM LAST YEAR'S INTERVIEW LISTED THERE?

YES .... (ASK Q. 3) 1
NO .... (GO TO Q. 4) 0 35/

IF YES TO Q. 2, ASK Q. 3:

3. A. INTERVIEWER: CODE BELOW EACH TYPE OF TRAINING AGENCY FROM INFO SHEET, ITEM 15.

	1st PROGRAM	2nd PROGRAM
1) BUSINESS COLLEGE	 01	 01
2) A NURSE'S PROGRAM	 02	 02
3) AN APPRENTICESHIP PROGRAM	 03	 03
4) A VOCATIONAL OR TECHNICAL INSTITUTE	 04	 04
5) BARBER OR BEAUTY SCHOOL	 05	 05
6) FLIGHT SCHOOL	 06	 06
7) A CORRESPONDENCE COURSE	 07	 07
8) COMPANY TRAINING	 08	 08
	36-37/	45-46/

FOR EACH TYPE OF TRAINING AGENCY IN A, ASK B-E:

B. Our records show that on our last interview on (DATE OF LAST INTERVIEW), you were receiving training at (TYPE OF TRAINING AGENCY). We would (also) like to ask you a few questions about that training. First, what job were you being trained for?

38-40/ 47-49/

C. When did you finish or leave the training?

	1st PROGRAM	2nd PROGRAM
Month | Year		
	41-44/	50-53/
OR		
STILL ENROLLED (GO TO E) 0001		

6. Now I would like to ask you some questions about each kind of training in which you were enrolled for at least a month since (DATE OF LAST INTERVIEW). Let's begin with the first program in which you were enrolled since (DATE OF LAST INTERVIEW). DECK 24 BEGIN DECK 25

	1st PROGRAM	2nd PROGRAM	3rd PROGRAM
a. What job were you being trained for?	_____ 62-64/	_____ 10-12/	_____ 27-29/
b. HAND CARD S. Which category on this card best describes where you received this training?	65-66/	13-14/	30-31/
1) Business college	 01	 01	 01
2) A nurses program	 02	 02	 02
3) An apprenticeship program	 03	 03	 03
4) A vocational or technical institute	 04	 04	 04
5) Barber or beauty school	 05	 05	 05
6) Flight school	 06	 06	 06
7) A correspondence course	 07	 07	 07
8) Company training	 08	 08	 08
9) Other (SPECIFY)	 09	 09	 09
	_____	_____	_____
	_____	_____	_____
c. When did you start the training?	67-70/ Month | Year	15-18/ Month | Year	32-35/ Month | Year
d. When did you finish or leave the training?	71-74/ Month | Year OR STILL ENROLLED (GO TO F) 0001	19-22/ Month | Year OR STILL ENROLLED (GO TO F) 0001	36-39/ Month | Year OR STILL ENROLLED (GO TO F) 0001
e. Did you complete this training or not?			
Completed training	..... 1 75/	..... 1 23/	..... 1 40/
Did not complete training	 0	 0	 0
f. How many hours per week (did/do) you usually spend . . .			
IF APPRENTICESHIP: in all your apprenticeship activities?			
IF CORRESPONDENCE COURSE: working on these materials?			
ALL OTHERS: in this training?			
ENTER HOURS/WEEK:	☐☐ 76-77/	☐☐ 24-25/	☐☐ 41-42/
g. HAND CARD S. Since (DATE OF LAST INTERVIEW), have you received for at least one month any other kind of training from one of these sources?	Yes . (GO BACK TO a ABOVE)..1 78/	Yes . (GO BACK TO a ABOVE)..1 26/	Yes . (GO TO SECTION 12) ..1 43/
	No . (GO TO SECTION 12)..0	No . (GO TO SECTION 12).. 0	No . (GO TO SECTION 12) ..0

SECTION 13: ON HEALTH

1. INTERVIEWER: IS THERE AN ENTRY IN Q. 13A, SECTION 7, PAGE 7-9? (DID R HAVE A JOB LAST WEEK?) OR WAS R ON ACTIVE DUTY IN THE ACTIVE FORCES LAST WEEK? (SEE ROW A ON CALENDAR.)

YES .....(GO TO Q. 2)..... 1

NO .....(ASK A)..... 0

A. IF NO: Would your health keep you from working on a job for pay now?

Yes .....(GO TO Q. 4)..... 1 69/

No 0

---

2. A. (Are you/Would you be) limited in the kind of work you (could) do on a job for pay because of your health?

Yes 1 70/

No 0

B. (Are you/Would you be) limited in the amount of work you (could) do because of your health?

Yes 1 71/

No 0

---

3. INTERVIEWER: SEE Q. 2A & B. IS ANY "YES" ANSWER CODED IN THESE QUESTIONS?

YES 1 72/

NO ...(SKIP TO SECTION 14)... 0

---

4. Since what month and year have you had this limitation?

ENTER MONTH ☐☐ 73-74/

AND

YEAR 19☐☐ 75-76/

OR

IF VOLUNTEERED: All my life 0000

BEGIN DECK 28

ASK QS. 10-19 ABOUT THE ONE (MAIN) CONDITION R HAS:
(IF "ALL MY LIFE" IN Q. 4, CIRCLE CODE 0000 WITHOUT ASKING.)

10. And since what month and year have you had this condition?

ENTER MONTH ☐☐ 10-11/

AND

YEAR 19☐☐ 12-13/

OR

IF VOLUNTEERED: All my life 0000

---

11. A. Did you ever see or talk to a doctor or other medical person about your (CONDITION)?

Yes 1 14/

No 0

B. INTERVIEWER: IS R'S HEALTH CONDITION A "NORMAL PREGNANCY"?

YES ...(SKIP TO SECTION 14).. 1 15/

NO 0

IF NO IN Q. 11A, TRANSCRIBE (MAIN) CONDITION TO Q. 12A. OTHERWISE, ASK Q. 12A.

12. A. What did the doctor or other medical person say it was--did he give it a medical name? RECORD VERBATIM.

_____ 16-19/

_____ 20-23/

B. What was the cause of (CONDITION)? RECORD VERBATIM.

_____ 24-28/

_____ 29-33/

C. INTERVIEWER: CIRCLE APPROPRIATE CODE BELOW. R'S CONDITION IS CAUSED BY . . .

ACCIDENT OR INJURY ....(SKIP TO Q. 17)... 1 34/

CANCER .....(SKIP TO Q. 15)... 2

NEITHER .....(CONTINUE BELOW)... 3

IF ENTRY IN Q. 12A OR B INCLUDES ANY OF THE FOLLOWING WORDS, ASK Q. 13:

AILMENT	ATTACK	DEFECT	GROWTH	TROUBLE
ANEMIA	CONDITION	DISEASE	MEASLES	TUMOR
ASTHMA	CYST	DISORDER	RUPTURE	ULCER

13. What kind of (READ APPROPRIATE WORD FROM LIST ABOVE) is it? RECORD VERBATIM.

_____ 35-38/

_____

BEGIN DECK 29

18. At the time of the accident, what part of the body was hurt? RECORD IN A.

What kind of injury was it? RECORD IN B.

PROBE: What other part of the body was hurt?

A. PART(S) OF BODY		B. KIND OF INJURY	
_____	10-11/	_____	12-15/
		_____	
_____	16-17/	_____	18-21/
		_____	
_____	22-23/	_____	24-27/
		_____	

ASK Q. 19 IF ACCIDENT HAPPENED MORE THAN 3 MONTHS AGO (SEE Q. 17).

19. What part of the body is affected now? RECORD IN A.

How is (PERSON'S PART OF THE BODY) affected now? RECORD IN B.

PROBE: Is any other part of the body affected now? RECORD VERBATIM.

A. PART(S) OF BODY		B. PRESENT EFFECTS	
_____	28-29/	_____	30-33/
		_____	
_____	34-35/	_____	36-39/
		_____	
_____	40-41/	_____	42-45/
		_____	

SECTION 15: DELINQUENCY AND DRUGS

1. INTERVIEWER: CODE BELOW.

R IS UNDER 18 YEARS OLD	1	56/
R IS 18 YEARS OLD OR OLDER.. (CROSS OUT QS. 1-3 ON FORM J. THEN GO ON TO Q. 2)	2	

---

2. This section deals with activities which may be against the rules or against the law. I want to remind you that all of your answers are confidential. Your answers will not be seen by anyone but our trained survey staff. I am going to give you an answer sheet and an envelope. When we have finished the sheet, I want you to put the answer sheet into the envelope and seal it. This way, no one who knows you will see any of your answers. We are doing this so that everyone in the study can answer these questions honestly. We hope that you will answer all of these questions. However, if you find a question which you cannot answer honestly, we would prefer that you leave it blank.

On this form are descriptions of types of activities that some young people can get into trouble for. I want you to read each item, and put a check mark after the category which best describes the number of times in the last year you have done the activity described. If you cannot remember exactly the number of times you have done something, just write down your best guess. (HAND FORM J AND PAUSE TO LET R LOOK AT IT.) Do you have any questions about how to fill out the form?

We need to know how often you might have done these things in the last year, so, before we start, I want you to think back to what you were doing a year ago, that is (DATE ONE YEAR AGO). (IF POSSIBLE, REFERENCE A HOLIDAY OR OTHER OCCASION TO HELP R REMEMBER.) Try not to report anything you may have done before (DATE ONE YEAR AGO).

IF R IS 18 YEARS OLD OR OLDER, SAY: Please skip questions 1-3, as those questions are only for people under 18 years of age.

GIVE R TIME TO ANSWER. HAND R ENVELOPE.
READ: Now put the form in this envelope and seal it. It will not be opened until it gets back to the survey staff in Chicago.

TAKE ENVELOPE, AND GO TO THE NEXT SECTION.

3. Have you ever been convicted of any charges other than a minor traffic violation?

Yes ..... (ASK A-E)	1	10/
No ..... (GO TO Q. 4)	0	

IF YES, ASK A-E

A. How many times have you ever been convicted of something?

OF TIMES: ☐☐ 11-12/

B. How old were you (the first time/when) this happened?

AGE: ☐☐ 13-14/

C. When was your (most recent) conviction?

ENTER MONTH ☐☐ 15-16/

AND

YEAR 19 ☐☐ 17-18/

D. What charges have you ever been convicted of?

PROBE: What other charges have you ever been convicted of?

RECORD VERBATIM AND CODE ALL THAT APPLY.

_____

_____

_____

1. Assault: An attack on a person with a weapon or hands, e.g., battery, rape, aggravated assault, manslaughter	01	19-20/
2. Robbery: Taking something from someone using a weapon or force, e.g., robbery, mugging, "hold ups"	02	21-22/
3. Theft: Taking something without the use of force, e.g., burglary, larceny, shoplifting, theft not coded elsewhere ..	03	23-24/
4. Theft by deception: e.g., forgery, fraud, embezzlement, bad checks	04	25-26/
5. Fencing, receiving, possessing, or selling stolen property	05	27-28/
6. Destruction of property: Vandalism, arson, malicious destruction, etc.	06	29-30/
7. Other property offense: Trespass, breaking and entering (other than burglary)	07	31-32/
8. Gambling: Running numbers, bookmaking, or other participation in illegal gambling activities	08	33-34/
9. Commercial vice, such as prostitution or pimping	09	35-36/
10. Possession or use of marijuana or hashish	10	37-38/
11. Selling marijuana or hashish	11	39-40/
12. Possession or use of other illicit drugs	12	41-42/
13. Sale or manufacture of other illicit drugs	13	43-44/
14. Major traffic offense: Driving under the influence of alcohol or other drug, reckless driving, driving without a license, etc.	14	45-46/
15. Drinking or purchasing alcohol, under age	15	47-48/
16. Status offense: any other offense which would not be illegal if the respondent were an adult, e.g., run away from home, truancy, curfew violation, incorrigibility (or person in need of supervision).....	16	49-50/
17. Other (SPECIFY) _____	17	51-52/

6. Have you ever been on probation?

Yes ..... (ASK A & B)..... 1 64/

No ..... (GO TO Q. 7) 0

IF YES, ASK A AND B

A. How many times were you ever on probation?

OF TIMES: ☐☐ 65-66/

B. When did your (most recent) probation end?

ENTER MONTH ☐☐ 67-68/

AND YEAR: 19 ☐☐ 69-70/

OR

R IS NOW ON PROBATION 9995

---

7. Have you ever been sentenced to spend time in a corrections institution, like a jail, prison, or a youth institution like a training school or reform school?

Yes . ..... (ASK A-C) 1 71/

No .... (SKIP TO SECTION 17) 0

IF YES, ASK A-C

A. How many times were you ever sent to a youth corrections institution?

OF TIMES: ☐☐ 72-73/

B. How many times were you ever sent to an adult corrections institution?

OF TIMES: ☐☐ 74-75/

C. When were you released (the most recent time)?

ENTER MONTH ☐☐ 76-77/

AND YEAR: 19 ☐☐ 78-79/

OR

R IS NOW IN A CORRECTIONS INSTITUTION..... 9995

COLUMN 1 FOR RESPONDENT

4. IF R EARNED ANY MONEY FROM THE MILITARY IN 1979, READ A. OTHERWISE, GO TO B.

A. Not counting any money you received from your military service...

B. During 1979, how much did you receive from wages, salary, commissions, or tips from all (other) jobs, before deductions for taxes or anything else?

$ [ ][ ][ ], [ ][ ][ ].00 30-35/

OR

NONE.....000000

COLUMN 2 FOR R'S SPOUSE

4. IF SPOUSE EARNED ANY MONEY FROM THE MILITARY IN 1979, READ A. OTHERWISE, GO TO B.

A. Not counting any money your (husband/wife) received from (his/her) military service...

B. During 1979, how much did your (husband/wife) receive from wages, salary, commissions, or tips, from all (other) jobs, before deductions for taxes or anything else?

$ [ ][ ][ ], [ ][ ][ ].00 44-49/

OR

NONE.....000000

DON'T KNOW.....999998

5. During 1979, did you receive any money in income ...

A. from your own farm?

Yes 1 36/
No 0

B. from your own nonfarm business, partnership or professional practice?

Yes 1 37/
No 0

INTERVIEWER: IF A OR B IS CODED "YES," ASK C.

OTHERWISE, GO TO Q. 5, COLUMN 2 FOR R'S SPOUSE OR GO TO Q. 6.

C. IF YES TO A OR B: How much did you receive after expenses?

$ [ ][ ][ ], [ ][ ][ ]. 00 38-43/

OR

NONE 000000

OR

DON'T KNOW 999998

5. (In addition to the income you received from such sources), During 1979, did your (husband/wife) receive any money in income ...

A. from (his/her) own farm?

Yes 1 50/
No 0
DON'T KNOW 8

B. from (his/her) own nonfarm business, partnership, or professional practice?

Yes 1 51/
No 0
DON'T KNOW 8

INTERVIEWER: IF A OR B IS CODED "YES," ASK C. OTHERWISE, GO TO Q. 6.

C. IF YES TO A OR B: How much did (he/she) receive after expenses.

$ [ ][ ][ ], [ ][ ][ ]. 00

OR 52-57/

NONE 000000

OR

DON'T KNOW 999998

BEGIN DECK 33

7. INTERVIEWER: HAS RESPONDENT EVER HAD A CHILD?

YES .....(ASK A).....	1	10/
NO.....(GO TO Q. 8).....	0	

A. IF YES: During 1979, did you receive any money from someone living outside this household for alimony or child support?

Yes .....(ASK B).....	1	11/
No .....(GO TO Q.8).....	0	

B. IF YES TO A: How much did you receive in 1979 for alimony or child support?

$ [ ][ ] , [ ][ ][ ].00 12-16/

OR

DON'T KNOW.....99998

---

8. INTERVIEWER: IF ANYONE OTHER THAN R'S SPOUSE AND CHILDREN IS LISTED IN HOUSEHOLD ENUMERATION, READ A BELOW. OTHERWISE, GO TO B.

A. For these next few questions, we are interested in different kinds of payments that might have been made directly to you [or your (husband/wife)]. For these questions, please do not include any payments that were made to your parents or to other members of your family, even if the payments were used to help pay for your support.

B. During 1979, did you [or your (husband/wife)] receive any payments from Aid to Families with Dependent Children--AFDC?

Yes....(ASK C & D).....	1	17/
No.....(GO TO Q. 9).....	0	

IF YES, ASK C & D:

C. In which months of 1979 did you [or your (husband/wife)] receive AFDC payments? CODE ALL THAT APPLY.

JANUARY.....	01	18-19/
FEBRUARY	02	20-21/
MARCH.....	03	22-23/
APRIL.....	04	24-25/
MAY.....	05	26-27/
JUNE.....	06	28-29/
JULY.....	07	30-31/
AUGUST.....	08	32-33/
SEPTEMBER.....	09	34-35/
OCTOBER.....	10	36-37/
NOVEMBER.....	11	38-39/
DECEMBER.....	12	40-41/

D. During 1979, how much did you [or your (husband/wife)] receive per month on the average from AFDC?

$ [ ] , [ ][ ][ ] .00 42-45/

OR

DON'T KNOW.....9998

11. During 1979, did you [or your (husband/wife)]receive any public assistance or welfare payments from the local, state, or federal government . . .

IF R RECEIVED AFDC: not counting the AFDC you already told me about?

IF R RECEIVED FOOD STAMPS: (and) not counting the food stamps you already told me about?

IF R RECEIVED SUPPLEMENTAL SECURITY INCOME: (and) not counting the Supplemental Security Income you already told me about?

Yes .....(ASK A & B)...	1	38/
No .....(GO TO Q. 12)..	0	

IF YES, ASK A & B:

A. In which months of 1979 did you [or your (husband/wife)] receive these payments? CODE ALL THAT APPLY.

JANUARY	01	39-40/
FEBRUARY	02	41-42/
MARCH	03	43-44/
APRIL	04	45-46/
MAY	05	47-48/
JUNE	06	49-50/
JULY	07	51-52/
AUGUST	08	53-54/
SEPTEMBER	09	55-56/
OCTOBER	10	57-58/
NOVEMBER	11	59-60/
DECEMBER	12	61-62/

B. And how much did you [or your (husband/wife)] receive per month, on the average, during 1979?

$ [ ] , [ ][ ][ ] .00 63-66/

OR

DON'T KNOW 998

---

12. A. During 1979, did you [or your (husband/wife)] receive any educational benefits for veterans under the G.I. Bill or V.E.A.P.?

Yes	1	67/
No	0	

B. During 1979, did you [or your (husband/wife)] receive any (other kinds of) scholarships, fellowships, or grants?

Yes	1	68/
No	0	

C. INTERVIEWER: IS Q. 12A AND/OR Q. 12B ANSWERED "YES"?

YES	1	69/
NO ....(SKIP	0	

15. (Continued)

C. IF R LIVES IN DU: did you [or your (husband/wife)] regularly receive any money from persons living outside this household?

Yes ..... (ASK F) 1 29/
No ... (GO TO Q. 16) 0

D. IF R LIVES IN A DORM, FRATERNITY, OR SORORITY: did you [or your (husband/wife)] regularly receive any money from persons living outside your home in (CITY OF PERMANENT RESIDENCE)?

Yes ..... (ASK F) 1 29/
No ... (GO TO Q. 16) 0

E. IF R LIVES IN A MILITARY BARRACK: did you regularly receive any money from any person?

Yes ..... (ASK F) 1 30/
No ... (GO TO Q. 16) 0

IF YES TO C, D, OR E, ASK F:

F. How much did you receive from this source during 1979?

$ [ ][ ] , [ ][ ][ ] .00 31-35/

OR
DON'T KNOW 99998

HAND CARD U.

16. Aside from the things you have already told me about, during 1979, did you [or your (husband/wife)] receive any money from any other source such as the ones on this card? For example: things like interest on savings, payments from Social Security, net rental income, or any other regular or periodic sources of income.

Yes ..... (ASK A) 1 36/
No .... (GO TO Q. 17) 0

A. IF YES: Altogether, how much did you [or your (husband/wife)] receive from these sources of income?

$ [ ][ ] , [ ][ ][ ] .00 37-41/

OR
DON'T KNOW....99998

---

17. INTERVIEWER: DID YOU DO THE HOUSEHOLD ENUMERATION WITH A ..

VERSION A ...(SKIP TO Q. 28, P. 17-12) 1 42/
VERSION B ...(SKIP TO Q. 28, P. 17-12) 2
VERSION C 3

---

18. INTERVIEWER: DOES RESPONDENT LIVE WITH ANY RELATIVE OTHER THAN RESPONDENT'S SPOUSE AND CHILDREN?

YES ..... (GO TO Q. 19) 1 43/
NO ..... (ANSWER A) 0

IF NO, ANSWER A:

A. INTERVIEWER: DOES RESPONDENT CURRENTLY LIVE WITH ONE OTHER ADULT OF THE OPPOSITE SEX, WHO IS NOT RELATED TO THE RESPONDENT?

Yes .(SKIP TO Q. 25, P. 17 - 11) 1 44/
No . (SKIP TO Q. 28, P. 17 - 12) 0

22. And did any of these persons receive in 1979 ... (READ CATEGORIES)? CODE "YES" OR "NO" FOR EACH.

		Yes	No	Don't know	
A.	income from a full or part-time job?	1	0	8	56/
B.	net income from their own farm?	1	0	8	57/
C.	net income from their own nonfarm business, partnership or professional practice?	1	0	8	58/
D.	income from Social Security or pensions?	1	0	8	59/
E.	income from any other regular or periodic sources?	1	0	8	60/

23. INTERVIEWER: IS ANY ITEM IN Q. 22 CODED "YES" (1)? 61/

YES.....(ASK Q. 24)..... 1

NO.....(SKIP TO Q. 28)..... 0

IF YES TO Q. 23, ASK Q. 24:

24. What was the total income received by (READ NAMES OF ADULTS OTHER THAN SPOUSE AND CHILDREN ARE RELATED TO RESPONDENT) from (READ ALL SOURCES CODED "YES" IN Q. 22) during 1979 - before taxes and other deductions? 62-67/

$ [ ][ ][ ] , [ ][ ][ ] .00

OR

DON'T KNOW.....999998

NOW SKIP TO Q. 28, P. 17 - 12

28. During 1979, did anyone [other than your (husband/wife)] pay at least half of your living expenses? 25/

Yes..... 1
No .....(GO TO Q. 29)..... 0

A. INTERVIEWER: IS R LIVING IN A MILITARY BARRACK? 26/

YES .....(GO TO C)..... 1
NO 0

B. Does this person live (here in this household/in your home at [CITY OF PERMANENT RESIDENCE])? 27/

Yes.....(GO TO Q. 29)..... 1
No 0

C. What is that person's relationship to you? 28-29/

RELATIONSHIP TO RESPONDENT: _____ OFFICE USE

D. During 1979, what was the total income of (SOURCE OF SUPPORT) and all family members living with (him/her) before taxes or other deductions? 30-35/

$ [ ][ ][ ] , [ ][ ][ ] .00

OR,
DON'T KNOW 999998

---

29. Do you [or your (husband/wife)] pay at least half of the living expenses of any person, not counting (yourself/yourselves)? 36/

Yes .... (ASK A) 1
No .. (SKIP TO Q. 35) 0

A. IF YES: Not counting (yourself/yourselves), how many persons are dependent upon you [or your (husband/wife)] for at least one-half of their support? 37-38/

NUMBER OF DEPENDENTS: [ ][ ]

IF R LIVES IN A HOUSE OR APARTMENT, ASK Q. 37
OTHERWISE, SKIP TO SECTION 18.

37. Is this (house/apartment) owned or being bought in your name [or in your (husband's/wife's) name]?

Yes .. (SKIP TO SECTION 18) 1
No.....(SKIP TO Q. 42)..... 0

52/

IF "NO" TO ALL ITEMS IN Q. 1A-E, ASK Q. 38:

38. Now I would like to ask you a few questions about your income in 1979.

During 1979, how much did you receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else?

$ [ ][ ][ ] , [ ][ ][ ] .00

53-58/

OR

NONE 000000

---

39. During 1979, did you receive unemployment compensation?

Yes.....(ASK A)..... 1
No.....(GO TO Q. 40)..... 0

59/

A. IF YES: What was the total amount you received from unemployment compensation during 1979?

$ [ ][ ][ ] , [ ][ ][ ] .00

60-65/

OR

DON'T KNOW.....999998

---

40. And, during 1979, did you receive:

	Yes	No	
A. Income from working on your own business or farm?	1	0	66/
B. Interest on savings or any other income you received regularly or periodically? Do not count allowances from your parents.	1	0	67/

---

41. INTERVIEWER: IS ANY ITEM CODED "YES" IN Q. 40?

YES.....(ASK A)..... 1
NO .....(GO TO Q. 42)..... 0

68/

A. IF YES: How much income did you receive during 1979 from (READ ALL SOURCES CODED "YES" ABOVE IN Q. 40)?

$ [ ][ ][ ] , [ ][ ][ ] .00

69-74/

OR

DON'T KNOW....999998

SECTION 18: ON ASPIRATIONS AND EXPECTATIONS

1. And now we have a question about the future. What would you like to be doing when you are 35 years old? RECORD VERBATIM AND CODE ONE ONLY.

_____

_____

_____

CODE SMALLEST NUMBER MENTIONED

WORKING ... (SKIP TO SECTION 19) 1 77/
OR
MARRIED, OR KEEPING HOUSE, OR
RAISING A FAMILY ..(ASK Q. 2) 2
OR
OTHER ... (SKIP TO SECTION 19)

_____ .. 3

OR
DON'T KNOW . (SKIP TO SECTION 19) ... 8

IF CODE 2 IN Q. 1, ASK Q.2:

2. Would you like to be working in addition to (being married/keeping house/ raising a family)?

Yes 1 78/
No 0

RECORD TIME ENDED: _____ AM / PM

2. INTERVIEWER:

--IF R IS LIVING IN DORMITORY, FRATERNITY, SORORITY, HOSPITAL, OR OTHER TEMPORARY IQ: OBTAIN NAME AND RELATIONSHIP OF HOUSEHOLDER AT PERMANENT HOME ADDRESS. RECORD NAME, RELATIONSHIP, ADDRESS, AND TELEPHONE INFORMATION IN A-C BELOW.

--IF THE ABOVE IS NOT APPLICABLE AND R IS MARRIED, LIVING APART FROM SPOUSE: RECORD SPOUSE'S NAME, ADDRESS, AND TELEPHONE INFORMATION IN A-C BELOW.

--OTHERWISE: GO TO Q. 3.

A. NAME: 41-70/

(FIRST) (MIDDLE) (LAST)

RELATIONSHIP TO R: _____ 71-72/

BEGIN DECK 40

ADDRESS: 10-39/

(STREET ADDRESS) (APT. #)

40-64/ 65-69/

(CITY) (STATE) (ZIP)

70-80/

(COUNTRY IF NOT U.S.)

BEGIN DECK 41

B. And what is (his/her) telephone number?

(AREA CODE) / (PHONE NUMBER) - 10-19/

No phone 0 20/
Refused 7

C. IF PERSON HAS PHONE: In whose name is the phone listed?

Name recorded above 1 21/
Other (SPECIFY BELOW) 2

22-51/

(FIRST) (MIDDLE) (LAST)

4. Which of your other relatives are you in touch with most frequently? PROBE FOR TWO RELATIVES. ENTER FULL NAMES BELOW AND ASK a-d FOR EACH.

FIRST RELATIVE'S NAME: 52-78/

(FIRST) (MIDDLE) (LAST) 79-80/

a. What is (RELATIVE'S) relationship to you? _____ BEGIN DECK 46

b. Where does (RELATIVE) live? 10-39/

(STREET ADDRESS) 40-64/ (APT. #) 65-69/

(CITY) (STATE) (ZIP)

c. What is (RELATIVE'S) telephone number? BEGIN DECK 47

[ ][ ][ ] / [ ][ ][ ] - [ ][ ][ ][ ] 10-19/

(AREA CODE) (PHONE NUMBER)

No phone 0 20/
Refused 7

d. IF RELATIVE HAS PHONE: In whose name is the phone listed?

(RELATIVE'S) name 1 21/
Other (SPECIFY BELOW) 2 22-51/

(FIRST) (MIDDLE) (LAST)

SECOND RELATIVE'S NAME: 52-78/

(FIRST) (MIDDLE) (LAST) 79-80/

a. What is (RELATIVE'S) relationship to you? _____ BEGIN DECK 48

b. Where does (RELATIVE) live? 10-39/

(STREET ADDRESS) 40-64/ (APT. #) 65-69/

(CITY) (STATE) (ZIP)

c. What is (RELATIVE'S) telephone number? BEGIN DECK 49

[ ][ ][ ] / [ ][ ][ ] - [ ][ ][ ][ ] 10-19/

(AREA CODE) (PHONE NUMBER)

No phone 0 20/
Refused 7

d. IF RELATIVE HAS PHONE: In whose name is the phone listed?

(RELATIVE'S) name 1 21/
Other (SPECIFY BELOW) 2 22-51/

(FIRST) (MIDDLE) (LAST)

6. When you are not spending your spare time at home, where do you usually go? PROBE FOR NAME, ADDRESS, AND PHONE NUMBER OF PLACE SUCH AS NEIGHBORHOOD GATHERING PLACE, ETC. 52/

Person is already listed in Q. 1, 2, 3, 4, or 5 ...(GO TO Q. 7).. 1
Other (SPECIFY BELOW) 2 53-80/

(NAME OF PLACE--"HANGOUT)

BEGIN DECK 54 10-39/

(KIND OF PLACE)

40-69/

(STREET ADDRESS)

BEGIN DECK 55 10-34/ (APT. #) 35-39/

(CITY) (STATE) (ZIP)

40-50/R
51-60/

( ) / - (AREA CODE) (PHONE NUMBER)

---

7. Do you have a nickname or some name other than your legal one by which most of your friends, neighbors, or relatives know you?

Yes .....(ASK A)..... 1 61/
No 0

A. IF YES: What is it?

62-80/

(NICKNAME)

BEGIN DECK 56

8. FOR MARRIED WOMEN: What is your maiden name? 10-29/

(MAIDEN NAME)

---

9. Do you expect to move at any time in the next year?

Yes .....(ASK A & B)..... 1 30/
No .....(GO TO Q. 10)..... 0

IF YES:
A. Approximately when do you think that will happen? PROBE FOR MONTH AND YEAR.

31-34/

(MONTH) (YEAR)

B. Where do you expect to move?
PROBE FOR DETAILS, SPECIFIC ADDRESS IF POSSIBLE. 35-80/

(STREET ADDRESS)

BEGIN DECK 57 10-34/ (APT. #) 35-39/

(CITY) (STATE) (ZIP)

40-80/

BEGIN DECK 60

INTERVIEWER REMARKS

INTERVIEWER: Complete these remarks as soon as you have finished the questionnaire.

1. Length of the interview: [ ][ ][ ] MINUTES 10-12/

2. Date of interview: [ ][ ][ ][ ][ ][ ] MONTH DAY YEAR 13-18/

3. Race of Respondent: 19/
   - White 1
   - Black 2
   - Other 3

4. Sex of Respondent: 20/
   - Male 1
   - Female 2

5. In what language was this interview conducted? 21/
   - English 1
   - Spanish 2
   - Other (SPECIFY) _____ 3

6. In general, what was the respondent's attitude toward the interview? 22/
   - Friendly and interested 1
   - Cooperative but not particularly interested 2
   - Impatient and restless 3
   - Hostile 4

7. In general, was the respondent's understanding of the questions . . . 23/
   - Good? 1
   - Fair? 2
   - Poor? 3

Now I'd like to ask a few questions about your employment with (EMPLOYER NAME, THIS SUPPLEMENT), but please excuse me one moment while I read my instructions.

1. INTERVIEWER: SEE INFO SHEET, ITEM 12. ARE ANY EMPLOYERS (STILL) LISTED THERE?

YES ..... (ANSWER A) 1
NO ..... (GO TO Q. 2) 0 54/

IF YES, ANSWER A:

A. INTERVIEWER: IS EMPLOYER NAME, THIS SUPPLEMENT, LISTED AT ITEM 12 OF INFO SHEET?

YES ..... (ASK B) 1
NO ..... (GO TO C) 0 55/

IF YES TO A, ASK B:

B. Is this the same (EMPLOYER NAME) you were working for last year on (DATE OF LAST INTERVIEW)?

Yes ..... (GO TO E) 1 56/

No ... (INTERVIEWER: YOU NOW HAVE TWO JOBS WITH THE SAME EMPLOYER NAME TO ASK ABOUT. ENTER THE EMPLOYER NAME ON THE COVER OF AN ADDITIONAL SUPPLEMENT TO ASK ABOUT LAST YEAR'S EMPLOYER, AND SAY: Right now, let's keep talking about the most recent (EMPLOYER NAME) you've worked for. THEN GO TO Q. 3) 0

IF NO TO A, ASK C:

C. Our records show that you were working for [EMPLOYER(S)] when you were last interviewed on (DATE OF LAST INTERVIEW). Is (EMPLOYER NAME, THIS SUPPLEMENT) the same employer (as any of these)?

Yes 1
No ..... (GO TO Q. 2) 0 57/

IF MORE THAN ONE EMPLOYER IS (STILL) LISTED AT ITEM 12 OF INFO SHEET, ASK:

D. Which one is the same? THEN GO ON TO E.

E. INTERVIEWER: CROSS THROUGH THIS EMPLOYER NAME ON INFO SHEET, ITEM 12, AND TRANSFER THE NAME AND EMPLOYER NUMBER HERE. THEN GO ON TO F.

_____ (EMPLOYER NAME) ☐☐ (NUMBER) 58-59/

F. INTERVIEWER: ENTER THE DATE OF THE LAST INTERVIEW INTO Q. 4 AND GO ON TO Q. 5.

3. When did you first start working for (EMPLOYER)?

ENTER DATE INTO Q. 4 AND THE GO ON TO Q. 5.

---

4. ENTER REFERENCE DATE FROM Q. 1F, Q. 2F, OR Q. 3:

						66-71/
MONTH		DAY		YEAR		

---

5. INTERVIEWER: CIRCLE CORRECT CODE:

DATE IN Q. 4 IS BEFORE THE DATE OF THE LAST INTERVIEW .....(ASK Q. 6).... 1 72/

DATE IN Q. 4 IS THE SAME AS THE DATE OF THE LAST INTERVIEW ..(SKIP TO Q. 7).. 2

DATE IN Q. 4 IS AFTER THE DATE OF THE LAST INTERVIEW .....(SKIP TO Q. 7).. 3

IF CODE 1 IN Q. 5, ASK:

6. Between (DATE STARTED) and (DATE OF LAST INTERVIEW), were there any periods of one month or more during which you were not working for (EMPLOYER), not counting paid vacation or paid sick leave?

Yes .....(ASK A & B)..... 1 73/

No .....(GO TO Q. 7)..... 0

IF YES, ASK A & B:

A. What is the total number of months you did work for (EMPLOYER) before (DATE OF LAST INTERVIEW)?

ENTER # OF MONTHS: ☐☐ 74-75/

B. For all of the rest of the questions we have about (EMPLOYER), please think only of the time you worked for (EMPLOYER) since (DATE OF LAST INTERVIEW).

IF YES TO Q. 8, ASK A:

A. Please tell me each period between (DATE IN Q. 4) and (now/DATE IN Q. 7B) during which you didn't work for this employer for a full week or more. PROBE: What other period was there during which you didn't work for this employer for a full week or more? ENTER DATES IN "A." THEN ENTER BELOW THE TOTAL NUMBER OF SEPARATE PERIODS DURING WHICH R DID NOT WORK FOR THIS EMPLOYER:

TOTAL # OF SEPARATE PERIODS: ☐☐ 20-21/

FOR EACH SET OF DATES ENTERED IN A, ASK B:

B. You said that you were not working for (EMPLOYER) between (READ DATES IN A). HAND CARD O. Which of the categories listed on this card best describes the main reason why you were not working for (EMPLOYER) during this period of time? IF REASONS 1-4, ENTER ONE CODE IN B AND FOLLOW THE INSTRUCTIONS FOR THAT CODE. IF REASON 5, ASK C.

CARD O

1) On strike .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9).. 01
2) On layoff .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9).. 02
3) Quit job but returned to same employer .....(GO TO E).. 03
4) Job ended for a period of time but began again .....(GO TO E).. 04
5) Some other reason for which went on unpaid vacation or unpaid leave .(ASK C)

FOR EACH REASON 5, ASK C:

C. What was the reason you were on unpaid vacation or unpaid leave? HAND CARD P. RECORD REASON CODE IN B.

CARD P

6) Going to school .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9).. 06
7) Armed forces .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9).. 07
8) Pregnancy .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9).. 08
9) I had health problems .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9).. 09
10) Problems with child care .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9).. 10
11) Other personal or family reason .(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9).. 11
12) FOR SCHOOL EMPLOYERS ONLY:
School shut down .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9).. 12
13) Did not want to work .....(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9).. 13
14) Other reason .....(ASK D)..... 14

FOR EACH REASON CODE 14, ASK D:

D. What was the reason? RECORD VERBATIM IN D. THEN GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9.

FOR EACH REASON CODE 03 OR 04, ASK E - J:

E. During how many of those weeks were you looking for work or on layoff from this job--during none, some, or all of those weeks? SEE INSTRUCTIONS IN COLUMNS.

F. INTERVIEWER: USE WEEK # CALENDAR TO DETERMINE WEEK #s OF STARTING AND ENDING DATES IN PART A FOR THIS PERIOD. ENTER THE APPROPRIATE WEEK #s IN BOXES IN F.

G. SUBTRACT WEEK BEGAN FROM WEEK ENDED AND ENTER DIFFERENCE IN G.

H. You were not working from (DATE) to (DATE). That would be about (# OF WEEKS IN G) weeks when you were not working. For how many of these weeks were you looking for work or on layoff from a job? ENTER IN H.

I. INTERVIEWER: SUBTRACT # OF WEEKS LOOKING FOR WORK OR ON LAYOFF (BOX H) FROM # OF WEEKS NOT WORKING (BOX G) AND ENTER IN I.

That leaves (# OF WEEKS IN I) weeks tha you were not working or looking for work.

J. What would you say was the main reason that you were not looking for work during that period? RECORD VERBATIM AND ENTER CODE IN J.

DID NOT WANT TO WORK 01	PERSONAL/FAMILY REASONS 07
ILL, DISABLED, UNABLE TO WORK 02	VACATION 08
FOR SCHOOL EMPLOYEES: SCHOOL WAS	LABOR DISPUTE/STRIKE 09
NOT IN SESSION FOR THIS PERIOD .. 03	BELIEVED NO WORK AVAILABLE 10
ARMED FORCES 04	COULD NOT FIND WORK 11
PREGNANCY 05	IN SCHOOL 12
CHILD CARE PROBLEMS 06	HAD ANOTHER JOB 13
	OTHER (SPECIFY) 14

...PERIODS, GO BACK TO B FOR NEXT PERIOD. OTHERWISE, GO ON TO Q. 9.

9. INTERVIEWER: IS THIS THE JOB R HAD LAST WEEK, THAT IS, IS THIS EMPLOYER RECORDED IN Q. 13A, SECTION 7, PAGE 7-9 ?

YES ..... (SKIP TO Q. 19) .. 1 64/

NO 0

---

10. How many hours per week (do/did) you usually work at this job.

ENTER # OF HOURS: [1] 65-66/

---

11. INTERVIEWER: IS ONE OR MORE OF CODES 04-08 CIRCLED ON THE COVER OF THIS EMPLOYER SUPPLEMENT?

YES .....(SKIP TO Q. 15) . . .1 67/

NO 0

---

12. INTERVIEWER: HOW OLD IS R? (SEE SECTION 1, Q. 1)

15 YEARS OLD ... (GO TO NEXT EMPLOYER SUPPLEMENT OR SECTION 9, PAGE 9-1) 1 68/

16-23 YEARS OLD 2

---

13. INTERVIEWER: DID R WORK ON THIS JOB LESS THAN 20 HOURS A WEEK OR 20 HOURS OR MORE A WEEK? (SEE Q. 10)

LESS THAN 20 HOURS A WEEK (GO TO NEXT EMPLOYER SUPPLEMENT OR SECTION 9, PAGE 9-1) 1 69/

20 HOURS OR MORE A WEEK 2

---

14. INTERVIEWER: DID R WORK AT THIS JOB LESS THAN 9 WEEKS OR 9 WEEKS OR MORE? (SEE Qs 4 & 7. IF NECESSARY, SEE CALENDAR FOR WEEK NUMBERS.)

LESS THAN 9 WEEKS (GO TO NEXT EMPLOYER SUPPLEMENT OR SECTION 9, PAGE 9-1) . 1 70/

9 WEEKS OR MORE 2

---

15. What kind of work did you usually do for (EMPLOYER)? IF MORE THAN ONE KIND OF WORK, PROBE: What kind of work did you do the longest for (EMPLOYER) (since DATE OF LAST INTERVIEW)?

20. Altogether, including tips, overtime, and bonuses, how much (do/did) you usually earn at that job? Please give me the amount you earn(ed) before deductions like taxes and Social Security (are/were) taken out. ENTER IN APPROPRIATE BOXES. PROBE IF NECESSARY: Was that per hour, per day, per week, or what?

	DOLLARS 18-22/	CENTS 23-24/
	☐☐,☐☐☐	☐☐

Per hour	01	25-26/
Per day	02	
Per week	03	
Bi-Weekly (Every 2 weeks)	04	
Per month	05	
Per year	06	
Other (SPECIFY) _____	07	

21. (Are/Were) your wages or salary on this job set by a collective bargaining agreement between your employer and a union or employee association?

Yes	1	27/
No	0	
DON'T KNOW OR DON'T UNDERSTAND ..	8	

22. INTERVIEWER: IS ONE OR MORE OF CODES 04 - 08 CIRCLED ON THE COVER OF THIS SUPPLEMENT?

YES ..... (CONTINUE BELOW)	1	28/
NO ..... (GO TO NEXT EMPLOYER SUPPLEMENT OR SECTION 9, PAGE 9-1)	0	

23. A. You told me earlier that this job (is/was) part of a government-sponsored program. What (is/was) the name of the government program that sponsored this job? RECORD VERBATIM. 29-30/

_____

B. Was that job sponsored by (AGENCY FROM A) the entire time you (have) worked there?

Yes ..... (GO TO Q. 24)	1	31/
No ..... (ASK C)	0	

C. IF NO TO B: When did the government sponsorship end?

MONTH ☐☐ YEAR ☐☐ 32-33/ 34-35/

28. (Does/Did) this program provide you with classroom training in other skills needed for certain types of jobs?

Yes ..... (ASK A) 1 45/
No ..... (GO TO Q. 29) 0

A. IF YES: What kind of job (are/were) you being trained for? RECORD VERBATIM.

46-48/

29. Did this program place you on a job outside the program?

Yes ..... (ASK A) 1 49/
No ..... (GO TO Q. 30) 0

A. IF YES: Was the job you were placed in a CETA or Public Service Employment (PSE) job?

Yes ..... (ASK B) 1 50/
No ..... (GO TO Q. 30) 0

B. IF YES TO A: In addition to being placed in a CETA or PSE job, were you also placed in a job outside that program?

Yes 1 51/
No 0

30. (Does/Did) this program provide you with (READ CATEGORIES AND CODE "YES" OR "NO" FOR EACH)

	Yes	No	
A. Extra help in preparing for college?	1	0	52/
B. Health care or medical services?	1	0	53/
C. Child care?	1	0	54/
D. Transportation or bus tokens?	1	0	55/
E. Lodging?	1	0	56/
F. Meals?	1	0	57/

31. (Does/Did) this program provide you with any other kinds of services?

Yes ..... (ASK A) 1 58/
No ..... (GO TO Q. 32) 0

A. IF YES: What other kinds of services? RECORD VERBATIM.

37. Thinking back over your entire experience in this program, how satisfied or dissatisfied are you with it overall--very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied	1	64/
Somewhat satisfied	2	
Somewhat dissatisfied	3	
Very dissatisfied	4	

---

38. INTERVIEWER: ARE THERE ANY ADDITIONAL EMPLOYER SUPPLEMENTS NOT YET ASKED ABOUT?

YES .... (CONTINUE WITH THE NEXT EMPLOYER SUPPLEMENT)	1	65/
NO ... (GO TO SECTION 9)	0	

The Center has also been active in manpower planning both in the U.S. and in the developing countries. A project for the Ohio Advisory Council for Vocational Education identified the highly fragmented institutions and agencies which supply vocational and technical training in Ohio. Subsequent projects for the Ohio Occupational Information Coordinating Committee have followed graduates of these programs. These data and information on occupational distributions of employers collected for the Occupational Employment Statistics Program are being integrated into a comprehensive planning model which will be accessible to trainees and employers and linked to a national network.

Another focus of the Center's research is industrial relations and collective bargaining. In a project for the U.S. Department of Labor, staff members are working with unions and management in a variety of industries to evaluate several current experiments for expedited grievance procedures. The procedural adequacies, safeguards for due process, and cost and timing of the new procedure are being weighed against traditional arbitration techniques.

Senior staff also serve as consultants to many boards and commissions at the national and state level. Recently the Center's staff have produced papers and prepared testimony for the Department of Labor, the Vice President's Task Force on Youth Unemployment, the Joint Economic Committee of Congress, the National Commission for Employment and Unemployment Statistics, the National Commission for Employment Policy, the White House Conference on the Family, the Ohio Department of Corrections, the Ohio Board of Regents, the Ohio Governor's Task Force on Health, and the Ohio Governor's Task Force on Welfare.

The Center maintains a working library of approximately 10,000 titles, including a wide range of reference works and current periodicals, as well as an extensive microfilm and microfiche collection. Through their facilities linked to the University computer, the Center's data processing staff provide statistical, technical, and programming support both for in-house researchers and the over 250 users of the National Longitudinal Surveys data tapes. They maintain the NLS tapes, data base, documentation, and associated software.

For information on specific Center activities, write: Director, Center for Human Resource Research, 5701 North High Street, Worthington, Ohio 43085.

The Ohio State University

The Center for Human Resource Research
5701 North High Street
Worthington, Ohio 43085

Center for Human Resource Research

The Center for Human Resource Research is a policy-oriented multidisciplinary research organization affiliated with The Ohio State University. Established in 1965, the Center is concerned with a wide range of contemporary problems related to developing and conserving human resources. Its more than thirty senior staff members come from disciplines including economics, education, English, health sciences, industrial relations, management science, psychology, public administration, social work, and sociology. This multidisciplinary team is supported by approximately 70 graduate research associates, full-time research assistants, computer programmers, and other personnel.

The Center has become preeminent in the fields of labor market research and manpower planning. With continuing support from the United States Department of Labor, the Center has been responsible since 1965 for the National Longitudinal Surveys of Labor Market Experience. Staff have assisted in population and human resource planning throughout the world, having conducted major studies in Bolivia, Ecuador, Kenya, Sierra Leone, Venezuela, and Zaire. At the request of the National Science Foundation, a review of the state of the art in human resource planning was conducted. Other studies have assessed the impact of labor and education policy on labor supply and evaluated employment statistics collection methods. Senior personnel are also engaged in several other areas of research—collective bargaining and labor relations, evaluation and monitoring of the operation of government employment and training programs, and the projection of health education and facility needs.

The Center for Human Resource Research has received over two million dollars annually from government agencies and private foundations to support its research in recent years. Providing support have been the U.S. Departments of Labor, State, Defense, Education, Health and Human Services; Ohio's Health and Education Departments and Bureau of Employment Services; the Ohio cities of Columbus and Springfield; the Ohio AFL-CIO; the George Gund Foundation; the Rockefeller Foundation; and the Ford Foundation. The breadth of the Center's research interests is best illustrated by a brief review of a few of its current projects.

The Center's largest project is the National Longitudinal Surveys of Labor Market Experience. This project has involved repeated interviews over a fifteen-year period with four groups of the United States population: older men, middle-aged women, and young men and women. The data are collected for 20,000 individuals by the U.S. Bureau of the Census, and the center is responsible for data analysis. Since 1979, the NLS has followed an additional cohort of 13,000 young men and women between the ages of 14 and 21. This cohort includes for the first time those serving in the armed forces at the time of the initial interview. In addition to being the definitive U.S. national data set on the labor market activities of young adults, this continuing survey includes unique batteries of questions on such socially important issues as delinquency, alcohol and drug use, fertility, and prenatal care. For this cohort, field work is handled by the National Opinion Research Center. To date the Center's staff have prepared dozens of research monographs, special reports, and books on the NLS, and they also prepare and distribute data tapes for public use.

The Quality of Work Life Project, another ongoing study, began in 1975 as an attempt to improve the productivity and the meaningfulness of work for public employees in the cities of Springfield and Columbus. Center staff also served as third party advisers and researchers exploring new techniques for attainment of management-worker cooperation and worker health in a number of central Ohio private sector industries.

(Continued on inside back cover)