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CHAPTER 4

SCHOOLING EFFECTS ON YOUTH FROM PUBLIC, CATHOLIC AND OTHER PRIVATE HIGH SCHOOLS

by William R. Morgan

Coleman, Hoffer, and Kilgore's Public and Private Schools (1981) concludes that public secondary schools provide an inferior education relative to private schools. This conclusion, the findings on which it was based, and the subsequent policy recommendations calling for increased public financing of private schools have been heavily debated among educational researchers and policymakers. Some of the most cogent criticisms appeared in a colloquium review published in the Fall, 1981, Harvard Educational Review and the Spring, 1982 issue of Sociology of Education, which was devoted entirely to a review of this study. The latter publication included some revised analyses by the report authors (hereafter referred to as CHK), as well as independent reanalysis of their data by others. Probably never has one educational study been so closely scrutinized by so many competent scholars in so short a period of time. This debate is certain to enrich American educational policy, as has been the case with the three previous "Coleman controversies" (Coleman 1961; Coleman, Campbell, Hobson, McPartland, Wood, Weinfield, and York 1966; Coleman, Kelly, and Moore 1975).

The NLS Youth Survey represents a major alternative national data source for addressing the empirical questions in the public-private schooling controversy. Previous reanalyses have been restricted to the same data set employed by CHK, that is, the High School and Beyond (HSB) survey of 1979-80 10th and 12th grade students sponsored by the National Center for Education Statistics. In this report we shall build upon the basic analysis plan employed by CHK, with modifications which take into account the unique

features of the NLS data and a more explicit theoretical framework.

I. EDUCATIONAL PRODUCTION AND CONSUMPTION MODELS

In their original report (1981) CHK presented eight arguments for increasing the role of private schools, and seven for reducing it. They also identified the evidence available for evaluating each argument. The key arguments were that private schools produce better cognitive outcomes and lead more students to attend college than do public schools with comparable students. They concluded that their evidence supported both assertions. Other supporting arguments, for which mixed or no evidence was reported, were that private schools fostered better character development, better motivation to learn, and greater participation in extracurricular activities, and that they had better discipline, smaller classroom size, and more efficient management. The negative arguments for private schools were that they promoted economic, religious, and racial segregation, that they provided a less diverse range of education and of extracurricular activities; that they were "unhealthily competitive."

Omitted from this legal brief style of listing was any reference to existing social science theory on how schooling operates, or to any of the sociological work toward which Coleman himself had been an important early contributor (Coleman 1961). What CHK provided was a loose input-output economic metaphor by which to organize the results. Each of the four analytic chapters in their report was addressed to one of the following questions: "Who is in the schools? What resources go into them? What goes on? and What comes out?" (CHK 1981, p. 6). This implicit education production function approach needs much greater refinement, however, if it is to move beyond the status of metaphor and provide explicit theoretical guidance in the analysis.

Ideally, education production functions describe the maximum learning outputs feasible with different sets of inputs (Hanushek 1979). Inputs into the production model are usually divided into fixed background characteristics and modifiable school policy characteristics. The condition of diminishing returns from inputs implies a nonlinear form of the function, although in practice most estimated functions have been linear. Given that school sector is the macro-level school policy variable in question in this analysis, the goal is to determine which level of public and private sector strength net of student background characteristics will maximize the cognitive achievement and other desired schooling outcomes of American youth. Both CHK and the analysis presented here proceed with a simplified OLS linear estimation of the production function. The possibility of diminishing returns if the nation's schools were to become nearly all private or all public therefore cannot be assessed.

The implicit production function in CHK assumes that each sector operates in some characteristic total manner on all students to produce learning in varying degrees of efficiency. As Brown and Saks (1981) have recently demonstrated, internal resource allocation decisions have a crucial bearing on overall level of learning within classrooms. This resource allocation argument, although ignored by CHK, also applies at the macro-level of school sector effectiveness. Overall sector efficiency depends greatly on each sector's internal resource allocation decisions. Insofar as the private sector devotes a larger share of its instructional time to college preparation, which it certainly does, its average level of cognitive achievement will be higher. Any adequate production function designed to gauge sector effectiveness must incorporate this resource allocation difference between sectors, and the most direct procedure would be to include

in the equation a track or curriculum enrollment variable. The important research question thus becomes whether or not private schools are more effective net of this resource allocation difference. To omit this variable from the production function, as CHK choose to do, is a serious misspecification. Their rationale for the omission, that it would control away a crucial difference between sectors that should be included in any estimate of a total private school effect, only serves to obscure the issues in the sector effectiveness controversy.

A second related issue in this production function approach to national educational policy is the question of locus of decision making. Assuming an adequate school sector production function can be estimated, who would use this function to maximize the learning of American youth? Presumably national educational policymakers, yet Coleman has at the same time identified federal regulation of American public education as one of its principal weaknesses. In a popular policy journal, he charged that "public schools have become an overregulated industry, with regulations and mandates ranging from draconian desegregation to mainstreaming of emotionally disturbed children, to athletic activities that are blind to sex differences" (Coleman 1981). When he recommends tuition tax credits for parents who send their children to private schools, he argues it is a deregulation step, giving more parents latitude to choose the type of education they want their children to have. If individual parents are in fact the key policymakers, then it would seem an optimal household education consumption function (Becker, 1976) would better inform their sector choice decision than would a national education production function.

Therefore the appropriate education for parents to choose for their child is one which provides the best opportunity to maximize the child's human

capital (learning and future earnings), given the constraints on parents of time, income, and production knowledge. The latter would include all factors which enter proper judgments about what type, level, and amount of schooling best maximizes the learning and earnings potential of a particular child. All other things equal, parents uncertain of their child's abilities and interests might prefer a "comprehensive" public high school, providing the maximum flexibility in curricular choice. Parents who estimate their child has below-average ability or taste for schooling would also choose this type of school for its vocational and career training opportunities. Parents who believe their child has high academic ability or interest would prefer schools with a strong college preparatory curriculum. Usually these are either private schools or high quality public schools in more expensive suburban neighborhoods. At least until recently the extra expenditure for suburban housing and schooling was a more attractive resource allocation choice than private high school tuition payments.

Several social and economic changes may be altering this preference. One is the ever higher cost of suburban housing. Another is the increased number of dual wage-earner households. For working mothers the preference for minimum commuting time may be a new consideration that offsets the value of larger, more distant housing. More important, the reduced parenting time available in these households may increase the attractiveness of private education where the development of attitudes, motivation, and discipline is a more explicit part of the school curriculum. The private boarding school is the extreme choice wherein affluent parents allocate income to compensate for low parenting time, but most private day schools, especially those offering religious instruction, also emphasize to parents the socialization goals of their curriculum.

The final and most important factor that underlies parents' private school enrollment decisions is the declining confidence in the quality of public school instruction. With the rapid expansion of higher education in the 1960s and 70s college attendance became marketed as the optimal way to maximize human capital for youth of wide levels of ability (Freeman, 1976). Higher education policies originally intended to promote minority access became redefined as "universal" access policies. At the high school level this burgeoned the enrollment in college preparatory courses. Insofar as college preparatory teachers adapted by pitching their group instruction to a broader range of student ability, there was an overall decline in the standard of instruction. Private schools were better able to resist such a decline, screening out weaker students through admissions procedures. Thus the expansion of higher education during the last two decades was a major reason for the disparity today in the academic standards of public and private high schools. This argument proposes the disparity reflects a difference in resource allocation, however, not in actual instructional resources.

Alternatively, the belief in private school academic superiority may be more mythical than real, reflecting "white flight" racial prejudice and the fallacy among many American consumers of equating market price with product quality. Each generation of ambitious parents seeks new means to give their children a competitive edge, moving from speed reading classes to college entrance examination coaching, from home encyclopedias to home computers. It may be that this is the generation to champion private schooling. CHK's report is the first major study to conclude private education produces superior learning. The findings here, however, do not support so simple a conclusion.

II. STUDY DESIGN

The first major criticism of CHK was that their sample of private schools was too small to permit adequate generalizations. The HSB sample included 84 Catholic secondary schools and only 27 non-Catholic private secondary schools. By contrast, the NLS sample, although having only one-fifth as many youth, distributes those youth over more than three times as many secondary schools, including 279 Catholic and 244 other private schools (Table 4.1). Both the NLS and HSB use high quality multistage national probability samples designed and executed by the National Opinion Research Center, but the NLS uses geographic areas as the primary sampling units while HSB uses schools. Schools were identified in the NLS survey through a series of interview questions on current or last secondary school attended, with a follow-up collection of grade transcripts and other school records for each youth. Each youth's high school was coded and classified into the major sector categories of public, Catholic, or other private, using the same NORC school universe file employed in the HSB study. Table 4.1 presents the unweighted sample frequencies for schools and youth across sectors in the two data sets.

After appropriate weighting the two samples generate comparable population estimates for all but the other private sector. Table 4.2 presents the estimated racial, ethnic, and religious composition in each of the three school sectors. For the public and Catholic sectors, the NLS and HSB estimates are an average of one percentage point different from one another. Youth from public high schools are about 14 percent black, 6 percent Hispanic, and 30 percent Catholic, compared to 6 percent black, 6 percent Hispanic, and 90 percent Catholic for those attending Catholic schools. For the other private sector, the discrepancy between surveys averages four percentage points. According to NLS estimates, other private sector youth are 9 percent

Table 4.1 Comparison of Unweighted Sample Sizes of NLS and HSB Surveys, by School Sector

Unit	School sector				Total
	Public	Catholic	Other	Private	
Youth:					
NLS total youth, aged 14-22 (1979)	11,983	414		299	12,686
HSB total students, sophmores and seniors	51,339	5,528		1,182	58,049
Schools:					
NLS total schools last attended ^a	2,996	279		244	3,519
HSB total schools currently attended	894	84		27	1,004

HSB SOURCE: Coleman, et al., 1981, Table A.1.3, p. A-10.

^aNLS school total equals sum of each distinct "last high school attended" for all youth in sample.

Table 4.2 Comparison of Race, Ethnic, and Religious Composition of NLS and HSB Weighted Samples, by School Sector

Characteristic	School sector		
	Public	Catholic	Other Private
Percent black:			
NLS youth	14.5	6.6	8.7
HSB students	13.5	4.7	5.7
NLS schools	14.3	7.1	7.6
Percent Hispanic:			
NLS youth	5.2	6.1	4.4
HSB students	7.0	6.1	7.1
NLS schools	6.2	8.3	4.6
Percent Catholic:			
NLS youth	30.1	90.3	24.1
HSB students	30.7	90.9	17.4
NLS schools	-	-	-

HSB SOURCE: Coleman, et al., 1981, Table 3.1.1, p. 30; Table 3.3.1, p. 61.

black, 4 percent Hispanic, and 24 percent Catholic.

A second check on the reliability of the survey population estimates comes from school questionnaire data obtained directly from each high school attended by NLS youth. Presented in the third row of the first two panels in Table 4.2, these figures indicate the average reported proportion of black and Hispanic students in the schools of each youth. The values are close to the estimates from the two samples.

A related sampling problem which has clouded the interpretation of CHK's findings is that the HSB sample is restricted to clusters of 10th and 12th graders who were currently enrolled in the sampled schools. Dropouts were excluded. This means that when CHK average the across-grade achievement differences at each school in order to compare "learning growth" in each sector, they must somehow control for differential selectivity of 12th graders caused by the different dropout rates across sectors.¹ By contrast, the NLS target population is the cohort of all 33 million noninstitutionalized civilian and military youth who were aged 14-21 on January 1, 1979. The availability of the full spectrum of youth, from dropouts to valedictorians, and from high school freshmen to college graduates, permits a more complete assessment of the relative educational impact of the public and private secondary school sectors. This broad sample of youth received cognitive achievement tests administered at one point in time, independent of the

¹Starting with an estimate that the public school attrition due to dropouts is double that in the private schools, CHK employ an ad hoc adjustment procedure which reduces the across-grade raw differences in achievement scores approximately twice as much for public as for private students. However plausible, there is no way to validate this radical adjustment procedure with the HSB data alone. Because of other serious problems with this "learning growth" approach, particularly its failure to control for test ceiling effects which would bias the growth estimates for initial high-scoring students, no effort has been made here to replicate this particular analysis.

youth's age or school status. In the summer of 1980, when the cohort age range was 15-23, 11,878 youth (93.6 percent of the original 1979 sample) took the Armed Services Vocational Aptitude Battery (ASVAB) at over 400 test sites. For a detailed field report and psychometric data quality analysis, see McWilliams (1980) and Bock and Mislevy (1981). Table 4.3 below lists the ten subtests constituting the ASVAB, including number of minutes and items for each test. All subtests were multiple-choice paper-and-pencil tests, with either four or five alternative choices per item.

The ASVAB subtests most similar to the Reading, Vocabulary, and Mathematics tests used in the CHK report are those called Paragraph Comprehension, Word Knowledge, and Arithmetic Reasoning. Table 4.4 reports these test scores for the younger half (15-19) of the NLS cohort together with the comparable scores for the HSB twelfth graders. Of particular interest is whether the data sets agree in the assessment of relative achievement across sectors. In both data sets Catholic and other private youth score higher than public school youth on all three tests. However, the other private sample scores consistently lower than the Catholic sector youth in the NLS, and scores higher in HSB. A key difference to be borne in mind in the interpretation of subsequent findings is that the other private schools in the NLS survey are an academically less selective set than the ones included in the HSB study. It is tempting to claim that the 244 schools in the NLS are more representative of the diversity in the other private sector than the 27 HSB other private schools, but such a claim must be tempered with the realization that the actual respondent sample size is much smaller in the NLS.

Nevertheless, the consistency across surveys in the public-Catholic achievement comparisons is rather remarkable. As shown in the bottom panel of Table 4.4, in both studies Catholic youth score about one-third of a standard

Table 4.3 The Armed Services Vocational Aptitude Battery (ASVAB) Subtests

	Number items	Minutes
1. General Science	20	11
2. Arithmetic Reasoning	30	36
3. Word Knowledge	35	11
4. Paragraph Comprehension	15	13
5. Numerical Operation	50	3
6. Coding Speed	84	7
7. Auto and Shop Information	25	11
8. Mathematics Knowledge	25	24
9. Mechanical Comprehension	25	19
10. Electronics Information	20	9

Table 4.4 Comparison of NLS and HSB Achievement Scores, for Spring 1980 HSB Twelfth Graders and NLS Youth Aged 15-19 in Summer 1980

Subtest	NLS				HSB			
	Total	Public	Catholic	Other	Total	Public	Catholic	Other
Means:								
Reading	10.33	10.27	11.53	10.94	4.54	4.48	5.00	5.34
Vocabulary	24.18	23.99	27.39	26.68	4.58	4.48	5.35	5.56
Mathematics	16.72	16.58	18.84	18.68	10.80	10.63	12.10	12.74
Standard deviations:								
Reading	3.50	3.52	2.77	3.35	2.10	2.10	1.96	2.04
Vocabulary	7.60	7.62	6.45	7.12	1.97	1.97	1.74	1.94
Mathematics	7.05	7.00	7.14	7.56	4.24	4.24	3.82	4.14
Standard deviate differences:								
		Catholic-public		Other-public		Cath-public		Other-public
Reading		.36		.19		.25		.41
Vocabulary		.45		.35		.44		.55
Mathematics		.32		.30		.35		.50

HSB SOURCE: Coleman, et al., 1982, Table 3, p. 69.

deviation higher than public youth, and in both studies their greatest advantage is in vocabulary. In the NLS survey, however, the other private sector superiority over public schools averages only one-fourth a standard deviation difference, compared to almost one-half a standard deviation difference in the HSB data.

In summary, the present study has important differences from CHK in sampling frame, data collection procedures, and measurement instruments. Yet with appropriate weighting and selection of comparable age groups the two studies yield very similar population estimates of the background composition and achievement scores for youth from two of the three school sectors. Failure to replicate the population estimates for the other private sector does lend credence to the criticisms that the HSB sample of this sector was inadequate.

III. SECTOR DIFFERENCES IN QUANTITY VERSUS QUALITY OF SCHOOLING

The findings in this and the following section are directed toward the basic question of how much, if any, of the observed differences across sectors in cognitive achievement (Table 4.4) and other outcomes can be attributed to differences in quality of schooling. This first section reports sector variation in key factors associated with the achievement difference--years of schooling completed, socioeconomic background, curriculum and course enrollment, and school resources. The following section presents a causal analysis of these factors.

For any given youth the primary determinant of achievement level is quantity of schooling. This seemingly obvious factor is still often ignored by those who ask whether schooling "makes a difference." Table 4.5 groups the 1979 cohort of American youth according to their 1981 level of educational

Table 4.5 Mean Achievement and Age of the NLS Youth Cohort Across Levels of Educational Attainment and School Sector

Educational attainment, 1981	School sector	AFQT	Age, 1981	Population (sector %)	Estimate ^a (thousands)
High school dropout	Pub.	49.9	19.9	97.6	4,592
	Priv.	51.6	19.4	2.4	111
High school enrollee	Pub.	65.9	16.9	92.5	7,418
	Priv.	72.6	16.7	7.5	599
High school graduate, no college ^b	Pub.	71.1	21.0	95.6	10,784
	Priv.	78.3	21.2	4.4	497
College, one or more years, no longer enrolled	Pub.	82.0	21.5	88.0	2,464
	Priv.	84.5	22.4	12.0	335
College enrollee	Pub.	85.6	20.3	87.8	5,730
	Priv.	87.2	20.6	12.2	794
Sector total	Pub.	70.3	19.8	93.0	30,988
	Priv.	79.5	19.9	7.0	2,336
Cohort total		71.0	19.8	100.0	33,324

^a225,000 youth or 0.7 percent of the cohort are unclassified and omitted from total.

^bThis category fully defined is high school graduate, not enrolled in college and completed no years of college.

attainment, when they ranged in age from 16-24.² At that time the 33.3 million young persons included an estimated 4.7 million high school dropouts, 8 million currently enrolled high school students, 11.3 million terminal high school graduates, 2.8 million former college students, and 6.5 million currently enrolled college students.³

Each of these attainment groups is a sizeable and experientially very different segment of the youth population. Table 4.5 presents the mean cognitive achievement across sectors for each attainment level. The achievement score reported is a composite of four of the ASVAB subtests, representing the sum of three tests reported separately in Table 4.4 (Paragraph Comprehension, Word Knowledge, and Arithmetic Reasoning) and one-half the total score of a fourth subtest, Numerical Operations. This index, known as the AFQT, is the Armed Forces Qualifications Test used to screen military candidates. It has a maximum score of 105 and for this cohort a mean of 71.0 and standard deviation of 20.9.

As expected, for both sectors achievement increased linearly with quantity of schooling. College students scored almost two standard deviations (36 points) higher than high school dropouts. Somewhat surprising was that public and private youth differed substantially only at the two intermediate high school education levels of attainment. High school students and terminal graduates from the public and private sectors both differed 7 points, one-third of a standard deviation. For those who drop out of high school, or go

²The January 1, 1981 age range was 16-23, but as interviews were conducted between the beginning of the year and the spring, some youth were 24 at time of interview.

³Former students completed one or more years of college and were no longer enrolled. 53.8 percent completed one year only, 27.1 percent completed two or three years, and 19.1 percent completed four or more years of college.

on to college, being from a public or private high school makes a difference in achievement of less than two points, only one-tenth of a standard deviation.

This near-equivalence of sectors within three of five attainment levels must be counterposed with the fact that the cohort as a whole shows a sector difference of 9.2 achievement points. In large part this reflects the tendency for private school youth to be disproportionately represented in the higher levels of educational attainment, where achievement scores are higher. Twelve percent of college students came from private high schools, compared to 7.5 percent of all those currently in high schools, 4.4 percent of terminal high school graduates, and only 2.4 percent of all dropouts. If public and private youth were distributed the same across attainment levels (using the technique of direct standardization), the overall achievement difference between sectors would drop more than half, to 4.5 points.

But how can the remaining half of this private sector superiority be accounted for? And how can the higher attainment of the private sector youth be explained? The two questions empirically are closely interrelated, and their answers are crucial for understanding the relative strengths of the two sectors. The sector difference may have little to do with the schools themselves, but rather with the differential selection of youth into the sectors. Private sector youth may be socioeconomically advantaged, with greater learning ability, and more ambitious educational goals. But if relative school quality is the answer, then either private schools do a more efficient job of instruction, have more resources, or allocate resources more strictly into academic subject areas.

The remaining three tables in this section suggest varying degrees of support for all these possibilities. Table 4.6 shows that private sector

Table 4.6 Socioeconomic Background, High School Curriculum, and Educational Goals of the 14-17 NLS Youth Cohort, by School Sector

Variable	Sector		
	Public	Catholic	Other private
<u>Background: (%)</u>			
Education father, 16 years+	16.5	31.3	38.2
Education mother, 16 years+	9.5	14.0	20.2
Occupation father, white collar	39.3	51.7	60.6
Family income, \$20,000+	39.3	50.9	52.3
<u>Curriculum: (%)</u>			
College preparatory	29.7	64.5	51.5
General	54.1	29.1	40.8
Vocational	13.8	6.4	7.4
Unknown	2.4	0.0	0.3
<u>Educational goals: (years)</u>			
Expected education, 1979	13.9	15.4	14.9
Expected education, 1981	13.9	15.2	14.6

youth do have a strong socioeconomic advantage, as measured by father's and mother's education, father's occupation, and family income. Youth in the other private schools are slightly better off than Catholic school youth. Private sector youth are also twice as likely as public school youth to be in a college preparatory curriculum, with Catholic sector youth slightly more so than the other private school youth. Conversely, youth in the public sector are twice as likely as private sector youth to enroll in a vocational study program. Average differences in educational goals of the youth are equally strong. As measured in 1979 and again in 1981, relative to public school youth, the expected education of Catholic school youth was one and a half years higher, and for other private school youth was one year higher. These constitute differences of about half a standard deviation.

Table 4.7 profiles the schools attended by the youth in each sector. While there are clear differences in available resources at the schools, these differences are not ordered as uniformly across sectors as the student characteristics were. If any one sector appears to have an overall resource advantage, it would appear to be the public schools. Public schools have substantially larger enrollments, bigger libraries, higher paid teachers, more black teachers, and many more vocational programs. They are about the same as private schools in daily student attendance rates and teachers' degree qualifications. On the negative side, they have more student dropouts. Catholic schools have the lowest paid teachers, the largest proportion of female teachers, and the smallest libraries. The other private schools, despite having the smallest enrollments, have libraries averaging almost as large as in the public schools. By contrast, the private schools offered extremely limited vocational opportunities. Of seven vocational programs examined (agriculture, business, distributive, health, home economics, trade,

Table 4.7 Characteristics of Secondary Schools Attended by 14-21 NLS Youth Cohort, by School Sector^a

Characteristic	Sector		
	Public	Catholic	Other private
Total enrollment	1,372	855	698
Daily attendance rate	89.1	86.6	92.1
Dropout rate	14.9	6.9	6.3
Number of library volumes	16,762	11,482	16,348
Average faculty salary	10,903	9,045	9,467
Percent faculty with master's or doctorate degree	48.8	48.1	51.1
Faculty composition:			
Percent black	7.9	1.6	2.5
Percent Hispanic	1.5	2.3	1.6
Percent female	47.0	57.0	48.9
Vocational programs present:			
Agricultural	.49	.15	.09
Business	.96	.87	.52
Distributive	.77	.20	.21
Health	.60	.34	.19
Home economics	.86	.57	.26
Trade	.89	.28	.29
Technical	.68	.28	.18

^aSchool characteristics are averaged over the total youth in the sector, not the total schools.

and technical), business was the only one available to at least half the other private sector youth. Catholic schools were little better, with business and home economics the only programs available to a majority. In the public schools, six of the seven programs were available to at least half the youth. It does appear that the difference between sectors is less a matter of total resources than of resource allocation.

The final comparison pertaining to educational quality examines the academic records of youth who graduated from the college preparatory track of their high schools. Of interest is whether college preparatory programs might be more rigorous in the private schools, in terms of students taking more academic courses and being graded more competitively. This information, reported in Table 4.8, came from a survey in 1980 of students' final high school transcripts (Campbell, Orth, and Seitz 1981). The first panel of the table reports credits received during grades 9-12 in the five main academic subject areas--English, mathematics, science, social studies, and foreign language. Transcripts were coded using the Carnegie credit-unit system, based on one-hour, one-year courses receiving 1.00 credit. The second half of the table reports average grades received in each subject area and a weighted total average, using a standard four-point grade scale.

Moderate differences do exist across sectors in the college preparatory curriculum taken by the graduating youth. Overall, Catholic sector youth took one more credit hour of academic coursework than public youth did, and other private youth took one-half more credit hour. The largest differences were in social studies and foreign languages, with slight differences in English, and no significant difference in either mathematics or science. Correspondingly, Catholic and other private sector youth were graded more rigorously, with Catholic sector youth being assigned the lowest grades overall, averaging a

Table 4.8 Mean Subject Credits and Grades of NLS High School Graduates From College Preparatory Track, by School Sector

Subject	Public	Catholic	Other private	F ^a
CREDITS				
English	4.30	4.42	4.56	3.1*
Mathematics	3.08	3.23	3.10	1.7
Science	2.94	2.84	2.90	0.6
Social studies	3.27	3.70	3.48	12.8***
Foreign language	1.80	2.18	1.82	5.7**
Total	15.39	16.37	15.86	
GRADE AVERAGE				
English	2.83	2.46	2.63	18.4***
Mathematics	2.53	2.37	2.31	4.8**
Science	2.66	2.46	2.52	4.5*
Social studies	2.87	2.64	2.69	6.9**
Foreign language	2.77	2.56	2.66	3.4*
Weighted average	2.74	2.49	2.56	
(n)	(1375)	(161)	(85)	

^aOne-way analysis of variance tests of sector mean differences.

* p < .05.
 ** p < .01.
 ***p < .001.

quarter-point lower than public school youth.

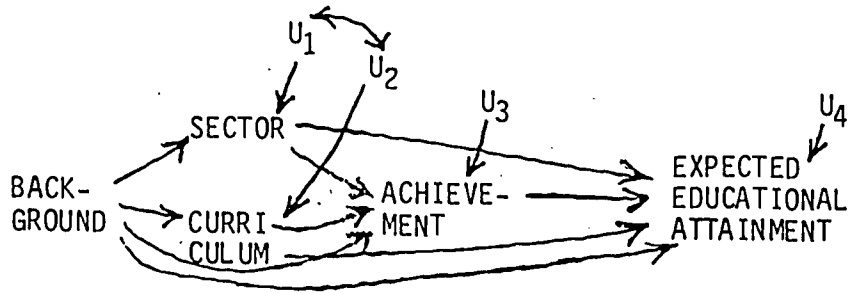
These sector differences in college preparatory coursework lend some credence to the educational quality explanation of the higher achievement scores of private sector youth. Compared to coursework differences between curriculum tracks, however, they are at most marginal. Table 4.8 indicates the average college preparatory course load over grades 9-12 is 16 credits, or four academic courses per year. Translated into a time metric, this means two-thirds of students' total course time is spent in academic courses. The average difference of one college preparatory course unit between Catholic and public sectors is a difference of 4 percent of the total high school class time. By contrast, public sector youth in general and vocational programs average only 11.7 and 10.8 academic course units, respectively, i.e., they spend less than half their class time taking academic courses.⁴ This average disparity of more than four course units means general and vocational students spend at least 17 percent less of their total high school hours in academic courses than their college preparatory counterparts.

If quantity of schooling affects cognitive achievement, as we see it did in the case of years of schooling, and cognitive achievement is parents' primary goal for their child, it would seem that the consumer decision to enroll one's child in a college preparatory curriculum is probably going to promote learning more efficiently than would a decision to move the child out of the public sector completely. The next section will estimate the relative gain that can be expected from either of these decisions.

⁴Similar track differences appear to hold in the other two sectors, but sample size limitations make the estimates unreliable.

Figure 4.1 A Causal Model of Sector and Curriculum Effects on Educational Outcomes

Basic causal model:



Reduced-form estimation equation:

$$\begin{aligned}
 EXP = & aACH + \sum_{i=1}^2 b_i SEC_i + \sum_{i=1}^3 c_i CUR_i + dSOI + \sum_{i=1}^4 e_i INC_1 + \\
 & \sum_{i=1}^6 f_i MED_i + \sum_{i=1}^6 g_i FED_i + \sum_{i=1}^2 h_i MOC + \sum_{i=1}^2 j_i FOC_1 + kSIB \\
 & + lREL + \sum_{i=1}^2 m_i ETH_i + nAGE + oRES + \sum_{i=1}^8 p_i REG_i + q
 \end{aligned}$$

IV. SECTOR AND CURRICULUM EFFECTS

Figure 4.1 presents the causal model used to estimate joint sector and curriculum effects on achievement and college plans, net of background characteristics. The full model is a recursive four equation system. Sector and curriculum enrollment are each determined by a vector of background variables. No causal relationship between the two schooling choice variables is specified other than their joint background determination and correlated residual variation. Achievement is dependent on the background vector, sector, and curriculum enrollment. Expected educational attainment in turn is dependent on these prior variables and achievement. In this report only the last two equations will be estimated. Other educational outcomes to be analyzed with these equations include selected vocational achievement scores and ratings of quality of school life.

This relatively simple model is consistent with both the standard status attainment model of sociologists (Blau and Duncan, 1967; Sewell, Hauser, and Featherman, 1976) and the education consumption approach presented earlier. The attainment model posits schooling as the primary intervening mechanism converting and altering an individual's origin status into destination status. Usually destination status is represented by the adult respondent's educational attainment, occupation, and earnings, origin status by parents' education, occupation, and income, and the individual's pre-schooling ability level. A social psychological variable, called either significant other's influence or parental encouragement, is also included to capture the impact of differential parental ambition, values, and related factors in mediating the influence of these origin status variables on schooling outcomes. A second social psychological variable, referred to as educational aspirations or expected educational attainments, mediates the outcomes of secondary schooling

on final educational attainment.

From this status attainment perspective, the model in Figure 4.1 evaluates the extent to which school sector and curriculum mediate the effects of origin status on the two proximate causes of destination status, academic achievement and expected educational attainment. Their having sizeable effects on the two educational outcomes net of origin status, together with their strong linkage to origin status (as shown in the previous section), would indicate their importance in transmitting social inequality across generations. Alternatively, from the perspective of a household consumption approach, the equations permit an assessment of the production efficiency of parents' expending their resources on either a private high school education or a college preparatory curriculum in order to maximize their children's human capital. The relative value of these two educational policy choices for optimizing various noneconomic attitudinal returns may also be assessed.

Table 4.9 presents the means and standard deviations for all variables used in the achievement and expected attainments equations. The fourteen explanatory variables include the two schooling variables, seven background variables, and five control variables. The background variables are family income, mother's and father's education, mother's and father's occupation, number of siblings, and significant other's influence.⁵

The five control variables included are religion (Catholic or other), ethnicity (black, Hispanic, or white), residence (urban or rural), region (one of the nine Census regions), and age. Although they are not theoretically

⁵Significant other's influence is a four-point scale of perceived degree of approval with a decision not to attend college by the person selected as the most important influence in one's life. High score signifies strong disapproval, i.e., encouragement to attend college. Of the four largest categories of persons chosen, 67 percent were parents, 14 percent friends, 10 percent other relatives, and 3 percent teachers or counselors.

Table 4.9 Means and Standard Deviations for Variables in Basic Model of Secondary School Sector Effects, NLS Youth Aged 14-17 in 1979

Variable	\bar{X}	S.D.
EDEXP	13.96	2.43
AFQT	68.34	20.03
SECTOR (PUB): CATH	.035	.185
OTHER	.028	.166
CURR (GEN): COLL	.315	.464
VOC	.133	.340
SOI	2.97	.912
INCOME (0-5): 5-10	.116	.320
10-20	.247	.431
20+	.400	.490
MOEDUC (0-6): 7-11	.256	.436
12	.453	.498
13-15	.106	.308
16	.075	.263
17-20	.024	.154
FAEDUC (0-6): 7-11	.234	.423
12	.333	.471
13-15	.105	.307
16	.105	.306
17-20	.072	.259
MOOCC (NOEMP): BCOCC	.256	.436
WCOCC	.275	.447
FAOCC (NOEMP): BCOCC	.445	.497
WCOCC	.302	.459
SIBS	3.23	2.23
RELIG (OTHER): CATH	.321	.467
ETHN (WH): BLACK	.140	.347
HISP	.052	.222
AGE	15.58	1.08
RESID (RUR): URB	.772	.419
REGION (PAC): N ENG	.054	.226
MATL	.155	.362
SATL	.177	.382

Table 4.9 (continued)

Variable	\bar{X}	S.D.
ESC	.065	.246
WSC	.082	.275
ENC	.238	.426
WNC	.074	.262
MTN	.048	.214
NA-CURR	.023	.150
NA-INC	.182	.386
NA-MOED	.047	.212
NA-FAED	.100	.299

n=4832.

central to status attainment or to education consumption, the possible effects of these control variables are of substantive interest; and because they correlate with the other background variables, deleting them would bias the estimated effects of these variables.⁶

One potentially biasing omission from the vector of background variables is a measure of ability. According to CHK's critics, their failure to control for the probable higher ability of the more selective private school students biased upward their sector effect estimates. This possibility was analyzed on a 20 percent subsample of NLS youth who had at least one intelligence test score available in their high school records. A composite I.Q. index was constructed by taking the first recorded of seven possible intelligence test scores. Scores from the different tests were equilibrated by conversion to national percentiles.⁷

For the achievement equation, addition of the I.Q. index to the background vector uniformly decreased all background and schooling estimates to approximately two-thirds their original size. This reflects the fact the I.Q. index had a zero-order correlation of .704 with the AFQT score and moderate correlations with all background variables. Whether these reduced estimates are less biased, however, is by no means certain. The age at which each available intelligence test was administered was variable, but in most cases occurred well into the youths' schooling careers. Two-thirds of the

⁶One other possible control variable, sex, was uncorrelated with the other explanatory variables, hence its omission had no impact on the other variables estimates. Product terms introduced to test for a possible sex by sector interaction effect were nonsignificant and so were also dropped from the equation.

⁷The intelligence tests used, in order of frequency, were the Otis-Lennon, Differential Aptitude, California Test of Mental Maturity, Lorge-Thorndike, Henmon-Nelson, SCAT, Kuhlman-Anderson, Stanford-Binet, and Wechsler.

available tests were taken in grades seven through ten, the modal year being grade nine. CHK have argued (1982: 165) that such school-age intelligence tests possess a strong achievement component, and therefore leave unanswered the question of whether such tests measure ability or simply prior achievement. If the latter, the reduced size of the estimated coefficients when the index is in the equation would simply reflect the consistently more modest effects of each variable on achievement gain as opposed to achievement level. But more important, even if the I.Q. index were a valid ability measure, a nearly uniform one-third adjustment in the size of the coefficients would not alter our overall conclusions on the relative importance of the sector and curriculum effects. Consequently it was decided to leave the estimates unaltered, as presented in Table 4.10.

For these schooling equations, the sample has been restricted to the half of the youth cohort who were of school age, 14-17.⁸ Eleven of the explanatory variables are expressed in either single or multiple series dummy variable form, and in each case the referent category is denoted in parentheses after the variable name in the table. Eight of these are natural categoric variables. Three interval variables, mother's and father's education and family income, were categorized mainly to permit the inclusion of a no answer category for each, thereby minimizing case loss due to missing data.

This basic model fits the data well.⁹ The OLS-estimated equation

⁸Besides the greater theoretical relevance and comparability with the HSB sample of this age segment, one key variable, significant other's influence, was not measured for the over 17 age group, and the income variable for some members of this older age group signifies the respondent's own destination status income rather than origin status, family income.

⁹In addition to this model results were obtained using two alternative analysis strategies, each of which more closely represented key features of the original design for CHK. For both theoretical and methodological reasons, however, neither was considered preferable to the one reported in the text.

Table 4.10 Coefficients for Basic Model of Secondary School Sector Effects on Years of Expected Education and Achievement (AFQT) of NLS Youth Age 14-17 in 1979

Explanatory variable	AFQT		ED EXP	
	b	t	b	t
SECTOR (PUB): CATH	.528	.43	.344	2.61
OTHER	-1.844	-1.39	.140	.97
CURR (GEN): COLL	9.14	17.43	1.053	17.95
VOC	-.271	-.40	-.058	-.79
SOI	1.615	6.42	.544	19.76
INCOME (0-5): 5-10	1.720	1.54	.208	1.71
10-20	5.667	5.35	.415	3.60
20+	7.263	6.71	.416	3.52
MOEDUC (0-6): 7-11	3.435	2.59	.126	.88
12	6.284	4.61	.381	2.57
13-15	8.281	5.48	.779	4.73
16	9.572	5.90	.801	4.54
17-20	14.08	7.02	1.089	4.98
FAEDUC (0-6): 7-11	3.526	3.02	-.083	-.65
12	5.693	4.81	-.082	-.63
13-15	7.685	5.77	.168	1.15
16	10.51	7.54	.534	3.50
17-20	11.52	7.63	.789	4.77
MOOCC (NOEMP): BCOCC	.497	.91	-.092	-1.55
WCOCC	1.181	2.14	.088	1.47
FAOCC (NOEMP): BCOCC	-.991	-1.68	-.095	-1.48
WCOCC	1.01	1.46	-.017	-.22
SIBS	-.689	-6.51	-.025	-2.16
RELIG (OTHER): CATH	.724	1.36	.100	1.73
ETHN (WH): BLACK	-15.06	-20.93	.869	10.64
HISP	-6.485	-5.67	.603	4.83
AGE	2.033	10.04	-.089	-4.00
RESID (RUR): URB	-1.423	-2.67	.192	3.32
REGION (PAC): N ENG	2.502	2.14	-.048	-.38
MATL	-.107	-.12	-.046	-.49
SATL	-.573	-.66	.060	.64
ESC	-2.449	-2.22	.215	1.79
WSC	-.116	-.12	-.023	-.21
ENC	1.070	1.31	-.076	-.86

Table 4.10 (continued)

Explanatory variable	AFQT		ED EXP	
	b	t	b	t
WNC	4.462	4.27	-.043	-.38
MTN	.726	.61	-.321	-2.49
AFQT	-	-	.035	22.46
NA-CURR	-13.71	-9.28	-1.398	-8.57
NA-INC	4.750	4.29	.461	3.83
NA-MOED	-.357	-.22	.161	.92
NA-FAED	2.127	1.68	-.089	-.64
CONSTANT	17.43		10.04	
\bar{R}^2	.444		.483	
n	4,832		4,819	

explains 44 percent of the variation in youth cognitive achievement and 48 percent of the variation in expected educational attainments. The vector of seven background variables measuring origin status had its expected strong effect on both cognitive achievement and expected years of education. Only father's and mother's occupational position, broadly categorized into the three-fold division of blue-collar, white-collar, or unemployed/out-of-labor force, failed to have an independent effect net of the other variables. The linearity of the parents' education and family income effects is especially striking, as is the strong effect of the social psychological mediator of these origin status effects, significant other's influence.

The five control variables have mixed effects. Being of Catholic origins in itself has no effect on achievement or expectations, and age raises achievement levels and reduces expectations. By contrast, being a member of a disadvantaged minority, either black or Hispanic, strongly lowers achievement and raises expectations. Residing in an urban location also reduces achievement and raises expectations, but only slightly. Finally, the eight dummy variable coefficients measuring regional variation indicate that the regional variation on these two educational outcomes is accounted for reasonably well by the variables already in the equation. Youth from the New England region have the highest observed achievement scores, those from the East South Central the lowest. Net of all other variables in the equation, however, the observed difference between these two extreme regions drops from

One estimated separate production function equations for each sector, and then compared their relative impact by means of component analysis (Althausser and Wigler, 1972). The other treated curriculum as a mediator of the sector variable, in a fully recursive structural equations model. Following the conventions of path analysis (Alwin and Hauser, 1975), the relative effects of sector and curriculum were then assessed in terms of their total, direct (unmediated), and indirect (mediated) effects. What is important to note here is that results so obtained did not alter any of the substantive conclusions reported in the text.

13 points to three points (see Appendix 4A).

The two schooling effects were assessed in the context of these background and control variable effects. Table 4.10 indicates that net of the origin status and other control factors, being in a college preparatory instead of general curriculum added a net average of nine points to a youth's total cognitive achievement score. Being in a Catholic or other private school made no difference in achievement scores, the nonsignificant net increment over public schools being .5 for the Catholic and -1.8 for the other private sector. There was a small but significant effect of Catholic sector on expected years of education. Being in the Catholic sector instead of the public added a net average of one-third year more to a youth's expected education. By contrast, being in the other private sector made no significant difference, and being in the college preparatory curriculum added an average of one full year of expected education.¹⁰ The clear conclusion is that being in the college preparatory curriculum of any sector is much more critical than sector itself for maximizing these two educational outcomes.

Before accepting this conclusion, several additional analyses were performed. First the analyses were repeated on the older half of the cohort, those who in 1979 were age 18-22. If sector differences appeared in the post-high school years, some type of "sleeper effect" process could be at work, wherein youth in private schools developed study skills or received character training that enabled them to perform better after high school. Table 4.11 shows the two equations reestimated for this older group. The basic model is the same except for the omission of significant other's influence, which is

¹⁰In evaluating the size of these schooling effects, caution must be exercised in taking too literally the absolute values of the coefficients. These values are useful more as a common metric for interpreting the relative importance of the different effects.

Table 4.11 Secondary School Sector Effects on Achievement (AFQT) and Expectations Estimated from Basic Model for 14-17 and 18-22 Age Cohorts

Explanatory variable	18-22, no SOI		14-17, no SOI		14-17	
	b	t	b	t	b	t
	AFQT					
SECTOR (PUB): CATH	.831	.83	.748	.62	.528	.43
OTHER	1.050	.88	-1.908	-1.45	-1.844	-1.39
CURR (GEN): COLL	11.382	22.82	9.803	19.20	9.143	17.43
VOC	3.121	5.62	-.216	-.33	-.271	-.40
SOI	-		-		1.615	6.42
AGE	1.506	9.32	1.929	9.72	2.033	10.04
\bar{R}^2	.450		.442		.444	
n	6,048		5,094		4,832	
	EDEXP					
SECTOR (PUB): CATH	.206	1.82	.366	2.70	.344	2.61
OTHER	.254	1.89	.170	1.15	.140	.97
CURR (GEN): COLL	1.231	21.08	1.211	20.47	1.053	17.95
VOC	.074	.12	-.181	-2.44	-.058	-.79
SOI	-		-		.544	19.76
AFQT	.045	31.23	.038	24.10	.035	22.46
AGE	-.010	-.54	-.130	-5.79	-.089	-4.00
\bar{R}^2	.469		.444		.483	
n	5,990		5,078		4,819	

^aCoefficients for other variables in full equation (see Table 4.10) not presented.

not measured for this age group; for comparison purposes, the 14-17 age group equations were reestimated without significant other's influence. The older youth showed the same basic pattern of effects as the younger, except that the significant effect of Catholic sector on expectations became nonsignificant. The only evidence of a "sleeper effect" is for youth who were in a vocational training program. Having been from such a program gave the older youth a small but significant three point achievement advantage over general curriculum youth. Youth in the 14-17 age category, however, showed a nonsignificant achievement disadvantage from vocational training of $-.2$ points.¹¹

The next analysis examined the possibility that estimations made for the total youth population may have concealed significant sector effects for major subgroups of youth. Table 4.12 presents the sector and curriculum effects estimated from the basic model separately for blacks, Hispanics, and whites. The consistency of the college preparatory curriculum effect across subgroups was striking. Taking college preparatory courses helps blacks, Hispanics, and whites about equally, in both achievement and expectations. The net achievement gain over the general curriculum ranges from seven to ten points, and the net gain in average expected years of education is one year. The sector effects, on the other hand, are highly unstable across subgroups. The small gain in educational expectations from being in the Catholic sector holds only for white youth. There were no sector effects for black youth, but two suggestive sector effects did appear for Hispanics. Being in Catholic schools raised their achievement scores 7.6 points over public schools, and attending other private schools raised their years of expected education 1.2 years.

¹¹A variety of interpretations for this apparent paradox are possible; for example, it may be that vocational training qualified these youth for cognitively complex post-high school work activity that fostered further cognitive achievement.

Table 4.12 Secondary School Sector Effects on Achievement (AFQT) and Expectations Estimated from Basic Model Separately for Black, Hispanic, and White Youth Aged 14-17^a

Explanatory variable	Black		Hispanic		White	
	b	t	b	t	b	t
	AFQT					
SECTOR (PUB): CATH	1.025	.30	7.588	2.37	.300	.20
OTHER	-6.327	-1.93	6.097	1.52	-1.795	-1.08
CURR (GEN): COLL	10.017	9.70	7.055	4.68	9.159	13.49
VOC	2.294	1.88	1.811	.95	-.748	-.85
SOI	1.890	4.03	.940	1.31	1.564	4.75
\bar{R}^2	.291		.300		.339	
n	1,276		674		2,882	
	EDEXP					
SECTOR (PUB): CATH	-.179	-.43	.289	.82	.382	2.38
OTHER	.097	.25	1.184	2.61	.068	.39
CURR (GEN): COLL	1.026	7.93	1.112	6.56	1.050	14.13
VOC	.098	.67	.057	.27	-.079	-.84
SOI	.419	7.33	.557	6.99	.567	16.11
AFQT	.033	9.60	.043	9.73	.035	17.42
\bar{R}^2	.341		.433		.512	
n	1,275		671		2,873	

^aCoefficients for other variables in full equation (see Table 4.10) of basic model not presented.

In considering the meaning of this Hispanic private sector effect, the first possibility that comes to mind is that the private schools Hispanics attend may do a better job than public schools in dealing with the special verbal needs of Hispanic students. Secondly, the religious instruction in Catholic schools may be an important cultural bridge linking home values with school work. The greater need for this home-school link for Hispanics is suggested by the absence of a significant other's influence effect on achievement for them, compared to strong effects of this variable for both blacks and whites. In order to investigate further the verbal needs explanation, the total achievement score was disaggregated into its four subtest components and the achievement equation was reestimated in each subgroup for each subtest. The sector effect results for each equation are summarized in Table 4.13. Note that summing the sector effect for each subtest, using the weighting formula in this table footnote, perfectly reproduces the total AFQT sector effect presented in the right column. These findings confirm the expectation that it is the verbal component of achievement that is most aided by Hispanics' private school enrollment. Sector enrollment has no effect on Hispanic scores in arithmetic reasoning or numerical operations. Being in Catholic schools significantly increases Hispanics' word knowledge and paragraph comprehension scores, and other private sector enrollment also increases their word knowledge scores. No similar pattern holds for the disaggregated scores of black or white youth.

The final analysis of subgroup variation in sector effects substituted vocational achievement for cognitive achievement as the dependent educational outcome. Table 4.14 reports the sector effects for each subgroup on the four vocational subtests from the ASVAB battery--mechanical comprehension, auto and shop information, electronics information, and coding speed. The expectation

Table 4.13 Secondary School Sector Effects on the Four Subtests of the AFQT Score, for Black, Hispanic, and White Youth Aged 14-17^a

Sub-group	Sector effect	Sub-test				Total AFQT ^b	n
		Word know.	Parag. comp.	Arith. reas.	Num. oper.		
BLACK	CATH	1.441	-.524	.300	-.385	1.025	1276
	OTHER	-2.400	-1.756*	-.191	-3.962	-6.327	
	R ²	.276	.206	.139	.182	.291	
HISP	CATH	3.409*	1.467*	1.594	2.236	7.588*	674
	OTHER	4.181*	1.426	-.478	1.937	6.097	
	R ²	.279	.236	.210	.181	.300	
WHITE	CATH	.317	-.076	-.777	1.674	.300	2882
	OTHER	.241	-.448	-.085	-3.005*	-1.795	
	R ²	.295	.242	.242	.199	.340	
TOTAL	CATH	.530	-.044	-.618	1.319	.528	4832
	OTHER	.201	-.484	-.134	-2.855*	-1.844	
	R ²	.404	.323	.332	.260	.444	
	\bar{Y}_{TOT}	24.41	10.42	16.88	33.25	68.34	
	S.D.TOT	7.46	3.46	7.05	10.55	20.03	

*p < .05.

^aCoefficients for other variables in full equation of basic model (see Table 4.10) not presented.

^bAFQT = W.K. + P.C. + A.R. + 1/2 N.O.

Table 4.14 Secondary School Sector Effects on Four Nonacademic Achievement Tests, for Black, Hispanic, and White Youth Aged 14-17^a

Sub-group	Sector effect	Mech. comp.	Auto. info.	Elec. info.	Coding speed	n
BLACK	CATH	-.034	-.731	-.570	1.222	1276
	OTHER	.391	-.932	.356	-6.154*	
	R ²	.095	.109	.112	.151	
HISP	CATH	-1.003	-1.214	.491	4.456	674
	OTHER	.221	-1.676	.142	2.697	
	R ²	.142	.180	.163	.138	
WHITE	CATH	-1.123*	-1.300*	-.912*	-.263	2882
	OTHER	-.460	-.467	.315	-1.626	
	R ²	.135	.098	.149	.140	
TOTAL	CATH	-1.068*	-1.262*	-.842*	.084	4832
	OTHER	-.383	-.572	.332	-1.806	
	R ²	.250	.231	.250	.205	
	\bar{Y}	13.29	12.75	10.35	43.02	
	S.D.	4.99	5.06	4.07	15.16	

*p < .05.

^aCoefficients for other variables in full equation of basic model (see Table 4.10) not presented.

was that attending a private school would reduce vocational achievement, given the relative absence of vocational training opportunities there. Even after taking into account sector differences in vocational curriculum enrollment, the private school college preparatory and general curriculum youth have fewer opportunities for vocational course electives compared to what is available to their public school counterparts (Table 4.6).

The coefficients in Table 4.14 indicate a generally consistent pattern of small negative effects of the private sector on vocational achievement. Only four of the 24 separate sector effect coefficients are significant, but all four show a negative private sector effect. This effect is strongest for white youth, for whom Catholic sector enrollment significantly reduces scores in mechanical comprehension, automobile information, and electronics information. For automobile information only, the coefficients for Catholic and other private sector are negative across all three subgroups. For mechanical comprehension, Catholic sector coefficients are also negative for all three subgroups. Electronics information, which is less "manual" and can be learned in academic as well as vocational settings, has the least consistent pattern of sector coefficients.

V. QUALITY OF SCHOOL LIFE

These findings strongly suggest that increased Federal support of private schooling, whether by means of tax credits or some other scheme, will not advance the level of learning among American youth. With the important exception of the Catholic sector effect on verbal achievement of Hispanic youth, enrollment in private schools has no significant net effect on cognitive achievement. What does matter is taking college preparatory courses, and one does not need private schools to do this. In fact, from this

report the only justification for Federal support of private schooling would be to remedy its deficiencies, particularly in vocational training. From the standpoint of the parent-consumer of education, choice of sector is not a crucial factor in human capital development--choice of curriculum is.

Correspondingly, looking at these findings in the context of the status attainment model of American society, private schooling is not, and has no special potential for becoming, an important mechanism for fostering social mobility. The degree of social advantage possessed by each youth is not likely to be significantly altered by choice of sector enrollment, however much it may currently determine that choice. By contrast, the uniformly strong effects of curriculum enrollment on schooling outcomes confirms previous studies (e.g., Alexander and McDill, 1975; Rosenbaum, 1980) which have found this variable to be strongly implicated in the status attainment process.

So why is it that the belief in private education superiority persists, both among key policy-makers and some of the American public? If one assumes, as economists do, that these educational "producers" and "consumers" tend to be rational, and that "bad information" alone is not the answer, then there must exist some "nonpecuniary factors" instead of human capital formation that are being optimized by private schooling. Speculation on what the full spectrum of nonpecuniary factors could be is beyond the scope of this report. One such factor is a general subjective state of well-being, sometimes called "quality of school life" (Epstein, 1981). For many parents the belief that private schools provide an immediate life quality superior to that in public schools might be sufficient justification to expend available income for private school tuition. In order to examine the plausibility of considering the private sector as the best bet for this "nonpecuniary"

optimization, six quality of school life indicators were regressed separately on the fourteen variables of the basic model. This specification treats general well-being as an attitudinal outcome of schooling parallel to, but very different from, the human capital variable, expected years of education.

The six indicators represent the youth's ratings of the high schools they attended on aspects of school life central to their general well-being-- instructional quality, school discipline, learning freedom, personal safety, job counseling, and peer relations.¹² Similar ratings have been used quite differently by CHK, following a long tradition of "school climate" research (e.g., Coleman, 1961; McDill and Rigsby, 1973). This line of inquiry hypothesizes that these individual attitudes aggregated over the student population of a school constitute the prevailing school climate, which in turn is a key determinant of the academic performance level at the school. The fact that the climate-performance hypothesis has yet to receive any convincing empirical support (Hauser, 1970, 1974; Goldberger and Cain, 1982) reinforces the theoretical decision to use the ratings only as outcome variables.

Consistent with our previous findings, here we find that being in the college preparatory rather than general curriculum significantly increased all six quality of school life ratings (Table 4.15). In addition, being in the vocational curriculum significantly raised ratings on three of the dimensions-- instructional quality, learning freedom, and job counseling. But unlike the

¹²Instructional quality is a composite of four items--"my schoolwork requires me to think to the best of my ability, most of my classes are boring, most of my teachers really know their subjects well, most of my teachers are willing to help with personal problems." The rest are single item indices--"you can get away with almost anything at this school" (school discipline); "at this school, a person has the freedom to learn what interests him or her" (academic freedom); "I don't feel safe at this school" (personal safety); "this school offers good job counseling" (job counseling); and "it's easy to make friends at this school" (peer relations). All items are coded so a high score corresponds to the variable direction implicit in its label.

Table 4.15 Secondary School Sector Effects on Six Quality of School Life Ratings, Estimated from Basic Model for Youth Aged 14-17 in 1979^a

Explanatory variable	Instructional quality		School discipline		Learning freedom	
	b	t	b	t	b	t
SECTOR (PUB): CATH	.162	4.13	.494	7.36	-.434	-6.71
OTHER	.298	6.97	.442	6.04	-.183	-2.60
CURR (GEN): COLL	.142	8.20	.070	2.36	.139	4.87
VOC	.069	3.15	.050	1.34	.141	3.94
SOI	.041	5.01	.032	2.25	.020	1.45
AFQT	-.000	-.26	-.002	-1.93	.000	.16
	Personal safety		Job Counseling		Peer relations	
	b	t	b	t	b	t
SECTOR (PUB): CATH	.112	1.75	-.148	-2.07	.111	2.11
OTHER	.195	2.77	-.301	-3.80	.080	1.40
CURR (GEN): COLL	.085	2.97	.151	4.74	.054	2.33
VOC	.043	1.19	.232	5.81	-.020	-.67
SOI	-.014	-1.00	.010	.65	-.008	-.70
AFQT	.007	8.70	.001	1.04	.001	1.48

^aCoefficients for other variables in the full equation (see Table 4.10) not presented.

achievement or expected education findings, all six quality of life ratings were also significantly affected by sector enrollment. Youth in private schools, net of all background and curriculum enrollment effects, rated more highly than public school youth the quality of their class instruction and strictness of discipline, and slightly more highly their personal safety and friendship opportunities at school. They rated lower than public school youth their degree of learning freedom and opportunities for job counseling.

These sector and curriculum effects on life quality occurred in the nearly complete absence of significant effects from cognitive achievement, the other key schooling variable in the equation. High performing youth tended to rate their personal safety higher, but otherwise youth performance levels were unrelated to their life quality ratings. This contrasts with the strong effect achievement had on the human capital variable, expected years of education.

In conclusion, there is some definite nonpecuniary gain to be had from private sector enrollment--the quality of school life is better. Insofar as quality of school life bears the hypothesized relation to youths' subjective state of well-being, this advantage cannot be minimized. Except for Hispanics, however, beliefs about the superiority of private education should be restricted to this domain. Federal policy-makers and parents who contemplate investment in private secondary education need to know they will be optimizing student life quality, not learning. Efforts to improve the quality of student life in public schools might be an even sounder investment.

Before proposing any policy interventions, however, further research is needed to determine the range of factors contributing to the higher quality of life in private schools. Some of these may not be easily transferable to public schools. One of these is the aura of elitism. For example, the label

of private school student may in itself convey a sense of privilege and speciality over public school students, causing these youth to attribute a high value to their school life irrespective of its actual quality. Elitism is a psychic resource which, by definition, cannot be widely distributed. Public school systems would only suffer further budgetary problems if parents believed this elitism could be purchased by adding further amenities to their facilities. The democratization of private school enrollment through a tuition tax credit plan might reduce elitism, but would thereby also diminish the value of private schools for many consumers. An alternative to planned democratization of private schools is the natural levelling influences of American popular culture, where symbols of elitism eventually tend to be diffused throughout mainstream society and thereby deflated. A current public high school fad is the "preppy" subculture, wherein students mimic through dress and mannerisms the life style of the private boarding school student.¹³

A related characteristic of many private schools is their greater sense of tradition, and in the case of Catholic and other religious schools, their sacred character. Neither feature can be easily reproduced in public schools, however important they are for quality of student life and general well-being. Constitutional requirements forbid the observance of religion in public schools, and the rapid pace of public school social change and instructional innovation over the past decade has eroded much of the tradition in public school life. As Shils (1981) has argued, the presence of tradition can be crucial in providing a normative ordering that counterbalances the excessive rationalization of modern society. Tradition defines the "natural"

¹³See Lisa Birnbach, ed., The Official Preppy Handbook, New York: Workman, 1980. Ironically, this best-seller among youth advocates the same hedonistic values and disdain of personal achievement which Coleman viewed so critically in his original (1961) study of American high school life.

way to do things, representing the accumulation of experience tested over time. Informal student folklore, rituals, and formal teacher-student ceremonies operate in place of legalistic student codes of conduct to guide student behavior, providing an interpretive context for the experience of schooling. Waller (1932) has similarly emphasized the importance of tradition in the early-century public high schools.

In addition to normative regulation, school traditions often evoke imagery of past greatness, a heritage of accomplishment worthy of emulation and preservation for future generations of students. Individual striving serves the corporate "student body" extended through time. The existence of an honor roll or portrait gallery of distinguished alumni and former teachers, even the display of athletic trophies dating back to the early history of the school, can add to the quality of life of students. The veneration of past greatness fosters a sense of sharing in this greatness. On the other hand, excessive worship of the past can be a form of escapism that stifles individual freedom and innovation, making youth poorly adapted to the continuing rapid pace of social change in modern society. Learning to cope with the greater social strains, impersonality, and bureaucracy of public school life may be better preparation for the realities of adulthood. These are issues which must be resolved through further research and debate. What this research has shown is that the substantial sector difference in quality of student life is not coupled with any strong sector differences in quantity of learning.

APPENDIX 4A
ANALYSIS OF REGIONAL VARIATION

Table 4A.1 shows the regional mean values in achievement and expectations before and after taking into account all the explanatory variables in the basic model. The analysis was restricted to public school youth because of region-specific sample size limitations. Preliminary analyses of the total sample revealed no significant region by sector interaction effect; hence these results should generalize to the private school sector. The expected regional means were calculated by substituting into the regression equations of the basic model region $i=1$ and $j=0$ if $i \neq j$ and the means of all other variables in the equation.

Looking first at the unadjusted means, public school youth from the three southern regions (South Atlantic, East South Central, and West South Central) average 9 points lower in achievement than youth from the two eastern regions (New England and Middle Atlantic), 10 points lower than youth from the two North Central regions (East and West), and 6 points lower than youth from the two western regions (Mountain and Pacific). If youth were equivalent across regions on all explanatory variables entered in the model (except of course region), these regional differences would become negligible. Looking now at the adjusted regional means, southern youth would differ from eastern youth only 2 points, from north central youth 4 points, and from western youth 2 points.

The basic model also explains most of the regional variation in expected years of education. Clustering the nine census regions into the same four areas, the maximum difference between any two areas of .7 years drops to .2 years after adjustment on the explanatory variables.

Table 4A.1 Observed and Adjusted Regional Mean Values of Achievement (AFQT) and Expected Education (Years), for Public Sector Youth Aged 14-17 in 1979

Region	Achievement		Expectations	
	Observed	Adjusted	Observed	Adjusted
New Eng.	75.28	69.96	14.55	13.94
Mid. Atl.	68.46	67.07	14.00	13.88
S. Atl.	62.10	66.99	13.64	13.90
E.S. Cen.	60.66	64.78	13.52	14.16
W.S. Cen.	61.91	67.03	13.76	13.93
E.N. Cen.	70.05	68.78	13.84	13.88
W.N. Cen.	73.76	71.66	14.03	13.92
Mtn.	68.28	68.08	13.45	13.61
Pac.	67.72	67.60	14.00	13.95
U.S. total	67.90	67.91	13.93	13.92
S.D.	20.06	-	2.24	-

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NORC-4332
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Case # _____

OMB # 44-R-1640
Exp. 12-82

NATIONAL OPINION RESEARCH CENTER
University of Chicago

CENTER FOR HUMAN RESOURCE RESEARCH
Ohio State University

National Longitudinal Survey
of
Labor Force Behavior

Youth Survey, 1981

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 95-524, as amended. 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 RESEARCH PURPOSES AND WILL NOT BE DISCLOSED OR RELEASED FOR ANY OTHER PURPOSE WITHOUT PRIOR CONSENT, EXCEPT AS REQUIRED BY LAW.

RECORD
TIME BEGAN:

AM
PM

SECTION 1

INTERVIEWER: BEFORE CONDUCTING THIS INTERVIEW:

ENTER DATE OF LAST INTERVIEW AND TODAY'S DATE ON CALENDAR.
DRAW A LINE THROUGH ROWS A-C AT EACH DATE TO INDICATE THE
REFERENCE PERIOD FOR THIS YEAR'S INTERVIEW.

1. We would like to begin this year's interview by first checking our birthdate information. When were you born?

ENTER DATE:

--	--	--	--	--

MONTH DAY YEAR

14-19/

A. INTERVIEWER: SEE INFO SHEET, ITEM 1. ARE THE DATES THE SAME?

YES 1
 NO 0
 NO DATE ON INFO SHEET 2

20/

B. INTERVIEWER: HAS R HAD HIS/HER BIRTHDAY YET THIS YEAR?

IF YES, SUBTRACT YEAR OF BIRTH FROM 80
IF NO, SUBTRACT YEAR OF BIRTH FROM 79

ENTER AGE:

--	--

21-22/

C. That would make you (READ AGE) years old as of today. Is that correct?

Yes (GO TO Q. 2) 1
 No .. (INTERVIEWER: RESOLVE DIS-
 CREPANCY. SEE Q-BY-QS
 FOR SECTION 1) 0

23/

2. INTERVIEWER: SEE CALENDAR.

A. ENTER WEEK # OF TODAY'S DATE HERE:

THIS WEEK

--	--	--

24-26/

B. ENTER WEEK # OF LAST YEAR'S
INTERVIEW DATE HERE:

LAST YEAR'S WEEK

--	--	--

27-29/

C. SUBTRACT B FROM A AND ENTER HERE:

OF WEEKS SINCE
LAST INTERVIEW

--	--	--

30-32/

D. SHOW R CALENDAR AND READ: The last time we talked to you was on (DATE OF LAST INTERVIEW). That would be about (NUMBER OF WEEKS SINCE LAST INTERVIEW) weeks ago. During how many of these weeks did you do any work for pay? Count weeks when you did any paid work and weeks on paid vacation or paid sick leave. Don't count weeks on layoff.

ENTER # OF WEEKS:

--	--	--

33-35/

3. INTERVIEWER: ARE ALL WEEKS ACCOUNTED FOR (NUMBER OF WEEKS IN 2D EQUALS NUMBER OF WEEKS IN 2C)?

YES (SKIP TO SECTION 2) 1
NO 0

36/

4. SUBTRACT NUMBER OF WEEKS WORKING (NUMBER OF WEEKS IN 2D) FROM TOTAL NUMBER OF WEEKS SINCE LAST YEAR'S INTERVIEW (NUMBER IN 2C) AND RECORD BELOW:

NUMBER OF WEEKS IN 2C: _____

NUMBER OF WEEKS IN 2D: - _____

ENTER # OF WEEKS NOT WORKING:

--	--	--

37-39/

5. That leaves (NUMBER OF WEEKS NOT WORKING) weeks when you were not working or on paid vacation or paid sick leave. During how many of those weeks were you looking for work or on layoff from a job?

ENTER # OF WEEKS:

--	--	--

40-42/

SECTION 2: MARITAL HISTORY

1. INTERVIEWER, SEE ITEM 2 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 43/
 No (ANSWER A) 0

A. IF NO: INTERVIEWER, DOES ITEM 2 ON INFO SHEET LIST R AS "MARRIED?"

YES (SKIP TO Q. 6) 1 44/
 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?	Married 1 45/ Separated .. 2 Divorced ... 3 Reunited ... 4 Remarried .. 5 Widowed 6	Married 1 46/ Separated .. 2 Divorced ... 3 Reunited ... 4 Remarried .. 5 Widowed 6	Married 1 47/ Separated .. 2 Divorced ... 3 Reunited ... 4 Remarried .. 5 Widowed 6
B. When did that happen? ENTER MONTH & YEAR.	<input type="text"/> <input type="text"/> 19 <input type="text"/> <input type="text"/> MONTH YEAR 48-49/ 50-51/	<input type="text"/> <input type="text"/> 19 <input type="text"/> <input type="text"/> MONTH YEAR 52-53/ 54-55/	<input type="text"/> <input type="text"/> 19 <input type="text"/> <input type="text"/> MONTH YEAR 56-57/ 58-59/
C. After that, was there any other change in your marital status?	Yes..GO TO Q.2A FOR SECOND CHANGE) .. 1 60/ No . (GO TO Q. 3) 0	Yes..GO TO Q.2A FOR THIRD CHANGE) .. 1 61/ No . (GO TO Q. 3) 0	Yes. (USE A 2ND QUESTIONNAIRE. GO TO Q.2A, [P.2-1] FOR THE NEXT CHANGE) ... 1 62/ No 0

3. INTERVIEWER: WAS "MARRIED" OR "REMARRIED" CODED IN Q. 2A FOR THE FIRST, SECOND, OR THIRD CHANGE?

YES 1 63/
 NO .. (SKIP TO Q. 6) 0

4. When was your (most recent) (husband/wife) born?

ENTER MONTH 64-65/
 AND YEAR 19 66-67/

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 68/
 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?

NONE 00 69-70/
 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 71/
 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?

NONE 00 72-73/
 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 1980, 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.

10-12,

- 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 13
ALL OTHERS (GO TO SECTION 3) 2

IF R IS CURRENTLY MARRIED, ASK A & B:

- A. During 1980, 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 14-15

- B. In the weeks your (husband/wife) worked, how many hours did (he/she) usually work per week?

ENTER # OF HOURS 16-17

SECTION 3: FERTILITY

1. INTERVIEWER: SEE ITEM 3 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 18/
 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 19-20/

B. When (was this child/were these children) born?

	MONTH		DAY		YEAR	
FIRST CHILD	<input type="text"/> <input type="text"/>	21-22/	<input type="text"/> <input type="text"/>	23-24/	19 <input type="text"/> <input type="text"/>	25-26/
SECOND	<input type="text"/> <input type="text"/>	27-28/	<input type="text"/> <input type="text"/>	29-30/	19 <input type="text"/> <input type="text"/>	31-32/
THIRD	<input type="text"/> <input type="text"/>	33-34/	<input type="text"/> <input type="text"/>	35-36/	19 <input type="text"/> <input type="text"/>	37-38/

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. 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(ASK A)..... 1 39
 No(SKIP TO Q. 8)..... 0

- A. IF YES: Since (MONTH OF LAST INTERVIEW), in which months were you attending regular school? (If you were attending regular school at all during the month, count it as a month attending school.)
 CODE ALL THAT APPLY.

<u>1980</u>		<u>1981</u>	
JANUARY	01 40-41/	JANUARY	13 64-65
FEBRUARY	02 42-43/	FEBRUARY	14 66-67
MARCH	03 44-45/	MARCH	15 68-69
APRIL	04 46-47/	APRIL	16 70-71
MAY	05 48-49/	MAY	17 72-73
JUNE	06 50-51/	JUNE	18 74-75
JULY	07 52-53/	JULY	19 76-77
AUGUST	08 54-55/	AUGUST	20 78-79
SEPTEMBER	09 56-57/		
OCTOBER	10 58-59/		
NOVEMBER	11 60-61/		
DECEMBER	12 62-63/		

- B. Are you currently attending or enrolled in regular school?

Yes (CODE Q. 1 ON CALENDAR
 AND ASK C & D) 1 80
 No (CODE Q. 1 ON CALENDAR
 AND GO TO Q. 2) 0

1. (Continued)

IF YES TO B, ASK C & D:

C. What grade or year of regular school are you attending or enrolled in?

1ST GRADE	.....	01	1ST YEAR OF COLLEGE	.....	13	10-11/
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				

D. INTERVIEWER: SPECIFY GRADE FROM C AT Q. 1 ON CALENDAR AND SKIP TO Q. 4.

2. When were you last enrolled in regular school? Month 12-13/
 Year 14-15/

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?

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

16-17/

3. A. What is the highest grade of regular school you have ever attended?

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			

18-19/

B. INTERVIEWER: ENTER HIGHEST GRADE R ATTENDED FROM Q. 3A ABOVE AT Q. 2 ON CALENDAR. THEN GO ON TO Q. 4.

4. What is the highest grade or year of regular school that you have completed and gotten credit for? CIRCLE ONE CODE BELOW.

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			

20-21/

5. INTERVIEWER: WHAT GRADE DOES R CURRENTLY ATTEND (SEE Q. 1C) OR WHAT IS THE HIGHEST GRADE R HAS ATTENDED SINCE THE DATE OF THE LAST INTERVIEW? (SEE Q. 3A)

UNGRADED	..... (SKIP TO Q. 15)	.....	1
GRADES 1-8	..... (SKIP TO Q. 15)	.....	2
GRADES 9-12	..... (GO TO Q. 6)	.....	3
GRADE 13	..... (ASK A)	.....	4
GRADES 14-20	.... (SKIP TO Q. 8)	.....	5

22/

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. 6)	... 1
No	..... (SKIP TO Q. 8)	..... 0

23/

6. 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 24/
- Commercial (ASK A) 2
- College preparatory (GO TO Q. 7) ... 3
- General program .. (GO TO Q. 7) ... 4
- DON'T KNOW (GO TO Q. 7) ... 8

A. IF CODES 1 OR 2: For what specific job (are/were) you training?
RECORD VERBATIM.

25-27/

7. INTERVIEWER: SEE Q. 1C. IS RESPONDENT CURRENTLY ENROLLED IN GRADES 1-12 (Q. 1C CODED 1-12)?

- YES(SKIP TO Q. 15)..... 1 28/
- NO 0

8. INTERVIEWER: SEE INFO SHEET, ITEM 4. DID R HAVE A HIGH SCHOOL DIPLOMA OR GED AT THE TIME OF THE LAST INTERVIEW?

- YES(SKIP TO Q. 10)..... 1 29/
- NO 0

9. Do you have a high school diploma or have you ever passed a high school equivalency or GED test?

- Yes ... (ASK A & B) 1 30/
- No (GO TO Q. 10) 0

IF YES, ASK A & B:

A. Which do you have, a high school diploma or a GED?

- High school diploma 1 31/
- GED 2
- IF VOL.: Both ... (ASK B REGARDING HIGH SCHOOL DIPLOMA) ... 3

B. When did you receive your (high school diploma/GED)?

160

MONTH
AND
YEAR 19

32-33/

34-35/

10. INTERVIEWER: SEE Q. 5. IS CODE 4 OR 5 CIRCLED?
 YES (ASK A-E) 1 36/
 NO (SKIP TO Q. 15) 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)?
 _____ 37-73/

B. INTERVIEWER: SEE INFO SHEET, ITEM 5. IS THIS THE SAME SCHOOL AS LISTED ON INFO SHEET?
 YES ... (SKIP TO Q. 11) ... 1 74/
 NO 0
 CAN'T TELL 8

C. When did you first attend or enroll in this college or university?
 MONTH 75-76/
 AND
 YEAR 19 77-78/

BEGIN DECK 04

D. Where is the school located - what is the town or city and state?
 _____ 10-39/

TOWN OR CITY
 _____ 40-41/
 STATE

IF NO TOWN OR CITY, ASK:
 And in what county is that?
 _____ 42-61/
 COUNTY

IF OUTSIDE THE UNITED STATES, RECORD COUNTRY:
 _____ 62-79/

E. (Is/Was) it a 2 year or a 4 year school?
 2 year 1 80/
 4 year 2

11. What (is/was) your field of study? RECORD VERBATIM. PROBE IF NECESSARY:
What (are/were) you majoring in?

10-13/

12. INTERVIEWER: IS R CURRENTLY ENROLLED IN COLLEGE? (SEE CALENDAR,
Q. 1 = 13 OR HIGHER)

YES ... (GO TO Q. 13) 1 14/
NO (ANSWER A) 0

- A. IF NO, INTERVIEWER: SEE Q. 2. WAS THE DATE R WAS LAST ENROLLED IN
REGULAR SCHOOL AFTER SEPT. 1, 1980?

YES 1 15/
NO (SKIP TO Q.15) .. 0

13. (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 16/
Part time student 2
DON'T KNOW 8

14. Did you receive a loan to cover any of the costs for this year's college
expenses?

Yes 1 17/
No 0

ASK EVERYONE:

15. What is the highest grade or year of regular school, that is, elementary
school, high school, college, or graduate school that you would like to
complete? CIRCLE ONE CODE BELOW.

1ST GRADE	01	1ST YEAR OF COLLEGE ..	13	18-19/
2ND GRADE	02	2ND YEAR OF COLLEGE		
3RD GRADE	03	(ASSOCIATE'S DEGREE).	14	
4TH GRADE	04	3RD YEAR OF COLLEGE ..	15	
5TH GRADE	05	4TH YEAR OF COLLEGE		
6TH GRADE	06	(BACHELOR'S DEGREE)..	16	
7TH GRADE	07	5TH YEAR OF COLLEGE		
8TH GRADE	08	(MASTER'S DEGREE) ...	17	
9TH GRADE	09	MORE THAN 5 YEARS OF		
10TH GRADE	10	COLLEGE (LAW DEGREE,		
11TH GRADE	11	Ph.D., M.D., LLD,		
12TH GRADE	12	DDS, JD)	18	

16. As things now stand, what is the highest grade or year you think you will actually complete? CIRCLE ONE CODE BELOW.

1ST GRADE	01	1ST YEAR OF COLLEGE ..	13	20-21/
2ND GRADE	02	2ND YEAR OF COLLEGE		
3RD GRADE	03	(ASSOCIATE'S DEGREE)..	14	
4TH GRADE	04	3RD YEAR OF COLLEGE ..	15	
5TH GRADE	05	4TH YEAR OF COLLEGE		
6TH GRADE	06	(BACHELOR'S DEGREE)..	16	
7TH GRADE	07	5TH YEAR OF COLLEGE		
8TH GRADE	08	(MASTER'S DEGREE) ...	17	
9TH GRADE	09	MORE THAN 5 YEARS OF		
10TH GRADE	10	COLLEGE (LAW DEGREE,		
11TH GRADE	11	Ph.D., M.D., LL.D.,		
12TH GRADE	12	DDS, JD)	18	

17. Since we last talked with you on (DATE OF LAST INTERVIEW), have you obtained any kind of academic degree, for example, an Associate's degree or any other type of college degree?

Yes	(ASK A & B)	1	22/
No	(GO TO Q. 18)	0	

IF YES, ASK A & B:

A. What is the name of the first one you received?

ASSOCIATE'S DEGREE	1	23/
BACHELOR'S DEGREE	2	
MASTER'S DEGREE	3	
OTHER (SPECIFY)	4	

B. Since (DATE OF LAST INTERVIEW), have you obtained any other academic degrees?

Yes (ASK C FOR SECOND DEGREE)	1	24/
No	(GO TO Q. 18)	0

C. What is the name of the second one you received?

ASSOCIATE'S DEGREE	1	25/
BACHELOR'S DEGREE	2	
MASTER'S DEGREE	3	
OTHER (SPECIFY)	4	

18. Do you have a valid driver's license?

Yes	1	26/
No	0	

SECTION 5: 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 6.

YES . (SKIP TO Q. 11, P. 5-3). 1 14/
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. 5-8)..1 15/
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 16/
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 17/
No . (SKIP TO Q. 10, P. 5-3). 0

5. What branches of the armed forces did you talk to? CODE ALL THAT APPLY.

ARMY	01	18-19/
NAVY	02	20-21/
AIR FORCE	03	22-23/
MARINE CORPS	04	24-25/
ARMY RESERVES	05	26-27/
NAVY RESERVES	06	28-29/
AIR FORCE RESERVES	07	30-31/
MARINE CORPS RESERVES	08	32-33/
AIR NATIONAL GUARD	09	34-35/
ARMY NATIONAL GUARD	10	36-37/
COAST GUARD	11	38-39/
OTHER	12	40-41/

6. Since (DATE OF LAST INTERVIEW), have you taken the physical examination required to enter the military?

Yes 1 42/
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	43-44/
NAVY	02	45-46/
AIR FORCE	03	47-48/
MARINE CORPS	04	49-50/
ARMY RESERVES	05	51-52/
NAVY RESERVES	06	53-54/
AIR FORCE RESERVES	07	55-56/
MARINE CORPS RESERVES	08	57-58/
AIR NATIONAL GUARD	09	59-60/
ARMY NATIONAL GUARD	10	61-62/
COAST GUARD	11	63-64/
OTHER	12	65-66/

A. When did you take the physical exam?

MONTH		DAY		YEAR	

67-68/
69-70/
71-72/

8. Did you meet the physical requirements for enlisting in the (BRANCH FROM Q. 7/the service you were trying to join most recently)?

Yes	1	73/
No ... (SKIP TO SECTION 6)	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	74-75/
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 76/
 - 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 77/
 - probably try to enlist, 2
 - probably not try to enlist, or . (SKIP TO SECTION 6) .. 3
 - definitely not try to enlist in
the military? (SKIP TO SECTION 6) .. 4
- C. In which service do you think you will be most likely to enlist?
- Army 1 78/
 - Navy 2
 - Air Force 3
 - Marines 4
 - Reserves (any component) 5
 - National Guard (Army or Air) 6
 - Coast Guard 0

NOW SKIP TO SECTION 6

BEGIN DECK 07
10/R

11. Are you currently serving in (BRANCH FROM ITEM 7 OF INFO SHEET)?
- Yes (ANSWER A) 1 11/
 - No (GO TO Q. 12) 0
- A. IF YES: INTERVIEWER, WAS R IN ACTIVE FORCES (ARMY, NAVY, AIR FORCE, MARINES) DURING THIS PERIOD OF SERVICE? (SEE ITEM 8 ON INFO SHEET.)
- YES ... (DRAW A LINE ON ROW A OF CALENDAR
FROM DATE OF LAST INTERVIEW TO NOW, AND
SKIP TO Q. 43, P. 5-9) 1 12/
 - NO (SKIP TO Q. 43, P. 5-9) 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 | <input style="width: 20px; height: 20px;" type="text"/> | | 13-14/ |
| | AND | | | |
| | YEAR | 19 | <input style="width: 20px; height: 20px;" type="text"/> | 15-16/ |

- A. INTERVIEWER: WAS R IN ACTIVE FORCES (ARMY, NAVY, AIR FORCE, MARINES) DURING THIS PERIOD OF SERVICE? SEE ITEM 8 ON INFO SHEET.
- YES (ASK B) 1 17/
 - NO (GO TO Q. 13) 0

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.
- 166 DAY
- 18-19/



13. What was your pay grade when you left the (BRANCH)?

E

20-22/

O

W

14. INTERVIEWER: WAS R SERVING IN ACTIVE FORCES AT TIME OF LAST INTERVIEW?
SEE ITEM 8 ON INFO SHEET.

YES (SKIP TO Q. 19) .. 1

23/

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:

24-25/

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:

26-27/

17. What type of discharge did you receive? RECORD VERBATIM AND CODE ONE ONLY.

HONORABLE 1

28/

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

29/

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.

167

\$,

30-34/

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	35/
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	36/
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	37/
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	38/
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	39/
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	40/
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 41-42/
- 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 43/
- 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.

\$, 44-48/

27. Are you currently using your VEAP benefits to pay for schooling?

- Yes 1 49/
- No 0

28. Did you leave the (BRANCH) at the end of your term of service or before the end of your term of service?

- Left at end (SKIP TO Q. 30)... 1 50/
- Left before end 2

29. What type of discharge did you receive? RECORD VERBATIM AND CODE ONE ONLY.

- HONORABLE 1 51/
- 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. 5-22) .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
No 0

56/

37. Are you currently a member of the Selected Reserves and receiving pay for drill participation?

Yes (ASK A) 1
No (SKIP TO Q. 108) .. 0

57/

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, 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 6) 11, OTHER (SPECIFY BELOW AND SKIP TO SECTION 6) 12

62-63/

IF CODES 01-04, ASK A:

A. Was that in the regular (BRANCH OF SERVICE), the (BRANCH) Reserves, or the (BRANCH) Guard?

Regular 1
Reserves/Guard 2
BOTH (PROBE FOR AND CODE Q. 38 FOR THE MOST RECENT BRANCH) 3

64/

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
Q. 37 IS BLANK (ASK A) 2

67/

A. IF CODED 2: Are you currently (on active duty/serving) in the (MOST RECENT BRANCH)?

Yes 1
No . (SKIP TO Q. 99, P. 5-20) 0

68/

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
NO ... (GO TO Q. 42) 0

73/

IF YES TO A, ASK B:

B. On what day was that? ENTER DAY HERE AND RECORD DATE ON CALENDAR, ROW A.
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 09

43. Since (DATE OF LAST INTERVIEW), did you reenlist or extend your term of service?

Yes 1
No ... (SKIP TO Q. 47) 0

10/

44. How many years did you reenlist or extend for?

ENTER # OF YEARS:

11-12/

45. Did you receive a reenlistment bonus?

Yes 1
No (SKIP TO Q. 47) 0

13/

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 8 ON INFO SHEET WAS ACTIVE FORCE BRANCH AND Q. 11A = YES]

YES ... (SKIP TO Q. 63) 1
NO 172 0

19/

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 (SKIP TO Q. 55) 00

53. INTERVIEWER: DID R HAVE A JOB THE MONTH BEFORE ENTERING ACTIVE DUTY FOR TRAINING? (Q. 51 = CODES 01-03)

YES 1
NO ... (SKIP TO Q. 55) .. 0

28/

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
No 0

29/

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
No ... (SKIP TO Q. 57) ... 0

30/

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
No ... (SKIP TO Q. 59) .. 0

35/

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?

Yes 1
No 0

36/

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 10

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:

Two empty boxes for entering the number 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, 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?

68. INTERVIEWER: WAS R IN ACTIVE FORCES ON DATE OF LAST INTERVIEW? (SEE ITEM 8 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.

178 , .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 11

78. In addition to your current Primary (MOS/RATING/AFSC), have you received training in another (MOS/RATING/AFSC) since [DATE OF LAST REVIEW]/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 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

180

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
NO (SKIP TO Q. 91) 0

37/

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
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

38-39/

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
No (SKIP TO Q. 95) 0

40/

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
ONE YEAR 1
TWO YEARS 2
THREE OR MORE YEARS 3

41/

93. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], have you received a diploma or degree?

Yes 1
No (SKIP TO Q. 95) 0

42/

94. What type of diploma or degree did you receive? RECORD VERBATIM AND CODE ONE ONLY.

HIGH SCHOOL DIPLOMA (OR EQUIVALENT) . 01
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):

43-44/

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
No(SKIP TO Q. 97)..... 0

45/

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.

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 6) 0

A. On what date did you enter active duty in the (BRANCH)? ENTER DATE HERE. BEGIN DK 12
10-15/

<input type="text"/>	<input type="text"/>	<input type="text"/>	19	<input type="text"/>	<input type="text"/>
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.

17-22/

<input type="text"/>	<input type="text"/>	<input type="text"/>	19	<input type="text"/>	<input type="text"/>
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 184 0

106. While you were on active duty, did you complete training for an (MOS/RATING/AFSC)?

Yes (ASK A) 1
No 0

24/

A. IF YES: What was that (MOS/RATING/AFSC)? RECORD VERBATIM IN THE MARGINS. (OFFICE USE)

Grid for recording MOS/RATING/AFSC

25-27/
28-31/

107. What type of discharge did you receive?

HONORABLE 1
GENERAL 2
UNDER OTHER THAN HONORABLE CONDITIONS 3
BAD CONDUCT (DCD) 4
DISHONORABLE 5
WAS NOT FORMALLY DISCHARGED 6

32/

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
Somewhat satisfied 2
Somewhat dissatisfied 3
Very dissatisfied 4

73/

109. INTERVIEWER: IS R CURRENTLY ON ACTIVE DUTY IN THE ACTIVE FORCES?
(Q. 47 = YES)

YES (ASK A) 1
NO (GO TO SECTION 6) 0

74/

A. IF YES: Now we would like to ask you some more specific questions about your current military job.

SKIP TO SECTION 6, Q. 20

SECTION 6: 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.32). 06
Other //(SPECIFY) _____ 07

2. Did you do any work at all last week, not counting work around the house? (INTERVIEWER NOTE: THIS DOES NOT INCLUDE VOLUNTEER WORK OR WORK DONE IN PRISON. IF FARM OR BUSINESS OPERATOR IN HH, ASK R ABOUT UNPAID WORK.)

Yes 1 16/
No .(SKIP TO Q. 8, P. 6-6).. 0

3. How many hours did you work last week at all jobs?

ENTER # OF HOURS 17-18/

4. INTERVIEWER, CODE FROM Q. 3. 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.6-9).. 3

ASK Q. 5 ONLY IF CODE 1 IN Q. 4

5. Do you usually work 35 hours a week at this job?

.....(ASK A) 1 20/
.....(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?

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

21-22/

NOW SKIP TO Q. 13, P. 6-9

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?

- 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

23-24/

NOW SKIP TO Q. 13, P. 6-9

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 of ?

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 . (SKIP TO Q. 13, P. 6-9). 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 FROM C: RESPONDENT WORKED ...

1 - 34 HOURS(ASK E)..... 1 31/

35 OR MORE HOURS ..(SKIP TO Q. 13, P. 6-9).. 2



6. Continued

E. IF "1-34" HOUR 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?

Three horizontal lines for handwritten responses.

- 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

32-33/

NOW SKIP TO Q. 13, P. 6-9

6-6

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. 6-9).. 0

IF "YES," ASK A. OTHERWISE, SKIP TO Q. 13.

A. How many extra hours did you work?

ENTER # OF (ASK B)
EXTRA HOURS:

35-36/

OR

NO EXTRA HOURS ..(SKIP TO Q. 13, P. 6-9).. 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. 6-9).. 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. 6-9.

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. 25
PAGE 6-13) ... 0

192

Handwritten notes, possibly a list or diagram, with some illegible text and a small drawing of a structure.

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
- 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

42-43/

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. 27, P. 6-14)... 1
- Some time after that ..(SKIP TO Q. 25B, P. 6-13).. 2

44/

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. 31 , P. 6-16

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 1

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.

C. 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. Is this a job that was done on a more or less regular basis or is it an odd job?

Regular job 195 1

16. Were you ... (READ CATEGORIES BELOW)

HAND CARD H

- An employee of a private company, business or individual for wages, salary, or commission, or (GO TO Q. 17) 1 22/
- 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. 22, P. 6-12)..... 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 23/
- State government employee 2
- Local government employee 3
- Don't know 8

GO TO Q. 17

IF CODE 3 in Q. 16, ASK B:

B. Is your business incorporated or unincorporated?

- Business incorporated 1 24/
- Business unincorporated 2
- Don't know 8

17. A. How many hours per week do you usually work at this job?

ENTER # OF HOURS: 25-26/

B. INTERVIEWER: IS NUMBER OF HOURS 20 HOURS OR MORE?

- YES 1 27/
- NO (SKIP TO Q. 23, P. 6-13) ... 0

18. 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 I

- Less than 1 year 1 28/
- 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

19. INTERVIEWER: IS R SELF-EMPLOYED IN A BUSINESS WHICH IS UNINCORPORATED?
(Q. 16B CODED 2 OR 8)

YES (SKIP TO Q. 21) 1 29
NO 0

20. 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 J

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	30
B. The physical surroundings are pleasant.	4	3	2	1	31
C. The skills you are learning would be valuable in getting a better job.	4	3	2	1	32
D. The job is dangerous.	4	3	2	1	33
E. You are exposed to unhealthy conditions.	4	3	2	1	34
F. The pay is good.	4	3	2	1	35
G. The job security is good.	4	3	2	1	36
H. Your co-workers are friendly.	4	3	2	1	37
I. Your supervisor is competent in doing the job.	4	3	2	1	38
J. The chances for promotion are good.	4	3	2	1	39

NOW SKIP TO Q. 22

SK Q. 21 ONLY IF R IS SELF-EMPLOYED IN A BUSINESS WHICH IS UNINCORPORATED
SEE Q. 16B).

1. 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
J

Very true	Some-what true	Not too true	Not at all true
-----------	----------------	--------------	-----------------

A. You have the chance to do the things you do best.	4	3	2	1	40/
B. The physical surroundings are pleasant.	4	3	2	1	41/
C. The experiences you are gaining would also be valuable in getting another job or business.	4	3	2	1	42/
D. The job is dangerous.	4	3	2	1	43/
E. The business is stable.	4	3	2	1	44/
F. You are exposed to unhealthy conditions.	4	3	2	1	45/
G. The income is good.	4	3	2	1	46/

22. 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	47/
Keep the same job	2	
IF VOLUNTEERED:		
WOULD NOT WORK AT ALL	3	

23. 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.

- Regular day shift 1 48/
- Regular evening shift 2
- Regular night shift 3
- A split shift 4
- Hours vary 5

24. 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 49/
- 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? (SECTION 5, Q. 47 = YES)

- YES ... (SKIP TO SECTION 7) .. 1 50/
- NO 0

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. 34, P. 6-18

ASK Q. 25 ONLY IF "NO" TO Q. 8B.

25. A. INTERVIEWER: SEE Q. 1. WAS CATEGORY 3, "LOOKING FOR WORK" CODED?

- YES (GO TO Q. 26) 1 51/
- NO (ASK B) 0

IF NO TO Q. 25A, OR IF CODE 2 LN Q. 9A, ASK B:

B. Have you been looking for work during the past 4 weeks?

- Yes 1 52/
- No (SKIP TO Q. 32, P. 6-17) .. 0

26. What have you been doing in the last 4 weeks to find work? RECORD VERBATIM AND CODE ALL THAT APPLY.

- NOTHING .. (SKIP TO Q. 32, P. 6-17). 01 53-54/
- CHECKED WITH:
- STATE EMPLOYMENT AGENCY 02 55-56/
- PRIVATE EMPLOYMENT AGENCY 03 57-58/
- EMPLOYER DIRECTLY 04 59-60/
- FRIENDS OR RELATIVES 05 61-62/
- PLACED OR ANSWERED ADS 06 63-64/
- LOOKED IN THE NEWSPAPER 07 65-66/
- SCHOOL EMPLOYMENT SERVICE 08 67-68/
- OTHER (SPECIFY) 09 69-70/

27. 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
- 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

71-72/

28. INTERVIEWER: CODE: ANSWER CODED IN Q. 9 IS:

- NEW JOB TO BEGIN ... (ASK Q. 29)..... 1
- BLANK--Q. 9 NOT ASKED (SKIP TO Q. 30) .. 2

73/

IF CODE 1 IN Q. 28, ASK Q. 29.

29. A. How many weeks ago did you start looking for work?

ENTER # OF WEEKS:

Two empty boxes for entering the number of weeks.

74-75/

B. Is your new job a full-time or a part-time job?

- Full-time 1
- Part-time 2

76/

C. Is there any reason why you could not take a job last week?

- Yes (ASK D) 1
- No (SKIP TO SECTION 7) 0

77/

D. IF YES TO C: What was the reason? RECORD VERBATIM AND CODE ONE ONLY.

Three horizontal lines for recording the reason.

- ALREADY HAD A JOB 1
- TEMPORARY ILLNESS 2
- GOING TO SCHOOL 3
- NEEDED AT HOME 4
- OTHER (SPECIFY) 5

78/

NOW SKIP TO SECTION 7

IF CODE 2 IN Q. 28 , ASK Q. 30 .

30. -A. How many weeks have you been looking for work?

ENTER # OF WEEKS:

10-11/

B. Have you been looking for full-time or part-time work?

Full-time	1	12/
Part-time	2	

31. Is there any reason why you could not take a job last week?

Yes	(ASK A)	1	13/
No ...	(SKIP TO Q. 40, P. 6-21).....	0	

A. IF YES: What was the reason? RECORD VERBATIM AND CODE ONE ONLY.

ALREADY HAD A JOB	1	14/
TEMPORARY ILLNESS	2	
GOING TO SCHOOL	3	
NEEDED AT HOME	4	
OTHER (SPECIFY BELOW)	5	

NOW SKIP TO Q. 40, P. 6-21

32. Do you want a regular job now, either full- or part-time?

Yes	(ASK A)	1	15/
No	(ASK B)	0	
MAYBE, IT DEPENDS	(ASK A)	3	
DON'T KNOW	(ASK B)	8	

A. IF YES OR MAYBE:

What are the reasons you are not looking for work? RECORD VERBATIM AND CODE ALL THAT APPLY.

<u>BELIEVE NO WORK AVAILABLE</u> IN LINE OF WORK OR AREA ..	01	
<u>COULDN'T FIND ANY WORK</u>	02	
<u>LACKS NECESSARY SCHOOLING,</u> TRAINING, SKILLS, OR EXPERIENCE	03	
<u>EMPLOYERS THINK TOO YOUNG</u> ..	04	
<u>OTHER PERSONAL HANDICAPS</u> IN FINDING JOB	05	
<u>CAN'T ARRANGE CHILD CARE</u> ...	06	
<u>FAMILY RESPONSIBILITIES</u>	07	
<u>IN SCHOOL OR OTHER TRAINING.</u>	08	
<u>ILL HEALTH, PHYSICAL</u> DISABILITY	09	
<u>PREGNANCY</u>	10	
<u>SPOUSE OR PARENT AGAINST</u> MY WORKING	11	
<u>DOES NOT WANT TO WORK</u>	12	
<u>CAN'T ARRANGE</u> TRANSPORTATION	13	
<u>DON'T KNOW WHERE TO LOOK</u> ...	14	
<u>OTHER (SPECIFY)</u> _____	15	
OR		
<u>DON'T KNOW</u>	98	

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.

<u>BELIEVE NO WORK AVAILABLE</u> IN LINE OF WORK OR AREA ..	01	16-17/
<u>COULDN'T FIND ANY WORK</u>	02	18-19/
<u>LACKS NECESSARY SCHOOLING,</u> TRAINING, SKILLS, OR EXPERIENCE	03	20-21/
<u>EMPLOYERS THINK TOO YOUNG</u> ..	04	22-23/
<u>OTHER PERSONAL HANDICAPS</u> IN FINDING JOB	05	24-25/
<u>CAN'T ARRANGE CHILD CARE</u> ...	06	26-27/
<u>FAMILY RESPONSIBILITIES</u>	07	28-29/
<u>IN SCHOOL OR OTHER TRAINING.</u>	08	30-31/
<u>ILL HEALTH, PHYSICAL</u> DISABILITY	09	32-33/
<u>PREGNANCY</u>	10	34-35/
<u>SPOUSE OR PARENT AGAINST</u> MY WORKING	11	36-37/
<u>DOES NOT WANT TO WORK</u>	12	38-39/
<u>CAN'T ARRANGE</u> TRANSPORTATION	13	40-41/
<u>DON'T KNOW WHERE TO LOOK</u> ...	14	42-43/
<u>OTHER (SPECIFY)</u> _____	15	44-45/
OR		
<u>DON'T KNOW</u>	98	46-47/

NOW GO TO Q. 33

33. Do you intend to look for work of any kind in the next 12 months?

- Yes .. (SKIP TO Q. 41, P. 6-21) 1 48/
- No (SKIP TO SECTION 7)..... 0
- OR
- IT DEPENDS .. (SKIP TO SECTION 7)..... 3
- OR
- DON'T KNOW ... (SKIP TO SECTION 7) 8

34. Have you been looking for other work in the last 4 weeks?

- Yes (ASK A) 1 49/
- No (ASK QS. 35 AND 36) 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. 35 AND 36) 01 50-51/
- CHECKED WITH:
- STATE EMPLOYMENT AGENCY ... (SKIP TO Q. 37) .. 02 52-53/
- PRIVATE EMPLOYMENT AGENCY . (SKIP TO Q. 37) .. 03 54-55/
- EMPLOYER DIRECTLY (SKIP TO Q. 37) .. 04 56-57/
- FRIENDS OR RELATIVES (SKIP TO Q. 37) .. 05 58-59/
- PLACED OR ANSWERED ADS (SKIP TO Q. 37) .. 06 60-61/
- LOOKED IN THE NEWSPAPER (SKIP TO Q. 37) .. 07 62-63/
- SCHOOL EMPLOYMENT SERVICE ... (SKIP TO Q. 37) .. 08 64-65/
- OTHER (SPECIFY AND SKIP TO Q. 37) 09 66-67/

IF NO TO Q. 34 OR "NOTHING" IN Q. 34A, ASK Q. 35 & 36, OTHERWISE SKIP TO Q. 37.

35. Do you intend to look for work of any kind in the next 12 months?

- Yes 1 68/
- No 0
- OR
- IT DEPENDS 3
- OR
- DON'T KNOW 8

36. 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?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	---	----------------------	----------------------

DOLLARS CENTS
69-73/ 74-75/

- Per hour 01 76-77/
- 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 7). 09

B. How many days per week would you want to work?

BEGIN DECK 16

ENTER # OF DAYS PER WEEK:

10-11/

C. How many hours per day would you want to work?

ENTER # OF HOURS PER DAY:

12-13/

NOW SKIP TO SECTION 7

37. 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 14-15/
- 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
- LAI D OFF, JOB ENDED 09
- OTHER (SPECIFY) _____ 10

38. For how many weeks have you been looking for a new job?

ENTER # OF WEEKS:

16-17/

39. A. What type of work are you looking for? RECORD VERBATIM.

18-20/

B. INTERVIEWER: EXAMINE R'S ANSWER TO A AND CODE BELOW:

- ONE TYPE OF WORK MENTIONED .. (SKIP TO Q. 42, P. 6-22) . 1 21/
- MORE THAN ONE TYPE OF WORK MENTIONED .: (ASK C) 2
- ANYTHING (SKIP TO Q. 42, P. 6-22) . 3

C. IF CODE 2: Which one would you prefer? RECORD VERBATIM AND SKIP TO Q. 42.



40. A. Earlier you said that you have been looking for work. What type of work are you looking for? RECORD VERBATIM.

22-24/

B. INTERVIEWER: EXAMINE R'S ANSWER TO A AND CODE BELOW:

- ONE TYPE OF WORK MENTIONED ... (SKIP TO Q. 42) 1 25/
- MORE THAN ONE TYPE OF WORK MENTIONED .. (ASK C) 2
- ANYTHING (SKIP TO Q. 42) 3

C. IF CODE 2: Which one would you prefer? RECORD VERBATIM AND SKIP TO Q. 42.

41. 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.

26-28/

B. INTERVIEWER: EXAMINE R'S ANSWER TO A AND CODE BELOW:

- ONE TYPE OF WORK MENTIONED (GO TO Q.42) 1 29/
- MORE THAN ONE TYPE OF WORK MENTIONED .. (ASK C) 2
- ANYTHING (GO TO Q.42) 3

C. IF CODE 2: Which one would you prefer? RECORD VERBATIM.

42. 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?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.	<input type="text"/>	<input type="text"/>
DOLLARS						CENTS	
30-34/						35-36/	

- Per hour 01
- Per day 02
- Per week 03
- Bi-weekly
(every 2 weeks) . 04
- Per month 05
- Per year 06
- Other (SPECIFY) _____ 07

37-38/

OR, IF VOLUNTEERED

ANY PAY 08

43. A. How many days per week (do/would) you want to work?

ENTER # OF DAYS PER WEEK:

39-40/

B. How many hours per day (do/would) you want to work?

ENTER # OF HOURS PER DAY:

41-42/

SECTION 7: ON JOBS

1. INTERVIEWER: DID R HAVE A CIVILIAN JOB LAST WEEK (IF YES, YOU'VE ENTERED NAME ON AN EMPLOYER SUPPLEMENT) 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 5.)

YES 1 43/
 NO (SKIP TO Q. 3) 0

2. 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 44/
 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 45/
 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 46/
 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 EMPLOYER 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." IF R VOLUNTEERS THAT (HE/SHE) WORKED FOR MORE THAN ONE EMPLOYER FOR A JOB, ASK B

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. THEN GO BACK TO 'A' ABOVE. CONTINUE PROBING UNTIL R SAYS "NO OTHER EMPLOYER."

EMPLOYERS

(ENTER HERE AND IN Q. 1 ON THE COVERS OF EMPLOYER SUPPLEMENTS.)

6. INTERVIEWER: SEE ROW A OF THE CALENDAR. WAS R ON ACTIVE DUTY IN THE ACTIVE FORCES THE ENTIRE TIME FROM THE DATE OF THE LAST INTERVIEW UNTIL NOW? 10-11/R

YES (SKIP TO Q. 17, P. 7-10). 1 12/
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 13/
NO .(SKIP TO Q. 12, P. 7-6).. 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 14/
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 15/
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
NO(GO TO Q. 11)..... 0

16/

0. 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
No(GO TO Q. 11)..... 0

17/

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

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

YES . (CIRCLE
CODE 3 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 3 ON THE
COVER OF THAT
SUPPLEMENT) . 0

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

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 18/
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

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

YES . (CIRCLE
CODE 4 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 4 ON THE
COVER OF THAT
SUPPLEMENT) . 0

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

- 2. 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 19/
 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

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

YES . (CIRCLE
 CODE 5 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 5 ON THE
 COVER OF THAT
 SUPPLEMENT) . 0

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

13. INTERVIEWER: IS R CURRENTLY ENROLLED IN GRADES 1-12?
(SEE CALENDAR. Q. 1 CODED 1-12?)

YES(SKIP TO Q. 15).... 1
NO(ASK Q. 14)..... 0

20/

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
No(GO TO Q. 15)..... 0

21/

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

NO . (RECORD
THIS EMPLOYER
AT Q. 1 ON THE
COVER OF AN
EMPLOYER SUPP.
AND CIRCLE
CODE 6 ON THE
COVER OF THAT

YES . (CIRCLE
CODE 6 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 6 ON THE
COVER OF THAT

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

215

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
No(GO TO Q. 16)..... 0

22/

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
No(GO TO Q. 16)..... 0

23/

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

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

YES . (CIRCLE
CODE 7 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 7 ON THE
COVER OF THAT
SUPPLEMENT) . 0

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

16. HAND CARD K 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 24,
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

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

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

YES . (CIRCLE
CODE 8 ON THE
COVER OF THE
EMPLOYER
SUPPLEMENT
FOR THIS
EMPLOYER) ... 1

NO . (RECORD
THIS EMPLOYER
Q. 1 ON THE
COVER OF AN
EMPLOYER SUPP.
AND CIRCLE
CODE 8 ON THE
COVER OF THAT
SUPPLEMENT) . 0

7. INTERVIEWER: SEE ITEM 9 ON INFO SHEET. WAS R EMPLOYED ON DATE OF LAST INTERVIEW?

YES(ANSWER A)..... 1 25/
NO(SKIP TO Q. 19)..... 0

A. IF YES, INTERVIEWER: ARE ALL OF R's EMPLOYERS THAT ARE LISTED IN ITEM 9 OF INFO SHEET NOW ENTERED AT Q. 1 ON THE COVERS OF EMPLOYER SUPPLEMENTS?

YES(SKIP TO Q. 19)..... 1 26/
NO 0

18. INTERVIEWER: LIST BELOW ALL EMPLOYERS IN ITEM 9 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:

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 AN 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 8)... 00 27-28/
ONE OR MORE ..(SPECIFY NUMBER HERE AND ADMINISTER SUPPLEMENTS NOW, STARTING WITH THE MOST RECENT JOB).....

SECTION 8: PERIODS WHEN R WAS NOT WORKING OR IN THE MILITARY

1. INTERVIEWER: HAVE YOU DRAWN 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 1, 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

-
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 9) 2

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/

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.

C. **INTERVIEWER:** USE WEEK CALENDAR TO DETERMINE WEEK # OF EACH DATE. ENTER WEEK #s IN BOXES.

D. SUBTRACT WEEK BEGAN FROM WEEK ENDED AND ENTER DIFFERENCE IN BOX D.

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 work or on layoff from a job? ENTER IN BOX E.

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.

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.

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 13

A. FROM
MONTH DAY YEAR
37-42/

TO
MONTH DAY YEAR
43-48/

B. None ... (GO TO G)... 1
Some ... (GO TO C)... 2
All (GO TO H)... 3
49/

C.
WEEK PERIOD BEGAN
50-52/

WEEK PERIOD ENDED
53-55/

D.
OF WEEKS
56-58/

E.
OF WEEKS LOOKING OR ON LAYOFF
59-61/

F.
OF WEEKS NOT LOOKING
62-64/

G.
REASON NOT LOOKING
65-66/

FROM
MONTH DAY YEAR
67-72

TO
MONTH DAY YEAR
73-78

BEGIN DECK 18
None ... (GO TO G)... 1
Some ... (GO TO C)... 2
All (GO TO H)... 3.
10/

C.
WEEK PERIOD BEGAN
11-13/

WEEK PERIOD ENDED
14-16/

D.
OF WEEKS
17-19/

E.
OF WEEKS LOOKING OR ON LAYOFF
20-22/

F.
OF WEEKS NOT LOOKING
23-25/

G.
REASON NOT LOOKING
26-27/

H. **INTERVIEWER:** IF THERE ARE ANY ADDITIONAL PERIODS, GO BACK TO B FOR THE NEXT PERIOD. OTHERWISE, GO ON TO SECTION 9.

PERIOD 3

PERIOD 4

PERIOD 5

PERIOD 6

FROM

MONTH	DAY	YEAR		

28-33/

FROM

MONTH	DAY	YEAR		

58-63/

FROM

MONTH	DAY	YEAR		

18-23/

FROM

MONTH	DAY	YEAR		

48-53/

TO

MONTH	DAY	YEAR		

34-39/

TO

MONTH	DAY	YEAR		

64-69/

TO

MONTH	DAY	YEAR		

24-29/

TO

MONTH	DAY	YEAR		

54-59/

None ... (GO TO G)... 1

Some ... (GO TO C)... 2

All (GO TO H)... 3

40/

None ... (GO TO G)... 1

Some ... (GO TO C)... 2

All (GO TO H)... 3

70/

None ... (GO TO G)... 1

Some ... (GO TO C)... 2

All (GO TO H)... 3

30/

None ... (GO TO G)... 1

Some ... (GO TO C)... 2

All (GO TO C)... 3

60/

WEEK PERIOD BEGAN

41-43/

WEEK PERIOD BEGAN

71-73/

WEEK PERIOD BEGAN

31-33/

WEEK PERIOD BEGAN

61-63/

WEEK PERIOD ENDED

44-46/

WEEK PERIOD ENDED

74-76/

WEEK PERIOD ENDED

34-36/

WEEK PERIOD ENDED

64-66/

OF WEEKS

47-49/

OF WEEKS

77-79/

BEGIN DECK 19

OF WEEKS

37-39/

OF WEEKS

67-69/

OF WEEKS LOOKING OR ON LAYOFF

50-52/

OF WEEKS LOOKING OR ON LAYOFF

10-12/

OF WEEKS LOOKING OR ON LAYOFF

40-42/

OF WEEKS LOOKING OR ON LAYOFF

70-72/

OF WEEKS NOT LOOKING

53-55/

OF WEEKS NOT LOOKING

13-15/

OF WEEKS NOT LOOKING

43-45/

OF WEEKS NOT LOOKING

73-75/

REASON NOT LOOKING

56-57/

REASON NOT LOOKING

16-17/

REASON NOT LOOKING

46-47/

REASON NOT LOOKING

76-77/

SECTION 9: ON GOVERNMENT TRAINING

1. INTERVIEWER: IS R CURRENTLY ENROLLED IN GRADES 1-12?
(SEE Q. 1 ON CALENDAR)

YES .. (SKIP TO SECTION 10) .. 1 14/
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 11. IS A GOVERNMENT TRAINING PROGRAM FROM LAST YEAR'S INTERVIEW LISTED THERE?

YES (READ A) 1 15/
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 11 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 P

Yes 1 16/
No ... (SKIP TO SECTION 10) .. 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 11) or] from any of these kinds of government-sponsored training programs? HAND CARD P

IF YES, GO BACK TO Q. 4
FOR THE NEXT PROGRAM 1 17/
IF NO, GO TO Q. 7 0

7. INTERVIEWER: IF THERE ARE ANY PROGRAMS ENTERED IN QS. 8 & 9 BELOW, ASK QS. 10-34 NOW. OTHERWISE, SKIP TO SECTION 10.

	COLUMN #1 DK 20 18-48/	COLUMN #2 BEGIN DK 21 10-39/																								
8. ENTER NAME OF SCHOOL OR AGENCY WHERE R RECEIVED TRAINING.	_____	_____																								
9. ENTER NAME OF THE GOVERNMENT PROGRAM THAT SPONSORS THIS TRAINING.	49-50/ _____	40-41/ _____																								
10. You told me that you received skills training at (ENTRY IN IN-Q. 8) through the (ENTRY IN Q. 9). A. <u>INTERVIEWER:</u> WAS THIS TRAINING PROGRAM LISTED ON ITEM 11 OF INFO SHEET? (DID YOU ENTER IN Q. 8 FOR THIS PROGRAM THE NAME OF THE SCHOOL OR AGENCY FROM ITEM 11 OF INFO SHEET?) B. <u>IF NO TO A:</u> When did you start participating in this program?	51/ YES .. (ENTER THE DATE OF THE LAST INTERVIEW IN "B" BELOW AND GO TO Q. 11) ... 1 NO ... (ASK B) 0 52-57/ <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">MONTH</td> <td style="text-align: center;">DAY</td> <td colspan="2" style="text-align: center;">YEAR</td> <td colspan="2"></td> </tr> </table>							MONTH	DAY	YEAR				42/ YES .. (ENTER THE DATE OF THE LAST INTERVIEW IN "B" BELOW AND GO TO Q. 11) ... 1 NO ... (ASK B) 0 43-48/ <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">MONTH</td> <td style="text-align: center;">DAY</td> <td colspan="2" style="text-align: center;">YEAR</td> <td colspan="2"></td> </tr> </table>							MONTH	DAY	YEAR			
MONTH	DAY	YEAR																								
MONTH	DAY	YEAR																								
11. Are you currently participating in this program?	58/ 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.	59-64/ <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">MONTH</td> <td style="text-align: center;">DAY</td> <td colspan="2" style="text-align: center;">YEAR</td> <td colspan="2"></td> </tr> </table>							MONTH	DAY	YEAR				50-55/ <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">MONTH</td> <td style="text-align: center;">DAY</td> <td colspan="2" style="text-align: center;">YEAR</td> <td colspan="2"></td> </tr> </table>							MONTH	DAY	YEAR			
MONTH	DAY	YEAR																								
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 <u>full week</u> or more during which you did not participate in this program? A. <u>IF YES:</u> Between (DATE IN Q. 10) and (now/DATE IN Q. 12), for how many weeks, altogether, did you <u>not</u> participate in this program?	65/ Yes ... (ASK A) 1 No .. (GO TO Q. 14) ... 0 # WEEKS <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> 66-67/			56/ Yes ... (ASK A) 1 No .. (GO TO Q. 14) . 0 # WEEKS <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> 57-58/																						

	<u>COLUMN #1</u>	<u>COLUMN #2</u>
14. How many hours a week (do/did) you usually spend in the program? ENTER # OF HOURS	# HOURS <input type="text"/> <input type="text"/> 59-60/	# HOURS <input type="text"/> <input type="text"/> 67-68/
15. How many hours a day (do/did) you usually spend in the program? ENTER # OF HOURS	# HOURS <input type="text"/> <input type="text"/> 61-62/	# HOURS <input type="text"/> <input type="text"/> 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. <u>IF MORE THAN ONE REASON GIVEN, PROBE:</u> What was the <u>one</u> <u>main</u> 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 C TO GET A BETTER JOB THAN COULD GET ON MY OWN C TO GET A JOB C TO GET JOB TRAINING OR EXPERIENCE C TO HAVE SOMETHING TO DO .. C THE TRAINING SOUNDED INTERESTING C OTHER (SPECIFY) C

	BEGIN DECK 22				
<p>INTERVIEWER, IS R CURRENTLY PARTICIPATING IN THIS PROGRAM? ("YES" TO Q.11)</p>	<p>10/ YES . (SKIP TO Q. 20) ... 1 NO 0</p>		<p>16/ YES . (SKIP TO Q. 20) ... 1 NO 0</p>		
<p>Did you complete this training program or not?</p> <p>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.</p>	<p>11/ Completed this program (GO TO Q. 20) 1 Did not complete this program .. (ASK A) 0</p> <hr/> <hr/> <hr/> <hr/>		<p>17/ Completed this program (GO TO Q. 20) 1 Did not complete this program .. (ASK A) 0</p> <hr/> <hr/> <hr/> <hr/>		
	<p>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</p>		<p>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</p>		
<p>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)</p> <p>A. Job counseling?</p> <p>B. Classroom training to prepare for a GED?</p>	<p><u>Yes</u> <u>No</u></p> <p>1 0 14/</p> <p>1 0 225 15/</p>		<p><u>Yes</u> <u>No</u></p> <p>1 0 20/</p> <p>1 0 21/</p>		

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
 No 1

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)
 No .. (GO TO Q. 23) ...

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)
 No .. (GO TO Q. 24) ...

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

31
 Yes (ASK B)
 No .. (GO TO Q. 24) ...

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

3
 Yes
 No 1

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)

	<u>Yes</u>	<u>No</u>	
A. Extra help in preparing for college?	1	0	44/

	<u>Yes</u>	<u>No</u>	
A. Extra help in preparing for college?	1	0	55/

B. Health care or medical services?	1	0	45/
-------------------------------------	---	---	-----

B. Health care or medical services?	1	0	56/
-------------------------------------	---	---	-----

C. Childcare?	1	0	46/
---------------	---	---	-----

C. Childcare?	1	0	57/
---------------	---	---	-----

D. Transportation or bus tokens?	1	0	47/
----------------------------------	---	---	-----

D. Transportation or bus tokens?	1	0	58/
----------------------------------	---	---	-----

E. Lodging?	1	0	48/
-------------	---	---	-----

E. Lodging?	1	0	59/
-------------	---	---	-----

F. Meals?	1	0	49/
-----------	---	---	-----

F. Meals?	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



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?

Yes (ASK A) 1
No(GO TO Q. 28)... 0

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

11-15/ [] [] , [] [] [] [] 16-17/
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

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. 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?

Improved 1
Not improved 2

Improved 1
Not improved 2

<p>29. <u>INTERVIEWER:</u> SEE ROW B ON CALENDAR. HAS R HAD A JOB SINCE LEAVING THIS PROGRAM?</p>	<p style="text-align: right;">21/</p> <p>YES ... (ASK Q.30) 1</p> <p>NO ... (SKIP TO Q.31) .. 0</p>	<p style="text-align: right;">25/</p> <p>YES ... (ASK Q.30) 1</p> <p>NO ... (SKIP TO Q.31) . 0</p>
<p>30. 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?</p>	<p style="text-align: right;">22/</p> <p>Helped 1</p> <p>Did not help 2</p>	<p style="text-align: right;">26/</p> <p>Helped 1</p> <p>Did not help 2</p>
<p>31. 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?</p>	<p style="text-align: right;">23/</p> <p>Very satisfied 1</p> <p>Somewhat satisfied 2</p> <p>Somewhat dissatisfied .. 3</p> <p>Very dissatisfied 4</p>	<p style="text-align: right;">27/</p> <p>Very satisfied 1</p> <p>Somewhat satisfied ... 2</p> <p>Somewhat dissatisfied . 3</p> <p>Very dissatisfied 4</p>
<p>32. <u>INTERVIEWER,</u> ARE THERE ANY ADDITIONAL PROGRAMS RECORDED IN COLUMN HEADINGS (Qs 8 AND 9, PAGE 9-2) NOT YET ASKED ABOUT?</p>	<p style="text-align: right;">24/</p> <p>YES .. (GO BACK TO PAGE 9-2 AND ASK THE APPROPRIATE QUESTIONS FOR NEXT PROGRAM) 1</p> <p>NO ... (GO TO SECTION 10) . 0</p>	<p style="text-align: right;">28/</p> <p>YES .. (USING THE SECOND QUESTIONNAIRE, GO TO PAGE 9-2 AND ASK THE APPROPRIATE QUESTIONS FOR THE NEXT PROGRAM) 1</p> <p>NO (GO TO SECTION 10). 0</p>

SECTION 10: OTHER TRAINING

1. READ: 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 12. IS AN "OTHER TRAINING PROGRAM" FROM LAST YEAR'S INTERVIEW LISTED THERE?

YES (ASK Q. 3) 1
NO (GO TO Q. 4) 0

38/

IF YES TO Q. 2, ASK Q. 3:

3. A. INTERVIEWER: CODE BELOW EACH TYPE OF TRAINING AGENCY FROM INFO SHEET, ITEM 12.

	<u>1st PROGRAM</u>		<u>2nd PROGRAM</u>	
1) BUSINESS COLLEGE	..... 01	39-40/	..... 01	48-49/
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	

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?

_____	_____
_____	_____
41-43/	50-52/

C. When did you finish or leave the training?

<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px;"> <div style="display: flex; justify-content: space-between;"> Month Year </div> </div> <div style="margin-left: 20px;">44-47/</div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px;"> <div style="display: flex; justify-content: space-between;"> Month Year </div> </div> <div style="margin-left: 20px;">53-56/</div> </div>
OR	OR
STILL ENROLLED (GO TO E) 0001	STILL ENROLLED (GO TO E) 0001



3. (Continued)

D. Did you complete this training or not?

Completed training
Did not complete training

1st PROGRAM

2nd PROGRAM

..... 1 57/ 1 60/
..... 0 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:

58-59/

61-62/

F. IF THERE IS A SECOND PROGRAM CODED IN A, ASK B-E FOR THAT PROGRAM NOW.

4. (Besides the training we've already talked about,) 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 Q) 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 63/
No (SKIP TO SECTION 11) 0

5. Did you receive training from any of these sources for one month or more?

Yes 1 64/
No (SKIP TO SECTION 11) 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).

	<u>1st PROGRAM</u>	<u>2nd PROGRAM</u>	<u>3rd PROGRAM</u>																								
a. What job were you being trained for?	_____ 10-12/	_____ 27-29/	_____ 44-46/																								
b. <u>HAND CARD Q.</u> Which category on this card best describes where you received this training?																											
1) Business college 01 13-14/ 01 30-31/ 01 47-48/																								
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?	_____ 15-18/ <table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td>Month</td><td> </td><td>Year</td><td> </td></tr></table>					Month		Year		_____ 32-35/ <table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td>Month</td><td> </td><td>Year</td><td> </td></tr></table>					Month		Year		_____ 49-52/ <table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td>Month</td><td> </td><td>Year</td><td> </td></tr></table>					Month		Year	
Month		Year																									
Month		Year																									
Month		Year																									
d. When did you finish or leave the training?	_____ 19-22/ <table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td>Month</td><td> </td><td>Year</td><td> </td></tr></table> OR STILL ENROLLED (GO TO F) 0001					Month		Year		_____ 36-39/ <table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td>Month</td><td> </td><td>Year</td><td> </td></tr></table> OR STILL ENROLLED (GO TO F) 0001					Month		Year		_____ 53-56/ <table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td>Month</td><td> </td><td>Year</td><td> </td></tr></table> OR STILL ENROLLED (GO TO F) 0001					Month		Year	
Month		Year																									
Month		Year																									
Month		Year																									
e. Did you complete this training or not?																											
Completed training 1 23/ 1 40/ 1 57/																								
Did not complete training 0 0 0																								
f. How many hours per week (did/do) you usually spend . . .																											
<u>IF APPRENTICESHIP:</u> in all your apprenticeship activities?																											
<u>IF CORRESPONDENCE COURSE:</u> working on these materials?																											
<u>ALL OTHERS:</u> in this training?																											
ENTER HOURS/WEEK:	<table border="1"><tr><td> </td><td> </td></tr></table> 24-25/			<table border="1"><tr><td> </td><td> </td></tr></table> 41-42/			<table border="1"><tr><td> </td><td> </td></tr></table> 58-59/																				
g. <u>HAND CARD Q.</u> 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 26/ No . (GO TO SECTION 11)...0	Yes . (GO BACK TO a ABOVE)...1 43/ No . (GO TO SECTION 11)... 0	Yes . (GO TO SECTION 11) ..1 60/ No . (GO TO SECTION 11) ..0																								

SECTION 11: ON HEALTH

1. INTERVIEWER: IS THERE AN ENTRY IN Q. 13A, SECTION 6, PAGE 6-9? (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 14/
 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 15/
 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 16/
 No 0

B. (Are you/Would you be) limited in the amount of work you (could) do because of your health?

Yes 1 17/
 No 0

3. INTERVIEWER: SEE QS. 2A & B. IS ANY "YES" ANSWER CODED IN THESE QUESTIONS?

YES 1 18/
 NO(SKIP TO Q. 16)..... 0

4. Since what month and year have you had this limitation?

ENTER MONTH 19-20/
 AND
 YEAR 19 21-22/
 OR

IF VOLUNTEERED: All my life 0000

OFFICE USE ONLY:

23-26/

5. INTERVIEWER: ARE ANY HEALTH LIMITATIONS LISTED AT ITEM 13 ON INFO SHEET?

YES(ASK A)..... 1 27/
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 13). Are you still limited in the amount or kind of work you (could) do for pay because of (this/these) condition(s)?

Yes 1 28/
No(SKIP TO Q. 8)..... 0

6. A. Does any other health condition cause you to be limited in the amount or kind of work you (could) do at the present time?

Yes(ASK B)..... 1 29/
No (ENTER CONDITION FROM INFO SHEET, ITEM 13, AND SKIP TO Q. 16) 0 30-80/
BEGIN DECK 26

B. IF YES: What other condition causes you to be limited in work? RECORD VERBATIM. PROBE: What other condition?

_____ 10-13/
14-17/
18-21/

C. Which health condition would you say is the main cause of your limitation in work? RECORD VERBATIM.

_____ 22-25/
26-29/
30-80/

7. INTERVIEWER: IS MAIN CONDITION (ONE OF) THE SAME HEALTH PROBLEM(S) R HAD LAST YEAR?

YES(SKIP TO Q. 16)..... 1 10/
NO(SKIP TO Q. 10)..... 0

BEGIN DECK 27

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/

ASK Qs. 10-17 ABOUT THE ONE (MAIN) CONDITION R HAS:
(IF "ALL MY LIFE" IN Q. 4, CIRCLE CODE 0000 WITHOUT ASKING.)

BEGIN
DECK 28

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 Q. 16).... 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: IS R'S CONDITION CAUSED BY AN ACCIDENT OR INJURY?

YES(SKIP TO Q. 14).... 1

34/

NO 0

13. When did you first notice the (CONDITION)?

ENTER MONTH

35-36/

AND

YEAR

19

37-38/

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

39-40/

AND

YEAR

19

41-42/

OR

IF VOLUNTEERED: At birth 0000

SKIP TO Q. 16

ASK QS. 14-15 IF ACCIDENT OR INJURY. OTHERWISE, SKIP TO Q. 16.

14. When did the accident or injury happen?

ENTER MONTH

43-44/

AND

YEAR

19

45-46/

OR

IF VOLUNTEERED: At birth 0000

15. 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

16. How tall are you?

FEET

INCHES

47-49/

17. And how much do you weigh?

POUNDS

50-52/

SECTION 12: ON ASSETS AND INCOME

INTERVIEWER,

1. IS R AGE 18 OR OLDER? (SEE SECTION 1, Q. 1B)

YES ... (SKIP TO Q. 6)	1	10/
NO	0	

2. HAS R EVER BEEN MARRIED? (SEE INFO SHEET, ITEM 2, AND SECTION 2, Q. 1)

YES ... (SKIP TO Q. 6)	1	11/
NO	0	

3. HAS R EVER HAD A CHILD? (SEE INFO SHEET, ITEM 3, AND SECTION 3, Q. 1)

YES ... (SKIP TO Q. 6)	1	12/
NO	0	

4. IS R ENROLLED IN COLLEGE? (SEE CALENDAR: GRADE IN Q. 1 IS 13 OR HIGHER)

YES ... (SKIP TO Q. 6)	1	13/
NO	0	

5. DOES R LIVE OUTSIDE PARENTAL HOME? (HH INTERVIEW WITH VERSION B OR C)

YES	1	14/
NO (SKIP TO Q. 42, P. 12-15)	0	

6. INTERVIEWER: IS R "CURRENTLY MARRIED" AND IS R'S SPOUSE LISTED ON THE HOUSEHOLD ENUMERATION?

YES (ASK Q. 7 FOR BOTH COLUMNS 1 & 2; THEN, ASK Q. 8 FOR BOTH COLUMNS 1 & 2; THEN, ASK Q. 9 FOR BOTH COLUMNS 1 & 2; THEN ASK Q. 10 FOR BOTH COLUMNS 1 & 2)	1	15/
NO (ASK Qs. 7-10 FOR COLUMN 1 ONLY)	0	

7. Now I would like to ask you some questions about your income in 1980.

COLUMN 1 FOR RESPONDENT

A. During 1980, did you receive any income from service in the military?
 Yes .. (ASK B) 1 16/
 No .. (GO TO Q. 8) .. 0

B. IF YES: And how much total income did you receive during 1980 from the military before taxes and other deductions? Please include money received from special pays, allowances, and bonuses.

\$, .00
 17-22/

COLUMN 2 FOR R'S SPOUSE

During 1980, did your (husband/wife) receive any income from service (he/she) performed in the military?
 Yes .. (ASK B) 1 29/
 No ... (GO TO Q. 8) . 0

IF YES: And how much total income did your (husband/wife) receive during 1980 from the military before taxes and other deductions? Please include money received from special pays, allowances, and bonuses.

\$, .00
 30-35/

8. IF R EARNED ANY MONEY FROM THE MILITARY IN 1980, READ A. OTHERWISE, GO TO B.

A. Not counting any money you received from your military service...
 B. During 1980, how much did you receive from wages, salary, commissions, or tips from all (other) jobs, before deductions for taxes or anything else?

\$, .00
 OR 23-28/
 NONE.....000000

8. IF SPOUSE EARNED ANY MONEY FROM THE MILITARY IN 1980, READ A. OTHERWISE, GO TO B.

A. Not counting any money your (husband/wife) received from (his/her) military service...
 B. During 1980, 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
 OR 36-41/
 NONE.....000000
 DON'T KNOW.....999998

COLUMN 1 FOR RESPONDENT

9. During 1980, did you receive any money in income ...

A. from your own farm?

Yes 1 42/
No 0

B. from your own nonfarm business, partnership or professional practice?

Yes 1 43/
No 0

INTERVIEWER: IF A OR B IS CODED "YES," ASK C.

OTHERWISE, GO TO Q. 9, COLUMN 2 FOR R'S SPOUSE OR GO TO Q. 10.

C. IF YES TO A OR B: How much did you receive after expenses?

\$ [] [] [] , [] [] [] . 00

OR 44-49/

NONE 000000

OR

DON'T KNOW 999998

COLUMN 2 FOR R'S SPOUSE

9. (In addition to the income you received from such sources), During 1980, 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. 10.

C. IF YES TO A OR B: How much did (he/she) receive after expenses?

\$ [] [] [] , [] [] [] . 00

OR

NONE 000000 52-57/

OR

DON'T KNOW 999998

240

COLUMN 1 FOR RESPONDENT

COLUMN 2 FOR R'S SPOUSE

10. During 1980, did you receive any unemployment compensation?

During 1980, did your (husband/wife) receive any unemployment compensation?

Yes(ASK A-C)..... 1 58/
No(GO TO COLUMN 2 OR TO Q. 11)..... 0

Yes(ASK A-C)..... 1 40/
No(GO TO Q. 11)... 0
DON'T KNOW.(GO TO Q.11) 8

IF YES, ASK A-C:
SHOW R CALENDAR

IF YES, ASK A-C:
SHOW R CALENDAR

A. In which months of 1980 did you receive unemployment compensation?
CODE ALL THAT APPLY

BEGIN
DECK 30

A. In which months of 1980 did your (husband/wife) receive unemployment compensation?
CODE ALL THAT APPLY

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/

JANUARY	01	41-42/
FEBRUARY.....	02	43-44/
MARCH.....	03	45-46/
APRIL.....	04	47-48/
MAY	05	49-50/
JUNE.....	06	51-52/
JULY.....	07	53-54/
AUGUST.....	08	55-56/
SEPTEMBER.....	09	57-58/
OCTOBER.....	10	59-60/
NOVEMBER.....	11	61-62/
DECEMBER.....	12	63-64/

OR
DON'T KNOW. 98 65-66/

B. During how many weeks in 1980 did you receive unemployment compensation?

WEEKS: 34-35/

B. During how many weeks in 1980 did your (husband/wife) receive unemployment compensation?

WEEKS: 67-68/

OR

DON'T KNOW ... 98

C. How much did you receive per week on the average?

\$, .00

36-39/

C. How much did (he/she) receive per week on the average?

\$, .00

OR

69-72/

IF R HAS A SPOUSE, GO TO Q. 10 FOR COLUMN 2. OTHERWISE, GO TO Q. 11.

DON'T KNOW ... 9998

11. INTERVIEWER: HAS RESPONDENT EVER HAD A CHILD?

YES(ASK A)..... 1 10/
NO.....(GO TO Q. 12) 0

A. IF YES: During 1980, 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. 12) 0

B. IF YES TO A: How much did you receive in 1980 for alimony or child support?

\$ [] [] , [] [] [] .00 12-16/

OR
DON'T KNOW.....99998

12. 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 1980, 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. 13)..... 0

IF YES, ASK C & D:

C. In which months of 1980 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 1980, how much did you [or your (husband/wife)] receive per month on the average from AFDC?

\$ [] [] , [] [] [] .00 242 42-43/

OR
DON'T KNOW.....9998

13. During 1980, 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. 14). 0

IF YES, ASK A & B:

A. In which months of 1980 did you [or your (husband/wife)] receive food stamps? CODE ALL THAT APPLY.

Table with 3 columns: Month, Code, and Range. Rows include 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/

14. [Besides the (AFDC) (and) (food stamps)], During 1980, did you [or your (husband/wife)] receive any Supplemental Security Income?

Yes(ASK A & B).... 1 75/
No(GO TO Q. 15)... 0

IF YES, ASK A & B:

A. In which months of 1980 did you [or your (husband/wife)] receive Supplemental Security Income? CODE ALL THAT APPLY.

BEGIN DECK 32

Table with 3 columns: Month, Code, and Range. Rows include 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 1980?

\$ [] . [] [] [] .00 34-37/

243

OR

DON'T KNOW 9998

15. During 1980, 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. 16).. 0

IF YES, ASK A & B:

A. In which months of 1980 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 1980?

\$, .00 63-66/

OR

DON'T KNOW 998

16. A. During 1980, 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 1980, did you [or your (husband/wife)] receive any (other kinds of) scholarships, fellowships, or grants?

Yes 1 68/
No 0

C. INTERVIEWER: IS Q. 16A AND/OR Q. 16B ANSWERED "YES"?

YES 1 69/
NO(SKIP TO Q. 18)... 0

IF NOT CURRENTLY MARRIED, CIRCLE CODE "1" IN Q. 17 WITHOUT ASKING.
OTHERWISE, ASK Q. 17.

17. 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

A. What was the total dollar value of the assistance you received from these sources during 1980?

\$, .00

OR 11-15/

DON'T KNOW 99998

COLUMN 2 FOR R'S SPOUSE

What was the total dollar value of the assistance your (husband/wife) received from these sources during 1980?

\$, .00

OR 16-20/

DON'T KNOW 99998

18. During 1980, 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. 19) 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 1980?

\$, .00 22-26/

19. INTERVIEWER: DID R RECEIVE MONEY FOR ALIMONY OR CHILD SUPPORT? (SEE Q. 11A)

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 1980, . . . INTERVIEWER: READ C, D, OR E AS APPROPRIATE.

19. (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. 20) 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. 20) 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. 20) 0

IF YES TO C, D, OR E, ASK F:

F. How much did you receive from this source during 1980?
 \$, .00 31-35/
 OR
 DON'T KNOW99998

HAND CARD R.

20. Aside from the things you have already told me about, during 1980, 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. 21) 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

21. INTERVIEWER: DID YOU DO THE HOUSEHOLD ENUMERATION WITH A ...
 VERSION A ... (SKIP TO Q. 32, P. 12-13) 1 42/
 VERSION B ... (SKIP TO Q. 32, P. 12-13)2
 VERSION C 3

22. INTERVIEWER: DOES RESPONDENT LIVE WITH ANY RELATIVE OTHER THAN RESPONDENT'S SPOUSE AND CHILDREN?
 YES (GO TO Q. 23) 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. 29, P. 12 - 12) 1 44/
 No . (SKIP TO Q. 32, P. 12 - 13) 0

23. The next few questions are about the income received during 1980 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 1980, did any of these persons receive (READ CATEGORIES) AND CODE "YES" OR "NO" FOR EACH:

	<u>Yes</u>	<u>No</u>	<u>DON'T KNOW</u>	
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/

24. INTERVIEWER: IS ANY ITEM IN Q. 23 CODED YES (1)?

YES	(ASK Q. 25)	1	49/
NO	(SKIP TO Q. 26)	0	

IF YES TO Q. 24, ASK Q. 25:

25. 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. 23) during 1980 - before taxes and other deductions?

\$, .00

50-55/

OR

DON'T KNOW.....999998

26. And did any of these persons receive in 1980 ... (READ CATEGORIES)?
CODE "YES" OR "NO" FOR EACH.

	<u>Yes</u>	<u>No</u>	<u>Don't know</u>	
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/

27. INTERVIEWER: IS ANY ITEM IN Q. 26 CODED "YES" (1)?

YES.....(ASK Q. 28)..... 1 61/
NO.....(SKIP TO Q. 32)..... 0

IF YES TO Q. 27, ASK Q. 28:

28. 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. 26) during 1980 - before taxes and other deductions?

\$, .00

62-67/

OR

DON'T KNOW.....999998

NOW SKIP TO Q. 32 , P. 12 - 13

29. During 1980, did (READ NAME OF THE ONE PERSON OF THE OPPOSITE SEX ON HH ENUMERATION) receive (READ CATEGORIES) AND CODE "YES" OR "NO" FOR EACH:

	<u>Yes</u>	<u>No</u>	<u>DON'T KNOW</u>	
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/

30. INTERVIEWER: IS ANY ITEM IN Q. 29 CODED "YES" ('1')?
 Yes.....(ASK Q. 31)..... 1 18/
 No.....(SKIP TO Q. 32)..... 0

IF YES TO Q. 30, ASK Q. 31:

31. Counting the income from all of these sources--that is, (READ ALL SOURCES CODED "YES" ABOVE IN Q. 29), what was the total income received by (READ NAME) during 1980--before taxes and other deductions?

\$, .00

19-24/

OR
 DON'T KNOW.....999998

32. During 1980, did anyone [other than your (husband/wife)] pay at least half of your living expenses?

Yes..... 1 25/
No(GO TO Q. 33)..... 0

A. INTERVIEWER: IS R LIVING IN A MILITARY BARRACK?

YES(GO TO-C)..... 1 26/
NO 0

B. Does this person live (here in this household/in your home at [CITY OF PERMANENT RESIDENCE])?

Yes.....(GO TO Q. 33)..... 1 27/
No 0

C. What is that person's relationship to you?

RELATIONSHIP TO RESPONDENT: _____

OFFICE USE

28-29/

D. During 1980, what was the total income of (SOURCE OF SUPPORT) and all family members living with (him/her) before taxes or other deductions?

\$, .00

30-35/

OR
DON'T KNOW999998

33. Do you [or your (husband/wife)] pay at least half of the living expenses of any person, not counting (yourself/yourselves)?

Yes (ASK A) 1 36/
No .. (SKIP TO Q. 39) 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?

NUMBER OF DEPENDENTS:

37-38/

34. INTERVIEWER: DID YOU DO A HOUSEHOLD ENUMERATION WITH A

VERSION B 1

39/

VERSION A OR C....(SKIP TO Q. 37)..... 0

35. INTERVIEWER: IS R LIVING IN A MILITARY BARRACK?

YES ... (ANSWER A)..... 1 40/
NO (GO TO Q. 36)..... 0

A. IF YES: INTERVIEWER: IS R CURRENTLY MARRIED?

YES 1 41/
NO (SKIP TO Q. 38)..... 0

36. Do any of these dependents live somewhere other than at your home in (CITY OF PERMANENT RESIDENCE)?

Yes..... (SKIP TO Q. 38)..... 1 42/
No (SKIP TO Q. 39)..... 0

37. Do any of these dependents live somewhere other than here at home with you?

Yes 1 43/
No (SKIP TO Q. 39)..... 0

38. 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 S.

39. 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

40. 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. 41; OTHERWISE, SKIP TO SECTION 13

41. Is this (house/apartment) owned or being bought in your name [or in your (husband's/wife's) name]?

Yes .. (SKIP TO SECTION 13) 1 52/
No..... (SKIP TO Q. 46)..... 0

IF "NO" TO QS. 1-5, ASK Q. 42:

42. Now I would like to ask you a few questions about your income in 1980.

During 1980, how much did you receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else?

\$ [] [] [] , [] [] [] .00

OR

NONE000000

53-58/

43. During 1980, did you receive unemployment compensation?

Yes.....(ASK A)..... 1
No.....(GO TO Q. 44)..... 0

59/

A. IF YES: What was the total amount you received from unemployment compensation during 1980?

\$ [] [] [] , [] [] [] .00

OR

DON'T KNOW.....999998

60-65/

44. And, during 1980, did you receive:

	<u>Yes</u>	<u>No</u>	
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 <u>not</u> count allowances from your parents.	1	0	67/

45. INTERVIEWER: IS ANY ITEM CODED "YES" IN Q. 44?

YES.....(ASK A)..... 1
NO(GO TO Q. 46)..... 0

68/

A. IF YES: How much income did you receive during 1980 from (READ ALL SOURCES CODED "YES" ABOVE IN Q. 44)?

\$ [] [] [] , [] [] [] .00

OR

DON'T KNOW....999998

69-74/

46. A. During any part of 1980, did you live in public housing?

Yes 1
No 0

75/

B. During any part of 1980, 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
No 0

76/

SECTION 13: TIME SPENT WORKING

One thing we'd like to be able to do is to get some idea of how you spent your time within the last 7 days. What we'd like to know is approximately how many hours you were at work, at school, or in other kinds of training for each of the last 7 days. First, we'd like to ask you about time you spent working. POINT OUT THE LAST 7 DAYS ON A CALENDAR.

1. INTERVIEWER: IS AN EMPLOYER NAME LISTED IN SECTION 6, Q. 13A OR IS R CURRENTLY ON ACTIVE DUTY IN THE ACTIVE FORCES (SECTION 5, Q. 109 CODED 'YES')?

YES (SKIP TO Q. 2B) 1 13/
NO (ASK A) 0

A. IF NO: First, in the last 7 days, did you spend any hours in a company training or apprenticeship program?

Yes (ASK B) 1 14/
No (GO TO Q. 2A) 0

B. In the last 7 days, how many hours did you spend in this program?

ENTER # OF HOURS 15-16/
AND
MINUTES 17-18/

2. A. Did you do any work for pay in the last 7 days--that is, from (READ DAY) through yesterday?

Yes (SKIP TO Q. 15) 1 19/
No (SKIP TO SECTION 14) ... 0

B. Did you do any work for pay (for EMPLOYER NAME IN SECTION 6, Q. 13A/ in the military) in the last 7 days--that is, from (READ DAY) to yesterday?

Yes (ASK Q. 3) 1 20/
No (ENTER '0000' IN THE TOTAL BOX AT Q. 3 AND SKIP TO Q. 14) 0

3. Now please tell me, for each of the last 7 days, the total number of hours you spent working for pay on this job. Please do not include time for meals or breaks for which you did not receive pay, but please do include time spent working on this job (at home/in your dorm/in your barracks), at your place of employment, or anywhere else.

NUMBER OF HOURS
AT CPS/MILITARY JOB

A. Let's start with yesterday. (PAUSE)
Altogether, about how many hours did you spend working on your job (with EMPLOYER NAME IN SECTION 6, Q. 13A/ in the military) yesterday? ENTER NUMBER OF HOURS IN THE UPPERMOST BOX FOR YESTERDAY'S DAY. IF R DID NOT WORK ANY HOURS, ENTER 0000 IN THE APPROPRIATE BOX.

B. Now let's go to (DAY, DATE). How many hours were you working on this job that day? ENTER NUMBER OF HOURS IN THE NEXT BOX DOWN THE COLUMN. IF R WORKED NO HOURS, ENTER 0000 IN THE BOX FOR THAT DAY.

C. INTERVIEWER: HAVE THE LAST 7 DAYS BEEN ACCOUNTED FOR (7 BOXES FILLED AT RIGHT)?
IF YES, ENTER TOTAL IN TOTAL BOX AND GO ON TO Q. 4.
IF NO, RE-ASK Q. 3B FOR PREVIOUS DAY.

	HOURS	MINS	
Saturday ..			21-24/
Friday			
Thursday ..			25-28/
Wednesday .			MAKE
Tuesday ...			FIRST
Monday			ENTRY
Sunday			ABOVE
Saturday ..			THIS
Friday			LINE
Thursday ..			33-36/
Wednesday .			
Tuesday ...			37-40/
Monday			
			41-44/
			45-48/
TOTAL			49-52/

4. Then that makes a total of (READ TOTAL FROM TOTAL BOX) hours you say you spent working at this job in the last seven days. Now I would like to ask you a few questions about activities occurring at work. We'd like to know how your time gets divided up while you are on this job between such activities as reading or writing, working with your hands, and dealing with people. We realize, of course, that you can be doing two or even all three of these at the same time.

5. First--reading or writing. Here we should like to include any type of written materials--letters, files, memos, books, or blueprints. In the last 7 days, about how many hours did you spend reading, writing, dictating, or dealing with any kind of written material on your job (for EMPLOYER NAME IN SECTION 6, Q. 13A/in the military)?

ENTER # OF HOURS 53-54/
AND
MINUTES 55-56/

6. Second--working with your hands, using tools, using or repairing machines. We should like to include everything that involves working with your hands--operating a lathe or a dentist's drill, moving furniture, playing the piano. In the last 7 days, about how many hours did you spend working with your hands on this job?

ENTER # OF HOURS [] [] 57-58/
AND
MINUTES [] [] 59-60/

7. Third--dealing with people. Here we do not mean to include passing the time of day but only conversations necessary for the job: for example, talking to your boss, teaching, supervising, selling, advising clients. In the last 7 days, about how many hours did your job require you to spend dealing with people?

ENTER # OF HOURS [] [] 61-62/
AND
MINUTES [] [] 63-64/

8. Would you say that generally the way you spend time on your job is pretty much the same every day you work or that it changes quite a bit from day to day?

Pretty much the same 1 65/
Changes quite a bit 2

9. In the last 7 days, have you participated in an apprenticeship or an organized on-the-job training program?

Yes (ASK A & B) 1 66/
No (GO TO Q. 10) 0

IF YES, ASK A&B:

A. In the last 7 days, how many hours did you spend in this training for which you were paid?

ENTER # OF HOURS [] [] 67-68/
AND
MINUTES [] [] 69-70/

B. In the last 7 days, how many hours did you spend in this training for which you were not paid?

ENTER # OF HOURS [] [] 71-72/
AND
MINUTES [] [] 73-74/

10. We are also interested in how people get to work and how long their trips to work usually take. Thinking of the last 7 days, what means of transportation did you use to get to work? CODE ALL THAT APPLY.

OWN CAR	01	10-11/
RIDE WITH SOMEONE ELSE	02	12-13/
BUS OR STREETCAR	03	14-15/
SUBWAY OR ELEVATED	04	16-17/
RAILROAD OR COMMUTER TRAIN	05	18-19/
TAXICAB	06	20-21/
WALK	07	22-23/
BICYCLE	08	24-25/
MOTORCYCLE, MOPED	09	26-27/
OTHER (SPECIFY)		
	10	28-29/

11. And how long did it usually take you to get from your home to work?

ENTER # OF MINUTES

30-32/

12. About how many miles is it from where you live to your job?

ENTER # OF MILES

33-35/

13. In thinking of the last 7 days, how did you usually feel when you were finished with a day's work? Were you usually very tired, somewhat tired, or not very tired?

Very tired	1	36/
Somewhat tired	2	
Not very tired	3	

14. (Besides the job we just talked about,) did you do any other work for pay within the last 7 days?

Yes	1	37/
No (SKIP TO SECTION 14)	0	

15. For how many (other) employers did you work for pay in the last 7 days?

ENTER # OF EMPLOYERS

38-39/

16. Now please tell me, for each of the last 7 days, the total number of hours you spent working on (this/these) job(s). [Do not include the (READ TOTAL FROM Q. 3) hours spent on your other job.] Please do not include time for meals or coffee breaks for which you did not receive pay, but please do include time spent working on (this/these) job(s) (at home/in your dorm/in your barracks), at your place of employment, or anywhere else.

- A. Let's start with yesterday. (PAUSE) Altogether, about how many hours did you spend working on (this/these) job(s) yesterday? ENTER NUMBER OF HOURS IN THE UPPERMOST BOX FOR YESTERDAY'S DAY. IF R DID NOT WORK ANY HOURS, ENTER 0000 IN THE APPROPRIATE BOX.
- B. Now let's go to (DAY, DATE). How many hours were you working on (this/these) job(s) that day? ENTER NUMBER OF HOURS IN THE NEXT BOX DOWN THE COLUMN. IF R WORKED NO HOURS, ENTER 0000 IN THE BOX FOR THAT DAY.
- C. INTERVIEWER: HAVE THE LAST 7 DAYS BEEN ACCOUNTED FOR (7 BOXES FILLED AT RIGHT)?
 IF YES, ENTER TOTAL IN TOTAL BOX AND GO ON TO Q. 17.
 IF NO, RE-ASK Q. 16B FOR PREVIOUS DAY.

	NUMBER OF HOURS AT OTHER JOBS		
	HOURS	MINS	
Saturday ..			40-43/
Friday			
Thursday ..			44-47/
Wednesday .			MAKE FIRST ENTRY ABOVE THIS LINE
Tuesday ...			48-51/
Monday			52-55/
Sunday			
Saturday ..			56-59/
Friday			
Thursday ..			60-63/
Wednesday .			64-67/
Tuesday ...			
Monday			
TOTAL			68-71/

17. A. INTERVIEWER: IS THE NUMBER OF EMPLOYERS IN Q. 15 GREATER THAN 1?

Yes (ASK B) 1 72/
 No (ASK C) 0

B. Of these (READ NUMBER FROM Q. 15) (other) employers, for whom did you work the most hours?

 (EMPLOYER NAME)

GO TO Q. 18

C. For whom did you work on this job?

 (EMPLOYER NAME)

18. Some jobs are odd jobs--that is, work done from time to time, like occasional lawn mowing or babysitting. Others are regular jobs--that is, jobs done on a more or less regular basis. Was this work for (EMPLOYER NAME IN 17B OR 17C ABOVE) done on a more or less regular basis or was it an odd job?

Regular job 1 73/
 Odd job 2

SECTION 14

TIME SPENT IN REGULAR SCHOOL

1. INTERVIEWER: IS R ENROLLED IN REGULAR SCHOOL? ("Yes" CODED IN Q. 1 ON JOBS CALENDAR?)

YES 1 14/
NO (SKIP TO SECTION 15) 0

2. Next, we'd like to ask you about school. Were you at your (junior high/high school/college/GRADUATE PROGRAM) any time within the last 7 days--that is, any time from last (READ FIRST DAY OF 7 DAY PERIOD) to yesterday? Please consider any time spent at school doing anything except working on a job for pay.

Yes 1 15/
No ... (ENTER '0000' IN TOTAL BOX AT Q. 3 AND SKIP TO Q. 5) 0

3. Please tell me, for each of the last 7 days, the total number of hours you spent at school. In addition to time spent attending classes, please include all other time you spent at school doing anything except working on a job for pay. For example, include time spent at school before or after classes, time attending or participating in sports events, clubs, or meetings, time at the school library, and time just hanging around at school. [Do not include any time you spent in your (dormitory/fraternity/sorority).]

A. Let's start with yesterday. (PAUSE) Altogether, about how many hours did you spend at school yesterday, not counting any time spent working for pay [or in your (dormitory/fraternity/sorority)]? ENTER NUMBER OF HOURS IN THE UPPERMOST BOX FOR YESTERDAY'S DAY. IF R DID NOT SPEND ANY HOURS AT SCHOOL, ENTER 0000 IN THE APPROPRIATE BOX.

B. Now let's go to (DAY, DATE). How many hours were you at school that day? ENTER NUMBER OF HOURS IN THE NEXT BOX DOWN THE COLUMN. IF R SPENT NO HOURS AT SCHOOL, ENTER 0000 IN THE BOX FOR THAT DAY.

C. INTERVIEWER: HAVE THE LAST 7 DAYS BEEN ACCOUNTED FOR (7 BOXES FILLED AT RIGHT)?

IF YES, ENTER TOTAL IN TOTAL BOX AND GO ON TO Q. 4.

IF NO, RE-ASK Q. 3B FOR PREVIOUS DAY.

NUMBER OF HOURS AT REGULAR SCHOOL

Table with columns for DAYS, HOURS, MINS, and a range of question numbers (e.g., 16-19/). Includes a 'TOTAL' row at the bottom.

4. That makes (READ TOTAL FROM TOTAL BOX IN Q. 3) hours you spent at school in the last 7 days. Is this typical of the amount of time you spend there in an average week during the school year?

Yes (SKIP TO Q. 6) 1 48/
No (GO TO Q. 5) 0

5. About how many hours do you usually spend there in a typical school week?

ENTER # OF HOURS 49-50/
AND
MINUTES 51-52/

6. INTERVIEWER: DID R SPEND ANY TIME AT A REGULAR SCHOOL IN THE LAST 7 DAYS (TOTAL BOX IN Q. 3 IS GREATER THAN '0000')?

YES 1 53/
NO (SKIP TO Q. 12) 0

7. Now, I'd like to ask you about the things you did at school. Specifically, we would like to know about how much time you spent attending classes, how much time you spent studying at school, and how much time you spent at clubs or meetings.

A. INTERVIEWER: IS R ENROLLED IN COLLEGE (GRADE 13 OR HIGHER)? (SEE JOBS CALENDAR, Q. 1.)

YES (SKIP TO Q. 10) 1 54/
NO 0

8. You told me you spent (READ TOTAL FROM TOTAL BOX IN Q. 3) hours in the last 7 days at school. About how many of these hours were you actually attending classes?

ENTER # OF HOURS 55-56/
AND
MINUTES 57-58/

59/R

200

9. Not including the time you spent in classes about how many of the (READ TOTAL FROM TOTAL BOX IN Q. 3) hours did you spend studying at school or working on independent studies or class projects?

ENTER # OF HOURS 60-61/
 AND
 MINUTES 62-63/

NOW SKIP TO Q. 12

ASK Qs. 10-11 IF R IS IN COLLEGE (GRADE 13 OR HIGHER):

10. You told me you spent (READ TOTAL FROM TOTAL BOX IN Q. 3) hours in the last 7 days at school. About how many of these hours were you actually attending classes or labs?

ENTER # OF HOURS 64-65/
 AND
 MINUTES 66-67/

11. Not including the time you spent in classes, about how many of the (READ TOTAL FROM TOTAL BOX IN Q. 3) hours did you spend studying or working on class projects on campus? [Please do not include time you spent studying in your (dormitory/fraternity/sorority).]

ENTER # OF HOURS 68-69/
 AND
 MINUTES 70-71/

12. (You've already told me about the time you spent studying at school.) Now I'd like to ask you a few questions about the amount of time you spent studying or doing (other) school work away from school. How many (additional) hours would you say you spent studying for all of your classes or courses in the last 7 days? [Please do include time spent studying in your (dormitory/fraternity/sorority).]

ENTER # OF HOURS	<input type="text"/>	<input type="text"/>	10-11/
AND			
MINUTES	<input type="text"/>	<input type="text"/>	12-13/

13. In thinking about the total amount of time you spent studying in the last 7 days, whether at school or somewhere else, would you say you spent more time studying this week than you usually do, somewhat less time studying this week, or was it about the same as usual?

- | | | |
|----------------------|---|-----|
| Somewhat more | 1 | 14/ |
| Somewhat less | 2 | |
| About the same | 3 | |
| Don't know | 8 | |

14. INTERVIEWER: DID R SPEND ANY TIME AT SCHOOL IN THE LAST 7 DAYS (TOTAL BOX IN Q. 3 IS GREATER THAN '0000')?

- | | | |
|-----------------------------------|---|-----|
| YES | 1 | 15/ |
| NO (SKIP TO SECTION 15) ... | 0 | |

15. We are also interested in how people get to school and how long their trip to school usually takes. Thinking of the last 7 days, what means of transportation did you use to get to school? CODE ALL THAT APPLY.

- | | | | |
|--|----------------------------|----|--------|
| LIVES ON SCHOOL GROUNDS,
CAMPUS | (SKIP TO SECTION 15) | 00 | 16-17/ |
| OWN CAR | | 01 | 18-19/ |
| RIDE WITH SOMEONE ELSE | | 02 | 20-21/ |
| PUBLIC BUS OR STREETCAR | | 03 | 22-23/ |
| SUBWAY OR ELEVATED | | 04 | 24-25/ |
| RAILROAD OR COMMUTER TRAIN | | 05 | 26-27/ |
| TAXICAB | | 06 | 28-29/ |
| WALK | | 07 | 30-31/ |
| BICYCLE | | 08 | 32-33/ |
| MOTORCYCLE, MOPED | | 09 | 34-35/ |
| SCHOOL BUS | | 10 | 36-37/ |
| OTHER (SPECIFY) | | 11 | 38-39/ |

16. And how long did it usually take you to get from your home to school?

ENTER # OF HOURS

40-41/

AND

MINUTES

42-43/

17. And about how many miles is it from where you live to your school?

ENTER # OF MILES

44-45/

46-49/R

SECTION 15

TIME SPENT IN GOVERNMENT TRAINING

1. INTERVIEWER: HAS R BEEN ENROLLED IN A GOVERNMENT TRAINING PROGRAM WITHIN THE LAST 7 DAYS? (SEE SECTION 9: Q. 11 CODED "YES" OR DATE IN Q. 12 IS WITHIN THE LAST 7 DAYS.)

YES 1 50/
 NO (SKIP TO SECTION 16) 0

2. Were you at your government training program at any time in the last 7 days-- that is, from (READ DAY) to yesterday? Please consider any time spent at your program doing anything except working on a job for pay.

Yes 1 51/
 No ... (ENTER '0000' IN TOTAL BOX AT Q. 3 AND SKIP TO Q. 5) 0

3. Please tell me, for the last 7 days, the total number of hours you spent at your government training program. In addition to time spent attending classes, please include all other time you spent there doing anything except working on a job for pay. For example, include time spent at your government training program before or after classes, time attending or participating in school activities or meetings, or time just hanging around. (Do not include any time you spent in your dormitory.)

A. Let's start with yesterday. (PAUSE) Altogether, about how many hours did you spend at your government training program yesterday, not counting any time spent working for pay? ENTER NUMBER OF HOURS IN UPPERMOST BOX FOR YESTERDAY'S DAY. IF R DID NOT SPEND ANY HOURS AT GOVERNMENT TRAINING PROGRAM, ENTER 0000 IN THE APPROPRIATE BOX.

B. Now let's go to (DAY, DATE). How many hours were you at your government training program that day? ENTER NUMBER OF HOURS IN THE NEXT BOX DOWN THE COLUMN. IF R SPENT NO HOURS AT GOVERNMENT TRAINING PROGRAM, ENTER 0000 IN THE BOX FOR THAT DAY.

C. INTERVIEWER: HAVE THE LAST 7 DAYS BEEN ACCOUNTED FOR (7 BOXES FILLED AT RIGHT)?

IF YES, ENTER TOTAL IN TOTAL BOX AND GO ON TO Q. 4.

IF NO, RE-ASK Q. 3B FOR PREVIOUS DAY.

NUMBER OF HOURS AT TRAINING PROGRAM

	HOURS	MINS	
Saturday ..			52-55/
Friday			
Thursday ..			56-59/
Wednesday .			MAKE FIRST ENTRY ABOVE THIS LINE
Tuesday ...				60-63/
Monday			64-67/
Sunday			
Saturday ..			68-71/
Friday			
Thursday ..			72-75/
Wednesday .			
Tuesday ...			76-79/
Monday			BEGIN DECK 39
TOTAL			10-13/



4. That makes (READ TOTAL FROM TOTAL BOX IN Q. 3) hours you spent at your government training program in the last 7 days. Is this typical of the amount of time you spend there in an average week?

Yes (SKIP TO Q. 6) 1 14/
No 0

5. About how many hours do you usually spend there in a typical week?

ENTER # OF HOURS 15-16/
AND
MINUTES 17-18/

6. INTERVIEWER: DID R SPEND ANY TIME AT A GOVERNMENT TRAINING PROGRAM IN THE LAST 7 DAYS (TOTAL BOX IN Q. 3 GREATER THAN '0000')?

YES 1 19/
NO (SKIP TO Q. 10) 0

IF R SPENT ANY TIME AT GOVERNMENT TRAINING PROGRAM LAST WEEK, ASK Q. 7:

7. You told me you spent (READ TOTAL FROM TOTAL BOX IN Q. 3) hours in the last 7 days at your government training program. About how many of these hours were you actually attending classes?

ENTER # OF HOURS 20-21/
AND
MINUTES 22-23/

8. INTERVIEWER: IS ALL OF R'S TIME AT TRAINING PROGRAM ACCOUNTED FOR BY CLASS TIME? (THAT IS, DO THE HOURS IN Q. 7 EQUAL HOURS IN TOTAL BOX IN Q. 3)

YES /..... (SKIP TO Q. 10) 1 24/
NO 0

9. Not including the time you spent in class, about how many of the (READ TOTAL FROM TOTAL BOX IN Q. 3) hours did you spend studying or working on class assignments? (Please do not include time you spent studying in your dormitory.)

ENTER # OF HOURS 25-26/
AND
MINUTES 27-28/

10. (You've already told me about the time you spent studying at your government training program.) Now I'd like to ask you a few questions about the amount of time you spent studying or doing other work for this program anywhere else. How many (additional) hours would you say you spent studying for all of your classes or courses in the last 7 days? (Please do include time spent studying in your dormitory.)

ENTER # OF HOURS	<input type="text"/>	<input type="text"/>	29-30/
AND			
MINUTES	<input type="text"/>	<input type="text"/>	31-32/

11. In thinking about the total amount of time you spent studying in the last 7 days, whether at your government training program or somewhere else, would you say you spent more time studying this week than you usually do, somewhat less time studying this week, or was it about the same as usual?

- | | | |
|----------------------|---|-----|
| Somewhat more | 1 | 33/ |
| Somewhat less | 2 | |
| About the same | 3 | |
| Don't know | 8 | |

12. INTERVIEWER: DID R SPEND ANY TIME AT A TRAINING PROGRAM IN THE LAST 7 DAYS (TOTAL BOX IN Q. 3 IS GREATER THAN '0000')?

- | | | |
|-----------------------------------|---|-----|
| YES | 1 | 34/ |
| NO (SKIP TO SECTION 16) ... | 0 | |

13. We are also interested in how people get to their government training programs and how long their trips usually take. Thinking of the last 7 days, what means of transportation did you use to get to your government training program? RECORD VERBATIM AND CODE ALL THAT APPLY.

- | | | | |
|--|----------------------------|----|--------|
| LIVES ON SCHOOL GROUNDS,
CAMPUS | (SKIP TO SECTION 16) | 00 | 35-36/ |
| OWN CAR | | 01 | 37-38/ |
| RIDE WITH SOMEONE ELSE | | 02 | 39-40/ |
| PUBLIC BUS OR STREETCAR | | 03 | 41-42/ |
| SUBWAY OR ELEVATED | | 04 | 43-44/ |
| RAILROAD OR COMMUTER TRAIN | | 05 | 45-46/ |
| TAXICAB | | 06 | 47-48/ |
| WALK | | 07 | 49-50/ |
| BICYCLE | | 08 | 51-52/ |
| MOTORCYCLE, MOPED | | 09 | 53-54/ |
| SCHOOL BUS | | 10 | 55-56/ |
| OTHER (SPECIFY) | | 11 | 57-58/ |

14. And how long did it usually take you to get from your home to your government training program?

ENTER # OF HOURS

59-60/

AND

MINUTES

61-62/

15. And about how many miles is it from where you live to your government training program?

ENTER # OF MILES

63-64/

SECTION 16

TIME SPENT IN "OTHER" TRAINING

1. Within the last 7 days, have you been enrolled in any of these kinds of training programs? (HAND CARD T)

Yes	(ASK A)	1	14/
No	(SKIP TO SECTION 17)	0	

A. IF YES: Which ones? CODE ALL THAT APPLY.

BUSINESS COLLEGE	01	15-16/
A NURSE'S PROGRAM	02	17-18/
A VOCATIONAL OR TECHNICAL SCHOOL	03	19-20/
BARBER OR BEAUTY SCHOOL	04	21-22/
FLIGHT SCHOOL	05	23-24/
CORRESPONDENCE SCHOOL	06	25-26/
OTHER (SPECIFY)	07	27-28/

B. INTERVIEWER: IS THIS OTHER TRAINING CORRESPONDENCE SCHOOL ONLY?

YES	(ASK C)	1	29/
NO	(GO TO Q. 2)	0	

C. Now we'd like to ask you about your correspondence school. About how many hours would you say you spent studying for this program in the last 7 days?

ENTER # OF HOURS	<input type="text"/>	<input type="text"/>	30-31/
AND			
MINUTES	<input type="text"/>	<input type="text"/>	32-33/

SKIP TO Q. 11.

2. Were you at your (SCHOOL IN Q. 1A) any time in the last 7 days--that is, from (READ DAY) to yesterday? Please consider any time you spent at this school doing anything except working for pay.

Yes	1	34/
No ... (ENTER '0000' IN TOTAL BOX AT Q. 3 AND SKIP TO Q. 5)	0	

3. Please tell me, for each of the last 7 days, the total number of hours you spent at (SCHOOL). In addition to time spent attending classes, please include all other time you spent there doing anything except working on a job for pay. For example, include time spent at (SCHOOL) before or after classes, time attending or participating in school activities or meetings, or time just hanging around. (Do not include time spent in your dormitory.)

NUMBER OF HOURS
AT "OTHER" TRAINING

A. Let's start with yesterday. (PAUSE)
Altogether, about how many hours did you spend at (SCHOOL) yesterday, not counting any time spent working for pay? ENTER NUMBER OF HOURS IN UPPERMOST BOX FOR YESTERDAY'S DAY. IF R DID NOT SPEND ANY HOURS AT SCHOOL, ENTER 0000 IN THE APPROPRIATE DAY.

B. Now let's go to (DAY, DATE). How many hours were you at (SCHOOL) that day? ENTER NUMBER OF HOURS IN THE NEXT BOX DOWN THE COLUMN. IF R SPENT NO HOURS AT SCHOOL, ENTER 0000 FOR THAT DAY.

C. INTERVIEWER: HAVE THE LAST 7 DAYS BEEN ACCOUNTED FOR (7 BOXES FILLED AT RIGHT)?
IF YES, ENTER TOTAL IN TOTAL BOX AND GO ON TO Q. 4.
IF NO, RE-ASK Q. 3B FOR PREVIOUS DAY.

	HOURS	MINS		
Saturday ..			MAKE FIRST ENTRY ABOVE THIS LINE	
Friday				35-38/
Thursday ..				39-42/ "
Wednesday .				43-46/
Tuesday ...				47-50/
Monday				
Sunday				
Saturday ..			51-54/	
Friday				
Thursday ..			55-58/	
Wednesday .				
Tuesday ...			59-62/	
Monday				
TOTAL			63-66/	

4. That makes (READ TOTAL FROM TOTAL BOX IN Q. 3) hours you spent at (SCHOOL) in the last 7 days. Is this typical of the amount of time you spend there in an average week?

Yes (SKIP TO Q. 7) 1 67/
No 0

5. About how many hours do you usually spend there in a typical week?

ENTER # OF HOURS 68-69/
AND
MINUTES 70-71/

6. INTERVIEWER: DID R SPEND ANY TIME AT "OTHER" TRAINING IN THE LAST 7 DAYS? (TOTAL BOX IN Q. 3 IS GREATER THAN '0000')?

YES 1 72/
NO (SKIP TO Q. 10) 0

IF R SPENT ANY TIME AT "OTHER" SCHOOL LAST WEEK, ASK Q. 7:

7. You told me you spent (READ TOTAL FROM TOTAL BOX IN Q. 3) hours in the last 7 days at (SCHOOL). About how many of these hours were you actually attending classes?

ENTER # OF HOURS 10-11

AND

MINUTES 12-13/

8. INTERVIEWER: IS ALL OF R'S TIME AT SCHOOL ACCOUNTED FOR BY CLASS TIME? (THAT IS, DO THE HOURS IN Q. 7 EQUAL HOURS IN TOTAL BOX IN Q. 3)

YES (SKIP TO Q. 10) 1 14/

NO 0

9. Not including the time you spent in class, about how many hours of the (READ TOTAL FROM TOTAL BOX IN Q. 3) hours did you spend studying or working on class assignments? (Please do not include time spent studying in your dormitory.)

ENTER # OF HOURS 15-16/

AND

MINUTES 17-18/

10. You've already told me about time you spent studying at (SCHOOL). Now I'd like to ask you a few questions about the amount of time you spent studying or doing other school work for this program away from (SCHOOL). How many (additional) hours would you say you spent studying for all of your classes or courses in the last 7 days? (Please do include time spent studying in your dormitory.)

ENTER # OF HOURS 19-20/

AND

MINUTES 21-22/

270

11. In thinking about the total amount of time you spent studying in the last 7 days (whether at school or somewhere else), would you say you spent more time studying this week than you usually do, somewhat less time studying this week, or was it about the same as usual?

- Somewhat more 1 23/
- Somewhat less 2
- About the same 3
- Don't know 8

12. INTERVIEWER: DID R SPEND ANY TIME AT "OTHER" TRAINING IN THE LAST 7 DAYS (TOTAL BOX IN Q. 3 IS GREATER THAN '0000')?

- YES 1 24/
- NO (SKIP TO SECTION 17) ... 0

13. We are also interested in how people get to school and how long their trip to school usually takes. Thinking of the last 7 days, what means of transportation did you use to get to (SCHOOL)? CODE ALL THAT APPLY.

- LIVES ON SCHOOL GROUNDS,
CAMPUS (SKIP TO SECTION 17) 00 25-26/
- OWN CAR 01 27-28/
- RIDE WITH SOMEONE ELSE 02 29-30/
- PUBLIC BUS OR STREETCAR 03 31-32/
- SUBWAY OR ELEVATED 04 33-34/
- RAILROAD OR COMMUTER TRAIN 05 35-36/
- TAXICAB 06 37-38/
- WALK 07 39-40/
- BICYCLE 08 41-42/
- MOTORCYCLE, MOPED 09 43-44/
- SCHOOL BUS 10 45-46/
- OTHER (SPECIFY) 11 47-48/

14. And how long did it usually take you to get from your home to (SCHOOL)?

- ENTER # OF HOURS 49-50/
- AND
- MINUTES 51-52/

15. And about how many miles is it from where you live to (SCHOOL)?

- ENTER # OF MILES 53-54/

SECTION 17

JOB SEARCH

1. INTERVIEWER: SEE SECTION 6, Q. 25A, 25B, AND Q. 34. ARE ANY OF THESE QUESTIONS CODED YES?

YES	1	60/
NO (SKIP TO SECTION 18)	0	

-
2. Earlier you told me you were looking for work. Were you looking for a permanent or a temporary job?

Permanent	1	61/
Temporary	2	
Either permanent or temporary ...	3	

-
3. Think back to when you first began this period of looking for work. Since that time, what was the farthest distance that you traveled, either locally or out of the local area, to look for work?

Did not go out to look (used mail or telephone)	01	62-63/
Less than 5 miles	02	
5-10 miles	03	
11-25 miles	04	
26-50 miles	05	
51-100 miles	06	
Over 100 miles	07	

4. Since you began this period of looking for work, which of the following methods have you actually used in looking for a (new) job? In looking for work, have you . . .	
BEGIN DK 42	10/
Checked with the State Employment Service?	Yes 1 No 0
Checked with private employment agencies?	Yes ... 1 No 0
Asked friends or relatives about jobs?	Yes ... 1 No 0
BEGIN DK 43	10/
Placed or answered ads in the newspaper, magazines, or other periodicals?	Yes ... 1 No 0
Taken a Civil Service test or filed an application for a State, local, or Federal government job?	Yes ... 1 No 0
Contacted an organization such as CETA, a community action group, Urban League, etc.?	Yes ... 1 No 0
BEGIN DK 44	10/
Contacted a school placement office?	Yes ... 1 No 0
Asked teachers or professors for job leads?	Yes ... 1 No 0
Checked with a labor union?	Yes ... 1 No 0
BEGIN DK 45	10/
Applied directly to employers without suggestions or referrals by anyone? DO NOT ASK Q. 5A FOR THIS METHOD.	Yes ... 1 No 0
Used any other method? (SPECIFY)	Yes ... 1 No 0

5. You said that you (READ METHOD).		
A. Did this method result in any direct contacts with employers, either by mail, by phone, or in person?		B. Did this method result in a job offer?
Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	11/	Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	30/	Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	49/	Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	11/	Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	30/	Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	49/	Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	11/	Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	30/	Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	49/	Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	11/	Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	30/	Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	49/	Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	11/R	Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Yes ... (ASK B) ... 1 No (SEE INSTRUCTION BELOW) 0	30/	Yes .. (ASK C-D) .. 1 No (SEE INSTRUCTION BELOW) 0

ASK Q. 5 FOR EACH METHOD CODED "YES" IN Q. 4.

WHEN Q. 5 HAS BEEN ASKED FOR EACH METHOD USED, ASK Q. 6 FOR EACH METHOD USED.

5. (Continued)		6. Now I'd like you to think only about the last 7 days.	
C. At what wage or salary?	D. Did you accept this job offer?	E. What was the main reason you did not accept this job offer? ENTER CODE FROM BOTTOM OF PAGE	In the last 7 days, how many hours, if any, did you spend (USING METHOD)?
13-19/ 20-21/ \$ _____ per _____	22/ Yes (GO TO NEXT METHOD USED) . 1 No (ASK E) ... 0	23-24/ <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)	25-28/ HOURS MINUTES <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)
32-38/ 39-40/ \$ _____ per _____	41/ Yes (GO TO NEXT METHOD USED) . 1 No (ASK E) ... 0	42-43/ <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)	44-47/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)
51-57/ 58-59/ \$ _____ per _____	60/ Yes (GO TO NEXT METHOD USED) . 1 No (ASK E) ... 0	61-62/ <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)	63-66/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)
13-19/ 20-21/ \$ _____ per _____	22/ Yes (GO TO NEXT METHOD USED) . 1 No (ASK E) ... 0	23-24/ <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)	25-28/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)
32-38/ 39-40/ \$ _____ per _____	41/ Yes (GO TO NEXT METHOD USED) . 1 No (ASK E) ... 0	42-43/ <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)	44-47/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)
51-57/ 58-59/ \$ _____ per _____	60/ Yes (GO TO NEXT METHOD USED) . 1 No (ASK E) ... 0	61-62/ <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)	63-66/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)
13-19/ 20-21/ \$ _____ per _____	22/ Yes (GO TO NEXT METHOD USED) . 1 No (ASK E) ... 0	23-24/ <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)	25-28/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)
32-38/ 39-40/ \$ _____ per _____	41/ Yes (GO TO NEXT METHOD USED) . 1 No (ASK E) ... 0	42-43/ <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)	44-47/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)
51-57/ 58-59/ \$ _____ per _____	60/ Yes (GO TO NEXT METHOD USED) . 1 No (ASK E) ... 0	61-62/ <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)	63-66/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)
13-19/ 20-21/ \$ _____ per _____	22/ Yes (GO TO NEXT METHOD USED) . 1 No (ASK E) ... 0	23-24/ <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)	25-28/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)
32-38/ 39-40/ \$ _____ per _____	41/ Yes (GO TO NEXT METHOD USED) . 1 No (ASK E) ... 0	42-43/ <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)	44-47/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)
51-57/ 58-59/ \$ _____ per _____	60/ Yes (GO TO NEXT METHOD USED) . 1 No (ASK E) ... 0	61-62/ <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)	63-66/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)
13-19/ 20-21/ \$ _____ per _____	22/ Yes (GO TO NEXT METHOD USED) . 1 No (ASK E) ... 0	23-24/ <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)	25-28/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT METHOD USED)
32-38/ 39-40/ \$ _____ per _____	41/ Yes (SEE INSTRUCTION BELOW Q. 5A) . 1 No (ASK E) ... 0	42-43/ <input type="text"/> <input type="text"/> (SEE INSTRUCTION BELOW Q. 5A)	44-47/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (GO TO NEXT SECTION)

- REASON CODES**
- | | |
|--|--|
| 01 = INADEQUATE PAY/BENEFITS | 06 = INSUFFICIENT HOURS/TOO MANY HOURS |
| 02 = UNSUITABLE WORKING CONDITIONS | 07 = CHANGED PLANS |
| 03 = WOULD NOT MAKE USE OF MY EXPERIENCE OR SKILLS | 08 = TRANSPORTATION PROBLEMS |
| 04 = HAD INSUFFICIENT EXPERIENCE OR SKILLS | 09 = BETTER OFFER |
| 05 = PARENTS OR SPOUSE AGAINST MY ACCEPTING OFFER | 10 = OTHER (SPECIFY) |

SECTION 18

TIME SPENT SLEEPING AND WATCHING TV

1. We'd like to know, for each of the last 7 days, at how much of the time you spent sleeping. Let's start with yesterday. how many hours did you spend sleeping yesterday? ENTER NUMBER OF HOURS IN UPPERMOST BOX FOR YESTERDAY'S DAY.

A. Now let's go to last (DAY, DATE). How many hours did you spend sleeping that day? ENTER NUMBER OF HOURS IN THE NEXT BOX DOWN THE COLUMN.

B. INTERVIEWER: HAVE THE LAST 7 DAYS BEEN ACCOUNTED FOR (7 BOXES FILLED AT RIGHT)?

IF YES, ENTER TOTAL IN TOTAL BOX AND GO ON TO Q. 2.

IF NO, RE-ASK Q. 1A FOR PREVIOUS DAY.

NUMBER OF HOURS SLEEPING

	HOURS	MINS	
Saturday ..			51-54/
Friday			
Thursday ..			55-58/
Wednesday .			MAKE FIRST ENTRY ABOVE THIS LINE
Tuesday ...			59-62/
Monday			63-66/
Sunday			
Saturday ..			67-70/
Friday			
Thursday ..			71-74/
Wednesday .			
Tuesday ...			75-78
Monday			BEGIN DECK 46
TOTAL			10-13/

2. Finally, please tell me approximately how many hours you spent watching TV during the last 7 days.

ENTER # OF HOURS 14-15/
 AND
 MINUTES 16-17/

275

SECTION 19

HOUSEHOLD CHORES AND CHILD CARE

1. INTERVIEWER: DOES R LIVE IN GROUP QUARTERS (THAT IS, DORMITORY OR MILITARY BARRACKS)?

YES (SKIP TO Q. 10) 1 23/
 NO 0

2. We would like to get some idea about how much time people spend on household chores and child care.

I'm going to read a list of regular household chores and, for each, ask you whether you are the one who usually does these things. Are you the one who usually (READ CHORE)--do you do it almost never, some of the time, about half the time, much of the time, or almost all of the time?

HAND CARD U. CODE ONE FOR EACH ROW.

CHORES	Almost never	Some	About half	Much	Almost all	NOT APPLICABLE	
a) prepares meals	1	2	3	4	5	6	24/
b) washes the dishes	1	2	3	4	5	6	25/
c) does the laundry	1	2	3	4	5	6	26/
d) cleans house	1	2	3	4	5	6	27/
e) does grocery shopping	1	2	3	4	5	6	28/
f) runs errands	1	2	3	4	5	6	29/
g) does outdoor chores	1	2	3	4	5	6	30/
h) fixes things around the house	1	2	3	4	5	6	31/
i) does household paperwork	1	2	3	4	5	6	32/
IF NO CHILDREN AGE 14 OR YOUNGER IN DU, GO TO Q. 3.							
j) takes care of the child(ren) in your household	1	2	3	4	5	6	33/

3. Up till now, we've asked you how much time you spent on various activities in the last 7 days. Now we would like to ask a few questions about things you did just yesterday.

A. INTERVIEWER: CODE DAY OF THE WEEK FOR YESTERDAY.

MONDAY	1	34/
TUESDAY	2	
WEDNESDAY	3	
THURSDAY	4	
FRIDAY	5	
SATURDAY	6	
SUNDAY	7	

4. Please tell me how many hours you spent yesterday doing any of the household chores we've just talked about (except taking care of children).

ENTER # OF HOURS	<input type="text"/>	<input type="text"/>	35-36/
AND			
MINUTES	<input type="text"/>	<input type="text"/>	37-38/

5. INTERVIEWER: ARE THERE ANY CHILDREN AGE 14 OR YOUNGER LIVING IN DU?

YES	(ASK A)	1	39/
No	(SKIP TO Q. 10)	0	

A. INTERVIEWER: ARE ANY OF THESE CHILDREN R'S OWN CHILDREN?

YES	(SKIP TO Q. 7)	1	40/
NO		0	

277

6. How much time yesterday were you taking care of younger children living in your household? Please do not include time you were responsible for them while you were sleeping.

ENTER # OF HOURS 41-42/
AND
MINUTES 43-44/
OR
NONE (SKIP TO Q. 10) 0000

IF Q. 6 IS NOT CODED '0000', ASK A&B:

A. Of these (TIME IN Q. 6), how much time were you dressing, feeding, or bathing (him/her/them)?

ENTER # OF HOURS 45-46/
AND
MINUTES 47-48/

B. Of these (TIME IN Q. 6), how much time were you reading, playing, or talking to (him/her/them), helping (him/her/them) with homework, and so on, when you were not doing something else at the same time?

ENTER # OF HOURS 49-50/
AND
MINUTES 51-52/

SKIP TO Q. 10

7. How much time yesterday did you spend dressing, feeding, or bathing the child(ren) living in your household?

ENTER # OF HOURS 53-54/
AND
MINUTES 55-56/

How much time yesterday did you spend reading, playing, or talking to (him/her/them), helping (him/her/them) with homework, and so on, when you were not doing something else at the same time?

ENTER # OF HOURS 57-58/

AND

MINUTES 59-60/

9. And how much other time yesterday were you directly responsible for these child(ren)? Please do not include the time you spent dressing, feeding, bathing, reading, playing, talking to, or helping (him/her/them) that you already told me about. Do not include time you were responsible for (him/her/them) while you were sleeping.

ENTER # OF HOURS 61-62/

AND

MINUTES 63-64/

10. This question deals with leisure reading. (Other than for school or work,) how much time did you spend yesterday reading books, magazines, or newspapers?

ENTER # OF HOURS 65-66/

AND

MINUTES 67-68/

SECTION 20: 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 21) 1 69/
OR
MARRIED, OR KEEPING HOUSE, OR
RAISING A FAMILY ..(ASK Q. 2) 2
OR
OTHER ... (SKIP TO SECTION 21)
..... 3
OR
DON'T KNOW . (SKIP TO SECTION 21) ... 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 70/
No 0

RECORD
TIME ENDED:

_____	AM PM
-------	----------

71-74/

SECTION 21: 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 48

(CITY)	(STATE)	(ZIP)

10-34/

35-39/

40-59/R

C. What is (PERSON'S) telephone number?

			/					-			
(AREA CODE)				(PHONE NUMBER)							

60-69/

No phone 0
 Refused 7

70/

BEGIN DECK 49

D. IF (PERSON) HAS PHONE: In whose name is the phone listed?

(PERSON'S) name 1
 Other (SPECIFY BELOW) 2

10/

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 50

ADDRESS:

10-39/

(STREET ADDRESS)	(APT. #)
------------------	----------

40-64/

65-69/

(CITY)	(STATE)	(ZIP)
--------	---------	-------

(COUNTRY IF NOT U.S.)

70-80/

BEGIN DECK 51

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)
---------	----------	--------

3. INTERVIEWER: IF FATHER OR MOTHER NOT YET LISTED, ASK A AND/OR B AS NECESSARY.

I'd also like the name, address, and telephone number 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/

Form with three rows of boxes for (FIRST), (MIDDLE), and (LAST) name entry.

a. Where does he live? BEGIN DECK 52 10-39/

Form with three rows of boxes for (STREET ADDRESS), (CITY), (STATE), (APT. #), and (ZIP) address entry.

b. What is his telephone number? (AREA CODE) / (PHONE NUMBER) 10-19/

Form with boxes for area code and 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/

Form with three rows of boxes for (FIRST), (MIDDLE), and (LAST) name entry.

B. What is your mother's full name? ENTER FULL NAME BELOW AND ASK a-c. 52-80/

Form with three rows of boxes for (FIRST), (MIDDLE), and (LAST) name entry.

a. Where does she live? BEGIN DECK 54
Same address as father ...(GO TO Q. 4).... 1 10/
Other (SPECIFY BELOW) 2 11-39/

Form with three rows of boxes for (STREET ADDRESS), (CITY), (STATE), (APT. #), and (ZIP) address entry.

b. What is her telephone number? (AREA CODE) / (PHONE NUMBER) 10-19/

Form with boxes for area code and 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/

Form with three rows of boxes for (FIRST), (MIDDLE), and (LAST) name entry.

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)

- a. What is (RELATIVE'S) relationship to you? _____ 79-80/ BEGIN DECK 56
- 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 57

_____/_____-_____-_____-_____-_____-_____- (AREA CODE) (PHONE NUMBER) 10-19/

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)

- a. What is (RELATIVE'S) relationship to you? _____ 79-80/ BEGIN DECK 58
- 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 59

_____/_____-_____-_____-_____-_____-_____- (AREA CODE) (PHONE NUMBER) 10-19/

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/

Form with tick marks for name entry, labeled (FIRST), (MIDDLE), and (LAST).

a. Where does (FRIEND) live?

BEGIN DECK 60 10-39/

Form with tick marks for street address, labeled (STREET ADDRESS), 40-64/ (APT. #), 65-69/

Form with tick marks for city, state, and zip, labeled (CITY), (STATE), (ZIP)

b. What is (FRIEND'S) telephone number?

BEGIN DECK 61

Form for area code and phone number: [] [] [] / [] [] [] - [] [] [] [] 10-19/

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/

Form with tick marks for name entry, labeled (FIRST), (MIDDLE), (LAST)

SECOND FRIEND'S NAME:

52-80/

Form with tick marks for name entry, labeled (FIRST), (MIDDLE), (LAST)

a. Where does (FRIEND) live?

BEGIN DECK 62 10-39/

Form with tick marks for street address, labeled (STREET ADDRESS), 40-64/ (APT. #), 65-69/

Form with tick marks for city, state, and zip, labeled (CITY), (STATE), (ZIP)

b. What is (FRIEND'S) telephone number?

BEGIN DECK 63

Form for area code and phone number: [] [] [] / [] [] [] - [] [] [] [] 10-19/

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/

Form with tick marks for name entry, labeled (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 64 10-39/

_____ (KIND OF PLACE) _____ 40-69/

_____ (STREET ADDRESS) _____ BEGIN DECK 65 10-34/ (APT. #) 35-39/

_____ (CITY) _____ (STATE) _____ (ZIP)

_____/_____-_____/_____ (AREA CODE) (PHONE NUMBER) 40-50/R
 51-60/
 61-80/R

7. FOR MARRIED WOMEN: What is your maiden name? BEGIN DECK 66

_____ (MAIDEN NAME) _____ 10-29/

8. Do you expect to move at any time in the next year?
 Yes (ASK A & B) 1 30/
 No (GO TO Q. 9) 0

IF YES:

A. Approximately when do you think that will happen? PROBE FOR MONTH AND YEAR.
 _____ (MONTH) (YEAR) 31-34/

B. Where do you expect to move?
 PROBE FOR DETAILS, SPECIFIC ADDRESS IF POSSIBLE. 35-80/

_____ (STREET ADDRESS) _____ BEGIN DECK 67 10-34/ (APT. #) 35-39/

_____ (CITY) _____ (STATE) _____ (ZIP)

40-75/



9. RECORD TIME ENDED.

_____	AM PM
-------	----------

10. NOW PAY RESPONDENT AND HAVE HIM/HER SIGN THE RECEIPT.

11. IF CURRENT MAILING ADDRESS IS NOT A REGULAR STREET ADDRESS OR IF DU IS DIFFICULT TO LOCATE, GIVE DU DESCRIPTION AND DIRECTIONS HERE:

76/

12. OTHER COMMENTS ON LOCATING R:

77/

287

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
Black	2
Other	3

19/

4. Sex of Respondent:

Male	1
Female	2

20/

5. In what language was this interview conducted?

English	1
Spanish	2
Other (SPECIFY)	3

21/

6. In general, what was the respondent's attitude toward the interview?

Friendly and interested	1
Cooperative but not particularly interested	2
Impatient and restless	3
Hostile	4

22/

7. In general, was the respondent's understanding of the questions . . .

Good?	1
Fair?	2
Poor?	3

23/



8. Was anyone else present during any portion of the youth's interview?

Yes(ANSWER A)..... 1 24/
 No(GO TO Q. 9)..... 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 #	Date		Time	Type P = 1 Tel = 2	Disposition
		Month	Day			
29-30/ _____	31/ _____	32-33/ _____	34-35/ _____	36-39/ _____	40/ _____	41-42/ _____
				A P		

10. Please record your interviewer ID #:

--	--	--	--	--	--	--

43-48/

11. Please sign your name here: _____

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, 1981

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).

1. INTERVIEWER: SEE INFO SHEET, ITEM 9. HAVE YOU ALREADY COMPLETED AN EMPLOYER SUPPLEMENT FOR EVERY EMPLOYER LISTED THERE? (IF SO, EVERY EMPLOYER NAME AT ITEM 9 WILL BE CHECK-MARKED.)

YES (GO TO Q. 2) 1 54/
NO (ANSWER A) 0
NO EMPLOYERS LISTED IN
ITEM 9 .. (GO TO Q. 2) 2

A. INTERVIEWER: IS EMPLOYER NAME, THIS SUPPLEMENT, LISTED AT ITEM 9 OF INFO SHEET?

YES (ASK B) 1 55/
NO (GO TO C) 0

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) IN ITEM 9 ON INFO SHEET] when you were last interviewed on (DATE OF LAST INTERVIEW). Is (EMPLOYER NAME, THIS SUPPLEMENT) the same employer (as any of these)?

Yes 1 57/
No (GO TO Q. 2) 0

IF MORE THAN ONE EMPLOYER IS NOT CHECK-MARKED AT ITEM 9 OF INFO SHEET, ASK:

D. Which one is the same? THEN GO ON TO E.

E. INTERVIEWER: PLACE A CHECK MARK BY THIS EMPLOYER NAME ON INFO SHEET, ITEM 9, AND TRANSFER THE NAME AND EMPLOYER NUMBER HERE. THEN GO ON TO F.

(EMPLOYER NAME) [] (NUMBER)

58-59/

F. INTERVIEWER: SKIP TO Q. 6. ENTER THE DATE OF THE LAST INTERVIEW IN THE BOXES PROVIDED AND GO ON TO Q. 7.



2. INTERVIEWER: SEE INFO SHEET, ITEM 10. HAVE YOU ALREADY COMPLETED AN EMPLOYER SUPPLEMENT FOR EVERY EMPLOYER LISTED THERE? (IF SO, EVERY EMPLOYER NAME AT ITEM 10 WILL BE CHECK-MARKED.)

YES (GO TO Q. 3) 1 60/
 NO (ANSWER A) 0
 NO EMPLOYERS LISTED IN
 ITEM 10 . (GO TO Q. 3) 2

IF NO, ANSWER A:

A. INTERVIEWER: IS EMPLOYER NAME, THIS SUPPLEMENT, LISTED AT ITEM 10 OF INFO SHEET?

YES (ASK B) 1 61/
 NO (GO TO C) 0

IF YES TO A, 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 NO TO A, ASK C:

C. Our records show that during the year before our last interview, you worked for [EMPLOYER(S) IN ITEM 10 ON INFO SHEET]. 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 NOT CHECK-MARKED AT ITEM 10 OF INFO SHEET, ASK:

D. Which one is the same? THEN GO TO E.

E. INTERVIEWER: PLACE A CHECK MARK BY THIS EMPLOYER NAME ON THE INFO SHEET, ITEM 10, 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)? SKIP TO Q. 6. ENTER THE DATE IN THE BOXES PROVIDED AND GO ON TO Q. 7.

3. When did you first start working for (EMPLOYER)?

MONTH		DAY		YEAR	

4. INTERVIEWER: CIRCLE CORRECT CODE:

- DATE IN Q. 3 IS BEFORE THE DATE OF THE LAST INTERVIEW (ASK Q. 5) 1 66/
- DATE IN Q. 3 IS THE SAME AS THE DATE OF THE LAST INTERVIEW ... (TRANSFER THE DATE IN Q. 3 TO Q. 6 AND GO ON TO Q. 7) ... 2
- DATE IN Q. 3 IS AFTER THE DATE OF THE LAST INTERVIEW (TRANSFER THE DATE IN Q. 3 TO Q. 6 AND GO ON TO Q. 7) ... 3

IF CODE 1 IN Q. 4, ASK:

5. 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 67/
- No (GO TO B) 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:

--	--

68-69/

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).

C. INTERVIEWER: ENTER DATE OF LAST INTERVIEW AT Q. 6 AND GO ON TO Q. 7.

6. REFERENCE DATE FROM Q. 1F, Q. 2F, Q. 4, OR Q. 5C:

MONTH		DAY		YEAR	

70-75/

7. Are you currently working for (EMPLOYER)?

- Yes(GO TO A)..... 1 10/
- No(ASK B-D)..... 0

IF YES:

A. INTERVIEWER: ENTER CURRENT INTERVIEW DATE IN ROW B OF CALENDAR. ENTER REFERENCE DATE FROM Q. 6 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. 6 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.



- 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. 6) 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. 6) 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 M. 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 M	
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 N. RECORD REASON CODE IN B.

CARD N	
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		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	14

K. INTERVIEWER: IF THERE ARE ANY ADDITIONAL PERIODS, GO BACK TO B FOR NEXT PERIOD. OTHERWISE, GO ON TO Q. 9.

DECK _____ 2

	<u>PERIOD 1</u>	<u>PERIOD 2</u>	<u>PERIOD 3</u>	<u>PERIOD 4</u>																																																																																																
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ES-7

9. INTERVIEWER: IS THIS EMPLOYER RECORDED IN Q. 13A, SECTION 6, PAGE 6-9?

YES (SKIP TO Q. 19) .. 1 27/
 NO 0

10. How many hours per week (do/did) you usually work at this job:

ENTER # OF HOURS: 28-29/

11. INTERVIEWER: IS ONE OR MORE OF CODES 04-08 CIRCLED ON THE COVER OF THIS EMPLOYER SUPPLEMENT?

YES(SKIP TO Q. 15) . . .1 30/
 NO 0

12. OMITTED.

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 8, PAGE 8-1) 1 31/
 20 HOURS OR MORE A WEEK 2

14. INTERVIEWER: DID R WORK AT THIS JOB LESS THAN 9 WEEKS OR 9 WEEKS OR MORE SINCE DATE OF LAST INTERVIEW? (SEE Qs 6 & 7. IF NECESSARY, SEE CALENDAR FOR WEEK NUMBERS.)

LESS THAN 9 WEEKS (GO TO NEXT EMPLOYER
 SUPPLEMENT OR SECTION 8, PAGE 8-1) . 1 32/
 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.

33-35/

17. What kind of business or industry (is/was) this? PROBE: What (do/did) they make or do? RECORD VERBATIM.

36-38/

18. HAND CARD 0. (Are/Were) you (READ CATEGORIES)?

- An employee of a private company, business, or individual for wages, salary, or commission (GO TO Q. 19) 1
- 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 8) 4

39/

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
- State government employee 2
- Local government employee 3
- Don't know 8

40/

GO TO Q. 19

IF CODE 3 IN Q. 18; ASK B:

B. (Is/Was) your business incorporated or unincorporated?

- Business incorporated 1
- Business unincorporated 2
- Don't know 8

41/

19. How many hours per day (do/did) you usually work at this job?

ENTER # OF HOURS:

42-43/

ES-9

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?

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	DOLLARS		CENTS										
	44-48/		49-50/										
Per hour					01								
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	53/
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	54/
NO (GO TO NEXT EMPLOYER SUPPLEMENT OR SECTION 8, PAGE 8-1)	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.

55-56/

B. Was that job sponsored by (AGENCY FROM A) the entire time you (have) worked there?

BEGIN DECK _____ 5

Yes	(GO TO Q. 24)	1	10/
No	(ASK C)	0	

C. IF NO TO B: When did the government sponsorship end?

--	--	--	--

MONTH YEAR

11-14/

ES-10

24. A. As far as you know, (is/was) this job part of a CETA Program?
- | | | |
|-----------|---|-----|
| Yes | 1 | 15/ |
| No | 0 | |
- B. As far as you know, (is/was) this job (also) part of a WIN Program?
- | | | |
|-----------|---|-----|
| Yes | 1 | 16/ |
| 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 | 17-18/ |
| 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).

- | | <u>Yes</u> | <u>No</u> | |
|---|------------|-----------|-----|
| A. Job counseling? | 1 | 0 | 19/ |
| B. Classroom training to prepare for a GED? . | 1 | 0 | 20/ |
| C. On-the-job training? | 1 | 0 | 21/ |

27. (Does/Did) this program provide you with other classroom training in reading, writing, or arithmetic? Yes (ASK A) 1 22/

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 | 23/ |
| 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 24/
 No (GO TO Q. 29) 0

A. IF YES: What kind of job (are/were) you being trained for? RECORD VERBATIM.

_____ 25-27/

29. Did this program place you on a job outside the program?

Yes (ASK A) 1 28/
 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 29/
 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 30/
 No 0

30. (Does/Did) this program provide you with (READ CATEGORIES AND CODE "YES" OR "NO" FOR EACH)

	<u>Yes</u>	<u>No</u>	
A. Extra help in preparing for college?	1	0	31/
B. Health care or medical services?	1	0	32/
C. Child care?	1	0	33/
D. Transportation or bus tokens?	1	0	34/
E. Lodging?	1	0	35/
F. Meals?	1	0	36/

31. (Does/Did) this program provide you with any other kinds of services?

Yes (ASK A) 1 37/
 No (GO TO Q. 32) 0

A. IF YES: What other kinds of services? RECORD VERBATIM.

32. 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?

Improved	1	38/
Not improved	0	

33. INTERVIEWER: SEE CALENDAR, ROW B. HAS R HAD A JOB SINCE HE LEFT THIS PROGRAM?

YES (ASK Q. 34)	1	39/
NO (SKIP TO Q. 35) ...	0	

IF YES TO Q. 33, ASK Q. 34. OTHERWISE, SKIP TO Q. 35.

34. 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?

Helped	1	40/
Did not help	0	

35. 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	41/
Somewhat satisfied	2	
Somewhat dissatisfied	3	
Very dissatisfied	4	

36. INTERVIEWER: ARE THERE ANY ADDITIONAL EMPLOYER SUPPLEMENTS NOT YET ASKED ABOUT?

YES (CONTINUE WITH THE NEXT EMPLOYER SUPPLEMENT)	1	42/
NO ... (GO TO SECTION 8)	0	

The Quality of Work Life Project, another ongoing study, began in 1975 as an attempt to improve both the productivity and the meaningfulness of work for public employees in the cities of Springfield and Columbus. Today Center staff also serve as third party advisors and researchers exploring new techniques for attainment of management-worker cooperation and worker health in a number of central Ohio private sector industries.

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 responsible for supplying 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 research is industrial relations and collective bargaining. In a project for the U.S. Department of Labor, staff members are evaluating several current experiments for expedited grievance procedures, working with unions and management in a variety of industries. The procedural adequacies, safeguards for due process, 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. Recent papers have been written for 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 more information on specific Center activities or for a copy of the Publications List, write: Director, Center for Human Resource Research, 5701 North High Street, Worthington, Ohio 43085.

The Center for Human Resource Research

The Center for Human Resource Research is a policy-oriented multidisciplinary research organization affiliated with the Faculty of Labor and Human Resources in the College of Administrative Science of The Ohio State University. Established in 1965, the Center is concerned with a wide range of contemporary problems associated with human resource development, conservation and use. Its more than thirty senior staff members have been drawn from the disciplines of economics, education, English, health sciences, industrial relations, management science, psychology, public administration, social work and sociology. This multidisciplinary team is supported by approximately seventy graduate research associates, full-time research assistants, computer programmers and other personnel.

The Center has acquired pre-eminence in the fields of labor market research and manpower planning. The National Longitudinal Surveys of Labor Market Experience have been the responsibility of the Center since 1965, with continuing support from the United States Department of Labor. Staff have been called upon for population and human resource planning assistance throughout the world with major studies conducted in Bolivia, Ecuador, and Venezuela. At the request of the National Science Foundation, a review of the state of the art in human resource planning was conducted. In other studies the impact of labor and education policy on labor supply has been assessed and employment statistics collection methods have been evaluated. Senior personnel are also engaged in several other areas of research including 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, and Health, Education, and Welfare; 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 research interests may be seen by examining a few of the present projects.

The largest Center 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. To date dozens of research monographs and special reports on the NLS have been prepared by the staff. Responsibilities also include the preparation and distribution of data tapes for public use. Since 1979, an additional cohort of 13,000 young men and women between the ages of 14 and 21 has been followed. This cohort includes for the first time those serving in the armed forces at the time of the initial interview. Plans call for interviewing this youth cohort for at least five years. The Center also provides analysis and public use tapes for this cohort; field work is handled by The National Opinion Research Center (continued on inside back cover).