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1. INTRODUCTION TO THE STUDY

You have been selected as a Field Interviewer (FI) for the Los Angeles Family and Neighborhood Survey (L.A.FANS). The project staff welcomes you to the team for this important study and hopes you will find your responsibilities challenging, interesting, and enjoyable. We at Research Triangle Institute (RTI) look forward to working with you and appreciate the commitment and skill you bring to the project.

1.1 Research Triangle Institute (RTI)

RTI is a not-for-profit contract research organization, dedicated to conducting innovative, multi-disciplinary research that improves the human condition. RTI is active in health and medicine, environmental protection, technology commercialization, education, and decision support systems. Universities in North Carolina founded RTI in 1958 as the first scientific organization in and centerpiece of the Research Triangle Park, a science park located between the cities of Raleigh, Durham, and Chapel Hill, North Carolina. Institute research is performed both in the United States and abroad under contract with federal, state, and local governments; public service agencies; and private-sector clients. RTI occupies over 625,000 square feet of laboratory and office facilities and employs a worldwide, full-time staff of over 1,800 individuals. Current research volume is approximately $230 million annually.

1.2 Project Organization

You are one of approximately 60 Field Interviewers conducting interviews for the L.A.FANS. The field staff include Field Interviewers (FIs), who are supervised by Field Supervisors (FSs). FSs are managed by the Regional Supervisor (RS), who reports to the Data Collection Task Leader, who reports with the Data Processing Task Leader to the Project Director (see Exhibit 1.1). All FIs and FSs are employees of Headway Corporate Staffing Services, a sub-contractor of RTI.

L.A.FANS is being conducted by RTI as a sub-contractor to RAND, a non-profit research organization located in Santa Monica, California. Primary funding for the L.A.FANS is provided by the National Institute for Child Health and Human Development (NICHD) via a grant to RAND. The NICHD is a part of the National Institute of Health (NIH), an agency of the U.S. Department of Health and Human Services (DHHS). Additional funding is also being provided by DHHS’s Office of the Assistant Secretary of Planning and Evaluation and Los Angeles County’s Urban Research Division.
### Exhibit 1.1 Project Staff Information

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<tr>
<th>Name</th>
<th>Phone No.</th>
<th>Toll Free No.</th>
<th>Pager No.</th>
<th>FAX</th>
<th>E-Mail</th>
<th>Building/Room</th>
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1.3 Study Background

The Los Angeles Family and Neighborhood Survey is a longitudinal (multi-year) study of a broad cross-section of families and neighborhoods in Los Angeles County. The goal of the study is to understand how families and neighborhoods affect children’s well-being and development. Specifically, L.A.FANS seeks information on two main questions:

1) Why do families choose to live in a neighborhood? Because it is close to work? Near a Metrorail stop? Is safe? Has good schools and good after-school programs?

AND

2) How do neighborhoods affect children? How does the neighborhood affect a child’s physical health? Mental health? Performance in school? Likelihood the child will use drugs or alcohol? Chances for future success? How big is a child’s neighborhood?

This information will be used by researchers, social service agencies, and others to determine how to improve neighborhoods and social services for families and children in Los Angeles.

1.4 Data Collection Schedule

The first wave of data collection for L.A.FANS was initially undertaken by the Survey Research Group at RAND. A temporary halt to data collection took place in mid-April of 2001, so that all data collection activities could be transferred to RTI. Data collection for Wave 1 resumed in May at the conclusion of the RTI-L.A.FANS training and continue until the end of 2001.

It is essential that all Wave 1 data collection work be completed by then. Careful planning, diligent work, and follow through with your commitment to the project will ensure you can meet this deadline. Your FS is available to assist you with your work plan, modifying it as necessary as the data collection period proceeds. In mid-2002, Wave 2 will begin, and FIs will revisit respondents who participated in Wave 1 to collect additional data.

1.5 Project Abbreviations and Terminology

Throughout this manual, and in other project materials, abbreviations are used. As a general aid for you, a list of these abbreviations is provided in Exhibit 1.2. Some of the abbreviations and terms used in this manual have exact meanings or refer to specific project materials. These terms are briefly explained in Exhibit 1.3, in alphabetical order. Details
**Exhibit 1.2 List of Abbreviations**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
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<td>ACF</td>
<td>Assignment Control Form</td>
</tr>
<tr>
<td>CAI</td>
<td>Computer-Assisted Interviewing</td>
</tr>
<tr>
<td>CAPI</td>
<td>Computer-Assisted Personal Interviewing</td>
</tr>
<tr>
<td>Case ID</td>
<td>Case Identification Number</td>
</tr>
<tr>
<td>CASES</td>
<td>Computer-Assisted Survey Execution System</td>
</tr>
<tr>
<td>CMS</td>
<td>Case Management System</td>
</tr>
<tr>
<td>DHHS</td>
<td>U.S. Department of Health and Human Services</td>
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<tr>
<td>DU</td>
<td>Dwelling Unit</td>
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<tr>
<td>EHC</td>
<td>Event History Calendar</td>
</tr>
<tr>
<td>EM</td>
<td>Emancipated Minor</td>
</tr>
<tr>
<td>FI</td>
<td>Field Interviewer</td>
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<tr>
<td>FS</td>
<td>Field Supervisor</td>
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<tr>
<td>HH</td>
<td>Household</td>
</tr>
<tr>
<td>HH OTHER</td>
<td>Household Other</td>
</tr>
<tr>
<td>HHH</td>
<td>Head of Household</td>
</tr>
<tr>
<td>INS</td>
<td>Immigration and Naturalization Services</td>
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<tr>
<td>L.A.FANS</td>
<td>Los Angeles Family and Neighborhood Survey</td>
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<tr>
<td>NICHD</td>
<td>National Institute for Child Health and Human Development</td>
</tr>
<tr>
<td>NIH</td>
<td>National Institute of Health</td>
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<tr>
<td>PCG</td>
<td>Primary Caregiver</td>
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<tr>
<td>PT&amp;E</td>
<td>Production, Time, and Expense Report</td>
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<tr>
<td>Q&amp;A</td>
<td>Question and Answer Brochure</td>
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<tr>
<td>Quex</td>
<td>Questionnaire</td>
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<tr>
<td>R</td>
<td>Respondent</td>
</tr>
<tr>
<td>RR</td>
<td>Rostering Respondent</td>
</tr>
<tr>
<td>RAND</td>
<td>RAND organization</td>
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<tr>
<td>ROC</td>
<td>Record of Calls</td>
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<tr>
<td>RS</td>
<td>Regional Supervisor</td>
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<tr>
<td>RSA</td>
<td>Randomly Selected Adult</td>
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<tr>
<td>RSC</td>
<td>Randomly Selected Child</td>
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<tr>
<td>RTI</td>
<td>Research Triangle Institute</td>
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<tr>
<td>SAQ</td>
<td>Self-Administered Questionnaire</td>
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<tr>
<td>SIB</td>
<td>Sibling</td>
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<tr>
<td>SR</td>
<td>Screening Respondent</td>
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<td>TFI</td>
<td>Traveling Field Interviewer</td>
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Assignment Control Form (ACF) – a form used by FIs to summarize the status of each case in their assignment.

Case Identification Number (Case ID) – an eight-digit code that uniquely identifies a dwelling unit selected for the study.

Case Management – a broad term used to describe the process of organizing, keeping track of, and completing your work in a timely fashion.

Case Management System (CMS) – a computer software program developed by RTI programmers for management of questionnaire data on the laptop computer.

Computer-Assisted Interviewing (CAI) – a generic term used to indicate that a computer is used during the interview.

Computer-Assisted Personal Interviewing (CAPI) – type of computer-assisted interview where the FI reads questions displayed on a computer screen to the respondent, then enters the response directly into the computer.

Computer-Assisted Survey Execution System (CASES) – a DOS-based computer software program used in administering interviews. The FI reads the question displayed on the computer screen to the respondent, then enters the response directly into the computer.

Consent / Informed Consent – agreement to participate in a research study given by an adult or by a parent or guardian for his/her child. Giving consent indicates that he/she understands the meaning of, and has agreed to participate in, the study. The consent process used in any research project must be approved by a Human Subject’s Committee or Institutional Review Board. When interviewing a minor, you must have parental consent unless the youth is an emancipated minor (EM) (see definition).

Dell Latitude – a laptop computer used for administering L.A.FANS interviews and collecting data.

Dwelling Unit (DU) – a general term referring to a place where a person or persons could reside. In L.A.FANS, used interchangeably with “Household.”

Eligible – a term indicating that the household has been selected to participate in the study, although the specific individual(s) selected has not yet been determined.

Emancipated Minor (EM) – a person under the age of 18 living on his/her own—that is, not as a dependent of parents or a guardian—who has been selected to complete an interview.
Exhibit 1.3 Definitions of Project Terminology (Continued)

Event History Calendar (EHC) – a Windows-based computer software program developed by programmers at the University of Michigan. Used in L.A.FANS for collecting chronological data on overlapping and related topics covering a specific time frame.

Half the Time – spending the night in a household on average either four nights a week or 15 nights during a month.

Head of Household (HHH) – the person or one of the persons in whose name the home is owned or rented.

Household – a term referring to a place where a person or persons could reside. In L.A.FANS, used interchangeably with “Dwelling Unit.”

Household Other – an adult household member selected to complete an interview who is neither an RSA nor a PCG (see definitions).

Lead Letter – an introductory letter you send to each dwelling unit explaining that a Field Interviewer will contact the residents. A very brief overview of the study is included in the letter.

Nonrespondent – a person who is eligible and selected for the study but who chooses not to participate.

Primary Caregiver – the adult who has primary responsibility for the care of the Randomly Selected Child (RSC) (see definition). Generally the mother of the RSC.

Production, Time and Expense (PT&E) – how FIs maintain an accurate record of daily production, time and expenses while working on this study. Payment for hours worked and reimbursement of expenses are based on the documentation submitted.

Randomly Selected Adult (RSA) – an adult residing in the household at least half the time who is selected for the study.

Randomly Selected Child (RSC) – a child residing in the household at least half the time who is selected for the study.

Record of Calls (ROC) – where FIs record details—including date and time, the result code, and any important comments—about each and every visit to a HH. These details are first recorded on a paper ROC included with the Screening form, then transferred into the Case Management System on the computer.

Respondent – a person who is eligible and selected for the study and who agrees to participate.
**Exhibit 1.3 Definitions of Project Terminology (Continued)**

**Result Codes** – three-digit codes used to indicate the current status of each case. These codes are first recorded in the Record of Calls on the Screening form, then transferred to the Case Management System on the computer (see definitions). They are then sent automatically to RTI with each transmission and are reviewed with your FS. When compiled into regular reports, these codes provide important information to project managers and the client on the progress of data collection.

**Rostering** – the process of listing all household members on the computer so that individual members can be selected for an interview(s).

**Rostering Respondent** – the household member who answers the rostering questions. This person must be at least 18 years old (or an emancipated minor) and reside in the household for at least half the time (see definitions).

**Screening** – the process of determining whether a household is eligible to participate in the study.

**Screening Respondent (SR)** – the person who answers the screening questions. This person must be at least 18 years old (or an emancipated minor) and reside in the household.

**Selection** – the process of picking the individual household member(s) to participate in the study and determining the specific part(s) of the study that will be administered to each person.

**Self-Administered Questionnaire (SAQ)** – a type of computer-assisted interview where respondents answer the questions on the computer by themselves.

**Sibling (SIB)** – a brother or sister of the Randomly Selected Child (RSC) who has the same biological or adoptive mother as the RSC and who has been selected to participate in the study.

**Transmit** – a process where information and data are sent from one computer to another over telephone lines.

**Verification** – a process where respondents are re-contacted by project managers and staff to monitor the quality and accuracy of all L.A.FANS field work. This process takes place for both screening and interviewing work and ensures that the data being collected are of the highest possible quality.

**Woodcock-Johnson Assessment** – a set of individually administered tests that measure cognitive abilities, scholastic aptitudes, and achievement.
regarding the use of the terms are located throughout the manual. Be familiar with these terms and use them consistently in your communications with your fellow interviewers and your supervisor.

1.6 Use of Manual

This procedural manual provides a detailed description of the tasks you will be required to complete for all aspects of the L.A.FANS. This manual is an excellent reference source. When searching for information, think about where the topic fits in the flow of work. Consult the detailed Table of Contents and the List of Exhibits. Using the key words shown there will help you narrow down your search.

Adherence to prescribed procedures and duties is extremely important to the success of the study. The manual, including all supplements, should be carefully studied before you attend training, as you prepare for fieldwork, and throughout data collection. You may, however, have questions or encounter field situations for which you do not find an answer in this manual. When in doubt about any field situation, contact your FS.
2. YOUR JOB AS A FIELD INTERVIEWER

2.1 Introduction

Many factors make an L.A.FANS field interviewer successful. The best interviewers are quick, efficient, and cost-effective without sacrificing response rates or high data quality. The key is to combine your knowledge of L.A.FANS protocols and procedures with your natural talents, creativity, and social skills. Some general guidelines are:

- follow all procedures and instructions carefully
- know the study
- listen and reply to respondents' needs and concerns
- be convinced of the importance of the survey
- maintain open communication with your supervisor.

Other skills crucial to success are timeliness, organization, attention to detail, and persuasiveness. This chapter outlines your responsibilities as an FI and shows in general how the above factors come together for a successful and enjoyable L.A.FANS experience.

2.2 Screening and Interviewing Process

During the screening and interviewing process, you are responsible for the following activities:

1) review your assignment materials (maps, pre-printed Screening forms, etc.)
2) prepare and mail a lead letter to each DU with a mailable address
3) locate and contact each dwelling unit
4) if dwelling unit is a group quarters unit, indicate that with the proper result code and obtain verification information
5) identify and locate an eligible screening respondent (SR) and conduct screening
6) if the household is not eligible for the study, complete the screening form, obtain verification information, and thank the screening respondent
7) if the household is eligible for the study, either begin rostering on the computer or schedule an appointment to conduct the rostering in the near future
8) after rostering is completed and study participants selected, obtain informed consent both from adult respondents and from parents/guardians before approaching youth respondents aged 3-17
9) conduct all interview(s) and assessments, and after each visit, indicating on the ROC the result code that reflects the current status of the case
10) transfer the information from the paper ROC into the computer on a daily basis
2.3 Field Interviewer Responsibilities

Exhibits 2.1 & 2.2 show both a general FI job description and an L.A.FANS-specific job description. A summary of your job responsibilities follows:

- read this manual carefully and complete the home study exercises prior to training
- read and complete RTI’s Human Subjects Tutorial prior to training
- successfully complete the FI training session
- maintain the confidentiality of all survey data and materials at all times
- prepare and mail lead letters to DUs
- locate your assignment areas and plan the best travel routes to/from areas
- locate and contact the DUs, obtaining participation of residents
- conduct screenings at DUs with eligible screening respondents
- conduct rostering with eligible rostering respondents
- conduct interviews with selected respondent(s); as needed, schedule interviews at units with selected respondent(s)
- maintain daily records of your data collection activities
- transmit information to RTI at the end of each day of work (a minimum of three times a week)
- review the status of cases during telephone conferences with your supervisor, providing detailed information about any problems with pending cases
- complete and submit to your FS weekly Production, Time, and Expense reports (PT&E reports) and other administrative forms in a timely manner and according to prescribed schedules
- meet or exceed project efficiency targets
- meet or exceed project quality standards.
Exhibit 2.1  Job Description for a Field Interviewer

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Exhibit 2.2 Job Description for an L.A.FANS Field Interviewer

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2.4 Professional Ethics and Respondents' Rights

Ethics can be broadly defined as a set of moral values or principles of conduct governing an individual or a group. Organizations must show their clients, employees, and the public a prevailing sense of integrity, honesty, and responsibility in all aspects of work.

All survey research conducted by RTI is based on the highest ethical standards. Interviewers are expected to maintain the same professional ethics as all RTI researchers. These standards are taken very seriously! RTI's professional reputation depends upon all employees making the commitment to ethical standards a high priority.

As part of professional ethics, the rights of survey respondents must be protected by all RTI personnel. These rights include:

- The **right of informed consent** refers to the legal requirement that respondents be given complete and accurate information so that they can make an informed decision about their participation in the survey.

To ensure that all RTI studies meet the legal and ethical requirements of informed consent, all projects involving human subjects must be approved by our Committee for the Protection of Human Subjects, which serves as RTI’s Institutional Review Board (IRB) under Federal regulations. This committee looks very closely at the written introduction to the study to be sure that the respondents are being properly informed.

- The **right to refuse** refers to an individual's right to decline to participate in the study or to refuse to answer individual questions once an interview has begun.

- The **right to privacy** is guaranteed by the federal Privacy Act of 1974. This Act prohibits the release of data gathered by or for a federal agency without the written consent of the respondent. Additionally, Section 501 of the Public Health Service Act ensures that any information provided will be used only for research and analysis and cannot be used for any other purpose. Fines and penalties apply to individuals or organizations that violate these laws. You can explain this to a respondent when trying to gain his or her trust.

- The **right to accurate representation** requires honesty in dealing with respondents and answering their questions about the survey. For example, you cannot tell the respondent that an interview will take only a few minutes if you know it will last about an hour.

All staff involved in the collection, processing, and analysis of the survey data must be continually aware of the important responsibility to safeguard the rights of the survey participants. Since interviewers are in direct contact with these respondents, you must demonstrate high ethical standards in all project contacts. This is so important that RTI’s
Institutional Review Board recently decided that all staff and sub-contractor personnel—including field interviewers employed by Headway—must complete RTI’s Human Subjects Tutorial. Prior to training, all L.A.FANS field interviewers will receive this RTI-supplied tutorial document. You should read this document and complete the accompanying home study before arriving at training.

2.5 Importance of Confidentiality

Much of the data collected during the L.A.FANS interviews are sensitive, and you must always be aware of that fact. You must be sure to ask all questions and record all responses in a completely objective and non-judgmental manner. You also must treat as confidential any and all information you learn about respondents, whether directly from a response you receive or simply through casual observations before, during, or after your visit.

Respondents should be reassured that any potentially identifying data, such as their names and addresses, are never made available to anyone outside the project staff. Additionally, their individual responses are only analyzed in combination with other responses. Finally, the confidentiality of all responses to the questions is protected under federal law (the federal Privacy Act of 1974 and Section 501 of the Public Health Service Act). All answers are only used for research and analysis and cannot be used for any other purpose.

2.6 Adherence to Procedures

At training, you will be asked to sign a Data Collection Agreement (shown in Exhibit 2.3). By signing, you are entering into a contractual agreement that you will keep confidential all data you collect. It also certifies that you will carry out all project procedures precisely as they are presented in this manual and at training. It is very important that you understand and agree to this policy and understand that failure to comply could result in the termination of your employment with Headway Corporate Staffing Services as an FI on the L.A.FANS. If you have any questions regarding this policy, discuss them with your supervisor prior to making arrangements to attend training.

2.7 Performance Expectations

Data collection activities are vitally important to the success of any research study, and data collection procedures are standardized to maximize the quality of the data. We are depending on you to follow the procedures described in this manual. It is equally important to
Exhibit 2.3 Data Collection Agreement

OMITTED
conduct data collection activities efficiently to ensure the study is completed within budget and schedule constraints.

To be successful, it is important to plan adequate time for your field visits. This includes travel time to the area, spending at least four hours in the sample areas for screening and interviewing, and travel time home. Time spent in the field on weekend days should be even longer. The time and mileage spent while traveling to and from sample dwelling units is one of the major costs in any field survey. Keep travel to a minimum by carefully planning your route.

You must be comfortable with explaining the purpose of the study and how the information gathered will be used. The established criteria used to rate an FI’s performance are presented in Exhibit 2.4. Use your supervisor as a resource to discuss unusual situations, review standardized procedures, or to answer questions about any aspect of the study. This will ensure that the study is being conducted in the same way by all interviewers and will help you meet your performance objectives.

2.8 Materials, Supplies, and Equipment

Appendix A contains an inclusive list of materials, supplies, and equipment you will use to conduct the L.A.FANS. Adequate quantities of materials and supplies will be sent to you prior to commencing data collection activities. You must use the correct and official L.A.FANS materials for each interview. Be sure to monitor your level of supplies for upcoming work. If you require additional supplies, contact your supervisor. Descriptions of the purpose and use of each item can be found throughout the manual.

2.9 Using an Escort

OMITTED
Knowledge of Data Collection Techniques - Masters the information and skills concerning work duties that an individual should know for satisfactory job performance; ability to perform professional work in a versatile and creative manner.

Adherence to Deadlines - Consistently meets deadlines set for production and for submission of administrative information.

Response Rates - Maintains satisfactory response rates as defined by project expectations with consideration given to unusual site-specific circumstances beyond the control of the field interviewer.

Communication - Keeps supervisor adequately informed of progress and problems. Communicates effectively orally and in writing.

Productivity - Completes expected quantities of work. Plans and organizes workload effectively.

Quality of Work - Completed work is accurate, with a minimum number of data quality errors.

Dependability - Ability to do required jobs well with a minimum of supervision. Consistently works the expected number of hours and keeps appointments for conference calls and interviews.

Conversion Skills - Demonstrates satisfactory skills in converting hesitant and uncooperative respondents.

Judgment - Soundness of decisions in terms of weighing facts, past practice and theory where applicable, especially in the absence of detailed instructions or in emergency situations.

Cost Efficiency - Consideration of productivity relative to costs incurred for wages and expenses. Evaluate in light of project expectations and considering unusual site-specific circumstances beyond the field interviewer’s control.
2.10 Working Safely

When working in what you feel is a high-risk area, you should always discuss the situation with your FS. Following are some general safety tips on working safely and smartly.

**Area**

- Be aware of the area—assess the situation and observe people. Stay alert and tuned in to your surroundings. Do not daydream. Know where you are going and walk with confidence.

- Observe where the nearest telephone, business, police station, fire station, or public building is, and know their hours of operation.

- Put possessions in the trunk of your car before entering the area. Do not leave things visible in your car, particularly your computer.

- Carry computer equipment as inconspicuously as possible.

- Talk to children. They can be helpful passing along information about who you are.

- If anyone asks who you are, briefly tell them who you are and what you are doing. They may pass the word along.

- Park your car in a convenient area. Move it as necessary as you work.

- Avoid taking short cuts through dark or wooded areas. Avoid walking in areas where there are tall hedges or shrubs.

**Dress**

- Keep your dress professional; not too casual.

- Do not wear jewelry.

- Do not carry a purse. Put your keys, any incentive monies needed, and change for a pay phone in a pocket.

- Keep your FI photo ID badge visible.
Multi-unit Buildings

- Carry a flashlight—apartment building hallways can be dark even during the daytime. Often light bulbs are burned out or broken.

- Make noise, such as a low whistle or rattle your keys as you walk in the hallway or up a stairway. You do not want to startle or surprise anyone who might be hanging around.

- Go right to the selected apartment and do your business—don’t look interested in what people are doing in the hallway. Do not stare. You should acknowledge them with a nod, smile, or brief eye contact, but go directly to the apartment—that’s your task.

- Be aware, but do not concentrate on any other things going on in the apartment building. Your main function is to find the selected apartment. If you look too interested people will think, “What do you want—what are you looking at?”

2.11 The Working Environment of a Field Interviewer

When you hear someone talking about “going to work,” you may think of a person commuting to an office to spend eight hours behind a desk. Or perhaps you think of someone in the service industry who spends work time waiting on customers or preparing food. These people work in one location. There are others who work out of their home, using a computer and a telephone. Or maybe you know someone who drives a delivery truck, driving and carrying packages to homes or businesses.

When you go to work on the L.A.FANS as a Field Interviewer, your work environment may fall into one of three settings:

- in your home preparing supplies, planning your next trip to sample neighborhoods, conferencing with your FS via telephone, or transmitting data to RTI

- commuting to/from sample areas using a personal automobile or public transportation

- on a respondent’s property, either inside or outside, conducting the screening or interview.

Each setting has its own conditions that can affect your personal safety. This section covers details of how you can work more safely in each of your work settings.
2.11.1 The Home

The L.A.FANS has various kinds of supplies and materials: interviewer manuals, computer equipment, assignment materials and bulk supplies (handouts, brochures, etc.). Organizing these materials allows you to work more efficiently and more effectively. This section focuses on how to store and use these materials so you can work more safely.

Select some specific place in your home where you can keep all of your L.A.FANS materials. This place needs to be away from common traffic areas and away from curious little ones, whether children or pets.

Probably the biggest safety issue when working from home is how to safely move heavy supplies. Some tips from a “Safetyclips” article appearing in the February 1997 issue of the National Safety Council’s Safety+Health magazine are provided in the following sections. Points to consider when moving L.A.FANS (or any other) items in your home are listed in Exhibit 2.5.

2.11.2 Traveling To, From, and Within a Segment

While a few field interviewers use only public transportation, most FIs need to drive a vehicle to accomplish work in the field. Please carefully read Exhibit 2.6, which presents the Operating Motor Vehicles for Business Use policy for field staff. L.A.FANS interviewers are employees of Headway Corporate Staffing Services and so must comply with the conditions as presented.

Every time you get behind the wheel of a car an accident is possible. So when in your “automobile office,” constantly think about how you can drive safely. The Allstate Insurance Company offers the following information on Auto Safety through their Website (www.allstate.com\home\home.asp). This information includes material from the National Safety Council’s Defensive Driving Course and their annual publication Accident Facts. Please carefully read the excerpt regarding driving safely included as Exhibit 2.7.

Another good way to stay safe on the road is to simply “be nice,” even if it means giving up your right-of-way. FIs driving to unfamiliar areas should study the maps before you go. If you must consult a map while traveling, pull over. Do not try to read the map while driving.
Exhibit 2.5 Moving Supplies Safely

Before lifting:

1. Check the path through which you will carry the object. It should be easy to see and free of obstructions or spillage that could cause you to trip or slip.

2. Don’t overestimate your ability to carry the object the entire distance without setting it down to take a rest.

3. Take a preliminary “heft” of the load to make sure you can carry it. If not, get help. (*Please use extreme care if you decide to test the weight of the load in this manner [added note]*).

4. If more than one person does the lifting/handling, they should be of similar height and physique. One person should give the command to lift, etc.

When you lift:

1. Set your feet about 10 to 15 inches apart, with one in front of the other.

2. Bend your knees or assume a squatting position, keeping your back straight and upright, get a firm grip on the object, and lift by straightening your knees—not your back.

2. Carry the load close to your body. To turn or change your position, shift your feet—do not twist your back.

Reverse the steps to set down an object.
Exhibit 2.6 Headway Motor Vehicle Policy

OMITTED
Exhibit 2.6 Headway Motor Vehicle Policy (continued)

OMITTED
Exhibit 2.7 Driving Safely

The Collision Prevention Formula

- Recognize the hazards: continuously scan the road ahead and behind, checking your mirror every 3 to 5 seconds.

- Understand the defense: continuously scan the road for possible hazards. Play the “what if” game by thinking “what if” the driver in front of me stops suddenly? “What if” someone runs a red light at the next intersection? “What if” that driver in the oncoming lane . . .

- Act correctly in time: think ahead, anticipating what other drivers’ actions might be to avoid hazardous or dangerous situations before it’s too late.

Help avoid collisions through proper vehicle maintenance. That means keeping clean windows and properly adjusted mirrors as well as regular engine servicing. Remember, you can be held responsible for the little as well as the big defects in your car.

Know, Show, Slow, Go

*Know* the rules for intersections and know which way you plan on going before you arrive at the intersection. *Show* your intentions with signals and proper lane position before entering it. *Slow* down as you approach the intersection, and have your foot over the brake. *Go* only after you’ve checked to make sure the coast is clear. Don’t assume that the other driver knows what to do at the intersection or that the driver will follow the rules.

The weight of your car is the major determining factor in how long it takes you to stop. The heavier the car, the longer it takes to stop. On average, at 65 miles per hour it will take you the length of a football field to stop your car completely. Keep in mind that anti-lock braking systems (ABS) may help you stop without swerving in a skid stop, but they will not help you stop in a shorter distance.

The Two Second Rule

Follow the Two Second Rule. Watch the vehicle ahead of you pass a fixed object or point, like a pole or mile marker. Begin counting: “One thousand and one, one thousand and two.” If your car reaches that marker before you finish counting, you are following too closely. Ease up and check again.
In adverse conditions, use the **Two Second Plus Rule**: Add one second of following distance for each adverse condition. Adverse conditions include:

- driving at night, or in fog, rain, or snow
- driving behind a truck or vehicle, making it difficult for you to see ahead
- driving behind a motorcycle
- driving through an intersection.

If you can’t see a truck driver in the truck’s side mirror, then that driver can’t see you or your car—you’re in the vehicle’s blind spot and should pull out of it as soon as it is possible and safe.

**Practice the 4 Rs**

Head-on collisions are the most violent type of auto accident. Practice the 4 Rs:

- **read** the road ahead.
- **reduce** your speed.
- **drive** to the right.
- **ride** off the road if necessary.

A driver who’s coming head-on toward you in your lane may “wake-up” and realize they’ve crossed into your lane, and then correct the error by heading to your left, or back into their proper lane. So, drive **RIGHT** and off the road if necessary. Don’t swerve left.
In its recently published *Defensive Driving: The Best Offense*, the National Safety Council gives the suggestions included in Exhibit 2.8 to help prevent collisions at intersections.

Unfortunately, in spite of your best attempts at prevention, sometimes an automobile accident does happen. State Farm Insurance company offers the information shown in Exhibit 2.9 on its Website (www.statefarm.com) regarding the proper steps to follow if you are involved in an automobile accident.

RTI adds to that list: if the accident occurs while you are working on the L.A.FANS, **DO** notify Headway and your FS about the accident as soon as is practically possible.

Driving isn’t the only way you travel during your work as a field interviewer. Even if you drive to a segment, you do a lot of walking going from one selected unit to the next. Consider for a moment how you walk, and how you can walk more safely:

1. It’s natural to take bigger strides when you’re in a hurry, but this can increase your chance of falling. This is especially true if the ground is rocky, uneven, damp or icy. So slow down and take shorter steps.

2. Make a wide turn at corners. This will help you to see who, if anyone, is on the other side, and can help to prevent a collision.

3. As much as possible, choose a well-lit path when it’s dark outside. Be wary of dark areas such as alleys or unlit streets. If you’re inside, check that a light is turned on before you walk through a room or hallway.

4. Be careful going from the dark into sudden bright light. You can be temporarily blinded, so you need to give your eyes time to adjust to the lighting difference. Slow down or stop until you can see where you’re going.

5. As much as possible, choose walkways and aisles that are clear of debris and clutter.

6. Use extra caution when climbing and descending stairs—even if it’s only two or three steps.

7. Use handrails when they’re available.

8. Take only one step at a time. Don’t try to bound up stairs two or three at a time.

9. Be sure you’re not carrying too many materials in your arms; this can negatively affect your balance and can keep you from seeing where you’re going.
Exhibit 2.8 Defensive Driving Tips

When the light is green:

(1) If the light has been green for a while when you reach the intersection, get ready for it to change; put your right foot on the brake and prepare to stop.

(2) If you're stopped at a red light and it turns green, check to see that traffic has stopped on the intersecting street. Look left, then right, then scan left before you proceed. If you rush out into the intersection without checking, you are more liable to have a collision.

When the light is yellow:

A yellow light does not mean “press your gas pedal to the floor and rush through the intersection.” This light is meant to give you time to clear the intersection when you’re driving through it—not when you’re approaching it.

When the light is red:

A red light always means you must come to a complete stop. You may turn right on red—but only when conditions are suitable and:

(1) when there is no sign posted that prohibits a right on red
(2) when your vehicle has come to a complete stop in the extreme right-hand lane
(3) when all traffic is clear
(4) when pedestrians are clear of the crosswalk.
After an Accident

- Check for injuries. Life and health are more important than damage to vehicles.
- Make note of specific damages to all vehicles involved.
- Write down the names, addresses and license numbers of persons involved in the accident. Also, write a description of the other vehicles.
- Call the police, even if the accident is minor.
- Jot down names and addresses of anyone who may have witnessed the accident. This can prevent disagreement concerning how the accident actually happened.

Do’s and Don’ts

- DO jot down details about the accident and circumstances such as weather conditions and visibility.
- DO notify your insurance agent about the accident immediately.
- DON’T sign any document unless it is for the police or your insurance agent.
10. Always be on the lookout for loose stair runners, broken boards, debris, or slippery spots on the stairs.

11. Be careful when stepping off of a curb. Be sure to assess the depth to avoid ankle twists, slips, or falls.

12. Wear a comfortable, practical pair of shoes. Flat shoes are a better choice than heels. Having a professional appearance is important, but wearing uncomfortable and/or slippery shoes for the sake of fashion is unwise in the long run.

Another consideration as you’re moving about in your segments is the weather. Depending on your location and the time of year, you may find yourself working in driving rain, strong winds, blistering heat, or heavy smog. Let common sense be your guide—dress appropriately for the weather, and seek shelter when necessary. If you become very uncomfortable, take a break and continue when you feel better or the weather/air quality is more tolerable.

Sometimes, it can be difficult to recognize when the temperature is getting to be too extreme. This can be especially true in hot weather. Exhibit 2.10 contains practical advice for interviewers working in the heat.

2.11.3 On a Respondent’s Property

The final working environment for an FI doing a field survey is on a respondent’s property—either inside or outside, completing the screening process or administering the interviews. Many of the safety tips already covered about safe walking and working in extreme temperatures apply when you’re on a respondent’s property. There are other safety concerns as well.

The most frequent report of concern is about dogs. Many people own dogs, often for their own personal safety considerations. That means you must be very cautious when approaching a dwelling unit, especially one where it’s obvious one or more dogs are around. Always be cautious when approaching a strange dog. Even one who appears to be friendly can suddenly become agitated. If a dog or other menacing animal blocks the path between you and the respondent’s door, be careful. If the dog is obviously aggressive, don’t put yourself in a dangerous situation. Try to get the attention of someone living in the household and ask him/her to restrain the dog while the two of you talk.
Exhibit 2.10 Working Safely in the Heat

Advance planning and preparation:
· Work later in the day when it is cooler. Work early on Saturdays. As a bonus, these also tend to be the most productive time periods!
· Pay attention to the weather forecast. Plan more of your work, including any necessary mid-day work, on cooler days.
· Check with your physician about any medications you are taking and the effects of heat and sunlight.
· Dress in lightweight, light-colored, loose-fitting clothes.
· Eat lighter meals before going to the field.
· Increase the amount of fluid intake, preferably water, before you go out.
· Take water with you in the field. It helps to take one bottle of water and one frozen bottle of water.
· Take a cloth that you can wet to wipe your face and neck.

While working:
· Be careful about your automobile engine temperature. Avoid getting stalled in traffic.
· Park your car as close to your work area as possible and when available, park in the shade.
· Take a break in an air-conditioned building for a few minutes every hour or two. Use the time to plan your work or catch up on administrative tasks.
· Walk at a comfortable pace.
· Attempt to screen inside the DU, if it is air-conditioned.
· Keep your computer cool and out of direct sunlight. Do not leave your computer in your car.
· Continue to drink water.

Pay attention to your body's signals:
· If you feel fatigued, rest in a cool or shady spot until you are comfortable.
· If you feel faint, excessively weak, or dizzy—stop. Lie down out of the sun.
· Cool down your body by removing excess clothing, sponging your body with lukewarm tap water, and sipping water or other fluids.

If you show any of the following signs of heat illness:
· hot, dry skin, but not sweaty;
· confusion or loss of consciousness;
· frequent vomiting;
· shortness of breath or trouble breathing;

. . . alert someone who can help you get medical assistance.

While you are not expected to put yourself at risk, exposure to the elements has been and will continue to be a part of an interviewer's job. Be prepared, be careful, and work smart in the heat.
It’s not just animals of the four-legged variety that can give cause for concerns about safety. While the majority of respondents you work with will be friendly, there will be some who are not so nice. You should expect to receive some level of verbal abuse from some of your respondents—although rare, this unfortunately, comes with the territory of being an FI. However, you shouldn’t place yourself at risk for physical assault. If a respondent becomes physically confrontational or violent, or threatens you in any way with a real or stated weapon, get away from that residence immediately. Talk with your FS about what happened, and together you will form a plan about how—or if—that particular residence should be approached.

Achieving targeted response rates for completed screenings and interviews is of utmost importance to the project. But ensuring your safety while you are working is even more important, and no one is in a better position to do that than you. We want you to be successful and safe as you complete your work as an FI on the L.A.FANS.
3. LOCATING & CONTACTING RESIDENTS

3.1 Introduction

Being well prepared before making initial contact with household residents is important. You must know the purpose of the survey and be familiar with the screening, rostering, and interviewing procedures as well as with all study materials. You must also be organized, meaning that you must be sure you have all of the materials and supplies needed to screen, roster, and conduct L.A.FANS interviews. This chapter and Chapter 4 contain detailed explanations of how to contact a household and obtain cooperation. Chapter 5 provides details on the screening process, which determines if a household is eligible for the study. It is important to resolve any questions you have about survey procedures before contacting the household.

3.2 Assignment Materials

The sample for L.A.FANS is comprised of blocks within 65 randomly-selected census tracts in Los Angeles County. Your FS will generally make your assignments based on the location of the census tract in relation to your home. You will be assigned blocks within one or more census tracts and will receive your initial assignment once you have successfully completed the training program. Your FS will also make additional assignments as you complete your assigned work.

In your assignment materials, you will receive a pre-printed screening form for each household in your assignment. In the top right corner of the form, you will see the census tract number, the block number, the case identification number (Case ID#), and the address for the household (see Exhibit 5.1 in Chapter 5 to view the first page of the screening form). Each household assigned to you will also appear on the Case Assignment grid of the Case Management System (CMS) on your computer, along with an eight-digit Case ID number that corresponds to the Case ID# appearing on your screening form.

You will also receive an Assignment Control Form (ACF) for use in monitoring the status of cases assigned to you. Your FS will record the Case ID#s in your assignment on the ACF and will also create an identical copy for herself. When you receive your assignment materials, you should write in the address of each household in your assignment on the ACF. After a household is determined to be eligible for participation in the study, you may write in the name(s) of the household member(s) if you desire. There is also room on the ACF for you to make any pertinent notes.
In preparation for your weekly call with your FS, you should update your ACF right before the call with the most current result code for each case. You and your FS will review each case, and he/she will enter the result code (and any notes) for each case on his/her copy of your ACF. If a case is transferred to you from another FI, you will need to add those Case ID numbers and addresses to a blank ACF (and your FS will do the same on his/her copy).

Census tract and block maps corresponding to your assignment and a pre-addressed lead letter for each household will also be included in your assignment materials. When you receive these materials, check to be sure you have a screening form and lead letter for every case listed on your CMS, as well as the appropriate maps. If you are missing any of these items, or if the cases listed your screening forms do not correspond to the cases displayed in your CMS, contact your Field Supervisor immediately.

3.3 Lead Letters

RTI will automatically generate an introductory lead letter for each of your sampled addresses. These letters will be sent to you with your other assignment materials, along with a sufficient number of window envelopes with RTI’s return address.

When you receive the lead letters, check the address on each letter carefully to make sure it is “mailable” (i.e., it contains a number, street, name, city, state, and zip code). Do not send letters without complete addresses, since they cannot be delivered and will be returned to RTI. In your bulk supplies, you will receive generic lead letters (without a specific address) to give to residents who may not have received the original lead letter (Exhibit 3.1).

About one week prior to working in an area for the first time, place each letter in one of the envelopes so that the pre-printed address shows through the window. Seal the envelopes, affix a stamp, then drop them in the mail. Mailing the letters close to the time you will be in the area increases the chance that when you visit them, residents will remember receiving the letter.

3.4 Locator Maps

To help identify the addresses you are to visit, you will be provided with three types of maps. The first map shows a portion of Los Angeles County and can be used to determine the general area of Los Angeles where you will be working (Exhibit 3.2). The second map shows the census tract(s) where you will work (Exhibit 3.3), and the third type of map shows the actual block within the census tract where the households in your assignment are located (Exhibit 3.4).
May 2001

Dear Los Angeles Resident:

I am a sociologist and the director of a major research study about children and the neighborhoods where they live in Los Angeles County. Many people believe that the neighborhoods in which children grow up may affect their cognitive and social development, their behavior and health, their attitudes about education and work, and their educational and employment opportunities. Our objective is to determine which aspects of neighborhood life are most important for children. To do this, we plan to interview neighborhood residents (whether or not they have children of their own) and community leaders. The interviews will be conducted by a professional, experienced and diverse research team that reflects the diversity of Los Angeles.

I am writing to ask you and your family to take part in this important household survey that is being conducted with families in your neighborhood over the next two months. Even if you do not have children of your own, we need your help in this survey.

Our goal is to represent the opinions, ideas and experiences of people in all parts of Los Angeles County. To do this, we chose 65 neighborhoods in Los Angeles County at random, and your neighborhood was one of those chosen. I am asking you and your family to participate in this survey. We need your help to make sure that the survey represents the broad diversity of people and families in Los Angeles County. Your participation in the survey should be interesting and easy for you. And it will help researchers, policymakers, and the general public understand neighborhoods, families and children in Los Angeles.

An interviewer from Research Triangle Institute will contact you in the next few weeks to give you further information about this survey. The initial interview takes only about 5 minutes to complete. If you are eligible for the main survey, we will ask you to participate in a longer interview. The exact amount of time depends on the size of your family and whether you have children. To thank you for taking part in this longer interview we will give your household $50 dollars (for families with children) or $25 (for families without children) at the time you complete the survey.

If you have any questions about the study or your involvement in it, you may call the toll-free study hotline to speak to one of the RTI study coordinators. If you have questions related to your rights as a survey respondent, you may call the chair of the RTI Human Subjects Committee.

Thank you in advance for your help and support of our efforts.

Sincerely,

Project Director

der

enclosure
Exhibit 3.3 Census Tract Map Example

OMITTED
Exhibit 3.4 Block Map Example

OMITTED
Use these maps to help you locate the specific households in your assignment and determine the best route to take as you travel from address to address.

### 3.5 Scheduling your Caseload

One of your most important responsibilities is planning your caseload carefully to maximize the effectiveness of your time in the field. Below are general rules to apply when planning your work:

- Spend a **minimum** of four hours working in the sample neighborhood on each trip—more on weekends (travel time to and from the segment should **NOT** be included as part of the four hours).
- Lay out your itinerary so that you can visit as many households as possible during a trip to an area.
- If you have only a little work left in one area, combine your trip to one area with a trip to a nearby block or Census Tract when possible.
- Contact the address at different times of the day and different days of the week. If no one can be contacted at the address during numerous visits, discuss the case with your FS. Your FS may opt to send a letter to the household. During your conference call, your FS will instruct you about contacting the household again.

The timing of your field trips is very important. Plan your trips so that you will be in the assigned neighborhoods during times when the chances of finding a respondent at home are the best. Between 4:00 p.m. and 9:00 p.m. on weekdays and from 9:00 a.m. to 9:00 p.m. on weekends are very productive hours for **first** visits to neighborhoods where most residents work. **Saturdays are generally the most productive days**, but weeknights have also proven to be an excellent time to find respondents home. In neighborhoods where mothers tend to stay at home with young children, weekday mornings are also extremely productive.

### 3.6 Initial Approach and Introduction

Before leaving on a trip to the field, be sure you have all the materials and supplies you will need for both the screening tasks as well as any interviews you will conduct with selected respondents. The confidence you display as a result of your careful preparation will increase your chances of obtaining participation.
Approach the door confidently, with a positive attitude. Be sure your RTI identification badge is prominently displayed, and be aware of your surroundings as you approach the unit. Be sure to check—and double check—that you are at the address listed on your screening form. Your introduction at the door should be brief and clear, using language that is easily understood so that the respondent gets a general idea of what to expect from the study. If the respondent did not receive the letter, provide a copy, allowing time for reading. Be prepared to summarize the contents of the lead letter in your own words.

### 3.7 Locating an Eligible Screening Respondent

You will first need to determine if an eligible screening respondent is available. For this study, an eligible screening respondent (SR):

- is a resident of the household;
- is an adult (age 18 or older);
- speaks either English or Spanish.

AND

Keep two rules in mind as you attempt to locate an eligible screening respondent:

1) A “proxy” is where someone is authorized to act for another. **In L.A.FANS, no proxy screenings are allowed.** For example, if the friend of a resident answers the door and tells you that the resident is indisposed but that the resident said the friend could answer the questions, you still cannot proceed with the screening questions. The person answering the questions must be a resident of the household.

2) **L.A.FANS is a personal visit survey. All data are to be collected in-person, not over the telephone.** Interviewers found to be conducting unauthorized telephone screenings may be terminated. No telephone screenings are ever allowed without prior approval.

If an eligible screening respondent is not available, consider leaving a “Sorry I Missed You” door hanger indicating that you will return. In the next chapter, we will discuss how to obtain the participation of the eligible screening respondent.
4. OBTAINING PARTICIPATION

4.1 Introduction

Obtaining the trust and participation of a respondent to complete a screening requires careful preparation. Displaying confidence, knowing the study, and being comfortable with the forms and equipment will greatly increase your chances of success. However, that is not all you need to know. This chapter presents techniques handed down from experienced interviewers and survey experts for dealing with reluctant respondents: being prepared and professional, listening to what a respondent is really saying, and correctly addressing a respondent’s concerns—sometimes before they have been raised.

4.2 Tools for Obtaining Participation

4.2.1 Lead Letter

As mentioned in Chapter 3, before you begin working in an area, you must mail a lead letter to each assigned household. You have an additional supply of generic lead letters to hand to residents who either do not remember receiving the letter or did not receive one because of an insufficient or incorrect mailing address.

4.2.2 RTI Photo ID Badge

Each interviewer working on this study will be issued a photo identification badge (Exhibit 4.1). Remember: you **must** always wear your badge when working on the L.A.FANS. Wearing your badge helps potential respondents verify who you are and your legitimacy as a professional interviewer on the L.A.FANS, so be sure your badge is prominently displayed.

4.2.3 FI Authorization Letter

You will also receive a personal identification letter showing that RAND and RTI formally authorize you to work on the L.A.FANS (Exhibit 4.2). Show this to respondents or others who question your legitimacy as an interviewer.

4.2.4 The Q & A Brochure

The Q&A (Question and Answer) Brochure (Exhibit 4.3) provides a ready reference about the study, including answers to commonly asked questions. You will have copies to give to people who ask for additional information or to leave when a respondent is not
### Exhibit 4.1 RTI Photo ID Badges

<table>
<thead>
<tr>
<th>G#</th>
<th>Project #</th>
<th>Name</th>
<th>Signature</th>
<th>Date Issued</th>
<th>Date Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456</td>
<td>L.A. Fans – 8073.100.003</td>
<td>Jane Smith</td>
<td>Jane Smith</td>
<td>5/1/01</td>
<td>12/31/01</td>
</tr>
</tbody>
</table>
May 15, 2001

To Whom it May Concern:

This letter serves to authorize John Smith to work as a field interviewer on a major research project sponsored by the RAND Corporation.

The Field Interviewers working on this study have been hired and trained specifically for this project by Research Triangle Institute (RTI), a not-for-profit survey organization located in Research Triangle Park, North Carolina. Research Triangle Institute is working under contract to the RAND Corporation and will perform all data collection will perform all data collection activities associated with the survey. These activities will include locating and interviewing respondents from the first wave of the study and may require asking questions that help find them if they have moved.

If you would like further verification that John Smith is a legitimate interviewer working for RTI on this study, please contact me at RTI (1-800-334-8571, 8:30 AM to 5:00 PM, EST).

Thank you for your cooperation.

Sincerely yours,

Alice Turner
Alice Turner, Project Director
Research Triangle Institute
Who is paying for the study?
The study is funded by the National Institute for Child Health and Human Development, which is part of the U.S. Department of Health and Human Services.

What if I have more questions?
You can reach us toll-free at 1-800-723-8942 if you have questions about this study.
For more information, please visit our Web site at: www.rand.org/la fans
What is L.A. FANS?
The Los Angeles Family and Neighborhood Survey is a four-year study of families and neighborhoods in Los Angeles County. The study is being conducted by RAND, a nonprofit research organization located in Santa Monica. RAND has contracted Research Triangle Institute (RTI) to collect the data for the study. RTI is a not-for-profit research organization located in North Carolina.

What is this study about?
We want to answer two main questions:

1. Why do families choose to live in a neighborhood?
   - Is it close to work?
   - Is it safe?
   - Does it have good schools and good after-school programs?
   - Are there enough buses?
   - Is it near a Metrocall stop?

2. How do neighborhoods affect kids?
   - How big is a child's neighborhood?
   - How do neighborhoods affect children's...
     - physical and mental health
     - performance in school
     - likelihood that they will use drugs or alcohol
     - chances for future success

How will you conduct the study?
Beginning in September 1999, we will talk several times, over four years, with more than 3,000 families in 65 neighborhoods in L.A. County. Some of these families will have children some won't. We want to talk with all of them to learn about their background, where they work, how they feel about their neighborhood and family life. We'd like to know what community services such as day care and after-school programs they use. We'll ask the children some questions—for example, about their health and their progress in school.

We'll also talk to key community leaders and social service providers. They'll help us get to know each community. They'll also tell us how they view the neighborhood. Professional interviewers from Research Triangle Institute will do the interviewing.

To thank families for taking part in this study, we will give them a cash payment.

Why did you choose L.A. County for the study?
L.A. County is a good setting for this study because the county is so big and so diverse. Spread over more than 4,000 square miles, it is larger than Delaware or Puerto Rico and is home to more than 9 million people. The county reaches from Palmdale to Long Beach, and from West L.A. to Claremont. This size and diversity mean that the 65 neighborhoods where we are conducting the survey include many different kinds of residents and many different kinds of families.

Can this study really help families and neighborhoods?
Yes. If we can learn what makes a neighborhood a good place to live, we can help county and city agencies spend their money in ways that give neighborhoods what they want and need. If we can learn how neighborhoods make a difference in kids' lives, we can help the many organizations that provide child services work together better. That way, children will get the best possible support.
available when you visit. Also, if you need to re-visit the household to complete the interviews, leave a copy of the brochure with the selected respondent in case he/she has additional questions in the interim.

**4.2.5 L.A.FANS Information**

While it is very important to gain rapport and present the project in a professional manner, you will have project handouts to offer respondents that will add to the legitimacy of the study. You may simply show these to interested or hesitant respondents who wish to see proof about how the information is used, or you may give copies to the respondents. The following will be provided in your bulk supplies:

- News Brief on L.A.FANS (*Exhibit 4.4*)
- Newspaper article about the L.A.FANS (*Exhibit 4.5*)
- How L.A.FANS Data Are Used (*Exhibit 4.6*).

At times you may locate articles in your local papers that you feel would be particularly helpful in persuading potential respondents to participate. Local press can be very effective, but the content of the articles must be reviewed for possible bias before you can distribute any copies. Send any interesting articles to your FS who will forward them to RTI. All news articles must have their usage approved in advance by both RTI and RAND.

**4.3 Explaining the Survey and Answering Questions**

Your screening introduction will provide potential respondents with a general idea of what to expect from the study. Most people will be satisfied with that introductory statement; others will have questions or concerns. Use your knowledge of this particular study, as well as your knowledge of survey research in general, to answer the respondent’s questions and address any specific concerns.

If you do not know the answer to a question, offer to find out the answer either right away or later, depending on how important it is to the participation of the potential respondent. If the respondent’s participation rests on getting an answer immediately, offer to call your FS first and, if necessary, your RS to resolve the problem. Use the toll-free numbers when calling from a respondent’s home.

Use the Q&A Brochure and other L.A.FANS publications freely with reluctant respondents. Be very familiar with the contents of the brochure. In addition, some of the most

In the midst of U.S. 2000 census activity, RAND quietly launched a major four-year study of Los Angeles' children, families, and neighborhoods which may ultimately be just as important to the residents of this area.

The study, known as the Los Angeles Family and Neighborhood Study, or L.A. FANS, will provide unique insights into the nation's second largest city. For example, how do some families in violent and difficult neighborhoods manage to raise well-adjusted, successful children? Why do some youngsters who grow up in affluent neighborhoods and apparently happy families do poorly in school and develop behavior problems? Why are some children strongly influenced by friends while others resist peer pressures?

"There's no shortage of speculation. But until now we haven't had solid information to answer these questions, particularly for kids in Los Angeles," says Anne Peter, director of the survey. "Most of what we know about these matters comes from studies conducted in Midwestern or Northeastern cities. But in Los Angeles' decentralized and lower density neighborhoods, reliance on the automobile and great cultural diversity make for a very different social environment for children and parents alike."

L.A. FANS will also assess the effects of a wide variety of current policy initiatives, including the reorganization of the Los Angeles Unified School District (LAUSD). Community and media efforts to encourage reading and school readiness for children, welfare reform and its effects on family and neighborhood life, expanded child care options, and new government programs to provide health insurance to poor and working class families.

For example, the study will interview families and children and assess reading and math skills both before and after the LAUSD splits into 11 new sub-districts. As a result, it will provide a unique tool for measuring if, how, and why this dramatic reorganization affects children's school performance and parents' involvement with schools.

The study is sponsored by the National Institutes of Health, the Office of the Assistant Secretary of Planning and Evaluation at the Department of Health and Human Services, and the Urban Research Division of Los Angeles County. Interviewers will contact roughly 3,800 families in 65 neighborhoods. To provide a complete picture of life in each neighborhood, households both with and without children will be interviewed. Interviewers will talk to neighborhood leaders, businesspeople, and social service providers as well. The neighborhoods were randomly selected to provide a representative sample of Los Angeles County.

Participants in the study will be contacted again next year and in 2003 to measure changes in their lives and neighborhoods.

For more information about the project visit www.rand.org/lafans.

About the researcher:
Anne Peter is a member of RAND's Health and Health Services Group. She is on leave from the Department of Sociology, University of California, Los Angeles, and is a visiting scholar at the Population Association of America. She is also a member of the National Academy of Sciences' Panel on the Concurrent Committee on Population Policy and Population Programs. She received a B.A. in sociology and an M.P.S. in international development from Cornell University.
Rand announces new study

Rand Corp. announced the launch of the Los Angeles Family and Neighborhood Study, or L.A. FANS; a four year analysis of children, families and neighborhoods in Los Angeles.

The study hopes to answer such questions as how families in more violent neighborhoods are able to raise successful children, and why some kids who come from affluent neighborhoods and secure families do poorly in school and develop behavior problems.

Additionally, L.A. FANS will assess the effects of several policies recently implemented in the area such as reorganization of the Los Angeles Unified School District, welfare reform, and government programs that provide health insurance to low income families.

As the long-term project begins, Rand officials are excited, though they are unsure what they will discover.

"It’s hard to anticipate what the results will be," said Narayan Sastry, associate director of the study. "But the findings will emerge as we analyze the data."

Interviewers participating in the study will contact approximately 3,800 families in 65 neighborhoods.

Rand Corp. is a nonprofit institution based in Santa Monica that helps improve public policy through research and analysis.

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Los Angeles Times, Our Times section Page 3
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June 18, 2000
How L.A. Fans
Survey Information is Used

Importance to Households with Children

- Determine factors which prepare children to be successful when they begin school
- Determine how neighborhoods do or don’t support families with children
- Evaluate impact of welfare reform and child care, household income, well being

Importance to Adult Households

- Better understand needs of people without children in the household
- How characteristics of neighborhoods affect ALL the people who live in them
- Understand impact of problems with health insurance and welfare reform in L.A.

Who will use this information?

Federal Government - to plan policies in education and health reform
State Government - to look at education and health insurance
L.A. County - to evaluate policy that impacts the communities

In addition, data will be used by researchers, other states, and many communities around the U.S.

More information?

For more information about the project visit: www.rand.org/lafans
common questions asked by respondents and the appropriate responses are shown in Exhibit 4.7. Study these questions and responses carefully so that you become very skilled in using this information. It is crucial that you be completely comfortable explaining the survey to potential respondents.

4.4 Overcoming Objections

Most individuals are friendly and willing to cooperate, but a few individuals will have concerns, objections, suspicions, or fears. What may appear to be a refusal to cooperate may be just an expression of concern or a need for more information about the study, the procedures, or the background of the research. The following points should help you to reduce or eliminate “refusals” when making contacts:

- Do not invite refusals. An air of apology or defeat can sometimes trigger a refusal. Assume that the respondent will want to participate.

- A friendly, confident and positive manner—assertive but not aggressive—will usually have positive effects.

- Listen carefully to the respondent’s comments and try to determine the basis for objections. Then target your responses to those objections or concerns.

- A little more detail about the study, the procedures, confidentiality, or the time involved may answer the “unasked” question. Sometimes the best technique is to simply ask, “Is there something more I can explain to you about participating in this study?”

If you are unable to overcome a respondent’s objections and the person simply will not consent to the screening, then accept the refusal as courteously and graciously as possible and thank the person for his/her time. Do not pressure, argue, or otherwise alienate the person. Whatever the circumstance of the refusal, always remember to be professional, courteous, and friendly. Your goal is to leave the door open for another contact by you or by someone else to secure a promise of cooperation. Different reasons need to be countered with a different emphasis in the response. It is important to listen to the respondent’s comments and tailor your response to the respondent’s concerns or need for information.
### Exhibit 4.7 Answering Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Why me? Why this house?”</td>
<td>Your address is one of about 3,800 households being asked to participate in this study. Your address was selected at random from a list of all families who live in the 65 neighborhoods in our target area—over 40,000 families live in our study area. Since your address has been scientifically selected, no other household can substitute for yours in this study.</td>
</tr>
<tr>
<td>“Why this neighborhood?”</td>
<td>Your neighborhood is one of 65 different communities in Los Angeles County randomly selected to participate in this study. We selected a diverse set of neighborhoods that includes many different kinds of residents and many different kinds of families. Our study area reaches from Palmdale to Long Beach and from West LA to Claremont.</td>
</tr>
<tr>
<td>“Will my answers be kept private?”</td>
<td>Absolutely. We will combine your answers with the answers of everyone else participating in the study. Our interest is only in the set of all responses, and no answers will be connected with any individual when a summary of the data is reported. Your name and address will not appear in any reports, and we will not give information that identifies you personally to anyone for any reason.</td>
</tr>
<tr>
<td>“Who is RTI?”</td>
<td>Research Triangle Institute (RTI) is a not-for-profit contract research organization located in North Carolina. RTI performs various types of laboratory and social research for government and industrial clients, and its role in the survey is that of field data collection (interviewing).</td>
</tr>
<tr>
<td>“Who is RAND?”</td>
<td>RAND is a private, non-profit research company located in Santa Monica, California. RAND does research on many different topics such as health care, education and work training, welfare reform, and housing.</td>
</tr>
<tr>
<td>“Who are you doing this study for?”</td>
<td>The study is funded by the National Institute for Child Health and Human Development, which is a part of the U.S. Department of Health and Human Services.</td>
</tr>
</tbody>
</table>
“How long will screening take?”
The screening questions only take a few minutes. If your household is eligible, we will develop a list of everyone in the household and determine who will be selected for an interview. Then I will, if necessary, explain the time needed to complete the different interviews.

“How long will the interview take?”
The average time for each interview varies, depending on the type of interview and the individual. Most people find it generally takes them between and hour and two hours to complete all the interviews they were selected for. I think you’ll be surprised at how fast the time goes. If now is not a good time, we will, of course, schedule the interview at whatever time is more convenient for you.

“What’s the study all about?”
The study asks for your opinions about your neighborhood—what you like and don’t like, why you moved here, and what types of community programs and services are needed for children and teens. It covers many different topics that will help us understand what makes a neighborhood a good place to live and raise children.

“Why me? I don’t have children.”
Even if you don’t have children, you are still important to this study. The survey has questions that ask you how you feel about your neighborhood and your experiences living and working in Los Angeles County. This is a chance for you to make a valuable contribution that may help county and city agencies spent their funds in ways that give people and neighborhoods what they want and need.

“Will I be paid?”
Yes. To thank you and your household for taking the time to participate in the study, we will give you $25 [HH w/o children] / $50 [HH w/children] once all the interviews in the household are complete. Children ages 9 through 17 who participate in the study will also receive $10, and younger children who participate will receive a coloring book and box of crayons.
Be sure to record any pertinent facts or impressions about the refusal in the comments section of your ROC. Discuss the situation with your FS, and he/she can determine the next steps to take. Your FS may transfer the case to another field interviewer and/or send out a refusal conversion letter. As needed, check with your FS so you can time your return to the residence to roughly coincide with the receipt of the refusal conversion letter.

4.4.1 Refusal Reasons

The refusal conversion letters mentioned above are available in English and Spanish and are tailored to the primary refusal situations encountered in the field. Copies of these refusal letters are provided in Appendix C of this manual. So that you can better understand how to categorize a refusal reason in your discussions with your FS, the most common refusal reasons are explained here:

1. Too busy, Have no time, Did too many surveys already

   The number one reason for refusals is lack of time. Modern life can be very demanding—many people are overextended and see no relief in sight. They may be civic-minded and have already participated in a number of other surveys. On the day you called on them, they were particularly overwhelmed and felt they could not spare the time for one more thing—they may even have said they had no time, ever.

2. Surveys (or the Government) are too invasive

   These people feel (to varying degrees) that surveys, the government in general, or the subject of the survey are an invasion of their privacy. They may use phrases such as “surveys are a waste of time and money,” “I never do surveys,” or “surveys are too personal.” They may also state that they do not like putting such personal information onto a computer or that they have philosophical, religious, or political reasons for not participating in surveys. Parents may be concerned about exposing their children to some subject matter in the survey or may doubt that their children are capable of answering the survey questions.

3. Clarify confidentiality, legitimacy, or selection

   Be sure to listen carefully to what residents are telling you—they may simply be seeking clarification or may need more information. Questions about the legitimacy of the study or how the confidentiality is guaranteed may be the root of their refusal. They may not have been listening very well when you explained the study and still need help understanding the nature of the study.
4. **Uncooperative**

Although rare, there are those people who are simply uncooperative—they either will not give a specific reason for their refusal or feel that since there is nothing in it for them, there is no reason to cooperate.

5. **A parent, another household member, or another force is influencing participation**

Sometimes people refuse to participate because of an outside force that is controlling their behavior, not because of the actual survey. That outside force may be another person, such as a spouse or a parent, who has a strong interest in what the respondent does. That outside force may be institutional or a social force, such as immigrants concerned that you actually work for the Immigration and Naturalization Service (INS) or welfare recipients concerned that their household status is being investigated.

*Exhibit 4.8* lists ways to counter some of these common refusals, so study it carefully. Be aware that in some cases, a respondent will say they are refusing for one reason but based on other comments the respondent made, you feel there is an underlying or unspoken reason for the refusal. In these instances, be very specific in your account of the situation when you discuss it with your FS so that he/she can determine the best approach to this particular household.

**Do not** rely on memory to recount the events surrounding the refusal to your FS. Record the reason for the refusal in your ROC at the time of the refusal. Once your FS has discussed a questionable refusal with you, he/she will determine the next step, which may include sending a refusal conversion letter.

Though refusals may be discouraging, learning to handle them professionally—and not personally—will be the most successful approach in the long run. Do not allow refusals to change your positive attitude and approach when interviewing. Even the best interviewers experience occasional refusals; it is not necessarily a reflection of your ability as an interviewer. The important thing is to learn from refusals and then begin again with the next household.
### Exhibit 4.8 Countering Refusals

<table>
<thead>
<tr>
<th>Reason for Refusal</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Too busy” / “No time”</td>
<td>Explain that the screening takes only a few minutes. At a minimum, attempt to conduct the screening to see if the household is eligible—the person at the door with “no time” may find that the household is not even eligible for an interview. If the household is eligible for the study, attempt to roster the household to determine which household members will be selected and asked to participate in interviews. Stress that you will work around their schedules and can schedule an appointment to conduct the interviews at a more convenient time.</td>
</tr>
<tr>
<td>“Don’t like surveys”</td>
<td>The objective is to assure respondents the survey is not invasive and their privacy will be maintained—stress that our interest is only in the total of all responses, not in individual answers. No individual respondent will be connected to any of the responses in any way. Also stress the importance of survey research in public policy—policies the respondent helps pay for with taxes. Stress that this is their opportunity to contribute to the formation of public policy.</td>
</tr>
<tr>
<td>“Can’t be sure it’s confidential” / “Need to this is a legitimate study”</td>
<td>Be sure to listen carefully to what respondents are telling you. Rather than automatically assuming verify their questions about confidentiality are an expression of distrust, inquire enough to see if what they really need is more information. Show the Q&amp;A Brochure. It answers some key concerns regarding the study.</td>
</tr>
</tbody>
</table>
“Nothing in it for me”
Uncooperative

Stress the importance of survey research in public policy—policies the respondent helps pay for with taxes—and that this is their opportunity to contribute to the formation of public policy.

“I think my Social Worker sent you”

These people are concerned about what another person or force might think about their participation. Assure them you are a legitimate field interviewer and that their responses are totally confidential—the INS or the welfare workers or the Court system will never know of their participation in the survey.

Explain the importance of participation by every selected household since each represents thousands of other households and cannot be replaced.

“I’m not feeling very well”
“My house is too messy for you to come in”

These are not really refusals—you have caught the person at a bad time but the situation is temporary, and at another time the respondent will likely agree to be interviewed. Ask when would be a better time to come back and set an appointment if you can.
4.5 “Tips” on Obtaining Participation

Several years ago, RTI conducted a special survey of non-respondents (people who declined to participate) in a major national field study. People who had refused to participate in the study were re-contacted to learn if, and how, non-respondents differed from participants. After the study was completed, we held a debriefing conference with the field interviewers who worked on the special study. They discussed the techniques that were successful in obtaining participation. The following paragraphs summarize the findings from those discussions.

To be successful at interviewing, you must develop your own particular style and then interact with potential respondents in a way that is comfortable for you. When you are developing your style, please keep the following “tips” in mind:

- **A positive attitude** is crucial when interacting with potential respondents. You need to feel confident about yourself and your knowledge of the survey in order to create a positive atmosphere. If you approach the door with an air of uncertainty, the potential respondent may:
  - question the validity of the survey
  - view the survey negatively and reduce its importance
  - be more likely to say “no” when asked to participate.

If you are not enthusiastic and knowledgeable about the study, the potential respondent is not likely to be interested in participating.

- **Persistence** is the key to gaining cooperation. For not-at-home cases, you must attempt to reach someone at different times of the day and on different days of the week. Talk to a neighbor to find out a time when the potential respondent is most likely to be at home.

If you are unable to persuade the potential respondent to participate during one of your visits, say “I’ll come back when you are not as busy” or “I’ll stop by the next time I’m in the neighborhood.” These statements leave the door open for re-contact, since they imply a respect for the person's reason not to participate at this time. Before leaving, give potential respondents a Q&A Brochure for review.

- **Stress the confidentiality** of the survey, emphasizing that answers are only reported as totals and individual names are never associated with answers.

- Make sure every potential respondent feels how crucial he/she is to the overall success of the survey. Respondents should know that they are unique because due to the precise nature of the sampling procedures, no one selected for the survey can be “replaced” by someone else.
Most people today are very busy and do not have much free time. They may not wish to spend what free time they have participating in a long interview. Instead of saying, “This interview will take a little over an hour to finish,” try something more like, “The questions in this interview generally take a little over an hour to finish but the length varies and depends on the individual. Let’s start and see how it goes.” Be honest but do not dwell on the time involved. Many people will tell you that they do not have an extra hour but will stand at the door and discuss the survey with you for 45 minutes!

Finally, you must provide thorough documentation of all attempted contacts in the Record of Calls. Record the details of what happened during each contact. It may give you useful information if you have to initiate further contacts, such as refusal conversion attempts. Review your documentation before the next contact and plan and organize your approach. For example, if a potential respondent said he/she had a sick child and did not have time to participate, begin your recontact with “I hope your child is feeling better.” Remembering these details will help build a positive relationship with the potential respondent. Such “tailoring” of the approach conveys interest and respect for the respondent’s situation and is often the key to obtaining cooperation.

4.6 Importance of Interviewer Style

An interviewer’s appearance and style of delivery establish an initial impression that can either alienate the respondent or encourage cooperation. You should project a professional manner that you can modify according to the circumstance. The basic elements of a professional approach include:

- showing proper identification and supporting documentation
- displaying a thorough knowledge of the purpose of the project and its materials
- delivering a courteous straightforward presentation
- conveying respect for the respondent.

While exhibiting these behaviors, you should also attempt to “fit in” to the neighborhood by dressing and acting like the majority of individuals in the area. The goal is to reduce respondent suspicion.

Good rapport is probably the most important tool of the interviewer, and you can achieve this by being sensitive to the respondent and the respondent’s living conditions. During phone conferences with your FS, discuss your approach to non-completed cases and attempt to define the potential respondent’s reaction. Be aware of how the respondent is reacting to you. The eventual aim is to develop the ability to predict and even modify respondent reaction. Once you
can do this, you will be more successful in avoiding refusals. You will be better equipped to counter respondent objections with an appropriate response.

An abrasive manner is not desirable. Although an aggressive interviewer can occasionally “bully” respondents into participation, this tactic is not required nor appropriate and is unethical and unprofessional. On the other hand, an interviewer who is too passive will be unsuccessful. Passivity conveys a lack of confidence or commitment to the survey. This attitude will not motivate the neutral or uninterested respondent. You must “win over” such a respondent and convince him/her of how important it is to participate. In essence, you must “sell” the value of the survey to each potential respondent. To do this effectively, you must be thoroughly convinced of the importance of the work. If you are not convinced of the validity and importance of the project, the respondent will not be convinced either.

4.7 Local Social Climate

Some refusals will occur no matter how effective and adaptive you are. These can be due to factors outside your control and may or may not be situations that you, or your supervisor, can counter. If a neighborhood is experiencing a series of household break-ins or personal assaults, residents may be particularly reluctant to let you into their homes. This type of information will be readily revealed to you once you begin work in the neighborhood. If a respondent reports such circumstances, it is a good idea for you or your FS to contact local police to inform them of your presence in the area. Also, you may choose to wait and return to the neighborhood at a calmer time. In neighborhoods where residents are very suspicious, engaging the services of a local person can be very effective (a member of a local community group or clergy) so residents recognize the familiar face upon approach. Such a person must be chosen carefully, and you must restrict the involvement of this individual, since confidentiality is the cornerstone of the study. As with any third party, this person must not be present during the administration of the interview. See Sections 2.9 and 11.7 for more information on using escorts.

4.8 Controlled Access Buildings/Gated Communities

Occasionally you may encounter an apartment building, group of buildings, or entire community that you cannot readily enter. This may be for many reasons, such as:

- a guard, doorman, or front gate personnel
- security-coded door bells
- access codes needed to open doors or gates
• intercoms used to announce the presence of a visitor

• key required to gain access to the entrance or doorbells.

Each of these circumstances can present a unique set of problems when you attempt to contact households. However, few of these locations are impossible to enter. Interviewers have been successful by carefully observing the situation, contacting the proper personnel, and then providing a thorough explanation of the study. Some tips that may help in gaining access include:

• **Always** display your ID badge prominently.

• Carry extra copies of the lead letter and Q&A Brochure.

• Be observant. Look for signs or plaques mentioning the name of the manager or owner of the building.

• Tell the guard or doorkeeper that you are **not** selling anything, you are not going door-to-door, and you have specific units to visit. Explain that you have sent a letter (show copy) and that the individual residents were notified and may be expecting your visit. State that this is not a marketing survey.

• Be persistent. Go ahead and do your absolute best to gain entry during your initial visits. Sometimes as more time goes by, the situation becomes more challenging. The guard may ask a supervisor about you without allowing you to present your story or may become more stubborn about not allowing you to do your job.

• If it becomes necessary to speak to a manager or owner, emphasize how important the survey is and that RTI has strict rules about privacy and confidentiality. Tell the manager that the interview is voluntary, that you must give respondents the opportunity to make an informed decision for themselves about participating in the study, and that respondents completing the interviews will receive a small payment to thank them for their time.

• If necessary, ask your FS to send a letter to the management of the location explaining your visit and asking for their cooperation. The FS might find it necessary to contact a housing board or association in person.

Each situation is unique. You should diligently explore every avenue possible, remaining open to methods or approaches that may vary considerably based on location. In most cases, you should gather all relevant facts possible, then call your FS to discuss a plan of action.
5. SCREENING & ELIGIBILITY

5.1 Introduction

One of your tasks as a field interviewer on the L.A.FANS is conducting household screenings. During screening, you will obtain information about the residents of the household that determines whether or not that household is eligible for participation in the study, and this chapter describes that process. You must complete a screening at each household in your assignment to determine the eligibility status of the household. While every household must be screened, not every household will be eligible for participating in the study. Since you identify eligible households through the screening process, it is a very important component of your assignment.

5.2 Screening

The L.A.FANS screening form is an eight-page booklet-style document (printed front and back) that serves a number of purposes. Screening instructions and information are included on the first two pages, while the following two pages display selection tables and a checklist to help you remember who gets which interview and what steps to perform with each selected respondent. The remaining pages contain the L.A.FANS result codes, Record of Calls sheets where you will record all visits to that particular household, and a page for ROC notes. Be sure, as you approach the household, that you have the correct screening form for that address.

Since there are only two questions that must be read from a translated version of the screening form, the Spanish-language version of the screening questions appear on this form just below the English-language version. Remember, only RTI-Certified bilingual interviewers may conduct screenings and interviews in Spanish. If you do not speak Spanish and encounter a Spanish-speaking only household, hand the resident a copy of the purple “Sorry I Don’t Speak Spanish” flyer, assign the appropriate result code (see Section 5.3.1), and inform your FS so that he/she can transfer the case to a bilingual interviewer. Translators cannot be used to conduct screenings in households where neither English nor Spanish is spoken. In these instances, assign the pending code for “Language Barrier–Other” (see Section 5.3.1), then discuss finalizing the case with your FS. You will also need to indicate on the screening form that no screening was conducted (see Section 5.2.3).
5.2.1 Conducting the Screening

To conduct the screening, you will need to access information on pages 1 and 2 of the L.A.FANS screening form. Exhibit 5.1 shows the first page of the form and Exhibit 5.2 shows the second page. Your instructions for screening begin at the top of the second page ("PART 1. INTRODUCTION: YOU SHOULD ALWAYS:"). Your first task is to identify an eligible screening respondent, and the bulleted instructions in this section of the form guide you through that process. As mentioned in earlier chapters, you should first state your name and show your identification badge, then explain that you are conducting a neighborhood study for RTI, a not-for-profit research organization in Research Triangle Park, North Carolina.

Ask to speak to an adult member of the household (18 years of age or older). If no adult is home, find out the best day and time of day to return. Once you are speaking to an adult, confirm that the adult lives in the household—you do not have to determine how much the adult lives in the household (i.e., full- or part-time), just simply that he/she lives there. Then mention to the resident that a letter about the survey was mailed to the household, and be prepared to easily and quickly hand him/her another copy of the lead letter. Next briefly explain the purpose of your visit—that you need to ask the resident two questions to find out if the household is eligible to take part in the study. If the resident is hesitant, offer him/her a copy of the Q&A brochure. If the respondent is still uncertain about participation, try to allay his/her concerns by following the techniques described in Chapter 4. Be sure to point out to the respondent that the screening questions will just take a minute.

Once the respondent has agreed to participate in the screening, move on to Part 2 of the screening form and ask the screening questions:

S1. Including yourself, how many adults age 18 and older usually live or stay in this household?

S2. And how many children age 17 and younger usually live or stay in this household?

Record the screening respondent’s answers to both of these questions in the space provided. Be prepared for respondents to ask “what do you mean by ‘usually’?” ‘Usually’ means at least half-time—that is, a person stays overnight in the household about four nights a week (on average) or around 15 nights per month.

Now you need to determine if the household is eligible. If there are children age 17 or younger in the household, the household is automatically eligible, and you should check the box
### INTERVIEWER OBSERVATION:

**SCREENER RESPONDENT WHO COMPLETED S1 AND S2**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>18-24</th>
<th>25-34</th>
<th>35-54</th>
<th>55-69</th>
<th>70+</th>
</tr>
</thead>
</table>

### INTERVIEWER OBSERVATION:

**CODE WHAT RACE OR RACES YOU WOULD SAY THE SCREENER RESPONDENT IS IF YOU DID NOT KNOW ANYTHING ABOUT HIM/HER**

CIRCLE ALL THAT APPLY

1. Latino
2. White
3. African-American, Black
4. Asian
5. Pacific Islander
6. Native American/American Indian

### A. INTERVIEWER OBSERVATIONS:

**DWELLING CHARACTERISTICS**

(Record after first visit to HH)

#### A1. WHAT TYPE OF HOUSING IS THIS?

1. Apartment
2. Single family home
3. Mobile home or trailer
4. Unit in a rooming house
5. Other, specify: _______________________
6. Duplex

#### A2. WHAT IS YOUR BEST ESTIMATE OF HOW MUCH THIS PLACE WOULD COST TO RENT PER MONTH? (YOUR BEST GUESS.)

1. Less than $500 per month
2. $500 to $999 per month
3. $1000 to $1999 per month
4. $2000 to $2999 per month
5. $3000 PER MONTH OR MORE

### B. CASE INFORMATION (RECORD AFTER SCREENING IS COMPLETE)

#### B1. First Name MI Last Name

May I have your full name and telephone number so that one of my supervisors can contact you to verify the quality of my work?

¿Podría decirme su nombre completo y su número de teléfono para que mi supervisor pueda comunicarse con usted para verificar la calidad de mi trabajo?

#### B2. Phone: ( ) __________ - __________

SR would not provide name

SR would not provide phone number

### B3. SCREENER LANGUAGE

1. English
2. Spanish
3. No interview

### B4. HOUSEHOLD TYPE

1. Household without children
2. Household with child
3. Don’t know/UNABLE TO DETERMINE
PART 1. INTRODUCTION: YOU SHOULD ALWAYS:

- Give your name and show your RTI ID card.
- Explain that you are conducting a neighborhood survey for RTI, a not-for-profit research organization in Research Triangle Park, NC.
- Ask to speak to an adult household member (or household head) who is at least 18 years old.
- If no adult (or household head is home), find out the best day/time to come back. Probe for day of week and time of day (mornings, afternoon, or evenings).
- Explain that we mailed the household a letter about the survey. Be prepared to give the resident another copy of the letter and brochure in case they didn’t receive the initial packet or they want more information.
- Briefly describe the purpose of your visit: Today, I’d like to ask you two questions to find out if you’re eligible to take part in our neighborhood survey. Ahora, me gustaría hacerle dos preguntas para saber si su familia tiene las características para tomar parte en la encuesta del vecindario.
- If the respondent asks for more information, use suggested question and answer guide to respond to his/her concerns.
- Ask the two screener questions (S1 and S2). See questions in box below:

PART 2. ASK TWO SCREENER QUESTIONS: RECORD ANSWERS IN SPACE BELOW

To find out if your household is eligible for the survey, I just need to ask you two questions.

S1. Including yourself, how many adults age 18 and older usually live or stay in this household?
   Incluyéndolo/a a usted, ¿cuántos adultos de 18 años o mayores normalmente viven o se quedan en este hogar?
   Number of Adults (18 and older): ______ or [ ] None [ ] Refused

S2. And how many children age 17 and younger usually live or stay in this household?
   ¿Y cuántos niños de 17 años o menores normalmente viven o se quedan en este hogar?
   Number of Children (17 and younger): ______ or [ ] None [ ] Refused

PART 3. DETERMINE IF HOUSEHOLD IS ELIGIBLE:

[ ] HOUSEHOLD HAS CHILDREN AGE 17 OR YOUNGER → HH IS ELIGIBLE! CODE 291; GO TO PART 4
[ ] HOUSEHOLD DOES NOT HAVE CHILDREN → Check eligibility in Household Information Box on page 1.

If HH is eligible to participate in survey) → CODE 292; GO TO PART 4

If HH is not eligible → CODE 290

Your household was not selected for the study, but we may contact you later in the year to see if you would like to take part. Thank you for your time.

Su hogar no fue seleccionado para participar en este estudio, pero es posible que no comuniquemos con usted más adelante para saber si le gustaría participar. Gracias por su tiempo.

- Make sure that you have collected verification information in B1 & B2 on page 1.

PART 4. FOR ELIGIBLE HOUSEHOLDS:

- FOLLOW THE RECRUITMENT PROTOCOL TO EXPLAIN STUDY AND PERSUADE HH TO PARTICIPATE IN THE SURVEY.
in Part 3 indicating as such. If there are no children in the household, look at the pre-printed information in the “Household Information Box” on the front page of the screening form. If the last line in that box says “HH w/o kids: Y,” the household is eligible for the study. Check the space next to the hand symbol (♀) and proceed to Part 4 of the screener, which tells you to begin persuading the respondent to participate in the survey. If the last line in the “Household Information Box” says “HH w/o kids: N,” the household is not eligible for the study. Check the space next to the hand symbol (♀), then collect the verification information required in B1 on the front page of the screening form.

5.2.2 Verification Information

You should attempt to collect verification information for all households in your assignment. When asking for this information, read the script on the form at “B”: “May I have your full name and telephone number so that one of my supervisors can contact you to verify the quality of my work?” Then enter the information at B1 and B2. If the resident refuses, say something like “A percentage of the households I visit are re-contacted to verify that I have been here, doing my job. They will only ask a few questions to make sure I was here and that I was professional.” Emphasize it is used only to verify the quality of your work. Particularly with the elderly, consider leaving a Q&A Brochure that might help the respondent remember your visit. If the SR still refuses, check the appropriate box(es).

When gathering verification information, try to get a home number rather than a work number or a beeper or pager number. Enter any notes in your ROC (see Section 5.3) that would help the person conducting the verification. For instance, if the resident gives a work phone, enter the extension number or department name. If you had trouble reaching the resident, you can bet they will too so provide information on the best days and times to call. For example, the person is a shift worker so calling before 11:00 am is not good because of sleeping patterns.

5.2.3 Completing the Screening

Since the screening is complete, finish filling out the screening form. At B3, circle whether the screening was conducted in English or in Spanish and indicate in B4 whether the household is one with or without children.

Then answer the FI observation questions on the front page. Indicate if the SR was a male or female, your estimate of his/her age range, and your assessment (by observation) of the SR’s race/ethnicity. In A1, you should also indicate the type of housing the SR lives in
(apartment, single family home, etc.), then in A2 give your estimate of how much the dwelling would rent for per month.

If a household is eligible for the study, focus first on continuing the interviewing process. Once the SR has agreed to participate in the study, you will need to roster the household on your computer (see Chapter 6). However, after you have finished with that household for the day, you will still need to gather the verification information and complete all of the questions on the front page of the screening form.

If you cannot conduct a screening at the household (e.g., the DU is vacant, no one in the household speaks English or Spanish, etc.), at B3 circle “3. No interview” and record the name and telephone number of the contact person that supplied this information (e.g., landlord, real estate agent). Although your contact was limited, on the front of the screening form complete as much information as possible about that household.

5.3 Record of Calls

The Record of Calls (ROC) is where you record all contacts made with a household. This includes any attempted or actual contact with either a resident or a neighbor or other person whom you ask for contact information. You should start your ROC entries on page 8, which is the back of the screening form (Exhibit 5.3). Record each contact or attempted contact separately by adding a call record. For example, if you visit the household once and find no one home, then visit the household again two hours later, you should fully document both contacts separately in the ROC. For each contact, record the date, day of the week, and time of day on the Screening Form. You will need to record the method of contact, the appropriate screening result code, and any comments about this contact for future use by you or another FI. If you need to enter extensive notes about an ROC, continue your comments on page 6 of the form, titled “Notes” (Exhibit 5.4). When you assign a final screening code, be sure to enter that information at the bottom of page 8 of the screening form under “Final Result Information.”

After each day of work, you should then transfer that day’s ROC entries from each Screening Form to the corresponding case in the CMS on your laptop computer.

5.3.1 Result Codes

Result codes are assigned and reported during the process of screening and interviewing households. Since result codes describe the current status of each case, they are discussed routinely with your supervisor. Each time you transmit data from your laptop to RTI,
### RECORD OF CALLS

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Type of Contact</th>
<th>Comments</th>
<th>Code</th>
<th>CMS</th>
<th>FI Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Face-to-face</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FINAL RESULT INFORMATION

**Final Screener Code:** | [ ] [ ] [ ] [ ] | **IF FINAL SCREENER CODE = 291 or 292, INDICATE:** | **Date Finalized:** | [ ] [ ] [ ] - [ ] [ ] [ ] - [ ] [ ] [ ]

**Final Interview Code:** | [ ] [ ] [ ] | **Date Finalized:** | [ ] [ ] [ ] - [ ] [ ] [ ] - [ ] [ ] [ ]
## Exhibit 5.4 Screening Form - ROC Notes

### NOTES

<table>
<thead>
<tr>
<th>DATE FROM ROC</th>
<th>CODE FROM ROC</th>
<th>NOTES/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
the result codes entered in the CMS are also transmitted. These transmitted codes are then tabulated to produce reports that provide information on the progress of the fieldwork. Having this information available helps as you and your supervisor discuss the best approach to the case.

RTI staff and project management rely heavily on these progress reports. Decisions on how to properly manage the project are made based on these reports. It is very important that you understand when and why to use each code. It is also critical to keep the codes on your cases in the CMS up-to-date as you complete your work in the field.

Screening codes 101-189 are “PENDING” codes and indicate that a final resolution has not yet been obtained; codes 219-292 are “FINAL” screening codes that show a screening effort is complete. All L.A.FANS pending and final result codes for both screening and interviewing appear on page 5 of the screening form (see Exhibit 5.5).

**PENDING SCREENING CODES**

Pending codes are used when the case is not yet complete. Explanations of when to use a particular code, and what action to take to resolve the situation so that the case can be completed, are provided below:

**101 NO ACTION TAKEN**

**USE WHEN:** A case is new and has had no work done on it.

**ACTION:** • None. This code appears automatically in the CMS when the case is assigned. FIs never enter this code.

**119 ACCESS DENIED TO BUILDING/COMPLEX**

**USE WHEN:** You are denied access to a building or complex by a property manager or other person in authority.

**ACTION** • **DO NOT** antagonize the property manager. Leave the door open for additional contact, either by you or your FS.

• As well as possible, determine the property manager’s concerns and gather as much information as possible (property manager’s name, telephone number, etc.).
### RESULT CODES

<table>
<thead>
<tr>
<th>PENDING SCREENING CODES</th>
<th>FINAL SCREENING CODES</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 No action taken</td>
<td>219* Access denied to building/complex</td>
</tr>
<tr>
<td>119 Access denied to building/complex</td>
<td>220* No one at DU after repeated visits</td>
</tr>
<tr>
<td>120 No one home</td>
<td>222* Screening respondent unavailable after repeated visits</td>
</tr>
<tr>
<td>121 Screening respondent not home</td>
<td>240 Vacant</td>
</tr>
<tr>
<td>122 Screening respondent unavailable</td>
<td>241 GQU listed as DU</td>
</tr>
<tr>
<td>130 Appointment made for screening</td>
<td>244 Not a DU</td>
</tr>
<tr>
<td>135 Appointment broken</td>
<td>260* Refusal to screening questions</td>
</tr>
<tr>
<td>140 Vacant</td>
<td>270* Language barrier-Spanish</td>
</tr>
<tr>
<td>141 GQU</td>
<td>271* Language barrier-Other (Specify)</td>
</tr>
<tr>
<td>144 Not a DU</td>
<td>275* Physically/mentally incapable (Specify)</td>
</tr>
<tr>
<td>160 Refusal to screening questions</td>
<td>280* Unable to locate DU</td>
</tr>
<tr>
<td>170 Language barrier-Spanish</td>
<td>289* Other (Specify)</td>
</tr>
<tr>
<td>171 Language barrier-Other (Specify)</td>
<td>290 Not eligible (HH w/o kids)</td>
</tr>
<tr>
<td>175 Physically/mentally incapable (Specify)</td>
<td>291 Eligible (HH w/kids)</td>
</tr>
<tr>
<td>180 Unable to locate DU</td>
<td>292 Eligible (HH w/o kids)</td>
</tr>
<tr>
<td>189 Other (Specify)</td>
<td>299 Enter screener data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PENDING INTERVIEW CODES</th>
<th>FINAL INTERVIEW CODES</th>
</tr>
</thead>
<tbody>
<tr>
<td>319 Access denied</td>
<td>419 Access denied</td>
</tr>
<tr>
<td>320 No one home</td>
<td>420* No one at home after repeated attempts</td>
</tr>
<tr>
<td>321 Respondent not at home</td>
<td>422* Respondent unavailable after repeated attempts</td>
</tr>
<tr>
<td>322 Respondent not available</td>
<td>458* Other non-interview - ineligible</td>
</tr>
<tr>
<td>330 Appointment made</td>
<td>459 Respondent is deceased</td>
</tr>
<tr>
<td>335 Appointment broken</td>
<td>460* Final refusal by respondent</td>
</tr>
<tr>
<td>336 Break-off/No appointment made</td>
<td>461* Final refusal by guardian</td>
</tr>
<tr>
<td>360 Temporary refusal by respondent</td>
<td>470* Language barrier-Spanish</td>
</tr>
<tr>
<td>361 Temporary Refusal-Guardian</td>
<td>471* Language barrier-Other (Specify)</td>
</tr>
<tr>
<td>370 Language barrier-Spanish</td>
<td>475* Physically/mentally incapable (Specify)</td>
</tr>
<tr>
<td>371 Language barrier-Other (Specify)</td>
<td>477* Respondent incarcerated</td>
</tr>
<tr>
<td>375 Physically/mentally incapable (Specify)</td>
<td>478* Respondent institutionalized</td>
</tr>
<tr>
<td>377 Respondent incarcerated</td>
<td>480* Respondent unlocateable</td>
</tr>
<tr>
<td>378 Respondent institutionalized</td>
<td>481* R moved out of interviewing area</td>
</tr>
<tr>
<td>380 Unlocatable</td>
<td>482* R moved out of country</td>
</tr>
<tr>
<td>389 Other (Specify)</td>
<td>489 Other (Specify)</td>
</tr>
<tr>
<td></td>
<td>490 Partial complete</td>
</tr>
<tr>
<td></td>
<td>491 Complete (HH w/kids)</td>
</tr>
<tr>
<td></td>
<td>492 Complete (HH w/o kids)</td>
</tr>
</tbody>
</table>

* requires FS approval
• Record the visit in your ROC. Make detailed notes while the incident is still fresh in your mind. By recording what happened, you will greatly assist your FS in deciding how to handle the case.

• Discuss the situation with your FS and together, develop a strategy for trying to gain access. Your FS may decide to send a controlled access letter or call the property manager.

120 **NO ONE HOME**

**USE WHEN:** No one is at the address.

**ACTION:**

• Plan another visit at a different time of day or another day of the week.

• Try to determine a good time to catch someone at home.

• Record the visit and any pertinent information in your ROC.

121 **SCREENING RESPONDENT NOT HOME**

**USE WHEN:** Someone is at the DU but that person is not an eligible SR (a minor babysitter, housekeeper, etc.). The Screening Respondent **MUST** be an adult resident of the DU.

**ACTION:**

• Plan another visit at a different time of day or another day of the week.

• Try to determine a good time to catch someone at home *by asking for a day and time when you should return.*

• Record the visit and any pertinent information in your ROC.

122 **SCREENING RESPONDENT UNAVAILABLE**

**USE WHEN:** An eligible SR is home but is not available to conduct the screening at that time.

**ACTION:**

• Plan another visit at a different time of day or another day of the week.

• Try to determine a good time to catch someone at home *by asking for a day and time when you should return.*
• Record the visit and any pertinent information in your ROC.

130 APPOINTMENT MADE FOR SCREENING

USE WHEN: You have spoken with an SR and have set a time to conduct the screening.

ACTION: • Note the appointment in your calendar and complete an appointment card for the SR.
• Record the visit, the appointment, and any other pertinent information in your ROC.

135 APPOINTMENT BROKEN

USE WHEN: This code cannot be assigned by FIs.

ACTION: • Record the visit, along with any pertinent details, in your ROC and code the case according to the situation (no one home, R not available, etc.).
• The CMS will convert the event code you entered (no one home, R not available, etc.) into pending status code 135.

140 VACANT

USE WHEN: A neighbor, landlord, or other informant indicates the DU is vacant.

ACTION: • Obtain verification information from the informant.
• Record the visit and any other pertinent information in your ROC.

141 GQU LISTED AS A DU

USE WHEN: The DU is really a Group Quarters (GQU) where 5 or more unrelated individuals live at the same address. Exception: a caretaker lives within the Group Quarters and uses a room for his/her living quarters (the caretaker’s room qualifies as a DU).
ACTION: • Obtain verification information from the informant.
   • Record the visit and any other pertinent information in your ROC.

144 NOT A DU

USE WHEN: The DU is not a residence.

ACTION: • Obtain verification information from the informant.
   • Record the visit and any other pertinent information in your ROC.

160 REFUSAL TO SCREENING QUESTIONS

USE WHEN: The screening respondent you are talking with refuses to allow you to proceed with the screening process.

ACTION: • Tactfully try to persuade the respondent to answer the few screening questions (see Chapter 4 for information about overcoming refusals and obtaining participation).
   • DO NOT antagonize the respondent. Leave the door open for an attempt to convert, either by you or someone else. This decision is up to your FS.
   • As well as possible, determine the reason for the refusal.
   • Record the visit in your ROC. Indicate the reason for the refusal.
   • If possible, note in the ROC if there is another eligible SR at the household.
   • Make detailed notes while the incident is still fresh in your mind. By recording what happened, you will greatly assist your FS in deciding how to handle the case and will help the next FI, if someone else tries to convert the case.

170 LANGUAGE BARRIER - SPANISH

USE WHEN: The screening respondent speaks Spanish and does not speak English well enough to complete the screening. RTI-Certified bilingual FIs have the option of completing screenings in Spanish.
ACTION:  • Try to locate another eligible SR in the household who speaks English.
• Record the visit and any pertinent information in your ROC.
• Inform your FS as soon as possible so that case can be transferred to bilingual FI.
• *RTI-Certified bilinguals should never use this code.*

171  LANGUAGE BARRIER - OTHER (SPECIFY)
USE WHEN:  The screening respondent speaks a language other than English or Spanish and does not speak English well enough to complete screening.

ACTION:  • Try to locate another eligible screening respondent in the household who speaks English.
• Record the visit and any pertinent information in your ROC, specifying the language in the Comments section.

175  PHYSICALLY/ MENTALLY INCAPABLE (SPECIFY)
USE WHEN:  No one at the unit is physically or mentally able to respond meaningfully to the screening questions.

ACTION:  • Attempt to locate a competent adult resident of the DU.
• If the limitations seem temporary, return to the DU on a different day or at a different time.
• If the limitations seem permanent and no other possible SR resides in the DU, verify this information with a neighbor (as appropriate), and check with your FS.
• Record the visit and any pertinent information in your ROC.

180  UNABLE TO LOCATE DU
USE WHEN:  You are unable to determine the exact location of the dwelling unit.
ACTION:  
- Ask first for directions to the general area. Ask at the police station, the fire house, or other public place. If needed, you may give an exact address as long as you DO NOT state the specific reason you are trying to find the unit. Mentioning you are an interviewer contacting the address for participation in an important survey is fine—stating you want to interview someone for the Los Angeles Family and Neighborhood Study is not acceptable since that is a violation of confidentiality.
- Contact your FS for additional instructions.
- Record the visit and any pertinent information in your ROC.

189 OTHER (SPECIFY)  
USE WHEN: The situation you encounter does not fit into any of the above categories.
ACTION:  
- Record the visit in your ROC and describe the situation in the comments section.
- Discuss with your FS how to handle the case.

FINAL SCREENING CODES
Final screening codes indicate that screening activities at that household are finished. This means that either screening information was obtained OR the household is ineligible for the study (e.g., a GQU) OR you were unable to obtain the screening information. Be sure you have completed all suggested relevant steps described in the pending codes section and have consulted your FS on any additional possible steps before requesting permission to finalize a case where you could not obtain screening information. If all attempts fail, your FS must agree that the case is complete before giving you approval to assign a final code. The list below describes screening final codes:

Screening Not Obtained

219 ACCESS DENIED TO BUILDING/COMPLEX  
You are unequivocally denied access to a building or complex by a property manager or other person in authority and your FS gives approval, use this code.
NO ONE AT DU AFTER REPEATED VISITS
If repeated visits at different times of the day and days of the week have failed to find anyone at home, this code once your FS has given approval.

SR UNAVAILABLE AFTER REPEATED VISITS
If repeated visits at different times of the day and days of the week have failed to find an eligible SR at home, use this code once your FS has given approval.

VACANT
Assign this code only after verifying with a neighbor, landlord, or real estate agent that the DU is vacant.

GQU LISTED AS A DU
A GQU is a dwelling unit with 5 or more unrelated individuals living at the same address. Possible examples are units such as boarding or fraternity houses. These types of dwellings are not eligible for the L.A.FANS. **Exception:** a caretaker lives within the Group Quarters and uses a room for his/her living quarters (the caretaker’s room qualifies as a DU).

NOT A DU
Assign this code after verifying with a neighbor, landlord, or real estate agent that the unit is not a residence. Possible examples are units that have been demolished or merged with another unit, a unit used by a church or nonprofit organization as a meeting facility, or a unit used only for business or storage.

REFUSAL TO SCREENING QUESTIONS
If all attempts to convert the refusal have been unsuccessful and your FS gives approval, use this code. Indicate a refusal reason on the ROC. Be sure you have made accurate notes about the situation.

LANGUAGE BARRIER - SPANISH
This code should rarely be used. If the case cannot be transferred to an RTI-Certified bilingual FI, use this code once your FS has given approval. **RTI-Certified bilinguals should never use this code.**

LANGUAGE BARRIER - OTHER
If the screening respondent speaks a language other than English or Spanish and does not speak English well enough to complete screening, use this code once your FS has given approval.

275 PHYSICALLY/MENTALLY INCAPABLE (SPECIFY)
We expect this code to seldom be used. However, if no one at the DU is able to respond meaningfully to the screening questions, use this code once your FS has given approval.

280 UNABLE TO LOCATE DU
If, after multiple attempts, you are unable to locate the DU, assign this code once your FS has given approval.

289 OTHER (SPECIFY)
Use this code for all cases that do not fit any of the above categories. Be sure you have fully described the situation to your FS, and he/she has given approval to use this code. Be sure to document the circumstances.

Screening Completed

290 HOUSEHOLD NOT ELIGIBLE
If the household was not selected for the study but did complete the screening, use this code (i.e., a HH without kids where the front of the screening form indicates “N”). Remember to gather the verification information at B1 and complete the front of the screening form.

291 ELIGIBLE HOUSEHOLD WITH KIDS
If children live in the household and the screening was completed, the computer will automatically assign this code in the CMS after you have entered the screening information in the first part of the instrument.

292 ELIGIBLE HOUSEHOLD WITHOUT KIDS
If children do not live in the household but the household was selected for the study (i.e., a HH without kids where the front of the screening form indicates “Y”) the computer will automatically assign this code in the CMS after you have entered the screening information in the first part of the instrument.

299 COMPUTER PROGRAM REQUIREMENT
Before starting the rostering process with eligible cases (codes 291 or 292), you must enter some of the data from the screening form. Upon entering the event code 299 into the CMS, the computer will take you to the instrument to enter the screening information and will then automatically assign a code 291 or 292 (see above).

A complete list of pending and final result codes for both screening and interviewing can be found in Appendix B.

5.4 Selection Tables and Checklist

Two pages in the screening form are provided as memory aids and are for your use until the case is completely finalized. Page 3 (Exhibit 5.6), titled “Household Summary Sheet,” lists all the possible instruments (screener, roster, questionnaires, and Woodcock-Johnson Assessments) that could be administered in a household. It provides a place for you to indicate who should receive each of these instruments, as well as the date completed. Enter information on this sheet as soon as you know it (e.g., after selection has taken place), and review it often to see what remains to be completed in a household and with whom.

Page 4 of the screening form (Exhibit 5.7) is titled “Household Interviews Checklist” and will ensure you complete all necessary steps with each type of respondent. Following this checklist rather than relying solely on your memory will ensure that project protocols are followed and that you do not fail to complete a necessary step in the screening, rostering, interviewing, and assessment process.
# HOUSEHOLD SUMMARY SHEET

Who completed the following?

<table>
<thead>
<tr>
<th>QUEX</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screener</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td>Roster</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
</tbody>
</table>

Who was selected in item: (use F5 key)

<table>
<thead>
<tr>
<th>NAME</th>
<th>QUEX</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adult Quex 1 (RSA)</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td></td>
<td>Adult Quex 2 (PCG if not RSA)</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td></td>
<td>PCG Quex (PCG)</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td></td>
<td>Parent for RSC (PCG)</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td></td>
<td>Parent for SIB (PCG)</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td></td>
<td>Child Quex 1 (RSC, 9-17 yr old)</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td></td>
<td>Child Quex 2 (SIB, 9-17 yr old)</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td></td>
<td>HouseHold Quex 1</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td></td>
<td>HouseHold Quex 2</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
</tbody>
</table>

Who was selected in item: (use F6 key)

<table>
<thead>
<tr>
<th>NAME</th>
<th>AGE</th>
<th>ASSESSMENTS</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>RSC (3-17 yr old)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Letter-Word Identification (Test 22)</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Applied Problems (Test 25)</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Passage Comprehension (Test 23)</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
</tbody>
</table>

|      |     | SIB (3-17 yr old) |               |
|      |     | ☐ Letter-Word Identification (Test 22) | ___/___/___    |
|      |     | ☐ Applied Problems (Test 25) | ___/___/___    |
|      |     | ☐ Passage Comprehension (Test 23) | ___/___/___    |

|      |     | PCG |               |
|      |     |     | Passage Comprehension (Test 23) | ___/___/___    |
Exhibit 5.7 Screening Form - HH Interviews Checklist

HOUSEHOLD INTERVIEWS CHECKLIST

SCREENING

___ Introduce self & study
___ Solicit SR participation
___ Read Screening questions
___ Determine eligibility
___ Complete Screening & Verification information
___ Enter Final Screening Code on paper ROC
___ Transfer Final Screening Code to computer's CMS

ROSTERING

___ Solicit RR participation
___ Read Rostering Informed Consent
___ Enter Pending Interview Code on paper ROC
___ Transfer Pending Interview Code to computer's CMS

(if not conducting an interview immediately)

INTERVIEWING

RSA (includes EMs)

___ Solicit RSA participation
___ Read Informed Consent at beginning of Interview(s)
___ Complete Interview(s)
___ Leave change of address card at end of Adult Questionnaire(s)

PCG (if one selected)

___ Solicit PCG participation
___ Read Informed Consent at beginning of Interview(s)
___ Complete Interview(s)
___ Read W-J Consent
___ Conduct W-J Assessment
___ Enter W-J info & Booklet # in PCG module
___ Mail W-J Booklet to RTI

RSC (if one selected)

___ Obtain parental consent
___ Have parent sign Consent form
___ Solicit RSC participation
___ Read Child Informed Consent at beginning of Child Questionnaire (if being administered)
___ Complete Child Questionnaire (if applicable)
___ Read W-J Assent
___ Conduct W-J Assessments
___ Enter W-J info & Booklet # in Child module
___ Pay $10 (9-17 year olds) or give crayons & coloring book (3-8 year olds)
___ Complete/sign (FI & R) Incentive Receipt form
___ Mail W-J Booklet to RTI

SIB (if one selected)

___ Solicit SIB participation
___ Read Informed Consent at beginning of Child Questionnaire (if being administered)
___ Complete Child Questionnaire (if applicable)
___ Read W-J Assent
___ Conduct W-J Assessments
___ Enter W-J info & Booklet # in Child module
___ Pay $10 (9-17 year olds) or give crayons & coloring book (3-8 year olds)
___ Complete/sign (FI & R) Incentive Receipt form
___ Mail W-J Booklet to RTI

OTHER R (if one selected)

___ Solicit R participation
___ Read Informed Consent at beginning of HH Questionnaire
___ Complete HH Questionnaire

FINALIZING THE CASE

___ Pay HH once all interviews complete ($25 w/o kids; $50 w/kids)
___ Complete/sign (FI & R) Incentive Receipt form
___ If not sent yet, enter W-J info & Booklet #s in appropriate modules
___ Enter Final Interview Code on paper ROC
___ Transfer Final Interview Code to computer's Case Management System
___ In Tyvek, mail to RTI with Transmittal form: Screener, yellow Parental Consent, any W-J Booklets not yet sent
6. ROSTERING & SELECTION

6.1 Introduction

The purpose of the household roster is to determine who lives in the household and how they are related to each other. It is very important to complete the roster fully and completely because that information is used to select respondents for the interviews. This chapter discusses the steps required to complete the roster and the selection process. Details on the L.A.FANS interviews are provided in Chapter 8, while instructions for using the L.A.FANS Case Management System are outlined in Chapter 2 of the FI Computer Manual.

6.2 Standardizing the Process

The most crucial element in a complex field survey such as the L.A.FANS is standardization. To the maximum extent possible, every interviewer must administer every component of the questionnaire to every respondent in the same way. This helps eliminate variability and interviewer bias, two factors that can seriously undermine the validity, or "credibility," of the data collected. Standardization minimizes the variability in the way you, as the interviewer, ask questions.

Some basic rules for administering the L.A.FANS roster and interviews have been developed. Many of these rules are standard to all interviewer manuals, but a few are specific to the L.A.FANS (probing for the Event History Calendar (EHC) is somewhat different and is discussed in Section 8.6). Conducting all rostering and interviews using the rules outlined in this section ensures that the entire field interviewing team asks the questions in an unbiased manner.

6.2.1 General Conventions

The L.A.FANS uses several different conventions that are discussed below. It is essential to become familiar with these conventions so that you can use them effectively.

1. Lowercase text

   • All lowercase text not contained in parentheses is mandatory and must be read aloud by the FI.

   • Lowercase text in parentheses is optional and can be read out loud if necessary.
• In the CASES program, text appears in gray on a black screen. Words appearing white should be considered “bolded” and spoken with emphasis.

2. **Uppercase Text**

• Text in UPPER CASE (all capital letters) is **never to be spoken aloud** since it includes instructions for the interviewer. These may appear in the text of a question.

• Suggested probes will appear after the upper case “PROBE:” notation.

### 6.2.2 Asking the Questions

The following rules apply when you are asking the questions:

1. **Ask the questions using the exact words on the screen.**

   This may seem obvious, but it is key to ensuring comparability of the data gathered from the survey. If you change the wording in a question, even slightly, the respondent's answer may change.

   Imagine this situation:

   *Actual question: In the past 30 days, that is since June 1st, 2001, how many of your neighbors have you talked with for 10 minutes or more?*

   *FI asks: In the past 30 days, that is since June 1st, 2001, how many of your neighbors have you talked with?*

   A respondent could answer two different numbers for the two different questions if the respondent had said hello to a neighbor or exchanged just a few words with a neighbor. The kinds of subtle changes in the phrasing of questions that are common when people are reading aloud can easily result in different answers. **Read every question exactly as it appears.**

2. **Ask the questions in the exact order they appear.**

   Follow the order of questions as they appear on the screen. The computer automatically generates skip patterns based on the respondent’s answers, so follow the exact sequence as it appears. If you feel you have reached a question in error, use the up arrow key (↑) to move backwards through the questions one at a time and check the answers recorded.

3. **Read the complete question.**
The respondent may interrupt you and answer before hearing the complete question. When this happens, politely explain that you have to read the entire question, then read the question again. Do not assume the premature response applies to the question as it is written.

4. **Read the questions slowly.**

As you become familiar with the questions, you may be tempted to read more quickly. However, you must remember that this is the first time the respondent has heard these questions, so read slowly enough to allow the respondent to understand everything you are asking. A pace of about two words per second is recommended. Give the respondent plenty of time to recall past events or details.

5. **Use introductory or transitional statements as they are written.**

Since the questionnaire covers a number of topics, focusing the respondent's attention on a new topic as it occurs in the sequence is often necessary. Transition statements are provided and must be read exactly as written. These statements often contain instructions for the respondent—time periods, circumstances to be considered, definitions, etc.

6. **Do not suggest answers to the respondent.**

As you go through the questionnaire, you will come across questions you think you can answer based on information you heard earlier. You may want to suggest answers to the respondent. **Your job as an interviewer is to ask the questions and make sure the respondent understands, but not to answer for the respondent.**

During the Self-Administered Questionnaire (SAQ) that some respondents will complete, the respondent may try to rely on you to help answer the questions. **Do not help the respondent choose a response.**

7. **Become comfortable with the interviewing process and material.**

You should be familiar enough with the questions to be able to ask the question in an efficient, straightforward manner. You will need to spend a number of hours in most respondent’s homes, so it is vital that you understand both the flow of the interviewing process and the content of the interview material. Appearing unfamiliar with the content or wasting a respondent’s time while you try to figure out what to do next could cause a respondent to stop the interview, resulting in a refusal.
8. Be non-judgmental.

It is essential that you interact with respondents in a non-judgmental manner. It is possible respondents will tell you about actions that are illegal or that you find to be immoral, sad, or shocking. Regardless of what you hear, you must accept the information without judging. It is important that you accept all that you hear in a matter-of-fact manner so that the respondent continues to feel comfortable providing confidential information.

6.2.3 Probing

Probing is a technique used to help ensure that the answers given by the respondent are as accurate and complete as possible. Probing serves two purposes: (1) to help the respondent understand the question, and (2) to obtain a clear, codable response from the respondent without suggesting answers. Be sure to use an appropriate neutral or non-directive probe (Exhibit 6.1 lists specific examples of acceptable probes). Many screens in the L.A.FANS questionnaire display acceptable probes for the most common sources of respondent misunderstanding. General rules for probing include:

1. Repeat the question if the respondent misunderstood or misinterpreted the question.

   After hearing the question the second time, the respondent likely will understand what is being asked. This is usually the best and most straightforward method of probing. Similarly, repeating the answer choices suggests to the respondent that the response needs to come from these choices.

2. Repeat the answer if the response is too vague to answer the question.

   For example, if you ask the respondent for his/her current marital status and he/she answers, “I’m on the loose,” an effective probe is, “On the loose?”

3. Pause to indicate to the respondent that you need more or better information.

   This is a good silent probe after you have determined the respondent's response pattern.

4. Use neutral questions or statements to encourage a respondent to elaborate on an inadequate response.
Repeating All or Part of the Question

- “Let me read the question again.” Repeat the full question with emphasis.
- “Let me read the question again just to be sure we are focusing on the same time period.” Repeat the full question with emphasis.
- Repeat the answer choices with emphasis.
- Wait 10-15 seconds. If no answer is given, repeat the full question.

Requesting a Clarification

- “For this question, I need an answer of either ‘yes’ or ‘no’.”
  -or-
  - “Is that a ‘yes’ or a ‘no’?”
- “Can you give me a specific number of (hours/days/weeks/etc.)?”
- “Would you say 9 or 10?”

Reassurances

- “To the best of your knowledge . . . ”
- “Remember that we will not tell anyone what you say.”
- “Remember, there are no right or wrong answers.”
- “Take your time.”
- “I have to ask all of the questions in order.”
- “We’re interested in your own interpretation of the question.”
  “We just want to know what you think.”
- “Whatever [WORD] means to you.”

Repeating an Earlier Question

- “Let me read you an earlier question.”
Examples of neutral probes are “What do you mean?” “How do you mean?” “Tell me what you have in mind” or “Tell me more about . . .”

5. **Use clarification probes when the response is unclear, ambiguous, or contradictory.**

Be careful not to appear to challenge the respondent when clarifying a statement, and always use a neutral probe. Examples of clarification probes are “Can you give me an example?” or “Could you be more specific?”

### 6.2.4 When and How to Probe

The following explains when and how to probe to obtain information that is complete, accurate, and useful to the researchers who analyze the data.

#### RESPONDENT DOES NOT GIVE A SIMPLE “YES” OR “NO” ANSWER

- **Gives a clear answer but not “yes” or “no”**

  If the respondent gives an answer to a yes or no question that is completely clear (“absolutely” “not at all” “never!”), enter “yes” or “no” even though the respondent did not actually say “yes” or “no.” There is no need to probe in such cases.

- **Says “yes” or “no” and more**

  Respondents often say “yes” or “no” and then give you additional information. For example, if you ask “Does Jane’s birth or adoptive mother live or stay in this household?” the respondent might say “Yes, but she’s got a boyfriend now and she stays over there on the weekends that the kids are at their Daddy’s house.” The additional statement does not contradict the “yes” answer. In such cases, ignore the additional information and enter the “yes” or “no” answer without probing.

  On the other hand, if you think the additional information might contradict the “yes” or “no” answer, repeat all or part of the question. For the same question as above, if the respondent answered “Yes, but she’s got a boyfriend now and she’s never here,” the additional information seems to contradict the “yes” answer. You would need to clarify for the respondent that for the purposes of this study, “lives or stays” means she lives in the household at least part-time, then repeat the question.
UNCLEAR RESPONSES

- **Unclear numeric answers**

Some questions ask for a number (an age, the duration of something, etc.). If the respondent answers with “a few” “I was pretty young” “quite a while” etc., then say: "Can you give me a specific number of (hours, days, etc.)?"

Often respondents answer these questions with more than one number (“when I was 18 or 20 years old” “for two to three days” etc.). For many questions in the L.A.FANS we only want a single number as an answer, not a range, so it is necessary to encourage respondents to give us their **best opinion as to a specific number**.

- **Gives a vague or unclear response**

If the respondent seems to have understood the question, but gives a vague or unclear response such as “it depends” “Oh, Lordy!” “sometimes yes, sometimes no” then gently say, “Is that a ‘yes’ or a ‘no’?” If you are not sure the respondent understands or remembers the question, repeat the question, saying “Let me read the question again.” When repeating the question, pause slightly between parts of complex phrases, and emphasize any words that will help the respondent understand (focus your emphasis on the time frame and the terms that describe frequency).

- **Gives an unrelated response**

Sometimes respondents go off on a tangent without answering the question. Do not discuss personal issues with the respondent. Be polite. Without offending the respondent, bring the focus back to the job at hand by listening, smiling to acknowledge the respondent’s words, then repeat the question, emphasizing important words.

MISUNDERSTANDINGS

- **Doesn’t understand the question**

If the respondent tells you he or she does not understand a question, or if the answer makes no sense and indicates that the respondent did not understand, say “Let me read the question again” (repeat the question, emphasizing key words). Note: The first sentence (“Let me read the question again”) is optional and should be used only if you think it helps you maintain rapport with the respondent.
• Misunderstands the time period

If the respondent says something that makes you think he or she is not focusing on the correct *time period* for the question, reread the key part of the question or the entire question, emphasizing the time. For example, if it is June 15th and you ask a 35-year-old if he has worked in the last month and he says, “Yes, I worked most of last year,” he is not focusing on the correct time period (the last month).

• Misunderstands a frequency requirement

At times, respondents give answers that indicate they may not have understood the frequency requirement of the question.

• Misunderstands an intensity requirement

Sometimes you will need to probe because the respondent does not understand or ignores the *intensity* or severity that is asked about in the question.

**DON'T KNOW, REFUSED**

• A respondent says “I don’t know”

When a respondent says “I don't know,” it can mean one of three things: (1) the respondent may need more time to think about the answer; (2) he or she may be reluctant to tell you something personal; or (3) he or she actually does not know the answer to the question—or is unsure of the best answer.

If a respondent says “I don't know . . . hmm . . .” and appears to need more time to think about an answer, then wait silently and expectantly for an answer. If you feel it would help, you may say “**Take your time.**”

If you think the respondent has said “I don't know” because he/she is reluctant to tell you private information, you should put the respondent at ease by saying “**Remember that we will not tell anyone what you say**” or “**Remember, there are no right or wrong answers.**”

Sometimes respondents truly don't know the answer to a question. For example, if you ask about certain items covered by their health insurance, the respondent may simply not know. The *first time* that a respondent says “I don’t know” in this way, say “**To the best of your knowledge . . .**” On future questions about the same topic, however, you may accept the “don't know” response in the interest of not alienating the respondent.
Note: Listen closely to respondents to be sure they are really saying that they don’t know “Oh, I don’t know, probably not” could actually mean “no” to the respondent, while “I don’t know, I could have” may mean yes. Don’t guess what the respondent means. Instead, say “Is that a ‘yes’ or ‘no’?” using a pleasant tone.

- **Refuses to answer a question**

After repeating the assurance of confidentiality, allow the respondent to exercise the right “to refuse to answer any question.” If a respondent still does not feel comfortable answering a specific question, press [F4] to enter “Refused” as the response. Add a remark about the circumstances by pressing [CTRL-N].

- **Does not answer a question**

If the respondent does not answer, wait 10-15 seconds to give the respondent time to think. If there is still no response, say “Let me read the question again” (repeat the question emphasizing key words). If no answer is given a second time, code as “Refused” and continue. Sometimes respondents fail to answer a question they find very personal rather than flatly refusing to answer. Sometimes, however, they have become unwilling to continue with the interview. If you suspect that this is the case, ask the respondent if he or she would like to take a break. He/she may feel like continuing after a few minutes to him/herself.

- **Does not give a codable answer**

In the unlikely event that the probing strategies do not work in obtaining a codable response from the respondent, press [F3] to enter “Don’t Know” as the response. Add a remark about the circumstances by pressing [CTRL-N].

### 6.2.5 Recording Responses

Most of the questions in the L.A.FANS survey have pre-coded responses. A few questions, however, are open-ended so you must type in a response to the question. Some questions have pre-coded responses including an “Other (SPECIFY)” category. If the respondent's answer does not fit into a pre-coded answer, then choose “Other” and specify the response.

When recording open-ended or other specify responses, follow the recording practices below to ensure the recorded responses accurately reflect the respondent's answers.
• Record the response verbatim, typing the keywords the respondent says. For example, the respondent is specifying her occupation and says “I think of myself as . . .” there is no need to record that first phrase. The important step is to accurately record the occupation.

• If you run out of room in the “other specify” box, press [CTRL-N] to continue capturing the answer.

• If the interview is being conducted in Spanish, record the answers in Spanish.

• Enter a note for any responses that “don't quite fit” in one of the response categories for that question. Remember to record any general remarks about the interview or interview setting. Your notes will help the analysts to understand any points of confusion, difficulty, etc.

• Wrong code—If you mistakenly enter the wrong answer or if the respondent changes his/her mind, go back to the question by pressing the up arrow key (↑↑↑↑) to move back through fields until you come to the field you need to correct. Use the backspace key to erase the old answer, then type the correct answer.

When respondents are completing the SAQ portion of the survey on their own, answer their questions about recording responses in this same way.

6.2.6 “Don’t Know” or “Refused”

“Don’t know” or “Refused” responses generally do not appear as answer categories in the questionnaire although they are within the acceptable range of responses. Since these responses are not displayed on the screen, the respondent is more likely to answer the question within the “preferred” ranges. Follow the probing techniques discussed in Section 6.2.3 to encourage accurate reporting. However, "Don't know" and "Refused" are always possible responses for any question in either the CAPI or SAQ sections. The only exceptions are date fields in the Event History Calendar (EHC)—you must enter some type of response in EHC date fields based on whatever information the respondent is willing to give you.

• If a respondent refuses to answer a question while you are administering the CAPI, first probe. Then if needed, press the [F4] key for “Refused.”

• If a respondent tells you he/she doesn't want to answer a question during the SAQ portion, repeat the confidentiality concepts before telling the respondent to press the [F4] key if the respondent still doesn’t want to answer.
• If a respondent doesn't know the answer to a question you have asked and a “don’t know” code is not available, probe first. Then, if necessary, press the [F3] key.

• If a respondent doesn't know an answer during the SAQ portion, tell the respondent to make a best guess. If needed, say to press the [F3] key.

6.3 Overview of the Rostering Process

All respondents to be interviewed are identified in the rostering process using the laptop computer. In the first part of the roster, you will list all individuals who live in the household full-time or part-time, as well as all individuals who stayed overnight in the household during the past two weeks (even if those individuals do not usually stay or live there). You will then collect specific information on the individuals listed to determine how they are related to the head of the household and whether or not their residence in the household is full- or part-time.

In the second part of the roster, information on the characteristics of each person residing in the household is collected and the language(s) spoken in the household is determined. After you roster a household, the computer selects the household members to interview and designates which modules will be administered to which particular individuals. Because a mistake in entering gender, age, or relationship codes can result in incorrect selections, it is imperative that you enter all roster information carefully and accurately.

6.4 Determining the Rostering Respondent

The individual answering the rostering questions is called the Rostering Respondent (RR) and must be age 18 or older and reside in the household half-time or more (this is generally the same individual who was the Screening Respondent). You should always ask the potential RR “Do you live in this household at least half the time?” Otherwise, you may be partially through the roster, discover the individual is not a resident of the household, and have to start the roster again with an eligible Rostering Respondent.

If the individual says he/she lives in the household part-time or gives an ambiguous answer (e.g., “I stay here once and a while”), ask “Do you live in this household half-time or more?” If he/she does not live in the household half-time or more, you should ask whether there is anyone else at home who is 18 or older and who lives in the household half-time or more. Additionally, if you have any doubts about an RR’s age, you should ask, “Are you 18 years old or older?” Like with screening, if the individual is not 18 or older, ask whether there is anyone else at home who is 18 or older and who lives in the household.
6.5 Completing the Roster

6.5.1 Introducing the Study

You will first enter some information from the screening form, then introduce the RR to the study and obtain informed consent for the rostering process. Read the text below out loud to the Rostering Respondent:

[As you know,] We are conducting a survey called the Los Angeles Family and Neighborhood Survey or L.A.FANS. The goal of the survey is to understand how families and neighborhoods affect children’s well-being and development. Your (house/apartment) was selected at random to be part of this study. Your participation in this study is completely voluntary, but very important. All information will be kept completely confidential.

You will then enter your interviewer number.

6.5.2 Introducing the Rostering Process

Next you will introduce the RR to the rostering process. Read the text that appears on your screen (below) word-for-word to the Rostering Respondent:

“I’d like to ask you to help me understand your living situation here. We’ll start with some questions about the people living or staying at this address. But before we get started, may I have your name?”

Record the RR’s name on the computer screen. Make sure to record the RR’s full name, including a first name (or a two-word first name like “Mary Lou”) and a full last name. Some RRs may have confidentiality concerns and may be hesitant to give you their full names. You should reassure them that all information is kept confidential and that we need their names only to keep the people in the household straight and to schedule any additional interviews if they are needed. Keep in mind that last names (i.e., family names) from Latin America can sometimes include multiple names (e.g., “Gomez Rodriguez or Gomez de Leon), while other last names may be singular (e.g., Gomez). Make sure to completely record whatever name the RR gives.

Also be aware that Chinese, Japanese, and some other Asian names may be written in two ways:

Last Name (Family Name), First Name

OR

First Name, Last Name (Family Name)
People with Asian names who are born in the United States generally use the second way—in other words, where the family name comes second—and immigrants often use this format once they arrive here. If in doubt, you should verify with the RR which name is the family name and which name is the “first” name. For instance, if the person says his name is Tokogawa Shigemi, you would ask if Tokogawa is the family name or the “first” name (in this case, Tokogawa is the family name and Shigemi is the “first” name, so you would enter those names in the computer as specified by the RR). However, if the RR says her name is Diane Woo, you would not need to ask if Woo is the family name since it is evident. Asian names are also frequently multiple. For example, if the RR says his name is Hong-sheng Hao, you would first ask if Hong-sheng is the family name or the “first name (in this case, Hao is the family name and Hong-sheng is the “first” name, so you would enter the complete names accordingly).

Be very careful typing names, making sure you have the correct spellings and have no typographical errors. Verify the spelling of each part of the name with the RR, even if you are fairly sure you know how to spell it. Spell the name out loud as you type it. For instance, you could say, “Okay, that’s Smith, spelled S-M-I-T-H. Is that correct?” Even though “Smith” is the most common spelling for this last name, the RR could reply that it is spelled S-M-Y-T-H-E. Correct spelling and no typographical errors will reduce the amount of work FIs will have to do when trying to relocate respondents for future waves of the L.A.FANS.

6.5.3 Residence Criteria Questions

On the next three screens you will record all other individuals who live or stay in the household full- or part-time or who stayed in the household the night before or during the past two weeks. In some households there are individuals who come to stay occasionally but who actually live somewhere else; in other households there may be individuals who the RR is reluctant to report (e.g., someone in trouble with the law). The objective is to include everyone who meets these criteria, and these three questions are designed to obtain information on all individuals who live or stay in the household. If the RR mentions someone and you are not sure whether or not he/she should be included, add the person to the list.

In the first of these three questions (shown below), you are asking for the names of each person who stayed in the household the night before the interview.

Please give me the name of everyone who stayed here in this house or apartment last night. To make sure I keep people straight, can you give me their full names? We will keep this and all other information strictly confidential. But if
you feel more comfortable giving only first names, nicknames, or initials, that is OK too.

“Staying in the household” means spending the night or sleeping in the house or apartment. Usually the RR will either give you a list of individuals staying in the household, say that he/she was the only person in the household last night, or say that no one stayed in the household last night (e.g., the RR lives alone and was away last night). However, sometimes an RR may need you to clarify the question. If an RR says he/she got home around 2:00 am and asks if that’s “staying” there last night, explain that yes, that is considered “staying” there that night. If an RR says a person was there all night but was up talking (rather than sleeping), that too is considered “staying” there that night (even though the individual did not go to sleep). However, if an RR says a neighbor came over at 3:00 am to ask for help with something, you will need to inquire whether or not the neighbor “stayed” the rest of the night. If you have any doubts about whether or not someone spent the night last night and the RR’s answers remain ambiguous, you should record the person’s name.

Rostering Respondents may also tell you about people who normally live in the household, but who did not stay the previous night in the household. For instance, an RR might say her daughter lives there but was at a sleepover party last night. For this question, do not record the daughter’s name because she did not sleep there last night. Instead, tell the RR that you’ll get to her daughter in minute, that right now you are just recording the names of people who stayed in the household the night before. However, remember that the RR mentioned her daughter and be sure to ask about the daughter if the RR fails to mention her later.

Some RRs may be reluctant to give the full names of people staying the last night in the household if, for instance, the person is in trouble with the law or no one is supposed to know that the person is staying there. These RRs will often feel more comfortable using only first names, nicknames, or initials, at least until they become more at ease with you. At the end of the roster, the computer will prompt you to ask for the full names of anyone for whom you have only entered a first name, nickname, or initials. By then, the RR may be comfortable enough with you to give you the person’s full name.

In the next question, you will ask for the names of individuals who usually live or stay in the household but who did not stay there the previous night. In other words, you will list people who live in the household but who were not recorded in response to the previous question.

Does anyone else usually live here who did not stay here last night? Please include people who are away at school or college; lodgers, boarders, or people
you employ who live here. Also include babies, small children, foster children, and anyone who usually stays here but is away traveling, in the hospital, at a correctional institution, or somewhere else.

Although this question is long because it lists people RRs should include, you must read the entire question word-for-word so that RRs are aware of all the people they should report. Children or adults who consider the household to be their residence but who live away at a boarding school, college, or university should be included. So should people who are considered lodgers or boarders—those individuals who live full- or part-time in the household and pay rent, pay part of the rent, or who contribute to the household expenses. If someone usually lives or stays in a household but does not pay rent or contribute to expenses (for instance, a foreign exchange student who boards with the family), that individual should still be included on the roster. Individuals who are employed by the household and live full- or part-time in the household should also be included. These people could be live-in baby sitters, nannies, or au pairs; someone caring for a sick, disabled, or elderly person; servants, such as maids or gardeners; or any other person who is employed by the household and lives there at least half the time.

Some RRs forget to report newborn babies and small children, and you must be sure they are included. Foster children are typically children who are temporarily in the custody of a county agency and who have been placed in a “foster home” because their own parents are unable to take care of them. Rostering Respondents also may forget to report individuals who are in the hospital, away traveling, or away for some other reason but who typically live there. They may also be reluctant to report someone who generally lives there but who is in jail, prison, or juvenile hall. All of these types of people should be included.

For most RRs, it will be clear whether or not someone usually lives in the household. In some cases, you may need to clarify for the RR that we are interested in anyone who usually lives or stays in the household full- or part-time. If there is any doubt about whether or not someone “usually lives” there, you should record the person’s name. Again, you may accept just a first name, a nickname, or an initial, although it is always better to record the full name if possible.

In the third and final residence criteria question displayed below, you will record anyone who is not already on your list and who stayed in the household for one or more nights during the last two weeks.

Did anyone else stay here for one or more nights in the last two weeks, since [COMPUTER FILLS MONTH/DATE TWO WEEKS AGO]?
Unlike the previous question, this question includes people who do not usually live in the household. For instance, if the RR’s sister from North Carolina spent a night in the household a week and a half ago, she should be included. If a friend who lives a few blocks away stayed in the household one night 13 days ago, even though he stayed up talking all night, he should be included. Or if the daughter of a RR had a sleepover party a week ago and 10 girls spent the night, they should all be included. Again, you can accept first names, nicknames, or initials but if possible, you should try to record a full name.

Every person recorded in these three residence criteria questions should be recorded only once. For example, an RR’s husband may have slept there the previous night, usually lives there, and stayed there during the last two weeks. However, he should be entered only once. In some instances, you will need to clarify whether a person reported by the RR for this question is the same as someone the RR told you about previously. For instance, you could say “Is this Jennie Hawkins the same person as the Jennifer Hawkins that you told me about before?”

6.5.4 Relationship to the Head of Household

First you will see a CAPI check question asking you to indicate if there is only one person on the list or if there is more than one person on the list. If there is only one person, you will indicate as such. The computer will automatically code this person as the Head of Household and route you to the next appropriate question.

If you indicate that there is more than one person on the roster, you will see a screen that lists all the individuals recorded in the previous questions and instructs you to say:

Now I want to find out how everyone on this list is related. First, please tell me whose [apartment/house] is this? That is, who rents or owns this [apartment/house]?

You should record the name(s) of the person or persons who live in the household and who rent or own it. If the RR lives upstairs in an apartment that he/she rents from the owner of the apartment building who lives downstairs, the correct name to record is the name of the RR because he/she is the one who lives in the household and rents the apartment. The landlord is not the correct name to record because he does not live in the apartment and is not part of the household. Some RRs may reply that they do not own the residence yet, that the bank owns it because they are still making mortgage payments that institution. In that case, consider the person making the mortgage payments to be the owner of the residence.
In rare instances, someone outside of the household may rent the house or apartment for someone who resides in the dwelling. For example, a father may rent an apartment for his son and daughter-in-law to live in. The rental contract is between the landlord and the father, but the father does not live in residence and is not part of the household. When asked “please tell me whose apartment this is?” the daughter-in-law could answer that “it’s my husband’s apartment.” In that case, you should record her husband’s name. But if she says “my father-in-law rents it for us, but he doesn’t live here,” you will need to probe to determine who, among the people who live in the residence, is responsible for the apartment. For instance, you could ask “would you consider this apartment to be your husband’s apartment, your apartment, or both yours and your husband’s apartment?”

In many households, a married or unmarried couple jointly owns or rents a house or apartment. Likewise, sometimes a parent and an adult child, two siblings, or two friends may jointly own or rent a house or apartment. In those cases, record both names given. The computer will then randomly select one of those names for you to use in subsequent questions as the Head of Household—also called the “reference person”—and will display the statement below:

My computer randomly chose [you / NAME]. So let’s talk about how each person in this household is related to [you / NAME].

It is important that you read the above statement to the RR so that he/she knows why you are asking how everyone else is related to this specific person that has been designated the Head of Household (HHH).

The computer will first take you through a series of additional demographic questions for the HHH (see Section 6.5.5). After the questions about the HHH, you will then say:

Let’s start with [NAME]. How is [NAME] related to [HHH NAME]?

Naturally, in one-person households the only person in the household is the HHH, so you will not see this question for one-person households.

Record the relationship that the RR tells you. DO NOT read the list of relationships that appears on the screen. Keep in mind that responses to this question refer to the relationship between each person in the household and the Head of Household. They do not refer to each person’s relationship to the Rostering Respondent unless the RR is also the HHH.

If you need to probe to clarify the RR’s responses, do so. For example, if the RR is also the HHH and says “Susanna is married to my son” you should clarify the relationship by asking “So Susanna is your daughter-in-law?” Clarifying the relationship of each person to the HHH is
especially important when the RR and the HHH are not the same person. If, for example, Gena is the HHH, but Phyllis is the RR and says “Gena is the mother of Mary,” you should clarify the relationship by asking “So Mary is Gena’s child, right?” Failing to clarify these relationships has resulted in interviewers entering incorrect codes (and therefore the interview selection is also incorrect). In the example just given, if an interviewer did not fully understand how Mary is related to Gena and entered “parent” because the RR said Gena was Mary’s mother, Mary could be selected for the Parent Questionnaire module when, in fact, Gena was supposed to be selected for the Parent Questionnaire module!

These relationship codes are used in several places during rostering and elsewhere in the CAPI instrument. Most relationships are self-explanatory, but each is defined in Exhibit 6.2. Note that codes for relatives and family members appear first on the list (codes 1 through 20) and are followed by codes for non-relatives (codes 21 through 24). At the end of the list are codes for relationships that are uncommon but that could be encountered (codes 25, 26, and 27) in the field. These encompass situations where an ex-spouse, a parent’s partner, or a child’s partner lives in the household and are placed separately at the bottom because of the rarity of their occurrence.

6.5.5 Additional Demographics

Once the relationship to the HHH has been defined, additional demographic information is collected, starting with age:

How old [are you / is NAME]?

If the RR hesitates or is unsure of what you are asking, you may read the probe displayed on the screen:

We need an idea of [your/NAME’S] age. Can you tell me about how old [you are / he/she is]?

Many RRs will respond with statements like “he is almost 14 years old.” However, “age” is defined as the age the person was on his/her last birthday—in other words, his/her completed years of age—so for this example you would record the age as “13 years old.” An RR may make a statement like “she’ll be 11 years old tomorrow.” Even though someone may have a birthday tomorrow, he/she has not yet had that birthday, so for this example, the child is still 10 years old and you would record her age as such. Be aware that in some Asian cultures, age is calculated
differently and individuals are considered a year old at the time of birth. If necessary, make sure Asian RRs understand the way we are calculating birthdays.

For children under the age of 1 year (12 months), you should record the age in months. Some RRs will report ages of children over the age of 1 year in months. An RR could say “he’s 18 months old,” in which case you would record the child’s age as “1 year old.” The child has reached his first birthday (12 months) but has not yet reached his second birthday (24 months). Other RRs will report young children’s ages in years and months. For instance, an RR might say “she’s 1 year and 3 months old.” You would record the age as just “1 year old.” You cannot record both months and years in the laptop, and you should not record months of age for anyone who is 1 year old or older.

The next piece of demographic information collected is gender. For most of the people listed you will already know the gender of the individual—either from the person’s name or from the way the RR has talked about the individual (e.g., “he is 5 years old”). If you are sure about the person’s gender, simply enter the correct code. If you have any doubts at all, ask the RR the probe that appears on the screen and enter the correct code:

Is [NAME] male or female?

A good habit to get into when you are sure you know the person’s gender is to say “Okay, and [NAME] is female. Is that correct?” as you are entering the gender code in the laptop. This is particularly important when you are using names as your guide to gender. Some names—such as “Lee” and “Pat”—can be used for either males or females, and some names are unusual and gender cannot be determined from the name.

For individuals 16 years old and older, the next screen will ask about marital status (16 is the minimum legal age for marriage in California and most other states):

[Are you / Is he/she] married or currently living with a partner?

You should ask this question of everyone when it appears on the screen, even if you think you already know the answer. In other words, even if it is clear that the individual’s spouse lives in the household, you still need to ask this question.

The possible ways to record the responses to this question are:

MARRIED
LIVING WITH A PARTNER (WITHOUT BEING MARRIED)
NEITHER
(IF VOLUNTEERED) BOTH MARRIED AND LIVING WITH A PARTNER (OTHER THAN SPOUSE)

“Married” means legally married, although if an RR gives you this response, you do not need to probe about whether or not the marriage is legal. Marriage includes being legally married to someone who is not living in the household. “Living with a partner” means living with someone in a romantic or sexual relationship. On the L.A.FANS, the term “partner” includes only people the individual is not legally married to. If an individual is married and living with his/her spouse, this is not “living with a partner”—instead, this individual should be coded “married.”

“Partners” do not include roommates—unless the person is in a romantic or sexual relationship with the roommate. The term “living with a partner” does not include girlfriends, boyfriends, or partners who live outside the household. However, rather than coding the response “neither” (not married and not living with a partner), you should accept the RR’s response if he/she states he/she is living with a partner, even if there is no partner on the HH roster.

Some people who are married and living with their spouses may answer “I’m married and living with my partner.” You need to probe to find out if the “partner” they are referring to is their spouse or someone else. If it is their husband/wife, code the response “married.” If the individual is married to one person but living with someone else, code it “both married and living with a partner (other than spouse).” This will not happen very often—you should probe to be sure the “partner” the RR is talking about is actually someone other than his/her spouse. Next you will need to determine if the individuals on the roster live in the household full-time or part-time:

[Do you / Does NAME] live here full time or part time?

For the L.A.FANS, “full-time” is defined as staying half-time or more in the household. Anyone who does not stay half or more of their time in the household is considered “part-time.” You may need to use the probe that appears on the screen to clarify the question for the RR:

[Do you / Does he/she] spend half or more of [your / his/her] time in this household?
Exhibit 6.2 Relationship Definitions

Code 1:  *Husband or wife.* These terms refer to legal marriages. However, if the RR says that a person is the HHH’s husband or wife, you do not need to clarify whether or not they are legally married.

Code 2:  *Partner (lover, girlfriend, or boyfriend).* These terms refer to people living together in a sexual or romantic relationship without being legally married. These can be same-sex or opposite-sex partners. If the RR uses one of these terms, you do not generally need to clarify whether they are talking about a sexual or a romantic relationship or whether they are legally married. However, if the RR says “he is my business partner” or “she is my father’s law partner,” you should clarify whether the person is simply a friend or is in a relationship with the HHH.

Code 3:  *Biological child.* This is a son or daughter that the HHH either gave birth to or is the biological father of.

Code 4:  *Stepchild.* Stepchildren are the children of the HHH’s husband or wife and someone other than the HHH. For instance, if the HHH marries a man who had children with another woman, these children become the HHH’s stepchildren—they are not related biologically to the HHH in any way. Sometimes stepparents adopt their stepchildren and therefore become adoptive parents. However, you should not probe about whether someone reported to be a stepchild was ever adopted by the HHH—simply record whatever response the RR gives you.

Code 5:  *Adopted child.* An adopted child is not biologically related to the HHH but becomes the HHH’s child through a legal adoption procedure that generally involves going to court. Sometimes stepparents adopt their stepchildren and therefore become adoptive parents. However, you should not probe about whether someone reported to be a stepchild was ever adopted by the HHH—simply record whatever response the RR gives you.
Exhibit 6.2 Relationship Definitions, continued

Code 6:  *Foster child.* A foster child is a minor (under age 18) who cannot live with his/her own parents because the parents are abusive or unable to care for the child. Foster children are under the custody of the county and are placed in foster homes that are regulated by the county and that provide care for foster children with funding from the county. Foster children generally stay in foster homes temporarily but may stay for several years.

Code 7:  *Child of partner.* This is the child of the HHH’s girlfriend, boyfriend, or lover. The child is not related by biology or adoption to the HHH. However, if the HHH and his or her lover have a child together, that child would be coded 3 (biological child) rather than 7 (child of partner).

Code 8:  *Son-in-law or daughter-in-law.* When someone marries the HHH’s son or daughter, that person becomes the HHH’s son- or daughter-in-law.

Code 9:  *Parent.* This category includes biological or adoptive mothers of the HHH. It does not include stepparents.

Code 10:  *Stepparent.* The HHH’s stepparent is someone his/her mother or father married, other than the HHH’s biological or adoptive parent. However, do not probe as to whether someone reported to be a stepparent ever adopted the HHH. Simply record code whatever response the RR gives you.

Code 11:  *Parent-in-law.* This is the HHH’s mother-in-law or father-in-law—that is, the mother or father of the HHH’s husband or wife.

Code 12:  *Grandparent.* This term refers to the parents of the HHH’s mother or father.
Code 13: **Brother or sister.** This includes biological or adoptive full brothers or sisters. Full brothers or sisters have the same biological or adoptive mother **AND** father. However, if an RR says “brother” or “sister,” do **not** probe to determine if the person is a full brother or full sister.

Code 14: **Stepbrother or stepsister.** A stepbrother or stepsister is the child of the HHH’s stepparent and is not biologically related to the HHH. He or she does not have the same mother or the same father as the HHH—rather, a stepbrother or stepsister is the child of someone that the HHH’s mother or father married (other than the HHH’s own mother or father). For instance, if the HHH’s parents are divorced and his/her mother marries a man with two daughters, those daughters become the HHH’s stepsisters.

Code 15: **Half-brother or half-sister.** A half-brother or half-sister shares one parent with the HHH but not both parents. For example, if the HHH’s mother has a son with someone other than the HHH’s father, that son is the HHH’s half-brother.

Code 16: **Brother-in-law or sister-in-law.** The HHH’s brother- or sister-in-law is either the husband or wife of the HHH’s sister or brother OR the sister or brother of the HHH’s spouse. The HHH is related to his/her brother- or sister-in-law only through the marriage of his/her brother or sister or through his/her husband or wife.

Code 17: **Grandchild.** Grandchildren are the children of the HHH’s own children. Generally they are the biological children of his/her own biological children but not always. If an RR says that a person is the HHH’s grandchild, do **not** probe as to whether the relationship is biological or not.

Code 18: **Uncle or aunt.** An uncle or aunt is the brother or sister of one of the HHH’s parents.
Exhibit 6.2 Relationship Definitions, continued

Code 19:  *Nephew or niece.* A nephew or niece is the child of the HHH’s sister or brother.

Code 20:  *Other relative, specify.* Use this category for other relatives that are not listed above. For example, if an RR is also the HHH and says “he’s my husband’s uncle,” you would assign a code 20 and type in “husband’s uncle.” Make sure to type in as full a description of the relationship as possible.

Code 21:  *Roommate.* This is the first code for non-relatives—that is, people who are not family members. A roommate is generally someone who shares a house or apartment with the HHH but who is not involved in a sexual or romantic relationship with the HHH. It is important to distinguish between “partner (lover, girlfriend, or boyfriend)”—which is code 2—and “roommate”—which is code 21. A partner is someone who is involved with the HHH in a sexual or romantic relationship. A roommate is simply someone who lives in the same dwelling sharing expenses but without the sexual or romantic relationship. Sometimes RRs will use the word “roommate” to describe someone who is really a “partner.” If you have any doubt, you should ask “is this a roommate or a partner—in other words, a boyfriend or a girlfriend?”

Code 22:  *Friend.* Roommates generally share the rent and living expenses but can also be friends. Here the category “friend” is for people who are not roommates; that is, they live or stay in the household—often, but not necessarily, on a short-term basis—and generally do not contribute to expenses.

Code 23:  *Live-in maid, care provider, servant, or domestic worker.* These are employees of the HHH. Common examples are live-in nannies, au pairs (another word for “nanny”), or day care providers who care for children. Older or disabled people sometimes have live-in care providers who live in the household and who take care of the person involved.
Exhibit 6.2 Relationship Definitions, continued

Code 24: *Other non-relative, specify.* Like code 20, this is a category for non-relatives—that is, people who are not family members—who are not covered by categories 21, 22, or 23. For example, if the RR is also the HHH and says “he is my roommate’s son,” assign a code 24 and type in “roommate’s son.” Make sure to type in as full a description of the relationship as possible.

Code 25: *Ex-spouse.* An ex-spouse is someone who the HHH was once married to but who he/she is no longer married to. For example, a female HHH who is divorced may use the term “ex-husband” or “former husband” to refer to the person she is divorced from. However, some people who are separated from their spouses may also refer to their estranged spouse as their “ex-husband” or “ex-wife,” so you should probe to determine if a divorce has been granted. Do not include ex-boyfriends, ex-girlfriends, or ex-partners in this category—they should be included in the “other relative, specify” category.

Code 26: *Parent’s lover/partner.* This category is for partners, lovers, girlfriends, or boyfriends of the HHH’s parent. For instance, if the HHH’s father and father’s girlfriend live in the household, this code would be assigned to the father’s girlfriend.

Code 27: *Son or daughter’s lover/partner.* This category is for partners, lovers, girlfriends, or boyfriends of the HHH’s son or daughter. For example, if the HHH’s son and the son’s girlfriend live in the household, this code would be assigned to the son’s girlfriend.
Spending time in the household means staying or sleeping in the household half-time or more, excluding occasional business trips or vacations. This means sleeping in the household an average of about 15 nights or more a month (or an average of about 4 or more nights per week). For instance, a person who is home only 10 nights a month because he/she travels for his/her job is considered a part-time resident of the household. Likewise, a child who sleeps in the household only on the weekends or during the summer is considered a part-time resident. However, a child who spends about 4 nights a week in the household and 3 nights a week elsewhere is considered a full-time resident, since he/she spends more than half of his/her time in the household.

In certain circumstances, you will also see a series of questions displayed in upper case. These questions should not be read aloud—instead, you will answer them on your own. They are CAPI checks designed to determine if a person age 16 or 17 is an emancipated minor and therefore has no primary caregiver. Then the remaining questions in this additional demographics section focus on any children listed on the roster who are age 17 or younger, who have not already been determined to be emancipated minors and who do not appear to be living with their biological parents based on information gathered thus far. This particular introductory statement (first line, below) will appear for the first child you are asking about, followed by the question:

Next, I want to ask you about the parents of children and teens who usually live here.

Does [NAME]'s birth or adoptive mother live or stay in this household?

You must ask this question, even if you think you know the answer. Then when asking this question about the other children 17 and younger listed on the roster, this introductory statement will appear along with the question:

Now, I’d like to ask you about the parents of [NAME]. Does [NAME]'s birth or adoptive mother live or stay in this household?

“Birth mother” is the woman who gave birth to the child, and “adoptive mother” is the woman who is the child’s mother through a legal adoption process. For this question, “live or stay in this household” means live or stay in the household at least part-time. If the RR replies “Yes,” this question will appear:

What is [NAME]'s mother’s name?
The computer will also show you the roster of all the people in the household. You should record the full name and roster line number of the child’s mother. Make sure to verify with the RR that you have her full name and that you have spelled it correctly. Like when you created the original roster list, spell the name out loud as you type it and confirm that spelling with the RR. Correct spelling and no typographical errors will reduce the amount of work you and other interviewers will have to do in the future when relocating respondents.

The purpose of the next question is to determine if there’s anyone in the household that has the same mother as the child you are asking about:

Does anyone else in this household have the same birth or adoptive mother as [NAME]?

Here it does not matter whether the child and other members of the household have the same father or not—the question asks whether they have the same mother. For example, if 14 year-old José has the same mother as 25 year-old Sylvia, the answer to record is “yes.” If 5 year-old Biana has the same mother as 10 year-old David, again, the answer is “yes.” Even if Biana and David live in the U.S. with their grandmother and their mother lives in El Salvador, for this question the answer is still “yes” because they both have the same biological (or adoptive) mother.

The computer will next display the roster and the question:

Who has the same mother as [NAME]?

You should record the full name and roster line number of each person having the same mother as the child whose name appears in the question, regardless of whether those individuals are children or adults and regardless of whether the mother herself lives in the same household.

Now the same series of questions appear, this time regarding the child’s father. The next question on the computer screen says:

Does [NAME]’s birth or adoptive father live or stay in this household?

Again, you must ask this question, even if you think you know the answer. “Birth father” is the man who is the biological father of the child, and “adoptive father” is the man who is the child’s father through a legal adoption process. For this question, “live or stay in this household” means
live or stay in the household *at least part-time*. If the RR replies “Yes,” this question will appear:

*What is [NAME]’s father’s name?*

The computer will again show you the roster of all the people in the household, and you should record the full name and roster line number of the child’s father. Make sure to verify with the RR that you have his full name and that you have spelled it correctly—spell the name out loud as you type it and confirm that spelling with the RR. Again, correct spelling and no typographical errors will reduce the amount of work you and other interviewers will have to do in the future when relocating respondents.

The purpose of the next question is to determine if there’s anyone in the household that has the *same father* as the child you are asking about:

*Does anyone else in this household have the same birth or adoptive father as [NAME]?

Again, it does not matter whether the child and other members of the household have the same mother or not—the question asks whether they have the same *father*, even if the father does not live in the same household. Then computer will again display the roster and the question:

*Who has the same father as [NAME]?

Record the full name and roster line number of each person having the same father as the child whose name appears in the question, regardless of whether those individuals are children or adults and regardless of whether the father himself lives in the same household.

In certain circumstances you will see a series of questions in upper case for you to answer, not read aloud. These questions are another CAPI check designed to help determine the primary caregiver if the child’s biological or adopted mother does not live in the household. For children age 17 or younger who do not have a biological or adoptive mother in the household, this question will appear:

*Does [NAME] have [a stepmother, foster mother, or ] someone else who lives in this household *more than half time* who is like a mother to [him/her]?

**YES, STEPMOTHER**
**YES, FOSTER MOTHER**
**YES, OTHER MOTHER EQUIVALENT**
The objective of this question is to determine whether there is a woman living in the household who is like a mother to the child. It is up to the RR to determine whether or not there is anyone in the household who is “like a mother” to the child. This person could be a grandmother, an aunt, or the father’s girlfriend. However, do not probe—let the RR decide whether there is such a person in the household. Be aware that the person “who is like a mother” to the child **MUST BE A FEMALE**. If an RR says “George is her father. I guess he’s the closest she has to a mother in this household,” you need to probe and ask “Is there anyone who is female living in the household who is like a mother to her?” If the RR says “no,” code the answer as such.

If there is a female living in the household who is the child’s stepmother, foster mother, or like a mother to the child, the computer will display the roster and ask for her full name and roster line number. As you did for questions similar to this, be sure to obtain the person’s full name and that the spelling of her name is correct. In the next question you will determine how this female is related to the child.

**How is [NAME IN RA34] related to [CHILD’S NAME]?**

You **must** ask this question, even if you think you know the answer, and you should use the same relationship codes you used when rostering (*Exhibit 6.2*). Be sure to code how the adult is related to the child, not the reverse. For instance, if the RR says the child (Bobby) is the grandchild of the person named (Martha), you should clarify by asking “So Martha is Bobby’s grandmother, right?” and enter the appropriate code.

If any children on the roster age 17 or younger do not have biological or adoptive mothers or fathers living in the household **AND** do not have stepmothers or foster mothers living in the household, you will see this question (you will also see this question if a child’s mother or father only lives in the household part-time):

**Who is the adult living here more than half time who is primarily responsible for [NAME] when [he/she] stays here in this household?**

This question is designed to determine which adult, among those living in the household full-time, is responsible for the child—in other words, who is the primary caregiver for this child. When you see this question, you will also see a list of people who live in the household more than half the time. In the case of children whose mothers or fathers live in the household only
part-time, there will usually be an adult who is in charge of the child when the parent is not around (and often when the parent is around as well). For example, a child lives with his grandmother. His mother lives in the household an average of two days a week, but his grandmother lives in the household full-time (meaning more than half-time) and is primarily responsible for this child. In this case, you would record the full name and line number of the grandmother, taking care to spell the name correctly and to not make any typographical errors.

In almost all cases there will be an adult in the household who is responsible for each child or teenager (i.e., a primary caregiver). The next question determines what the relationship between the child and this adult is:

How is [NAME IN RA36] related to [CHILD’S NAME]?

Even if you think you know the answer, you must ask this question. As in an earlier question, be sure to record the relationship of the adult to the child, not the reverse. You should also use the same relationship codes you used when rostering (Exhibit 6.2).

If there is a child in the household who has no parent or primary caregiver identified, this follow-up question will appear:

Maybe I misunderstood. From what you've told me, no adult in this household is responsible for [NAME]. Is that correct?

If the RR answers “No, that’s not correct,” the CAPI program will send you back to ask again. However, if the RR answer “yes,” code the answer given and make an entry in the “notes” section regarding the status of the child. Although almost all children and teenagers will have an adult in the household who is responsible for their care, occasionally you will find a teenager who is living with his/her friends. For instance, there might be a 15 year-old living in a household without either of his parents and without stepparents or foster parents. If, after asking all the questions that appear on your screens, it is clear that there is no adult responsible for a teenager, the computer will code the teen as an “emancipated minor” and treat that teen differently than other children during the respondent selection process.

The next question assists in the determining the father figure in the household. If there is a child age 17 or younger living in the household who does not have a biological or adoptive father living in the household, then this question will appear:

Does [NAME] have a stepfather, a foster father, or someone else in this household who is like a father to [him/her]?
YES, STEPFATHER
YES, FOSTER FATHER
YES, OTHER FATHER EQUIVALENT
NO

The objective of this question is to determine whether there is another man living in the household who is like a father to the child. It is up to the RR to determine whether or not there is anyone in the household who is “like a father” to the child. This person could be a grandfather, an uncle, or the mother’s boyfriend. However, do not probe—let the RR decide whether there is such a person in the household. **Be aware** that the person “who is like a father” to the child **MUST BE A MALE**. If an RR says “Shirley is his mother. I guess she’s the closest he has to a father in this household,” you need to probe and ask “Is there anyone who is male living in the household who is like a father to him?” If the RR says “no,” code the answer as such.

If there is a male living in the household who is the child’s stepfather, foster father, or like a father to the child, the computer will display the roster and ask for his full name and roster line number. As you did for questions similar to this, be sure to obtain the person’s full name and that the spelling of his name is correct. In the next question you will determine how this male is related to the child.

**How is [NAME IN RA41] related to [CHILD’S NAME]?**

You **must** ask this question, even if you think you know the answer, and you should use the same relationship codes you used when rostering (Exhibit 6.2). Again, be sure to record the relationship of the adult to the child, not the child to the adult. For instance, “partner of parent” would be an accurate answer, whereas “child of partner” would not.

After this question has been answered, the CAPI program will use the information to select the interview Respondents. Occasionally the CAPI program will display a few additional questions on the screen that you will need to ask, questions such as:

**From what you’ve told me, [NAME] is married or living with a partner. But I don’t think I have that person’s name. Could you tell me that person’s name?**

In many cases, the relationship codes allow the CAPI program to figure out who each individual’s spouse or partner is—but not always. If the CAPI program cannot figure this out from the information already entered in the computer, it will prompt you to ask the RR. Be sure to ask for and enter the full name of the husband, wife, or partner—taking care to spell the name correctly.
correctly and without typographical errors—as well as the roster line number of the spouse or partner.

The CAPI program contains rules about who will answer the household finance questions contained in the Household Questionnaire module. If the RR is part of a married or unmarried couple living in the household, the RR decides who knows the most about the household finances and therefore who should answer those questions (below):

Who knows the most about your household finances? Is it you or [SPOUSE/PARTNER’S NAME]?

However, since the CAPI program can select a young adult to be the RSA who is living with both parents, the question below may appear along with the roster line numbers and the names of the young person’s parents:

Which of [your / NAME’S] parents know the most about the household finances? Is it [MOTHER’S NAME] or [FATHER’S NAME]?

6.5.6 Back-end Roster Questions

In the back-end of the rostering questions, some additional information about each person in the household is collected, regardless of whether they live in the household full- or part-time. Some of these questions are asked about everyone who was initially listed on the roster, even if they were only a visitor one night during the past two weeks. The first question in this series pertains to educational attainment:

How much school [have you / has NAME] completed?

NONE
1 TO 11 (GRADE 1 THROUGH 11)
HIGH SCHOOL GRADUATE OR COMPLETED GED
SOME VOCATIONAL SCHOOL
COMPLETED VOCATIONAL SCHOOL
SOME COLLEGE
ASSOCIATES’ DEGREE (AA)
BACHELORS’ DEGREE (BA, BS)
SOME GRADUATE OR PROFESSIONAL SCHOOL (AFTER COMPLETING COLLEGE)
COMPLETED GRADUATE / PROFESSIONAL DEGREE
Here we are asking how much education each person has completed. If an RR says “She’s in the 11th grade,” do not code “11th grade”—the individual cannot have completed a grade she is still in. Instead, ask the RR “That means that the highest grade she’s completed is the 10th grade. Is that correct?” If a person has not completed any year of school (e.g., never went to school, went to school but did not complete at least a year, is not old enough to be in school, etc.), code “NONE.” If an individual completed a grade between 1st and 11th grade, type in the number of the grade or the number of years the person completed.

If an RR says a person completed 12 years of school, that typically means he/she completed high school (i.e., graduated from high school). However, do not assume this as true. Instead ask “That means he/she graduated from high school. Is that correct?” A “GED” is a “graduate equivalency diploma” that is the equivalent of a high school diploma. Those who did not complete high school obtain it by studying and taking a test. If an RR says that a person completed 12 years of schooling but did not graduate from high school and did not obtain a GED, clarify what the situation is—for example, they may have dropped out of high school but still completed some vocational school or college for a total of 12 years of schooling.

Vocational school is a secondary school providing training in specialized jobs like welding, hairdressing, etc. “Some college” means completion of at least one year (or the equivalent of one year) of college or university training without graduating. If an RR indicates a person graduated from college, be sure to find out what type of degree he/she received. College degrees include an Associates’ Degree (AA), which generally are two-year degrees obtained from a community college, and Bachelors’ Degree (BA, BS), which typically are four-year degrees obtained from colleges and universities.

Some people go to school after completing college and receive graduate degrees that include masters’ degrees (MA, MS, MBA, MPA, etc.) and doctoral degrees (PhD, DSC, EdD, etc.). They may also go to school to complete professional degrees, such as law degrees (JD), and medical doctor degrees (MD, OD, DDS, etc.). Doctoral degrees are not medical degrees—they are graduate degrees in fields like psychology, mathematics, chemistry, economics, etc. If an RR says that a person has gone to graduate or professional school, determine whether the person completed any years of graduate or professional school and whether he/she completed a graduate or professional degree. If the person went to graduate or professional school but did not complete any years, the highest grade completed will generally be a Bachelors’ Degree—he/she did not complete any years of graduate or professional schooling. If the person completed a year but did not obtain a graduate or professional degree, indicate “some graduate or professional school.”
The next question in this series asks about the ethnic group for each person on the roster:

[Are you / is NAME]:

Latino
White
African-American, Black
Asian
Pacific Islander
Native American/American Indian

We are not asking what ethnic group you, the interviewer, think the person belongs to—we are asking which group the RR thinks each person belongs to. Many people are of mixed ethnic backgrounds—for example, a person may have a Latino father and an African-American mother. Therefore, this question allows for multiple responses for each person. Simply code all the ethnic groups the RR gives you without probing. For instance, if an RR says “he’s black,” code the response as “African-American, Black.” If an RR says “she’s part white and part Asian,” code the response as “white and Asian.”

You will need to probe if an RR responds to this question by simply saying “Indian.” Ask the RR “Is that Asian Indian—that is, someone from the country of India—or is that American Indian?” and then code the response appropriately. If an RR says a person is a member of an ethnic group that is not listed in the response categories, ask which of the response categories (one or more) best describes the person and read the categories again. For example, if the RR says the person is “French,” ask “Which of these choices describes [NAME] the best?” and repeat the answer options. If you think an RR is deliberately giving you an incorrect answer—for whatever reason—enter the response the RR gives you and make an entry in the notes section indicating that you think the RR was deliberately giving an incorrect response. For example, if an RR says that her daughter is Asian but you think she’s clearly Latino, enter the response as “Asian” and make an entry in the notes section—DO NOT enter the response as either “Latino” or “Latino and Asian.”

The next question will appear only for people in the household who are 14 years of age and older:

[Have you / Has NAME] ever had any children?

“Had any children” is defined for women as giving birth to a child and for men as fathering a child (i.e., being a child’s biological father). Although this may be a sensitive question to ask of
a parent about his/her young teenager, if you ask it in a strait-forward and non-judgmental manner you should not have any problems.

Only people age 16 and older are asked this next question:

[Have you / Has NAME] had a paid job, full or part time, at any time in the past month?

This question encompasses only work that the person was paid for doing. For example, it would not include work like a teenager mowing the lawn to make extra allowance money, but it would include the teenager mowing a neighbor’s lawn for pay. “In the past month” means during the 30 days prior to the interview. For instance, if the interview takes place on June 17th, “in the past month” means roughly May 17 through June 17. It does not mean “during the month of May.” Even if the work was just for a few hours on one day during the month, it should be counted. Unless the RR is unsure or needs clarification, accept his/her answer to this question without probing.

The next question is asked of people age 16 and older:

[Did you / NAME] receive any type of public assistance or welfare benefits during the past month?

Public assistance and welfare benefits include AFDC (Aid for Families with Dependent Children), TANF (Temporary Assistance to Needy Families), GR (General Relief), GA (General Assistance), and Food Stamps. AFDC and TANF are the same program and provide money from the county for low income families with children (in California, TANF is called “CalWorks”). GR (also known as GA) is a county program too, providing money to poor individuals and families. Food Stamps is a federal program administered by the county that gives poor families paper coupons they can use to buy food. Some people refer to all of these programs as “cash assistance,” “county assistance,” “government aid,” or “welfare.”

A question about health insurance is next asked for all members of the household:

[Were you / Was NAME] covered by any type of health insurance during the past month? This includes insurance through a job, through a plan you or someone else bought, or through a program like MediCal or Healthy Families.

Health insurance is typically obtained through an employer but can also be purchased by individuals themselves. “MediCal” and “Healthy Families” are both governmental programs in
California that provide health insurance to low-income families and individuals. For the purposes of this study, health insurance is defined as coverage that pays at least part of the cost of doctor visits and hospitalization, regardless of whether it is an HMO, a self-pay policy, a governmental program, etc., and coverage means that the person had health insurance for at least one day during the past month.

Children are often (but not always) covered under their parents’ health insurance. If an RR says that a child’s parents have health insurance, you should specifically ask if the child is covered under his/her parents’ policy. “In the past month” means during the 30 days prior to the interview. For instance, if the interview takes place on June 29th, “in the past month” means roughly May 29 through June 29. If a person says “yes, I have health insurance, but since I’ve been out of a job, I haven’t been covered,” you should probe. You will need to clarify whether he/she has been covered \textit{at all} during the past month.

The last of the back-end roster questions are designed to determine what languages are spoken in the home. The first of these asks:

\textbf{Do you [and others who live here in this household] speak any languages other than English at home?}

This question is referring to those languages \textit{commonly spoken at home}. In many households, families \textit{only} speak a language other than English at home—or they sometimes speak English and sometimes speak another language. In those cases, the answer to this question is “yes.” However, if one member of the household is a language specialist and speaks seven languages, but he/she and the others living in the household \textit{only} speak English while at home, the answer to this question is “no.” For rostering being conducted in Spanish by RTI-Certified Bilingual FIs, the same rule as for English applies. If Spanish is the \textit{only} language spoken in the household, the answer is “no.” If English—or any other language \textit{besides} Spanish—is spoken in the household, the answer is “yes.”

If another language besides English (or Spanish, if rostering is being conducted in Spanish) is spoken in the home, this question will appear:

\textbf{Besides English [Spanish], what languages are spoken in your household?}

You should indicate all the languages spoken in the household besides English. RTI-Certified Bilingual FIs rostering in Spanish should indicate all the languages spoken in the household beside Spanish.
6.6 Selection Process

The CAPI program then selects the interview Respondents. It will tell you who they are and which modules and/or assessments each person will get (see Chapter 8). In eligible households without children, there will always be a Randomly Selected Adult (RSA). In households with children, there will always be a Randomly Selected Adult (RSA), a Randomly Selected Child (RSC), and a Primary Caregiver (PCG), although the RSA and the PCG may or may not be the same individual. In households with children, a Sibling (SIB) may also be selected, although not always. In some circumstances, a Household Other (HH OTHER) may be selected to complete the Household Questionnaire, or an Emancipated Minor (EM) may be selected as the RSA.

Whenever possible, proceed with the interviews immediately after you finish the rostering and selection. The best way to achieve high response rates and be efficient is to always try to complete the interviews when you are already at the household and have identified the respondents to be interviewed. If one (or all) of the respondents is present and willing to participate, begin the interviews. If you cannot conduct an interview at the time of rostering and selection, try to schedule an appointment while you are at the household.

After the rostering process is complete, assign an interview result code on your paper ROC indicating the outcome. When you return home in the evening you will need to enter the result codes you listed on your paper ROC into the computer before you transmit. You should also discuss the assigning of result codes with your FS throughout the data collection period. Assigning the proper code is critical because result codes are used in progress reports to evaluate the status of fieldwork. RTI managers then use these reports to make important decisions about how best to manage the project. It is very important that you understand when and why to use each kind of code. Interview result codes are discussed in detail in Chapter 7.
7. PREPARING TO INTERVIEW

[ALL SECTIONS OMITTED EXCEPT 7.5]

7.5 Informed Consent Procedures

Even after a respondent has initially agreed to the interview, you must follow the informed consent procedures. The respondents' Right to Informed Consent is a critical part of any legitimate survey. This means each person must receive all the information necessary to make a completely informed and knowledgeable decision about participating. Even if someone immediately agrees to be interviewed, you are still required to review the basics before you begin the interview.

A potential respondent must be informed of:

- the purposes of the study
- the procedures that will be followed
- the approximate length of the interview
- the fact that consent may be withdrawn and participation discontinued at any time (i.e., that participation is voluntary)
- sources from which additional information about the study can be obtained. Examples include the Q&A Brochure, the L.A.FANS News Brief, and the “How Data Are Used” flyer.

This information must be made available to each respondent. As explained in the next sections, the complexity and amount of information presented for informed consent varies depending on whether your respondent is an adult or a minor—and if a minor, the age of the child.

7.5.1 Adult Informed Consent

The information you present to a selected adult respondent (age 18 and older) during the informed consent process is found on page 1 of the Showcard Booklet (see Exhibit 7.3). It can also be accessed in the computer at any time by pressing the F10 key and the instruction to do this appears at the start of interviews administered to adults. This Adult Consent form must be read to adult respondents—whether from the paper or from the screen—prior to the beginning of an interview. It covers all the points necessary for full informed consent. It also explains to the respondent how his/her confidentiality is protected via a Federal
Confidentiality Certificate (a laminated copy of this will be provided for you at training). Be sure the respondent appears to understand the content before you continue. You must also give the respondent a copy of the Adult Consent form to keep.

7.5.2 Parent/Guardian Consent to Approach a Minor
Because you will be interviewing minors ages 3-17, you must first obtain parental permission to interview the youth. Before approaching the minor, first introduce yourself and the study to the young person’s parent or guardian using the information on page 2 in the Showcard Booklet (see Exhibit 7.4). You must also complete the Parental Consent for Child form (on 2-part NCR paper), sign it and have the parent/guardian sign it, and leave the parent the original.

The only exception to obtaining parental permission is in the case of emancipated minors who are on their own. In these cases, proceed with adult Informed Consent procedures.

7.5.3 Assent for Children ages 3-8
Once the parent agrees, you must ask for the youth's agreement to participate. You can read the information for children ages 3-8 that is in your Showcard Booklet on page 3 (see Exhibit 7.5) or read the computer screen at the beginning of the Child questionnaire. Getting the child to participate is not typically a problem. However, keep in mind that a child's failure to object does not mean he/she understands the consent process, and it should not be taken that way. Observe the child’s reaction carefully, and use your judgment. Do NOT begin an interview with a child until you are satisfied that he/she understands what you are asking and is willing to proceed.

Younger children may be shy about proceeding without a parent present, but having a parent simply stand or sit in the room may cause the child to continuously look over his/her shoulder for reassurance that the parent is still there. Therefore, if a young child insists on having a parent present, have the child sit on the parent’s lap so that he/she can be reassured and focus on the interview or assessment.

7.5.4 Assent for Children ages 9-17
For minors ages 9-17, once the parent agrees read the information for children ages 9-17 from page 4 of your Showcard Booklet (see Exhibit 7.6) or from the computer screen at the beginning of the Child questionnaire. Refer to Section 7.4.1 and Exhibit 7.2 for information and tips on obtaining participation from older youths, particularly teenagers. Like with younger children, a minor’s failure to object does not mean he/she understands the consent process. Observe the young person’s reaction carefully—do NOT begin an interview until you are satisfied that
Before we get started, there are a couple of important things I want to let you know about the survey. This is a four-year study of a broad cross-section of families and neighborhoods in Los Angeles County. The goal of the survey is to understand how families and neighborhoods affect children’s well-being and development. This information will be used by researchers, social service agencies and others to determine how to improve neighborhoods and social services for families and children in Los Angeles.

Both your neighborhood and your household were chosen at random to participate in this study. Families participating in this study will be interviewed once a year for the next four years. Your participation in this study is completely voluntary, but very important. You can choose not to participate, not to answer any questions or to stop the interview at any time.

The information that you give us will be used for research purposes only. We will keep all information confidential and completely separate from information that might identify you individually. For your added protection, the information is covered by a Certificate of Confidentiality issued by the U.S. Department of Health and Human Services. This certificate authorizes us to protect your privacy, keeping your identity secret from anyone who does not work for the study, even under court order or subpoena. However, while we will not ask questions about this, if we receive any information or observe that you or another person, including a child, is in danger, I am required to report this to my supervisor who may report it to the appropriate agency.

The interview with you will take approximately 55-120 minutes and most people find it very interesting. To thank you for taking part in this interview we will give your household $50 dollars (for families with children) or $25 (for families without children) at the time you complete the survey.

If you have any questions about the study or your involvement in it, you may call the toll-free study hotline to speak to one of the RTI study coordinators. If you have questions related to your rights as a survey respondent, you may call the chair of the RTI Human Subjects Committee.
PARENTAL CONSENT FOR CHILD FORM

By signing below, you give permission for _________________ (CHILD’S NAME) to be interviewed as part of the Los Angeles Family and Neighborhood Survey, once a year for the next four years.

There are two parts to this interview. First, the interviewer will give your child a brief test to assess his or her ability to recognize letters, words, and numbers. This is a standardized test that was specially designed for children his or her age. Second, for children age 9 and over, your child will complete a brief interview on the computer, about his experiences in school, with family, and with peers. All together, this interview will take about 10 minutes for younger children and 20 minutes for older children.

The topics covered in the interview for children 9 and over are:

- Neighborhood characteristics
- What school is like
- Reading and visiting the library
- Where child spends time with friends
- Smoking
- Gangs
- Relationship with parents
- Educational expectations

Teens (ages 12 and over) will also be asked about:

- Time spent doing homework
- Alcohol
- Drugs
- Running away
- Guns and experience of violence
- Sex and contraception
- Working and jobs

You can see the questions that your child will be asked, if you request to do so. The interviewer will not be able to give you your child’s answers to these questions, because they are confidential. Your child’s participation is completely voluntary. Your child’s responses to these questions will be kept confidential. Like other parts of this study, the information collected from your child is covered by a Certificate of Confidentiality issued by the US Department of Health and Human Services.

If you have any questions about the study or your child’s involvement in it, you may call the toll-free study hotline to speak to one of the RTI study coordinators. If you have questions related to your child’s rights as a survey respondent, you may call the chair of the RTI Human Subjects Committee.

NAME OF PARENT OR GUARDIAN: ____________________________________________

(PLEASE PRINT)

SIGNATURE: ____________________________   TODAY’S DATE:  ______/______/______
he/she understands what you are asking and is willing to proceed. If the child seems to have trouble understanding, determine if the problem is temporary. If he/she is drunk or high, end the visit and return at another time.

Although it may seem like a difficult process to obtain consent from both the parent and the minor(s) and to find time to complete all the interviews and assessments, the members of most households will be willing to work with you to make the time.
ASSENT FOR CHILDREN AGES 3 - 8 YEARS OLD

Your (mother/father/other guardian) said that you can be a part of this important study. We are trying to understand the lives of children and teens in Los Angeles County. I want to ask you to do one thing. It is a brief test on reading and math. I think you will find that this test is interesting.

I want to make sure you know that your answers will not be given to anyone else, not even to your parents or family. Being in this study is your choice, and you can ask me to stop at any time.

So, would you like to do this?
ASSENT FOR CHILDREN AGES 9 - 17 YEARS OLD

Your (mother/father/other guardian) has agreed to let you participate in this important study. The goal of the study is to understand the lives of children and teens in Los Angeles County. I want to ask you to do two things. The first is a brief test to determine your reading and math ability. I think you will find that this test is interesting. The second thing is to answer some questions about your life on the computer. Using the computer is easy and I’ll show you how it works.

I want to make sure you know that all the answers you give are completely confidential. That means that your answers will not be given to anyone else, not even to your parents or family. Your participation in this study is completely voluntary and you can ask me to stop at any time.

So, would you like to participate?
8. THE L.A.FANS INTERVIEWS

8.1 Introduction

Chapter 7 discussed preparing for interviewing. This chapter discusses the actual L.A.FANS interview process, the contents of all the modules contained in the questionnaire, and the procedures for you to follow at the close of the interviews.

8.2 The L.A.FANS Interview Content

The L.A.FANS interview is really a collection of a number of separate interviews, called “modules.” Exhibit 8.1 contains a chart listing the various modules involved in the L.A.FANS interview, as well as the sections contained within each module. The chart also lists the type of selected individual(s) the module is administered to. In some households, the RSA and the PCG may be the same person. In a household with children, there will always be a Randomly Selected Child (RSC). However, the particular modules this child completes—as well as the sections within a module—will depend on his/her age.

The chart also notes any additional materials that are needed for each particular module. During the interview, there are times when it is helpful to the respondent to see the list of answer categories or see other visual references to aid in answering a question. Called Showcards, they are bound together into a Showcard Booklet. The Showcards list answer categories when the list is long or complicated so the respondent can review all the choices carefully. Using the Showcard Booklet encourages the respondent to report more honest answers to sensitive CAPI questions such as income level or contraceptive methods. Additionally, other household members who may be nearby do not hear the actual response.

8.3 Informed Consent

At the beginning of the interview the computer prompts you to make sure you have conducted Informed Consent procedures with the respondent (see Section 7.6). **Be sure these procedures are followed.** Failure to do so is grounds for termination from the L.A.FANS.

8.4 Adult Questionnaire Module—Front-End

The first screen in the Adult Questionnaire module asks you, the interviewer to code by observation the races/ethnicities of the respondent. **DO NOT** read the question to the respondent or ask the Respondent for any information or help on this question. We want to know what your impression of which races/ethnicities best fit the Respondent based on his/her physical
### Exhibit 8.1 L.A.FANS Interview Modules

<table>
<thead>
<tr>
<th>Modules &amp; Module Sections</th>
<th>Administered To</th>
<th>Required Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCREENING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible SR: 18+ &amp; resident of HH</td>
<td>Screening Form</td>
<td></td>
</tr>
<tr>
<td><strong>ROSTERING</strong></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Eligible RR: 18+ &amp; resident of HH at least half the time</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>With or without children, if HH Eligible:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSA (includes EMs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PCG (includes EMs; may also be RSA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HH OTHER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIB</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADULT QUEX</strong></td>
<td>Always</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Racial Observation Questions</td>
<td>Yes (by Fl)</td>
<td>Yes (by Fl)</td>
</tr>
<tr>
<td>Checking Roster Information</td>
<td>If not RR</td>
<td>If not RR</td>
</tr>
<tr>
<td>Neighbor-hood Opinion</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Family Background</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Educational History</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Marital Status/ Past Partners/ Children</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Current Spouse/ Partner</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Parents &amp; Siblings</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Event History Calendar</strong></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Residential History Follow-up</td>
<td>Yes</td>
<td>Partially</td>
</tr>
<tr>
<td>Employment History Follow-up</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Assist. Follow-up</td>
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<td>Yes</td>
</tr>
<tr>
<td>Health Status</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Contact Information</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Required Aids:**
- Screening Form
- None
- Showcards 1 & 2
- Showcards 3 & 4
- Showcards 5 & 6
- Showcard 3
- None
- Yellow Showcards (pages 11-20)
- Showcards 7 & 8
- None
- None
- Change of Address card
<table>
<thead>
<tr>
<th>Modules &amp; Module Sections</th>
<th>Administered To</th>
<th>Required Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RSA (includes EMs)</td>
<td>PCG (includes EMs; may also be RSA)</td>
</tr>
<tr>
<td>Without or without children, if HH Eligible:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HH QUEX</td>
<td>Sometimes</td>
<td>Sometimes</td>
</tr>
<tr>
<td>HH with children:</td>
<td>RSA (includes EMs)</td>
<td>PCG (includes EMs; may also be RSA)</td>
</tr>
<tr>
<td>PARENT QUEX (PC) FOR RSC</td>
<td>No</td>
<td>Always</td>
</tr>
<tr>
<td>PARENT QUEX (PC) FOR SIB</td>
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<td>Always, if SIB selected</td>
</tr>
<tr>
<td>Relationship to Child</td>
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<td></td>
</tr>
<tr>
<td>Current Residences</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Residential History</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Birth Place/Immigration</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Missing Parents</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Siblings</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>PRIMARY CAREGIVER (PCG) QUEX</td>
<td>No</td>
<td>Always</td>
</tr>
<tr>
<td>CHILD QUEX</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>W-J ASSESSMENT</td>
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<td>Always</td>
</tr>
<tr>
<td>Letter-Word Identification</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Applied Problems</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Passage Comprehension</td>
<td>Always</td>
<td></td>
</tr>
</tbody>
</table>
appearance. It is important you not take into consideration any other information you already know about the Respondent. For example, when you first saw a Respondent, you thought he was Latino and Asian. However, the RR told you he is white. In this case, you would enter “Latino” and “Asian,” even though you are aware he is coded as “white” in the roster.

You may record more than one racial or ethnic group here to best describe your impression of the respondent. If you do, you will then see a question asking you to record the single race or ethnic group you would say best describes the respondent if you did not know anything about him/her. Do not ask the respondent for help with these questions—we want your first impression of the individual.

8.4.1 Checking Roster Information

If the Respondent was not the RR, the computer will first check the information that the RR gave about this adult respondent. A series of questions ask the Respondent to confirm the information in the roster including his/her name, the spelling of his/her name, marital status, relationship to HHH, residency in the household, etc. If the Respondent indicates any of the information is incorrect, you should mark all the incorrect response codes. If the Respondent says he/she does not usually live or stay in the household, ask whether or not he/she stays or lives in the household half of the time or more. If the Respondent indicates he/she does not stay in the HH half-time or more, do not indicate that the residency answer given by the RR was incorrect. Instead, use the up arrow key (↑) to back up to the first information check question and change the answer to “yes.” The computer will also confirm the name of the RSA’s spouse or partner. If the name—or the spelling of the name—is incorrect, you must first make a note [USING CTRL-N] indicating the correct name and/or spelling of the name, then answer the question as “no.” You must make the note first—if you enter your answer first, the computer will automatically go on to the next question.

8.4.2 Neighborhood

This section of the Adult Questionnaire asks about the neighborhood in which the Respondent lives. It is administered to only one person in the household—the RSA. The first screen that appears displays a transitional statement:

First I have some questions about your neighborhood.

When introducing a new section of the questionnaire, always read the transitional statement(s) that appears just before the first question. These statements—both here and throughout all the questionnaires—help respondents understand the context of your questions.
The first question in this section asks:

When you are talking to someone about your neighborhood, what do you mean? Is it . . .

The block or street you live on?
Several blocks or streets in each direction?
The areas within a 15-minute walk from your house?
An area larger than a 15-minute walk from your house?

Read the question and the possible responses out loud to the RSA. The RSA must decide which one of the four possible responses he/she thinks best fits what he/she thinks of as “the neighborhood.” If an RSA asks you what you think or wants you to help him/her decide, reply that we want to know his/her opinion and that it’s whatever it means to him/her.

The next question will ask RSAs to give you a name that they would use to describe their general neighborhood:

Suppose you were talking to someone who lives here in the same city or town that you do and you were telling them where you live. What name would you use for this neighborhood?

Type the answer the RSA gives you verbatim. If you have any doubts, verify the spelling with the RSA. If an RSA asks you for the definition of “neighborhood,” it is the same area the respondent defined for him/herself in the previous question (e.g., the block or street he/she lives on, several blocks or streets in each direction, etc.). RSA’s will generally give you a name other than Los Angeles (e.g., Ladera Heights, Silver Lake, etc.). If an RSA does say “Los Angeles,” probe with a question like “Is that the name you would use to describe your neighborhood to someone else who lives in Los Angeles?” However, if the RSA still says “Los Angeles,” accept the answer.

In the previous two questions you asked the RSA for his/her definition of his/her neighborhood. Now, using another transitional statement, you define “neighborhood” for the RSA for this and the rest of the questions in this section:

Now I have some questions about your neighborhood. For these questions, “neighborhood” includes both the block or street you live on and several blocks or streets in each direction. Please keep this in mind when answering these questions.

For the rest of the questions on neighborhood, if an RSA asks you what you mean by neighborhood, give them this definition (i.e., the block or street the RSA lives on AND the
several blocks or streets in each direction). The below question and possible response categories appear on the screen after the transitional statement:

All things considered, would you say you are very satisfied, satisfied, dissatisfied, or very dissatisfied with your neighborhood as a place to live?

The option to record an RSA’s response as “neutral” also appears on the screen. However, you should not include this option when reading the possible response categories to the RSA. Only if an RSA responds in a manner such as “Sometimes I’m satisfied and sometimes I’m dissatisfied” or “I’m neither satisfied nor dissatisfied” should you code his/her response as “neutral.”

The next question asks about the RSA’s recognition of other adults in the neighborhood:

About how many other adults do you recognize or know by sight in this neighborhood—would you say you recognize no adults, a few, many, or most?

Here “recognize” means simply that the RSA knows who these people are if he/she sees them—this means adults the RSA knows live in the neighborhood, whether the RSA knows their names or not.

With the next question, the first Showcard is used. The instruction to use Showcard 1 appears in parentheses and in UPPER CASE letters just above the introductory statement and question:

(SHOW CARD #1)
Now I am going to read you some statements which may or may not be true of your neighborhood. As I said before, for these questions, “neighborhood” includes both the block or street you live on and several blocks or streets in each direction. For each of these statements, please look at this card and tell me whether you strongly agree, agree, disagree, or strongly disagree.

Underneath the above text a grid appears with the response options; a series of ten questions are displayed on the left side of the screen. Hand the RSA Showcard 1 and ask each of the questions on the screen. For instance, this is the first question that appears on the grid:

a. This is a close-knit neighborhood. (PROBE: This is a cohesive or unified neighborhood.)

This question appears with a suggested probe if the RSA needs the term “close-knit” clarified. However, the RSA needs to determine whether or not each statement is true of his/her neighborhood. If the RSA asks for your opinion, explain to the RSA that we need his/her
opinion, not yours. Be sure to pause after asking the questions to allow the RSA to look at the Showcard and respond. If the RSA states that he/she is not certain if the statement is true of his/her neighborhood, you may code the response “unsure,” even though that option does not appear on the Showcard or in the text of the question. When you are finished asking the questions in this grid, take the Showcard Booklet back from the RSA.

Now you will ask the RSA about situations that can occur in neighborhoods:

Next I have three other statements. For each one, please tell me if it is very likely, likely, unlikely, or very unlikely that people in your neighborhood would do the following:

A grid with the response options again appears, with the situations displayed on the left side of the screen. Here you should read the situations and also read the possible response categories out loud to the RSA each time:

a. If a group of neighborhood children were skipping school and hanging out on a street corner, how likely is it that your neighbors would do something about it? Would you say: very likely, likely, unlikely, or very unlikely?

Again the option to indicate that the RSA is “unsure” appears on the screen; however, you should not read this option out loud or suggest it in any way to the RSA. Only if the RSA voluntarily indicates his/her uncertainty should you code his/her response as “unsure.”

The next screen also displays a grid, this time with two questions about relatives or friends of the RSA who live in the neighborhood:

My next questions are about relatives or friends who live in this neighborhood, but who do not live with you.

a. How many of your relatives or in-laws live in your neighborhood? Would you say none, a few, many, or most?

Relatives and in-laws can include sisters, brothers, parents, grandparents, aunts, uncles, sons, daughters, cousins, brothers- or sisters-in-law, parents-in-law, other in-laws, and any other relative that the RSA wants to include. The RSA should not include relatives or friends who live in the same household as the RSA. If an RSA replies “some,” probe by asking “is ‘some’ closer to ‘a few’ or to ‘many’?”

The next two questions pertain to the RSA’s perceptions about the safety of his/her neighborhood:
While you have lived in this neighborhood, have you or anyone in your household had anything stolen or damaged inside or outside your home, including your cars or vehicles parked on the street?

“Stolen” means having anything stolen from either inside or outside the home. “Damaged” means damage done by a person and includes damage or vandalism of the inside or outside of the home or a vehicle belonging to someone living in the household. It does not include damage done by a natural event, such as an earthquake. If there was damage due to a fire, the answer would only be “yes” if the fire was specifically set by a person who intended to damage the building or vehicle. Damage due to a fire set accidentally should not be counted.

“Anyone in your household . . .” means anyone who currently lives in the household or who has lived in the household during the time the RSA has lived in the neighborhood. For example, you are interviewing Harvey, and he moved into his apartment four years ago with his girlfriend, Lucinda. Lucinda no longer lives in the household, but three year ago when she was living there, she had her car stolen from in front of the apartment. The correct answer in this instance would be “yes.”

The next question refers to the general safety of the neighborhood:

How safe is it to walk around alone in your neighborhood after dark? Is it: completely safe, fairly safe, somewhat dangerous, or extremely dangerous?

This question is not asking specifically about the RSA—whether male or female. It is asking in general how safe it is to walk around the neighborhood alone after dark. As per standard project procedures, the RSA should answer this question without any assistance from you.

The goal of the next three questions is to find out about the ways that people in the neighborhood interact with each other. First the introductory statement should be read:

Next I am going to ask about some things you might do with people in your neighborhood. For each question, please tell me whether you and others in your neighborhood often do this, sometimes do it, rarely do it, or never do it.

PROBE: Just give me your best guess of how often.

Like in previous questions, the response options are listed in the upper portion of the screen, and the questions are displayed on the left side of the screen. Read each of the questions and the possible response categories out loud to the RSA. The suggested probe displayed on the screen can be used for all three questions. Some RSAs may not know how often people in the neighborhood engage in certain activities—for instance, he/she may have just moved to the neighborhood. If an RSA says he/she doesn’t know, press [F3] or enter “d” for “don’t know.”
and then press [Enter]. However, do not *assume* that someone who has just moved into the neighborhood cannot answer these questions. Many of them will know quite a bit about their neighborhood already.

In the next question, the computer will automatically fill in the date for you to read aloud:

In the past 30 days, that is since [DATE FILL], how many of your neighbors have you talked with for 10 minutes or more. Would you say none, 1 to 2, 3 to 5, or 6 or more?

The goal of this question is to determine what kind of relationship the RSA has with the people living in his/her neighborhood. “Neighbor” means anyone who lives on the same block or street or in the area several streets or blocks in each direction. “Talked with” includes on the telephone and in person, but the communication must have lasted for 10 or more minutes.

For the next question, hand the RSA the Showcard Booklet opened to Showcard 2 and read the following from the screen:

Think about the neighbor you are friendliest with. Please look at this card and tell me how close do you feel you are to this neighbor?

While the RSA should decide for him/herself which response is correct, he/she may need some clarification of the terms. “Close friends” means someone the RSA feels very close to, sees and talks to often, and spends time with fairly regularly. “Friendly, but not close” means someone the RSA feels friendly towards but is not a close friend—for instance, someone whom the RSA stops and talks to regularly, asks to look after his/her house when he/she is gone, does favors for occasionally, or occasionally socializes with. “Acquaintance” is someone the RSA knows by sight or name and says hello to at least occasionally.

Even before you have read the question, the RSA may tell you that he/she doesn’t know any neighbors or doesn’t get along with any of them. If this happens, ask the RSA if there is at least one neighbor he/she knows by sight, by name, or says hello to. If the RSA says “yes,” tell the RSA to think of that neighbor for this question and read the rest of question. If the RSA still says “no,” appropriately code the answer as such, and the computer will skip the following question:

How far away from you does this neighbor live?

You should not read the possible response categories. Instead, listen to the RSA’s answer and determine which category it fits into best. Guidelines for making this determination are presented below:
• **Next Door (in next house or apartment):** For an RSA living in a house, this means the person lives in the house on one side or the other of the RSA’s house. For an RSA living in an apartment, it means the person lives in one of the two apartments that are on either side of the RSA’s apartment—however, it could also mean the next house if, for instance, an RSA lived in a garage apartment and is referring to the person who lives in the house in front of the garage.

• **On the same floor of the apartment building:** The person lives on the same floor of the apartment building as the RSA but does not live immediately next door to the RSA. This category does not generally apply to RSAs who live in detached houses.

• **In the same apartment building:** The person lives in the same apartment building as the RSA but not on the same floor and not next door.

• **On the same block:** The person lives somewhere on the same “city block” as the RSA. A “city block” usually includes the part of the street beginning at one cross-street and ending at the next cross-street. Note that it includes house or apartments on both sides of the street, so in that way it is different than the “census-block” used in listing and sampling for the L.A.FANS.

• **One or two blocks over:** The person does not live on the same “city block” as the RSA but does live close-by on the next block or two over.

• **Somewhere else in the neighborhood:** The person lives in the area defined as the neighborhood but does not live within a block or two of the RSA—for instance, the person lives five blocks away.

If the RSA gives you a location rather than specifying the number of blocks (for example, the RSA says “he lives over by where Alvarado meets Glendale Blvd.”), you may need to probe if you do not know how far away the location is. Explain to the RSA that you are not as familiar with the neighborhood as he/she is and ask “Is that within a block or two of where you live?” If it is not, enter the response as “somewhere else in the neighborhood.”

The next two questions are aimed at finding out where the RSA and others in his/her household shop for groceries:

**What store do you [and others in the household] normally go to buy groceries?**

INTERVIEWER: IF MORE THAN ONE PLACE, ASK: What is the place you generally get most of your groceries?
This question may make a few RSAs worry that we are actually trying to sell them something or that this is some kind of survey of their shopping habits. If the RSA asks you why you want to know where people in the household shop for groceries, explain that we are trying to understand how much time people spend in and around their neighborhoods and outside of their neighborhoods on a daily basis. If an RSA responds that the members of his/her household shop at more than one store, use the probe displayed and ask at which store the household generally buys most of its groceries (i.e., the largest amount of groceries). Enter the name of the store carefully, taking care to spell it correctly. While many grocery stores in Los Angeles County are part of big chains—such as Ralph’s, Von’s, Pavilions, Lucky’s, etc.—there are also many smaller stores with names you may be unfamiliar with. If you do not know how to spell the name of the store, check the spelling with the RSA.

The next question is the first time the RSA is asked to identify a specific geographic location:

What street is [STORE NAME] on? What is the closest cross-street? What city is that in?

Questions asking for geographic locations appear in several places in the L.A.FANS and should be asked in a standard manner. First ask which street the place in question is located on—you do not need to ask for a building number, just the street name. Then ask the RSA what the nearest cross-street is (a cross-street is the nearest street crossing the street that the place in question is located on), and what city it is in. If an RSA does not know the nearest cross-street, probe for a nearby street, whether large or small. Cross-streets are fairly easy to remember in Los Angeles County, because the streets in many areas are laid out in a grid. However in canyon areas, the street may be a single street that winds up the hilltop without any cross-streets. In that case, ask the RSA to identify the nearest cross-street, even if it is at the bottom of the hill.

For this particular question, if a grocery store is located on Pico Blvd. between 26th and 27th streets, the RSA will first respond that the grocery is located on Pico Blvd. Then the RSA should choose 26th Street or 27th Street as the closest cross-street, depending on which street is closer to the grocery. It is essential that you record the full name of the street (e.g., Blvd., Ave., St., etc.) AND record the full name nearest cross-street. For instance, Pico Blvd. runs for nearly 30 miles—given that we are trying to understand how much people either can stay in their neighborhoods or have to go outside of their neighborhoods on a daily basis, without a cross-street, “Pico Blvd.” is a worthless piece of information. The RSA should next tell you that the city is Santa Monica. When you enter “Santa Monica,” also enter “California” and confirm
with the RSA that he/she is referring to a city in California. If he/she is not, find out what state the RSA is talking about.

Now the computer will display a few questions related to emergency food services. The first asks:

In the past 12 months, was there ever a time when anyone in your household didn’t get enough to eat because there was not enough money for food?

If the RSA answers “yes,” you will then see this question:

In the past 12 months, have you ever gotten emergency food from a church, food pantry, food bank, or soup kitchen?

“Emergency food” refers to food the RSA received because he/she did not have food at home, did not have any money to buy food, and did not have other ways to get food. In addition to groceries, this can include hot meals, cold meals, or sandwiches that are distributed to the needy at homeless shelters, soup kitchens, on the street, or at other locations. Emergency food is generally provided for people in financial need but also includes food assistance after natural disasters such as earthquakes, floods, and fires. It does not include Food Stamps or “Meals on Wheels” (a program that delivers hot meals on a regular basis to the elderly).

“Food pantries” and “food banks” are typically storefronts or other buildings—often run by nonprofit organizations such as volunteer groups, churches, or other religious organizations—that provide food, generally in the form of groceries, to the needy. Food pantries sometimes also provide ready-to-eat food such as hot or cold meals or a sandwich. “Soup kitchens” also provide ready-to-eat food.

If the RSA answers “yes,” this question will appear:

In the past 12 months, how many times did you receive emergency food from a church, food pantry, food bank, or soup kitchen?

The question is asking for the specific number of separate occasions that the RSA received this type of assistance. For instance, six months ago, Hector went to the Salvation Army’s soup kitchen every day at dinnertime for a full week (seven days) because he had no other way to eat. However, he had never received emergency food services before that and has not received any since. For Hector, the answer to this question is “7.” If he had gone every day for a full week for both breakfast and dinner, the answer would have been “14.”

You will also see this question if the RSA indicates he/she received emergency food services during the past 12 months:
Think about [the time / the last time] you got this kind of help. How much do you think you would have had to pay to buy the food you were given?

The question is referring to the most recent time the RSA received this type of assistance and is asking the RSA to estimate how much it would have cost him/her to buy the food received. In the case of Hector (described above), he would estimate how much the last dinner he ate at the Salvation Army would have cost him if he had purchased the meal in a restaurant or bought the ingredients at the store. In the case of someone receiving two bags of groceries from a local foodbank, the RSA would estimate how much he/she would have had to pay to buy those same two bags of groceries at a store. If an RSA says “$14.32,” go ahead and record this detailed answer. However, most responses will be in round numbers, such as $10 or $15. If an RSA has trouble estimating the amount, tell the RSA that you simply need his/her best guess.

If the RSA indicates he/she received emergency food services during the past 12 months, you will see this question asking for a geographic location:

Where did you get this kind of help [the last time]? Where was this place located?

Like the previous question, this question is referring to the most recent time the RSA received this type of assistance. Follow the project’s standard procedures for asking about a geographic location: (1) ask the street name the building is located on; (2) ask for the nearest cross-street; (3) ask the name of the city; and (4) confirm the state.

The goal of the next question is to determine if the RSA has stayed in a facility providing a bed for people who otherwise have nowhere else to sleep:

In the past 12 months, have you ever stayed at a homeless facility, such as a shelter, hotel, church, or mission?

The term “homeless facility” includes homeless shelters, hotels used by social services or other groups to house homeless people, churches, or missions (such as the Los Angeles Mission, the Rescue Mission, etc.). If the RSA answers “yes,” you will then see this question:

In the last 12 months, how many nights have you spent at a homeless facility, such as a shelter, hotel, church, or mission?

“Spent the night” means staying overnight in a homeless facility, regardless of whether or not the RSA actually fell asleep. The RSA should include all nights spent in a homeless facility, regardless of whether or not the RSA stayed at the facility alone or with his/her family. While
homeless facilities typically provide a bed for needy people, they can also provide shelter for people who are unable to stay in their homes due to natural disasters—include all stays in homeless facilities, regardless of the reason. If the RSA does not know the exact number of nights, encourage him/her to estimate the number of nights.

If the RSA indicates he/she spent the night in a homeless facility during the past 12 months, you will see this question asking for a geographic location:

Think about the [last] time you stayed at a homeless facility. Where was this shelter located?

This question is referring to the most recent time the RSA spent the night in a homeless facility. As with other questions asking for geographic location, follow the project’s standard procedures:

1. ask the street name the building is located on;
2. ask for the nearest cross-street;
3. ask the name of the city; and
4. confirm the state.

Now the RSA is asked about various activities he/she may have participated in. The questions appear on the left side of the screen and the Yes/No response options on the right.

In the past 12 months, have you yourself participated in the following activities? Have you participated in a:

- Neighborhood or block organization meeting?

There are many types of neighborhood or community groups—sometimes they are very informal, sometimes they are very organized. For example, in West Los Angeles, neighborhood residents have organized “WOW”—the West of Westwood Organization—and the Cheviot Hills Association. This category can also include occasional or even one-time meetings that neighbors may hold to discuss local issues—for example, a recent crime in the neighborhood, a new traffic pattern, the organization of a block party, etc.

- Business or civic group? For example, Masons, Elks, Rotary Club?

Business or civic groups generally carry out other social and civic activities. Examples include the Masons (who usually meet at a Masonic Lodge), Elks’ Club, Lions’ Club, the Rotary Club, the Chamber of Commerce, and local business groups such as the Monterey Park Business Association.

- Nationality or ethnic pride club?
These include groups like the Cambodian Association of Long Beach, the Salvadoran Association, Chinese-Americans United, LatinoLA, etc.

- A local or state political organization?

These can include any local or state political organization like the California State Republican Committee, Democrats of San Gabriel, the Green Party of Palmdale, the Reform Party, the Libertarian Party, the Workers’ Party, etc.

- Volunteered in a local organization?

This encompasses volunteer activities done for any local organization or group.

- Veterans’ group?

Veterans’ groups are groups of men and women who have served in the Armed Forces either of the United States or of another country.

- Labor union?

Labor unions are groups of workers who organize themselves (or are organized by a national or local union) to negotiate for better wages, benefits, or working conditions.

- Literary, art, study, or discussion group?

This category includes informal and formal groups that get together to paint, draw, read, discuss books, etc. Sometimes these groups take trips together.

- Fraternity, sorority, or alumni group?

Fraternities are groups of male students in colleges and universities who often live in the same house or dormitory and hold social events together. Sororities are the same type of groups for female students. Sometimes fraternity and sorority members continue to meet after they graduate from college. Alumni groups are groups of people who graduated from the same college or university and meet occasionally or regularly.

Now the RSA is asked to consider the time he/she spent away from home the previous day (the computer will automatically fill in the appropriate day of the week):
I want to ask you about time you spent away from home yesterday. Think about the 24-hour period beginning at midnight [FILL NAME OF DAY BEFORE YESTERDAY] to midnight last night. Out of those 24 hours, about how many hours were you away from your home?

As the question states, the time frame under consideration is from just after midnight yesterday morning until midnight last night. You should not read the possible response categories out loud but simply code the RSA’s response appropriately. For example, if you are conducting the interview on a Friday, the question would read “Think about the 24-hour period beginning at midnight Wednesday to midnight last night. . .” If the RSA spent eight hours at work, an hour commuting, an hour shopping, and the rest of the time at home, his/her answer should be coded 10-19 hours because he/she was away from home for 10 hours. Another RSA may have left home at 5:00 am and returned home for the day at 5:00 pm—again the answer would be 10-19 hours because the RSA was away from home for 12 hours.

The last two questions in the Neighborhood Section of the Adult Questionnaire are designed to help determine where, besides home and work, the RSA spends the most time. In the first of these questions, the computer will fill in the appropriate day of the week:

Now let me ask you about this past week, that is since [FILL DAY OF WEEK INTERVIEW THAT IS TAKING PLACE ON] last week. Please think about all the times this past week when you were not at home and not at work. Aside from home or work, what was the one place you spent the most time last week? Can you give me the street and city? What is the nearest cross-street? PROBE: How about the grocery store, to church, over to a friend’s house, to the bank, or anywhere else?

Have the RSA first think about the times during the past week (i.e., the week before the interview) that he/she was not at work and not at home; then of those times, have him/her determine what place he/she spent the most time. For example, Irma spends most of her time at work or at home. Last week, aside from the time she spent at work or at home, she visited her friends, went to the grocery store, and worked out at the gym. When asked this question, Irma realized that she spent more time at the gym last week than at any other place besides work and home. The question also asks for the location of the gym, so follow project procedures and obtain the name of the street, the nearest cross-street, the city, and confirm the state. Almost everyone spends some time—however little—at a place other than home or work during a given week, but if an RSA insists that he/she did not go anywhere besides work and home during the previous week, record the response appropriately.

The last question in the section asks about response the RSA just gave:
What were you doing when you were there?

Do not read the possible response options out loud to the RSA. Simply code the response that is closest to the answer given. Do not use “Other, specify” unless the answer clearly does not fit into any of the other categories.

8.4.3 Family Background

This section collects information on the respondent’s family background and is administered to everyone completing an Adult Questionnaire. Be sure to read the transitional statement so that the respondent understands the nature of this new series of questions:

I would like to ask you about your background when you were growing up. Which city and state did you live in when you were age 14?

INTERVIEWER: IF MORE THAN ONE PLACE: Which was the place you lived for most of the time when you were age 14? PROBE: Was this in the United States?

Age 14 is generally the age children are when they enter 9th grade in the United States, although this varies from school district to school district. If the respondent lived in several different places at age 14, use the probe and ask where he/she lived for most of the time when he/she was 14. Record the city, then indicate whether or not the city is in California—if it is not, record the correct state. If the respondent lived outside of the United States, get as much information as possible. Be sure to record the correct province or territory and the correct country. For instance, Mexico is also divided into states. If the respondent lived in the town of San Luis in Mexico, record San Luis for the town/city, and then after asking what state that’s in, record Chiapas for the state, and Mexico for the country. If a respondent was born in Guatemala in the town of Comalapa, record Comalapa as the town/city, ask what state/province/territory Comalapa is in, enter that information, and then enter Guatemala as the country.

The respondent is then asked:

About how many times did you move from one address to another before your 14th birthday?

Here “moved from one address to another” means moved from one apartment or house to another, regardless of whether or not it was a long distance move. For example, Edilberto moved from one apartment to another in the same building at the age of 12—even though it was in the same building, it constitutes a change of residence. Enter the number of times the
respondent moved. If the respondent is not sure of the exact number of times but can estimate a range, use the “between XX and XX times” response option.

Now a respondent is asked about residence with his/her parents. The objective of the question is to determine if the respondent lived with both his/her mother and his/her father during this entire period:

Now I have a few questions about your parents. Did you live with both parents from birth until age 14? INTERVIEWER: THIS INCLUDES BIRTH PARENTS AND ADOPTIVE PARENTS, BUT NOT STEP PARENTS.

As the interviewer instruction says, “both parents” means birth or adoptive parents, not step-parents. Although step-parents sometimes adopt their step-children, this rarely happens at birth. For instance, Suzanna’s mother and father got divorced when she was 3 years old. When she was 5, her mother married Doug, and he became Suzanna’s step-father. When Suzanna was 6, Doug legally adopted her—making him her adoptive father. However, the answer to this question for Suzanna is “no” because she did not live with her birth mother and birth father between birth and age 14, nor did she live with her birth mother and adoptive father between birth and age 14—from ages 3-5 she lived only with her mother and from ages 5-6, she lived with her birth mother and step-father.

If a respondent answers “no” to the above question, this question will appear:

Which parent was not living with you all the time between birth and age 14?

Here respondents must tell you which parent or parents they did not live with the whole time, and the answer may be one or both of their parents. For example, David’s parents had a lot of financial and health problems after he was born, so he went to live with his grandmother when he was age 2. At age 5, David moved back in with his parents. David’s answer would be “both” because there was a period of time when he did not live with his mother and a period of time when he did not live with his father.

For respondents indicating they did not live with both parents from birth to 14, this question will also appear:

Why didn’t you live with [YOUR MOTHER/YOUR FATHER/BOTH PARENTS] the entire time? INTERVIEWER: DO NOT READ ANSWERS. CODE R’S RESPONSE. ENTER 1 FOR ALL THAT APPLY.

ONE OR BOTH PARENTS DIED
PARENTS WERE SEPARATED OR DIVORCED
R LEFT HOME
R WAS ADOPTED
R’S PARENTS WERE NEVER MARRIED OR NEVER LIVED TOGETHER
PARENT IN JAIL OR PRISON
PARENTS HAD MARITAL OR PERSONAL PROBLEMS
RAISED BY GRANDMOTHER, AUNT OR ANOTHER FAMILY MEMBER
OTHER, SPECIFY (LIMITED)

The most common responses are the death of a parent or separation or divorce. As the instruction states, do **not** read the possible response options but instead code the respondent’s response(s) into the appropriate category or categories. If none of the answers fits the situation, code the response as “Other, specify” and enter a description of the reason.

The next four questions are about the respondent’s birth mother, although if the respondent was adopted at birth or shortly after birth, the questions apply to the respondent’s adoptive mother:

In what year was your mother born? PROBE: About what year was it? An estimate would be helpful.

Try to get the best information possible. If the respondent says “It was around 1930 or 1931,” ask “Do you think it was 1930 or 1931?” If the respondent still doesn’t know the exact year, ask for his/her best guess. The remaining three questions appear in formats already used in the Adult Questionnaire and ask how much school the respondent’s mother completed, if she was born in the United States or not, and the name of the country she was born in if she was not born in the U.S.

The same four questions (year born, schooling completed, born in U.S., country of birth if not born in U.S.) are then asked about the respondent’s birth father. Again, if the respondent was adopted at birth or shortly after birth, the questions apply to the respondent’s adoptive father. If the respondent indicated earlier that he/she did not live with his/her birth father between birth and age 14, this question appears:

Did you live with your father when you were age 14?

The objective is to determine if the respondent lived with his/her father at age 14. While the earlier question asked about birth through age 14, this question asks **only** about when the respondent was age 14.

If the respondent did not live with his/her father at age 14, this question will appear:
Who was the head of the household you lived in when you were age 14? By head of household, I mean the person who was the family’s main financial support.

IF R VOLUNTEERS THAT HE/SHE LIVED IN MORE THAN ONE HH AT AGE 14, PROBE: Tell me about the household you spent most time in when you were age 14. INTERVIEWER: DO NOT READ ANSWERS. CODE R’S RESPONSE.

MOTHER
GRANDMOTHER
GRANDFATHER
STPMOTHER
STPFATHER
AUNT
UNCLE
SOMEONE ELSE, SPECIFY

Follow the interviewer instructions appearing on the screen: do not read the possible response option out loud but instead listen to the respondent’s answer and code his/her response. For this question, only one response can be accepted, so if the respondent indicates that more than one person was the main financial support of the household, ask which person contributed more to the family income during that period.

The respondent is then asked five questions about his/her father’s occupation and the type of industry in which he worked. If the respondent indicated in the question above that someone else was the head of the household when he/she was 14, the questions will be asked about that person. Industry and occupation questions—called “I&O” questions—must be asked in a very specific manner, and the procedures for asking I&O questions are covered in Section 8.5.

Again referencing the birth to age 14 time period, the respondent is next asked if his/her family ever received public assistance, even one time during that period. “Public Assistance” includes AFDC (Aid for Families with Dependent Children), GR (General Relief), GA (General Assistance), and Food Stamps. Some people refer to all of these programs as “cash assistance,” “county assistance,” “government aid,” or “welfare”. Some respondents may be reluctant to report this because they are embarrassed. Or they may think that because the family received it only one time due to an emergency, that it doesn’t count. However, the question states “even one time,” so the respondent should report it. If the respondent answers “yes” to this question, he/she will be asked about how much of the time the family received this type of support—all of the time, most of the time, or some of the time.

The next question is the first of three you will ask the respondent about his/her ethnicity:
(SHOW CARD #3) Please look at this list and tell me what group or groups describe your race or ethnic origin. CODE ALL THAT APPLY.

BLACK/AFRICAN-AMERICAN
WHITE
LATINO/ HISPANIC/ LATIN AMERICAN
ASIAN INDIAN/SOUTH ASIAN
CHINESE
FILIPINO
JAPANESE
KOREAN
VIETNAMESE
OTHER ASIAN
NATIVE AMERICAN/ AMERICAN INDIAN
INUIT/ESKIMO/ALEUT
HAWAIIAN
PACIFIC ISLANDER
OTHER, SPECIFY

Hand the respondent the Showcard Booklet opened to Showcard 3, then ask this question. Los Angeles—probably more than anywhere else in the U.S.—is a multi-ethnic county. Many people living in Los Angeles County have several different racial or ethnic origins, so respondents can select more than one group from the list. If a respondent says “Other, specify” but tells you an ethnic group that clearly fits into one of the groups listed, you should probe. Do not use “Other, specify” unless the response absolutely cannot fit in another category. For example, if a respondent says he/she is from Guatemala, you should ask “So could we say that you are Latino/Hispanic/Latin American?” If a respondent says he/she is French, ask “So could we say that you are white?” or ask “Which category or categories on the card is that?”

If the respondent indicates multiple groups in the question above, he/she will be asked to look at the same Showcard and pick the one group that best describes his/her race or ethnicity. Again, if the respondent says “Other, specify,” probe—do not use this category unless the response absolutely cannot fit in another category.

If a respondent indicated in the two earlier race/ethnicity questions that he/she was “Latino/Hispanic/Latin American,” the question below will appear:

(SHOW CARD #4) Are you a member of any of the national origin or ancestry groups listed on this card? Which group or groups? CODE ALL THAT APPLY.

MEXICAN/MEXICANO
MEXICAN AMERICAN/CHICANO
CENTRAL AMERICAN
The respondent should look at Showcard 4 and select the group or groups that apply to him/her.

The next series of questions ask about the respondent’s religious affiliation and attendance at religious services. First the respondent is asked:

Are you Christian, Jewish, Muslim, Buddhist, or something else?

INTERVIEWER: DO NOT READ ANSWERS. CODE R’S RESPONSE.

CHRISTIAN, PROTESTANT, CATHOLIC, ROMAN CATHOLIC, GREEK, RUSSIAN OR ARMENIAN ORTHODOX, MORMON
JEWISH
MUSLIM
BUDDHIST
HINDU
BAHA’I
AGNOSTIC OR ATHEIST
RELIGIOUS BUT DOES NOT BELONG TO PARTICULAR RELIGION
NO RELIGION
OTHER RELIGION, SPECIFY

As the instruction on the screen states, do not read the list of possible response options to the respondent. Instead, listen to the respondent’s answers and code the response appropriately. (note that Muslims are people who believe in the religion called Islam). If you are not sure which category is appropriate, ask the respondent for more information. For example, if the respondent says he/she is “Orthodox,” ask “Orthodox what?” He/she could be Greek Orthodox (Christian) or an Orthodox Jew (Jewish). If the respondent says “I belong to the Lighthouse Four Square Church,” ask “What type of church is that?” or ask “Is that Christian?” People who are not sure there is a God are called “agnostic,” and people who do not believe in God are called “atheists.” If the respondent says he/she does not believe in God, is not religious, or says he/she doesn’t believe in religion, say “So I should indicate your answer as agnostic or atheist. Is that correct?” and code appropriately.

For respondents who indicate they are Christian, this screen will appear:

What denomination? INTERVIEWER: DO NOT READ ANSWERS. CODE R’S RESPONSE. CODE ONLY ONE.
As per the instructions on the screen, do **not** read the answers. Simply code the respondent’s reply. This question is not asking if a respondent is a member of a particular church—the purpose of the question is to determine what denomination the respondent feels affiliated or associated with. Some respondents may say they are simply “Christian” or “Protestant” and affiliated with no specific denomination. In that case, do not probe but simply code appropriately. If a respondent mentions a denomination not on the list, enter the code for “Other” and type in the response verbatim.

The respondent is then asked about his/her frequency of attendance at religious services:

**In the past 12 months, about how often have you attended a religious service, like church or synagogue service or mass?**

This question applies to the past 12 months and can include any type of religious service. You will record the number of times and code it as per week, month, or year or indicate that it was less than once a year. Keep in mind that the respondent must decide for him/herself whether or not an event he/she attended was a religious service.

Then the respondent is asked if he/she is a member of a particular church, synagogue, mosque, temple, or other religious organization, and if so, where that church, synagogue, etc., is located. A particular church does not mean “the Catholic church” but rather a specific church such as “Saint Monica’s Catholic Church.” The respondent must decide for him/herself whether or not he/she is a member. For instance, if respondent says “Well, my wife is a member of St. Andrew’s Lutheran Church. Does that make me a member?” you should tell the respondent that it is up to him whether or not he considers himself a member of that church. When asking about
and recording location, follow standard project procedures (street, nearest cross-street, city, confirm state) previously described.

Next the respondent is asked for his/her date of birth:

What is your birthdate?

__ __ Day     __ __ Month  __ __ __ __ Year

It is essential that you obtain the correct birth date. Do your absolute best to get all the information: the day, the month, and the year. However, the respondent must give you this information him/herself—you cannot “help” the respondent by trying to calculate his/her birth date from the respondent’s current age. Almost all respondents will know their birthdays. However, if the respondent is unsure of one part of the birth date, be sure to at least record the other parts.

Then you will ask the respondent where he/she was born:

Where were you born? What city and state? PROBE: Was this in the United States?

________________   CITY
________________   STATE/PROVINCE/TERRITORY
________________   COUNTRY

Many respondents will have been born outside of the United States, so you will need to record a country of birth as well. Even if the respondent was born outside of the U.S., try to record both the city and state/province/territory. For instance, if a respondent says he/she was born in Montreal, Canada, you should ask what state/province/territory that is in, then record the answers (i.e., Montreal, Quebec, Canada), taking care to avoid typographical errors and misspellings.

The remaining questions in the Family Background Section are asked only if a respondent was born outside of the U.S. First the respondent will be asked the year he/she first came to the U.S. to live or work. Respondents should not include short trips made to the U.S. for vacations, family visits, or for shopping. For example, Sheila was born in Mexico and had relatives in San Diego. She and her family came to the U.S. many times to shop or visit family while they lived in Mexico. However in 1985, she came to the U.S. to attend U.C.L.A. in Los Angeles, so the year she first came to the U.S. to live or work would be recorded as “1985.”

Respondents born outside of the U.S. will also be asked for the month and year they last returned to their home country for a visit of more than two weeks. Some people who immigrate to the U.S. go back to their country of origin on a regular basis; others may never go back. In
this question, the respondent is asked for the most recent time he/she returned—for whatever reason—and stayed for more than two weeks (trips of two weeks or less should not be counted). If the respondent is not sure of the exact month and year, record his/her best guess.

Next respondents are asked if they are U.S. citizens. This question and the next few questions can be sensitive for some respondents, so be sure to ask the question in a neutral manner. If necessary, remind the respondent that all information provided will be kept completely confidential. If the respondent is not a U.S. citizen, he/she is asked this question:

Do you currently have a permanent residence card or a green card?

A “permanent residence card” is a permit issued by the U.S. government that allows citizens of other countries to live permanently in the United States. These are also called “green cards,” because the color of the permit used to be green.

If a respondent is not a U.S. citizen and does not have a green card, this question asking about the different types of immigration status a respondent can have will appear on your screen:

Have you been granted asylum, refugee status, or temporary protected immigrant status, TPS?

1. YES
5. NO

The respondent him/herself must decide if he/she has this type of status. “Asylum” is sometimes granted by the U.S. government to people who are fleeing difficult political situations or natural disasters. It gives them the right to legally stay in the U.S. either short- or long-term. “Refugee status” is another way of saying “asylum”—refugees have to flee their own country because of fear of persecution, violation of political rights, and for other reasons. “Temporary Protected Immigrant Status (TPS)” is a special type of status granted to some refugees.

For respondents who are not U.S. citizens; who do not have a green card; and who have not been granted asylum, refugee, or TPS status, this question will appear:

Do you have a tourist visa, a student visa, a work visa or permit, or another document which permits you to stay in the US for a limited time?

Again, respondents themselves must determine if they possess any of these types of documents. Many people enter the U.S. on a “tourist visa”—these visas are of short duration and are expressly for tourists. Students who come from another country to go to school in the U.S. are generally given a “student visa.” People who come to the U.S. to work are supposed to obtain a
“work visa” or “work permit.” There are also a number of types of visas and permits that allow foreign citizens to stay in the U.S. for a particular period of time. Respondents may answer this question by telling you what specific type of visa they have (e.g., A visas, J visas, H visas, etc.). Visas are often referred to by letter, and if a respondent tells you the particular type of visa he/she has, simply code this question “yes.”

If the respondent has a visa or another document allowing him/her to stay in the U.S. for a limited time, the next question on the screen will ask you to obtain the expiration date. This may be a sensitive question for some respondents, since visas and other documents have expiration dates and theirs may have expired. Simply ask the question in a neutral way and record the answer given—do not probe if the respondent says he/she does not know or refuses to answer the question.

8.4.4 Educational History

This next section collects information on the respondent’s educational background and is divided into two very distinct parts. The first part is administered solely to respondents who completed all of their education outside the U.S. The second part is administered to respondents who went to school in the U.S. for at least part of their schooling. While the information collected is the same, the terminology used to describe levels of schooling and degrees is different. (Respondents born in the United States are automatically skipped to the second section, regardless of whether or not they went to school in the U.S.)

8.4.4.1 Educated Outside the U.S.

When a respondent has indicated that he/she was born outside of the United States, you will first see this introductory statement and question:

Have you ever gone to school at any time in the United States or gotten a GED in the United States? Please do not include ESL courses, citizenship classes, job training, or Job Club. INTERVIEWER NOTE: ESL STANDS FOR ENGLISH AS A SECOND LANGUAGE

“Gone to school” means attending regular school—elementary school, middle school, junior high school, high school, vocational school, or college—in the U.S. or receiving a GED in the U.S. (“GED” is a “general equivalency diploma” that people who have not completed high school can receive if they successfully complete a set of exams). It does not include English as a Second Language (ESL) courses where people learn English, citizenship classes for people applying for citizenship, job training classes where people are trained in specific skills so they
can get a job, or attending Job Club meetings (Job Club is a special program that helps welfare recipients, as well as potential welfare recipients, find a job).

If a respondent has completed all of his/her regular schooling outside of the U.S., this question will appear:

How much school did you complete outside the United States? INTERVIEWER: DO NOT READ ANSWERS, CODE R’S RESPONSE. CODE ONE.

NONE (GO TO D19)
SOME PRIMARY
COMPLETED PRIMARY
SOME SECONDARY OR PREPARATORY
COMPLETED SECONDARY OR PREPARATORY
HIGHER LEVEL THAN SECONDARY (COLLEGE, UNIVERSITY, PROFESSIONAL SCHOOL)

This question asks for the highest level of school completed. Do not read the possible responses out loud; rather, listen to the respondent’s answer and select the appropriate response code. Be aware that “primary school” is typically referred to in the U.S. as “elementary school. Additionally, “preparatory school” and “secondary school” are terms often for the middle school (or junior high school) and high school years—in other words, usually grade 6 or 7 through grade 12 in the U.S. If you are unsure what category to select, try to clarify the response. For instance, if Mr. Sandoval tells you that he completed “O-levels” or that he completed “6th form,” you should ask him “is that the same as secondary school?” There are many different types of school systems in the world and if necessary, the respondent should help you determine which category to code the answer into.

If the respondent indicates that the highest level of school he/she completed was primary school, the respondent will be asked how many years of primary school he/she completed. So if a respondent was in the fifth year of primary school when he/she left school for good, the answer would be “4 years” because he/she did not complete the fifth year of school.

If the respondent indicates that the highest level of school he/she completed was secondary or preparatory school, the respondent will be asked how many years of secondary or preparatory school he/she completed. Like with the example above, if the respondent left school for good during his/her third year of secondary school, the answer would be “2 years” since the respondent didn’t complete the third year of secondary schooling.

If a respondent indicates that he/she completed a higher level of schooling than secondary school, the respondent will be specifically asked if he/she attended college or university. In this question, the word “college” is another way of saying “university.” In the U.S., it is common to
say someone went to “college,” regardless of whether they went to a college or to a university. For instance, we would call attending either the University of California or Santa Monica College “going to college.” However, in other countries the word “college” is sometimes used to mean secondary or another type of school. For example, “colegio” in Mexico can be a university (e.g., Colegio de México) or a secondary or primary school (e.g., Colegio Franco-Americano). If you have any doubts, ask the respondent.

Respondents who indicate that they attended school after completing secondary school but did not go to a university are asked what type of school they attended after secondary or preparatory school. In many countries, people can go to professional school, business school, or specific vocational schools right after secondary school without attending college or a university. So answers to this question could include vocational school, business school, secretarial school, nurse’s training, etc. You should type in the respondent’s answer verbatim.

If the respondent did attend college or university after secondary (preparatory) school, the respondent will be asked how many years he/she completed. Then the respondent will be asked if he/she received a college or university degree. If the respondent indicates he/she did receive a degree, this question will appear:

What is the highest college or university degree that you received?
INTERVIWER: DO NOT READ ANSWERS. CODE R’S RESPONSE. CODE ONE.

LICENCIA
BACHELOR’S OR EQUIVALENT (LICENCIATURA, ETC.)
MASTER’S OR EQUIVALENT
DOCTORATE
LAW DEGREE
MEDICAL DOCTOR DEGREE
BUSINESS/TECHNICAL SCHOOL DEGREE
OTHER, SPECIFY LIMITED

Do not read the response options out loud—listen to the respondent’s answer and code it appropriately. Bear in mind that in other countries, degrees often have different names. For instance, “licencia” is a degree granted in Latin America and is listed because it is relatively common. Bachelor’s degrees (BA and BS degrees) in the U.S. are awarded by four-year colleges and in many other countries, university degrees are the equivalent. However, in many Latin American countries, the equivalent is called a Licenciatura. Do not confuse a Licenciatura with the Licencia described above. Respondents should be able to tell you what type of U.S.
university degree is the equivalent—if you are unsure, ask the respondent. For instance, say “Is that like a Bachelors’ degree?”

Master’s degrees (MA, MS) in the U.S., as well as business or technical school degrees such as MBAs (Master of Business Administration) and similar degrees usually require one or more years of study after receiving a Bachelor’s degree. However, this is not always the case in other countries. Business or technical school degrees can be earned after or instead of college in many countries. Doctoral degrees (Ph.D., Ed.D., DSC, etc.)—which are not the same as a medical doctor degree—require several years of study after college, and these requirements may also be different in other countries. (Master’s and Doctoral degrees are also referred to in the U.S. as “post-graduate degrees.”) Have the respondent decide whether or not the degree he/she has is equivalent to a Master’s degree or a doctorate.

Law degrees in the U.S. qualify a person to be a lawyer or an attorney. In the U.S. the degrees are referred to as JDs or LLDs. In other countries, any degree that qualifies a person to be a lawyer is equivalent to a law degree. Medical degrees in the U.S. qualify a person to be a medical doctor or physician. In the U.S., the degrees are generally MDs, although other medical degrees include DOs, DDSs, and DVMs. In other countries, a degree that qualifies a person to serve as a physician is equivalent. This includes degrees qualifying a person to serve as a dentist and a veterinarian.

8.4.4.2 Educated in the U.S.

This section is designed for respondents who did attend school in the U.S. at some point in their lives. It is also for respondents who were born in the U.S., regardless of where they went to school. The respondent is first asked whether or not he/she graduated from high school, got a GED, or has received neither. If a respondent received a GED, he/she is then asked how many grades he/she completed before obtaining a GED. If a respondent did not graduate from high school and has not obtained a GED, the respondent will be asked how many grades of schooling he/she completed. For both of these —did not graduate from high school but received a GED and did not graduate from high school and have not received a GED—grade 12 is not listed as a response option. In the U.S. if a person completed the 12th grade, he/she typically graduates from high school. So for either of these two questions, if a respondent says “12th grade,” clarify whether he/she actually graduated from high school. If necessary, go back and correct the respondent’s response to the first question in this section.

Even though most people graduate from high school before going to college, some do not, and the next question asks people who did not graduate from high school if they ever attended college. If the respondent says “yes,” he/she will be asked how many years of college
he/she completed. As always, be careful with the word “completed.” If the respondent dropped out of college during the second year, he/she did not complete the second year of college. The respondent will also be asked if he/she received a college degree.

If the respondent did receive a college degree, he/she will be asked:

What is the highest college or advanced degree you have received?

INTERVIEWER: DO NOT READ ANSWERS. CODE R’S RESPONSE

1. ASSOCIATE’S/AA
2. BACHELOR’S/BA/BS
3. MASTER’S/MA/MS/MBA
4. DOCTORATE/PH.D.
5. LLB, JD (LAW DEGREE)
6. MD, DDS, DVM, DO (MEDICAL DEGREE)
7. HONORARY DEGREE
8. OTHER, SPECIFY LIMITED

Do not read the response options out loud. It is up to the respondent to tell you the highest type of degree he/she received. An Associate’s degree (AA) is usually received from a two-year college—often a community college. A Bachelor’s degree (BA, BS) is received from a four-year college. A Master’s degree (MA, MS, MBA, etc.) is received through additional course work of a year or more after completing a four-year degree. Doctorates (Ph.D., Ed.D., etc.) generally take several years of additional study after completing a four-year degree. A doctorate (also called a doctoral degree) is not a medical degree, and individuals having doctorates are not medical doctors (MDs).

An LLB and a JD are law degrees that typically require three years of law school after completing a four-year degree. After taking and passing a “bar exam,” this type of degree allows an individual to become a lawyer or attorney. However, some people who have earned a law degree are not working as lawyers. Medical degrees usually require several years of study after graduating from a four-year college. Medical degrees include MDs and DOs (which allow individuals to practice medicine on human patients), DDSs (which allow individuals to practice dentistry), and DVMs (which allow individuals to practice veterinary medicine on animals).

Colleges and universities occasionally give honorary degrees to people who have achieved a great deal in life in recognition of those achievements. Usually these degrees are awarded at graduation or commencement ceremonies.

Almost all degrees received in the U.S. will fit into these categories. If the respondent mentions a degree you are not familiar with, do not automatically use the “Other, specify” category. Try to determine which one of the categories the degree best fits into. First ask the
respondent if the degree he/she mentioned is similar to a Bachelor’s or Master’s degree. If, after probing several times, you still do not understand the type of degree the respondent has, code the response “Other, specify” and record the respondent’s answer clearly, with no typographical errors or misspellings.

Now the respondent is asked when he/she attained the highest grade he/she has completed:

Think about the highest grade of regular school or highest degree that you completed. In what year did you complete this grade or degree?

__ __ __ __ YEAR COMPLETED

Be careful to record all four digits of the year. If the respondent doesn’t remember the year, ask for his/her best estimate. Note that this question says “the highest grade of regular school or the highest degree that you completed.” If a respondent completed 11th grade before having to leave school in 1979, then years later took special training in floral arrangements and completed that training in 1996, the correct response would be 1979—that was the respondent’s last completed year of regular schooling.

Next the respondent is asked whether he/she is currently in school. Again, “school” means regular school—like elementary school, middle school, high school, vocational school, college, graduate school, business school, medical school, law school, etc. It does not mean job training classes, floral arrangement classes, karate classes, English as a Second Language classes, or citizenship classes.

If the respondent is currently in school, this question appears:

What year of school are you currently in?

1. __ __ GRADE (GRADES 1 THRU 12)
   OR
2. __ __ YEAR OF COLLEGE
   OR
3. __ __ YEAR OF GRADUATE OR PROFESSIONAL SCHOOL
   OR
4. OTHER, SPECIFY
Be sure you enter the answer next to the correct level of schooling. For example, if the respondent says “11th grade,” enter an “11” beside the word “grade.” If the respondent says “I’m in my second year of college,” enter “02” next to “year in college.”

While previous questions have asked about regular schooling, the next question pertains to specialized training:

Have you received any other degree or a certificate through a vocational school, a training school, or an apprenticeship program? Please do not include ESL, citizenship classes or Job Club.

1. YES
5. NO

If a respondent went to a special institute, took classes in welding and construction, and upon completion of the course work obtained a certificate in professional welding, the answer would be “yes.” If a respondent went to two classes on bookkeeping at the local adult school but did not complete the course or receive a degree or certificate, the answer would be “no.” As noted, ESL, citizenship classes, and Job Club activities are not included in this question.

For respondents who have completed some type of specialized degree or certificate program, this question will appear:

What type of degree or certificate was that? INTERVIEWER: DO NOT READ ANSWERS. CODE R’S RESPONSE(S). CODE ALL THAT APPLY

VOCATIONAL SCHOOL DEGREE
COMMUNITY OR JUNIOR COLLEGE DEGREE
DEGREE OR CERTIFICATE FROM BUSINESS OR SECRETARIAL SCHOOL
TRAINING IN THE ARMED FORCES, SPECIFY
REGISTERED NURSING DEGREE
LICENSED NURSING DEGREE
MEDICAL TECHNICIAN TRAINING
OTHER HEALTH CARE TRAINING, SPECIFY
BEAUTICIAN, COSMETOLOGY, BARBER TRAINING
POLICE/FIREFIGHTER TRAINING
JOB TRAINING THROUGH A GOVERNMENT OR PRIVATE PROGRAM
RELIGIOUS INSTRUCTION AND TRAINING
OTHER, SPECIFY LIMITED

Do not read the response options to the respondent—listen to the respondent’s answer and code it appropriately. If you are not sure what type of degree or certificate the respondent is talking about, ask him/her.
8.4.5 Marital Status/Past Partners/Children

This section collects information on the respondent’s marriages and relationships and on the respondent’s children. The first part asks about marriage and relationships. While some information on marital status has already been collected on the Roster, in this section the information is verified and more detail is asked for. This section also collects information on all marriages and relationships during the two years prior to participating in the survey.

The first question includes an introductory statement and then asks about the respondent’s experience with legal marriage:

Now I have some questions about marriage and relationships. I want to ask first about marriages.

Just to make sure my information is correct, what is your current marital status? Are you currently legally married, separated, widowed, divorced, or never legally married?

CURRENTLY (LEGALLY) MARRIED
SEPARATED FROM A MARRIAGE OR MARRIED AND LIVING WITH A PARTNER (OTHER THAN SPOUSE)
WIDOWED
DIVORCED
NEVER (LEGALLY) MARRIED

Here we are asking about experience with legal marriage. In other words, marriages in which the couple was married civilly—that is, by a justice of the peace or another official—or religiously—that is, by a minister or other religious leader. Be aware that out of convenience, some respondents may say that they are married to someone they live with (it can be awkward when you are 50 years old to say that someone is your boyfriend or girlfriend).

If a respondent is currently married, that means he/she is legally married at the time of the interview. If the respondent is still legally married but he/she and his/her spouse have separated either legally or informally, code this answer as “separated from a marriage.” For example, Shiro and his wife Toshiko were legally married but have now decided to try a “trial separation”—that is to live apart for a while because they are not happy together. They did not take any legal action, so this is not a “legal separation.” However, by L.A.FANS definitions, they are considered “separated from a marriage.” If a respondent volunteers that he/she is married to one person but living with a different person, this should also be coded as a “2”
because the individual is separated from a marriage even though he/she is living with a partner other than his/her spouse.

If the respondent was legally married, but his or her spouse died, code the answer “widowed.” If the respondent was legally married, but the respondent and his/her spouse then got legally divorced, code the answer “divorced.” If the respondent and his/her spouse are still in the process of getting a divorce, code it as “separated from a marriage.” “Never (legally) married” means that the respondent never legally married anyone. He/she may have had many relationships or lived with one partner for many years, but he/she never got legally married. If a respondent tells you that he/she is living with a partner but has never been legally married, code this response as “never legally married.”

Respondents who are married will be asked what month and year he/she and his/her current spouse got married. If the respondent lived with his/her current spouse before marriage, record the date of the marriage (i.e., the wedding date), not the date they first began to live together.

While it is very rare, it is possible that a respondent will tell you that he was married twice to the same person. For example, Mary and Wally were married in 1959 and divorced in 1982. Then they started living together again in 1987 and got married for a second time in 1989. In this case, you want to record the date of the current marriage—that is, the marriage that occurred in 1989.

Married respondents will also be asked if they and their current spouse lived with each other before they got legally married. The objective is to determine if the couple lived together in a house or apartment in a couple-like relationship. In general, this period of living together will last for more than a few days just before the wedding. However, it is up to the respondent to determine whether or not the couple “lived together.” If the couple did live together before getting married, the respondent will be asked what month and year he/she stared living with his/her spouse. For example, Marty and Ruby began living together around March 1988. In September 1998, they got legally married and were still married at the time of the interview. Marty is the respondent, and the correct answer to this question is March 1988.

Because “starting” to live together can often be a gradual process, it is sometimes difficult to pinpoint the exact date. For example, Lorenzo and Haishan first met each other in April of 1996. They started going out a month later (May 1996) and began to spend the night occasionally at each other’s apartments soon afterwards. After a while, Lorenzo found he was spending most nights at Haishan’s apartment so in May 1997, the couple decided that Lorenzo would give up his apartment and move in with Haishan. The date when they began living together could be anywhere between May of 1996 and May 1997. It is up to the respondent to

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decide which date to choose. However, it is very important that you try to get a month and year from the respondent, even if it is just an approximate date. Some respondents will first say, “Gee, I have no idea what month that was.” DO NOT immediately enter the code for “don’t know.” Instead, ask the respondent what his/her best guess is for the month and year. In almost all cases, you should be able to get at least an estimate from the respondent.

If a respondent is separated, divorced, or widowed, he/she will be asked when the couple stopped living together (if a respondent is widowed, the question asks when the respondent’s spouse died). In the case of divorce, we are not asking about the actual date of the divorce but rather the month and year when the couple stopped living together. It is up to the respondent to decide when this occurred. As above, if the respondent first says that he/she does not know, you need to ask for an estimate. In all or almost all cases, you should be able to get at least an estimate from the respondent.

Separated, divorced, or widowed respondents will also be asked the date of their marriage—this is the date that the respondent married the spouse that he/she is now separated, divorced, or widowed from (for respondents who were married more than once, this is the date of their most recent marriage). Respondents will also be asked whether or not they and their most recent spouse (the one they are separated, divorced, or widowed from) lived together before they were legally married. Again the objective is to determine if the couple lived together in a house or apartment in a couple-like relationship prior to marriage. However, it is up to the respondent to determine whether or not the couple “lived together.” If a respondent says “yes,” he/she will be asked the month and year the couple began living together. If a respondent is unsure, ask for a best estimate.

After having collected information on the respondent’s current or most recent marriage, respondents are next asked about marriages and relationships prior to the current or most recent one:

**Before your [current/most recent] marriage, were you ever married to someone else or did you ever live together with someone else in a relationship?**

INTERVIEWER INSTRUCTION: DO NOT INCLUDE LIVING TOGETHER WITH CURRENT HUSBAND/WIFE.

Here “lived together with someone else in a relationship” means living in the same house or apartment and having a sexual and romantic relationship. However, that is hard to say briefly in a question, so we use this expression in all questions in this section. Consider this respondent’s experiences: Charlie has been married three times. First, he married Joan in 1950. They divorced in 1970. He then started living with Leslie around 1973, and they got married in 1974. He and Leslie stopped living together in 1988 and subsequently divorced. He then started living
with Jane in 1989 and married her in 1995. He and Jane were still married at the time of
interview. An earlier question recorded the date of Charlie and Jane’s marriage, but this question
asks whether he was ever married or lived with someone in a relationship before. The answer in
this case is “yes.” Also, be aware that “living together in a relationship” can mean either a
heterosexual or homosexual relationship.

If a respondent has been previously married or previously lived with someone in a
relationship, this question appears next:

Aside from your [current/most recent] marriage, when was the last time you got
married or starting living with someone in a relationship? What was the date?
INTERVIEWER INSTRUCTION: IF R LIVED WITH SOMEONE AND THEN
MARRIED HIM/HER, RECORD DATE OF MARRIAGE.

__ __ MONTH  __ __ __ __ YEAR

Note the instruction to the interviewer: if a respondent lived with a person and then married
him/her, record the marriage date here not the date they started living together. In the case of
Charlie (mentioned above), while his current wife is Jane, for this question we are interested in
his previous relationship with Leslie. He and Leslie started living together in 1973 and got
married in 1974, so you would enter March 1974, their marriage date—not the date they started
living together. Here is another example: Cristina is divorced from Ahmed. Before marrying
Ahmed, she lived together with her boyfriend, Ira, for about a year, beginning in January 1995.
Ira and Cristina never got married. In Cristina’s case, the correct answer is January 1995.

Now the respondent is asked whether that previous relationship was a marriage or a
living together situation:

Were you married or did you live together without being married?

MARRIED
LIVED TOGETHER WITHOUT BEING MARRIED
[IF VOLUNTEERED]:  LIVED TOGETHER AND THEN MARRIED

In the case of Cristina (above) who lived with Ira before marrying someone else, the answer is
“lived together without being married,” since she and Ira never married. If the respondent
volunteers that he/she was living with someone first and then they got married, enter the code for
this answer. The respondent is then asked when the previous relationship or marriage ended
(specifically, when the respondent and the other person stopped living together). In the case of
Cristina, she stopped living with Ira around February 1997, and that would be the answer. All
respondents who indicate they have been married (whether currently married or not) will be
asked the total number of times they have been married. If they are currently married, they should be sure to include the current marriage in the count.

If the respondent has had more than two marriages or periods of living with a partner during the two years before participating in the survey, you will see the same series of questions for those earlier relationships. Since very few respondents will have had more than two marriages (or periods of living with a partner) during this time frame, you will see these questions only rarely.

While the previous questions have asked about marriages and relationships before the most recent marriage, the next several questions ask about relationships after the most recent marriage ended. Respondents who are currently separated, divorced or widowed will be asked if, since they were separated/divorced/widowed, have they lived with anyone in a relationship without being married. For example, Anouch was married for several years but is now divorced. After she and her husband split, she met Octavio and now lives with him in a relationship without being married. For Anouch, the answer to this question is “yes.”

Respondents who indicate they have lived with someone since their marriage ended will be asked if they are currently living with someone in a relationship. If they are, they will be asked the month and year they started living together. As in previous questions of this nature, if a respondent can’t remember an exact date, have him/her give an estimate. They will also be asked if they have lived with anyone else (besides the person they are currently living with) after being separated, divorced, or widowed. For instance, George and his wife stopped living together in May 1996. He now lives with Malinee. But between the time he separated from his wife and the time he started living with Malinee, he lived with Natasha. In George’s case, the answer to this question is “yes.” Those answering “yes” will also be asked the month and year they started living with that person and the month and year they stopped living with that person. Respondents will then be asked if they lived with anyone else besides those reported between the time they split from their spouse and the time they began their current relationship. For most people the answer to this question will be “no.”

Respondents who have never been legally married will be asked if they are currently living with someone in a relationship, and again, this can be a heterosexual or homosexual relationship. If they are, they will be asked a similar series of questions: the date they started living together; if they have ever lived with anyone else in a relationship without being married and if so, the dates they started and stopped living with that person; if they lived with someone else prior to that relationship and the start/stop dates, etc. If a respondent indicates that he/she has never been married and is not currently living with someone in a relationship, they will be asked the same questions about prior relationships.
If a respondent has indicated that he/she is married or living with a partner but his/her spouse or partner is not residing in the household, he/she is asked this question:

I've recorded that you are [married / living together], but your [wife / husband / partner] is not living here now. Why is that? CODE ALL THAT APPLY. INTERVIEWER: DO NOT READ ANSWERS. CODE R’S RESPONSE(S).

BECAUSE OF WORK/SCHOOL/ MILITARY SERVICE/HOSPITALIZATION /JAIL OR PRISON
PREFER TO MAINTAIN SEPARATE HOUSEHOLDS
LIVES WITH SOMEONE ELSE (GIRLFRIEND/BOYFRIEND, ANOTHER WOMAN/MAN, PARTNER)
MARITAL PROBLEMS
NO LONGER ROMANTICALLY INVOLVED
OTHER, SPECIFY LIMITED
SPOUSE/PARTNER ACTUALLY IS LIVING HERE

Do not read the response options—listen to the respondent’s answer and enter the response code(s) that seems most appropriate. For example, a respondent might say "My husband and I are having some problems. To be honest, he is off living with his girlfriend in El Monte." In this case, you would enter the code for "marital problems" and for "lives with someone else." Occasionally a respondent will tell you that the spouse/partner is actually living in the house. In that case, enter the code for that response category.

If the spouse/partner does not live in the household, the respondent is asked what city, state, and country his/her spouse/partner lives in. If you have any doubt about whether the location is in the U.S. or not, be sure to ask the respondent. If the location is not in the U.S., record the country and try to find out the state, province, or region as well. The respondent will also be asked how often he/she sees his/her spouse/partner:

How often do you see your [wife / husband / partner]?

EVERYDAY
OR
___ ___ TIMES
(RANGE 0-20)

CODE UNIT
1 PER WEEK
2 PER MONTH
3 PER YEAR
OR
4 OTHER, SPECIFY LIMITED

The response categories are a bit complex here and it is essential that you input the answer correctly. There are three ways to enter the answer:

- **Everyday**: If the respondent says "everyday," enter the code for this response and you are done.

- **___ Times per _____ (unit of time)**: This type of response requires you to put in two types of information. In the first space, put the number of times. In the second space, put per what unit of time (like per week, per month or per year). For instance, if a respondent says he/she sees his/her spouse every weekend, say “So that means about 4 times a month, correct?” or “That means about once a week, correct?” In this case, you would either enter “4 times per month” or “1 time per week.” It is essential that you fill in both spaces or the information is completely useless.

- **Other**: If the answer absolutely will not fit into the other categories, enter the code for "other" and type in the verbatim response.

All respondents who are currently married or living with a partner are then asked to rate their relationship on a scale of 1 to 10 where 1 is extremely unhappy and 10 is extremely happy—in other words, the bigger the number the happier the respondent is with his/her relationship.

Now respondents are asked about their children. The first question asks if they have ever legally adopted a child. If so, the respondent is asked how many children he/she legally adopted. Then for every child the respondent legally adopted, he/she is asked for the child’s first name so that questions can be asked about that child. Enter the child’s name, taking care to spell it correctly with no typographical errors. If the respondent is more comfortable giving only initials rather than a first name, accept that response and enter the initials. The respondent will then be asked the age of each child and whether or not that child currently lives in the household. The same criteria used in earlier questions applies: if the child lives in the household at least half the time (i.e., on average, 4 days a week or 15 days a month), the answer is “yes;” if not, the answer is “no.”

If the child does not live in the household (or lives there less than half the time), the respondent will be asked where the child lives. Enter the city and state, and if the child lives in another country, enter the name of the country. A screen will then appear asking if the city is in Southern California. For L.A.FANS, “Southern California” is defined fairly broadly: it is the
part of California from San Luis Obispo and Bakersfield in the north all the way south to the
Mexican border and from the Pacific Ocean in the west all the way to the eastern border of
California.

If you have any doubt about whether something is in Southern California, enter “yes”—it
is better to assume “yes” and collect the information than to assume “no” and not collect the
information. If you know for certain that the city is or is not in Southern California, you do not
have to ask this question. Simply enter the correct response. For instance, if the child’s state of
residence is any state other than California, the answer is clearly “no.” Or if the respondent says
“Los Angeles,” “San Diego” or some other place you know is in Southern California, simply
enter “yes.” If you don’t know where the place the respondent mentions is, ask the respondent
the question and accept the respondent’s answer. If you disagree with the respondent's answer,
enter the respondent's answer but enter a note to that affect using [CTRL-N]. If the child lives
in Southern California, the respondent will be asked what street the child lives on in his/her city
of residence. Follow project procedures by collecting both the street name and the nearest cross-
street.

The respondent will next be asked who the child is living with, and a list of relationships
will appear as the response options. Do not read these options out loud. Instead, determine
which category the respondent’s answer fits into and code it as such.

Next respondents are asked a series of questions about any children they gave birth to or
fathered—in other words, biological children. Since women give birth to their biological
children, they always know whether they have had children or not. However, some men are not
sure. If you are interviewing a man who says he does not know, ask whether he thinks it is very
likely or not very likely that he has fathered a child. If he says “very likely,” code the response
as a “yes.” If he says “not very likely,” code the response a “no.” If, upon probing, the man still
says he doesn't know, press [F3] or enter “d” for “don’t know” and then press [Enter].

If a female respondent indicates that she gave birth to a child or a male respondent
indicates that he has fathered a child, the respondent will be asked how many children he/she has
given birth to/fathered. If the respondent is male and says he is not sure, state “Please think of
the children you do know about.” It is very important to include all the children the respondent
has ever had, even if a child is no longer alive or if the child died right after birth. However, this
count should not include miscarriages, stillbirths (where the child showed no sign of life at all at
the time of birth), or pregnancies that ended early without any sign of life. Likewise, induced
abortions should also not be included here. For instance, Vilma had a miscarriage when she was
5 months pregnant. The next time she got pregnant, she gave birth to a baby girl who was
breathing and had a pulse after birth. Unfortunately, that baby died within a few minutes of
being born. Vilma then went on to have another baby—a son—who was born alive and lives with her today. So in Vilma's case, the answer to this question is 2 births—the first is the baby who died right after being born and the second is the son who is living. Her miscarriage does not count.

For every child the respondent has given birth to/fathered, he/she is asked for the child’s first name so that questions can be asked about that child. Enter the child’s name, taking care to spell it correctly with no typographical errors. If the respondent is more comfortable giving only initials rather than a first name, accept that response and enter the initials. If a child died shortly after birth before receiving a name, type in “Died Shortly After Birth.”

The respondent will then be asked the same series of questions about each biological child that were asked about adopted children: birth date of each child; whether or not that child currently lives in the household; where the child lives if he/she does not live in the household at least half of the time, if that city is in Southern California, if so, the street and nearest cross-streets the child lives on in that city, and who the child resides with (i.e., what is the relationship of that person to the child).

When you see the words “Died Shortly After Birth” appear in a question, be very careful how you read that question. For example, if you see this on your screen:

“When was Died Shortly After Birth born?  What month and year?

__ __ MONTH  __ __ __ __ YEAR

you would not want to read the question the way it appears. Instead you would say “When was the baby who died shortly after birth born?  What month and year?” Respondents who indicate that a biological child of theirs died will be asked what month and year the child died. If a respondent is unsure, accept an estimate.

The last questions in this section are about contraceptives and other methods used to prevent pregnancies. The first one includes an introductory statement:

Next I'd like to ask you about anything you may be doing to delay or prevent pregnancy.

SHOW CARD #5

Are you [and your wife / and your husband / and your partner] currently using any of these types of contraception or any method of preventing pregnancy? This includes having an operation to avoid becoming pregnant.

YES
NO
[IF VOLUNTEERED] Not currently sexually active, no contraception needed

This question is asked of all respondents, regardless of whether or not they have ever had children and regardless of whether or not they are currently married or living with a partner (even if an individual is not married or living with a partner, he/she can obviously be sexually active and use contraception). If a respondent indicates he/she does not need to use contraception, indicate as such. This may be due to infertility, menopause, or because the respondent is either not sexually active or is trying to get pregnant. If the respondent volunteers why he/she does not need to use a contraceptive method to prevent pregnancy, press [CTRL-N] to enter a note indicating the respondent’s comment.

There are many different methods of contraception, and they are listed on Showcard 5. The definitions of these methods are:

- **Condoms:** These are also called rubbers or sometime “prophyllactics.” They are rubber sheaths (like an uninflated balloon) that men put over their penises before sex or before ejaculation in order to prevent pregnancy. Many couples also use them to prevent the transmission of diseases like HIV, gonorrhea, syphilis, and other sexually transmitted diseases.

- **Foam, Jelly, Creme, Sponge, and Suppositories:** These are contraceptives usually sold over the counter that contain a chemical that kills sperm, therefore preventing pregnancy. A woman puts contraceptive foam, jelly, creme, suppositories, or a contraceptive sponge in her vagina before having sex.

- **Withdrawl (Pulling Out):** In this method, a man pulls out of his partner's vagina before ejaculating (or “coming”) in order to prevent the sperm from coming into contact with her eggs.

- **Diaphragm (with or without jelly):** Diaphragms are rubber devices about 2-3 inches wide that a woman places in her vagina covering her cervix before sex. It can be used with or without spermicidal jelly or creme.

- **Rhythm (safe time, avoiding sex at certain times of the month):** Women are much more likely to get pregnancy in the middle of the month, between two menstrual periods (that is, about two weeks after the last menstrual period and two weeks before the next period). In this method, couples avoid having sex during the middle of the month.
• **Birth Control Pills:** This is also known as “the pill,” as in “she is on the pill.” Some people call them “oral contraceptives.” They are hormone pills that women take, usually once a day, that prevent ovulation and becoming pregnant.

• **IUD (Intrauterine Devices):** An IUD is a small piece of plastic material (sometimes in the form of a “T”) that is inserted into a woman's uterus (womb) by a doctor. It stays there for several months or years until the doctor removes it. IUDs prevent pregnancy by changing the environment of the uterus.

• **Norplant, depo-provera or injectables:** These are newer types of contraceptives. Norplant is a set of very small plastic tubes that are inserted surgically under a woman's skin (usually into the back of her arm). The tubes contain hormonal contraceptives and can keep a woman from getting pregnant for up to five years. Depo-provera and injectables are hormonal contraceptives that are injected into a woman's arm or hip and prevent her from getting pregnant for several months.

• **Sterilization, vasectomy, having “tubes tied”:** These are permanent methods of preventing pregnancy and require a surgical procedure (although it can be a very easy procedure). Women have their fallopian tubes “tied” so that eggs cannot be fertilized, and men have a tube through which sperm travel “tied” so that they do not produce sperm when they have sex. Sterilization does not have any effect on someone's ability to have sex.

The next question asks respondents what type of contraceptive method they use:

SHOW CARD #5
Please look at this card and tell me what method or methods are you using? CODE ALL THAT APPLY.

1. CONDOM (RUBBER)
2. FOAM, JELLY, CREME, SPONGE, SUPPOSITORIES
3. WITHDRAWL (PULLING OUT)
4. DIAPHRAGM (WITH OR WITHOUT JELLY)
5. RHYTHM (SAFE TIME, AVOIDING SEX AT CERTAIN TIMES OF THE MONTH)
6. BIRTH CONTROL PILLS
7. IUD (INTRAUTERINE DEVICE)
8. NORPLANT, DEPO-PROVERA OR INJECTABLES
9. R OR PARTNER/SPOUSE HAS HAD OPERATION / VASECTOMY/ TUBES TIED/ STERILIZATION
10. METHOD NOT LISTED ABOVE, SPECIFY
The respondent should look at the Showcard and tell you the appropriate code number or numbers. If the respondent's partner, rather than the respondent, is using a method, that counts as a method the respondent himself/herself is using. For example, if a female respondent says “My boyfriend uses condoms,” you should enter the code number for condoms. Similarly, if a male respondent says “My wife uses something,” you should probe to find out what his wife uses, then code it appropriately.

In the last question in this section, the respondent is asked for his/her opinions about different situations:

SHOW CARD #6

Now let me ask you about the following situations. Please look at this card and tell me whether you strongly approve, approve, disapprove, or strongly disapprove of the following:

1. A teenage girl has a baby without being married.
2. A woman in her twenties has a baby without being married.
3. A man in his twenties fathers a child without being married to the baby’s mother.
4. A father who cannot find a job goes on welfare to support his family.
5. A young man without children cannot find a job and goes on welfare.
6. A divorced woman goes on welfare to stay home with her young children.
7. An unmarried woman goes on welfare to stay at home with her young children.
8. A man and a woman live together before they decide about getting married.
9. A man and a woman decide to live together even though they do not intend to get married.

The possible response options appear across the top of a grid, and the situations appear on the left side of the screen. Hand the respondent Showcard 6 that lists the answer categories (strongly approve, approve, etc.). Read each situation to the respondent, and enter his/her answer. It is very important to read these situations with an entirely neutral tone. Do not make any comments at all about the situation or the respondent's answer. We need to learn what the respondent thinks, not what he/she thinks you would like to hear.

8.4.6 Current Spouse/Partner

In households where the spouse or partner does not complete the adult questionnaire, this section collects information about the respondent’s spouse or partner. If the respondent’s spouse/partner is also selected to complete the adult questionnaire, the computer will skip this section.
The first question includes a statement introducing respondents to this new topic. Respondents are then asked how much school their spouse/partner has completed and what racial or ethnic group or groups best describes their spouse/partner. If more than one racial/ethnic group is selected, respondents will be asked to select the one group that best describes their spouse/partner. (The same protocols that were used in Section 8.4.3 for asking the respondent similar questions should be applied here.)

Respondents are then asked about their spouse/partner’s employment status:

Is your [wife/husband/partner] currently working, looking for work, retired, keeping house, a student, at home with your children or something else? INTERVIEWER: DO NOT READ ANSWERS. CODE R’S RESPONSE.

1. WORKING NOW
2. TEMPORARILY LAID OFF, SICK LEAVE, MATERNITY LEAVE
3. LOOKING FOR WORK, UNEMPLOYED
4. RETIRED
5. DISABLED (PERMANENTLY OR TEMPORARILY)
6. KEEPING HOUSE, RAISING CHILDREN
7. STUDENT
8. OTHER, SPECIFY

Do not read the answers—listen to the answer and decide which category fits it best. Each of the terms is described below:

- **Working Now**: This means that the spouse/partner currently has a paid job. It does not mean that the spouse/partner has to be at work right at the moment you are asking the question.

- **Temporarily Laid Off, Sick Leave, Maternity Leave**: Temporarily laid off generally means that the spouse/partner has a job but that his/her employer has asked him/her not to come to work temporarily and is not paying him/her. For example, Norm works in an automobile factory. Sales of cars are poor so the factory temporarily lays off some workers. “Sick leave” means time taken off from work because the spouse/partner is sick. This is not just one or two sick days off, but usually covers an extended period of time. “Maternity leave” is leave from work that a woman takes after giving birth to a baby (and sometimes before the birth). While it is less common, if the spouse/partner is male and the respondent tells you that he is taking “paternity leave,” enter the code for this category as the answer.
• **Looking for Work, Unemployed:** This means that the spouse/partner does not currently have a job, but is looking for a job.

• **Retired:** This means that the spouse/partner has retired from his job.

• **Disabled (Permanently or Temporarily):** Disabled means that the spouse/partner has an injury, a handicap, a physical illness, or a mental illness that prevents him or her from working. The disability may be temporary (such as a broken arm or a back injury) or permanent (not being able to stand or sit up, being severely retarded, etc.)

• **Keeping house, raising children:** This category includes housewives who do not have other jobs and women who are staying home to take care of their children. While traditionally this category includes mainly women, men who are keeping house or staying home with children should also be included in this category.

• **Student:** This includes anyone who is attending school. Some spouse/partners may be both working and going to school. For this question, you need to code one response only. If the respondent says that the spouse/partner is both working and is a student, ask him/her whether the spouse/partner is primarily a student (he/she spends most of his/her time being a student) or is mainly employed (he/she spends most of his/her time working at his/her job). Code whichever one the respondent tells you is the spouse/partner’s main activity. If the respondent insists that the spouse/partner is equally working and a student, enter the code for “working now.” Then enter a note indicating that the spouse/partner is also a student.

• **Other:** Do not use this category unless absolutely necessary. Instead, do your best to determine which category above fits the spouse/partner’s situation.

Respondents are next asked a series of Industry and Occupation (I&O) questions about their spouse/partner’s work. As mentioned previously, I&O questions must be asked in a very specific manner, and the procedures for asking these questions are covered in Section 8.5. After the I&O questions, respondents are asked how many hours per week their spouse/partner works. Sometimes the number of hours a person works varies considerably from week to week. In that case, ask the respondent how many hours the person works on average or in an average week.

Respondents will also be asked how much their spouse/partner is paid:
How much is your [wife/husband/partner] paid, on average, at this job, before taxes are taken out, including any tips or commissions (when your [wife/husband/partner] is working)?

__ __ __ __ __ __ __ . __ __ DOLLARS

CODE UNIT

1. PER HOUR
2. PER DAY
3. PER WEEK
4. PER MONTH
5. PER YEAR

Record the answer in whatever form the respondent gives it to you. For example, a respondent may say “She makes $5.75 an hour.” In this case, enter “5” to the left side of the decimal point and “75” to the right side of the decimal point. Then enter the code for “per hour.” Or if a respondent says “His income is $55 thousand a year,” enter “55000” before the decimal point and “00” after the decimal point. Then enter the code for “per year.” Note that this question says “before taxes are taken out.” This is sometimes referred to as “gross salary or wages”—that is, the amount someone is paid before any taxes are automatically withheld or before the person pays any taxes. The question also says “including any tips or commissions.” This means that if the person makes tips or commissions on his/her job, these should also be included.

The last three questions in this section are about the health of the respondent’s spouse/partner. First the respondent is asked to rate his/her spouse/partner’s health as excellent, very good, good, fair, or poor. The objective is to get the respondent’s assessment of the spouse/partner’s health, so do not, in any way, help the respondent to decide how to answer this question.

Next the respondent must determine if his/her spouse/partner has any physical, psychological, or nervous conditions that limit the type or the amount of work the spouse/partner can do. The answer to this question is “yes” only if both things are true: (1) the spouse/partner has a condition; and (2) this condition limits the type or amount of work she/he can do. While it is up to the respondent to make this determination without help from the interviewer, here are a few guidelines:

- **Physical conditions which limit work:** This category could include: blindness, deafness, back problems, loss of limb(s), loss of muscle control, inability to walk, extreme fatigue, etc. Keep in mind that none of these conditions would
necessarily limit the spouse/partner’s ability to work. For example, many blind people have full-time jobs at which they are quite successful.

- **Psychological or nervous conditions**: This category could include serious depression, schizophrenia, other serious mental illnesses, mental retardation, or neurological problems. Keep in mind that none of these conditions would necessarily limit the spouse/partner’s ability to work. For example, many people with mental illness have full time jobs at which they are quite successful.

The respondent is then asked if his/her spouse/partner smokes cigarettes—meaning he/she smokes cigarettes fairly regularly. For example, if the spouse/partner smokes cigarettes everyday or a couple of times a month, the answer would be “yes.” If the respondent smoked a cigarette just once in the past few months, the answer would be “no.”

### 8.4.7 Parents & Siblings

This section asks about the respondent’s family and friends, where they live, and how much contact the respondent has with them. These questions are only asked of the Randomly Selected Adult (RSA)—if another adult in the household is asked to complete an adult questionnaire, this section is skipped for that individual.

An introductory statement appears along with the first question:

**Now I have some questions about your family. The first questions are about parents and step-parents.**

**Do you have a stepmother or a stepfather?**

- STEPMOTHER
- STEPFATHER
- BOTH
- NEITHER

RSAs are then asked how often they have seen their parents (mother, father, and stepfather and/or stepmother if applicable) during the past 12 months. If an RSA has a mother, a father, a stepmother, and a stepfather, this set of questions will be asked four times—one for each one of these people.

Keep in mind that the question is asking how often the RSA has seen a particular parent, *during the past 12 months*—i.e., during the 12 months preceding the interview. This does not include talking on the phone, sending or receiving letters, or sending e-mail. It only includes actually seeing the parent. You can code the answer in one of four ways:
• **Everyday**: If the RSA sees the parent everyday or several times a day.

• **______ Times per ______ (Unit of time)**: If the RSA says “I see him twice a month,” enter “2” before the word “Times” and the code for “per month.” If the RSA says “I see her every week,” ask “Would you say about once a week?” If the answer is “yes,” enter “1” before the word “Times” and the code for “per week.”

• **Lives here in this HH**: This means that the particular parent being asked about lives in the same household as the RSA. We assume that if that is true, the RSA sees the parent at least a couple times a day.

• **No longer alive**: This means that the particular parent has died.

RSAs are also asked where their parents live and whether their parents live in Southern California. If their parents live in Southern California, RSAs will be asked the location (street and nearest cross-street).

Next are a series of questions about the RSA’s siblings:

Now I have some questions about your brothers and sisters.

How many **full** brothers and sisters have you had in total, including any who may no longer be living?

[INTERVIEWER: FULL BROTHERS AND SISTERS HAVE THE SAME BIOLOGICAL OR ADOPTIVE MOTHER AND FATHER]

__ __ TOTAL NUMBER OF FULL BROTHERS AND SISTERS

As the interviewer instruction states, “full” brothers and sisters are those who have the same mother and the same father as the RSA. The RSA should include both full brothers and sisters who are still alive and any full brothers and sisters he/she may have had but who are no longer living. For example, Raymond has 3 brothers and 1 sister. His mother and father also had another daughter, but she died shortly after she was born. So Raymond’s answer should be “5” (3 living brothers + 1 living sister + 1 sister who is no longer living).

The RSA is next asked:

[Is your brother or sister still living?/Are all your full brothers and sisters still living?]
This question pertains to all the full brothers and sisters the respondent told you about in the previous question. When you ask this question, you may discover that the RSA had a full brother or sister who died but that the RSA failed to include this person in his/her previous answer. For example, Henry initially told you that he had one sister, but in his response to this question he says “I had another sister, but she died when she was very young.” You should say “It sounds like you had a total of 2 sisters, but that one of them is no longer alive. Is that correct?” If Henry says “yes,” go back and change the answer to the previous question to “2” and then code the answer to this question as “no.”

If the RSA indicates that not all of his/her full brothers or sisters are still living, a question appears asking how many of the RSA’s full siblings and brothers are no longer alive. Enter the number the RSA gives you—however, be careful. If a RSA gives you a number that is more than the total number of full siblings he/she said he/she had, you need to probe. For example, if a RSA initially tells you that he has 2 full siblings, then says not all of them are still living and answers “3” for this question, you know something is wrong. He has just told you that 3 siblings died but earlier he said that he only had a total of 2 siblings. Ask the RSA about this discrepancy and make the necessary corrections.

RSAs who have only one full sibling are asked to designate if that sibling is a brother or sister and asked that sibling’s age. They are also asked how much schooling that sibling completed, and if that sibling lives in Southern California.

RSAs with more than one full sibling are asked how much schooling the sibling closest in age to the RSA has completed (half-siblings and step-siblings should not be included here). For example, Eloise has one brother and one sister. This question asks her to think about which brother or sister is closest to her in age. Here is what the ages in her family look like:

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarence (Brother)</td>
<td>46</td>
</tr>
<tr>
<td>Eloise (Respondent)</td>
<td>45</td>
</tr>
<tr>
<td>Ann (Sister)</td>
<td>43</td>
</tr>
</tbody>
</table>

In this case, Clarence is one year older and Ann is two years younger, so this question is about Clarence, because he is closest in age. Sometimes sisters and brothers can be almost equally close in age to the RSA. For example, take the case of Rosa. Here is what her family looks like:

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roberto (Brother)</td>
<td>24</td>
</tr>
<tr>
<td>Rosa (Respondent)</td>
<td>23</td>
</tr>
<tr>
<td>Maria (Sister)</td>
<td>22</td>
</tr>
</tbody>
</table>
It is likely, however, that either Roberto or Maria may be a few months closer in age to Rosa. If so, have the RSA choose the person closer in age. In the rare instance that two siblings are exactly as close to the RSA in age, ask for these two sibling’s names and pick the one whose name would come first in the alphabet. For example, if Roberto, Rosa, and Maria were each born exactly 12 months after the last one, then you would pick Maria because her name comes before Roberto in the alphabet. If the RSA has a twin, this twin is automatically the closest in age to the RSA. The next question asks if the full sibling closest in age to the RSA is a brother or a sister, and then that sibling’s age is asked for.

While the previous questions were exclusively about full siblings, the last two questions in this section are about step- and half-siblings. Half-brothers and sisters have one parent who is the same and another parent who is different. For example, Suyi and Hongshen share the same mother, but they have different fathers, so they are half-sisters. Step-brothers and sisters have completely different parents. That is, neither their mother nor their father are the same, but they are related to each other because their parents are married. For example, Rodrigo’s mother and father divorced, then his mother met another man and married him. This new husband had a daughter named Indra. Because of the marriage, Rodrigo is now Indra’s stepbrother. The first question asks for the total number of step- and half-siblings the RSA has. The second question asks how many of the RSA’s step- and half-siblings live in Southern California.

8.5 Industry and Occupation Questions

Throughout the Adult Questionnaire there are places where respondents are asked for details about the occupations of various people—themselves, their spouse, their parents while growing up, etc. The respondent’s answers are used to assign two standard 3-digit codes that precisely classify the work in a particular industry and as a particular occupation. To correctly assign the appropriate codes, the coding staff requires very detailed and accurate responses.

When respondents are asked about the kind of work they or someone else engages in, the interviewer should probe and obtain as much detail as possible. The following examples illustrate the level of specificity interviewers should strive for:

<table>
<thead>
<tr>
<th>BAD</th>
<th>GOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse</td>
<td>RN in a hospital’s neonatal unit</td>
</tr>
<tr>
<td></td>
<td>RN providing home nursing care</td>
</tr>
<tr>
<td></td>
<td>LPN in a doctor’s office</td>
</tr>
</tbody>
</table>
Teacher

12th grade English Teacher at a private school  
Special-Education teacher in a public elementary school  
Professor of Psychology at the University of Michigan

Roofer

Asphalt shingle installer for a builder of new homes  
Slate roof restorationist

Writer

Editorial writer for a daily newspaper  
Technical writer for a software manufacturer  
Free-lance fiction writer

If a respondent gives you a job title that conveys little or nothing about the occupation, probe to try to determine the trade, profession, or business. A respondent may respond with educational attainment (e.g., “She has a medical degree”), but you should not assume the person works as a doctor. Probe to find out what the respondent does (perhaps rather than working in a medical practice, he/she writes medical articles for a weekly magazine). If a respondent begins listing duties or responsibilities rather than replying with an occupation, tell the respondent you will collect this information in just a minute, then repeat the question and emphasize that you are asking for occupation. Appendix D displays some example pages of the Occupation Code Book, again as an illustration of the level of coding specificity involved.

When recording the most important activities or duties, capture enough details to adequately and accurately describe the work done. If the individual is a supervisor, record the department or function that he/she supervises. The following are examples:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Receivable Department Manager</td>
<td>Supervises Account Receivables Clerk, makes sure accounts are kept current and paid on time, prepares reports and journal entries</td>
</tr>
<tr>
<td>Graphic Designer</td>
<td>Creates signs, banners, brochures, newsletters and other promotional materials using computer graphics</td>
</tr>
<tr>
<td>Secretary</td>
<td>Types, files, answers phones, makes appointments for boss</td>
</tr>
<tr>
<td>Waiter</td>
<td>Takes food orders, places order with kitchen, serves food to customers, makes sure customers are happy</td>
</tr>
<tr>
<td>Portrait Photographer</td>
<td>Takes pictures requested, develops film, prints pictures, contacts and invoices customer</td>
</tr>
<tr>
<td>Tool Design Engineer</td>
<td>Designs parts for existing machines that will modify the parts currently being produced by the machines</td>
</tr>
</tbody>
</table>
Gathering the same level of detail also applies to questions asking about the type of business or industry an employer is engaged in. The following examples illustrate the level of specificity interviewers should strive for:

**BAD**

- Auto Shop
- Service Station
- Auto Parts Store

**GOOD**

- Auto Repair Shop
- Manufacture leather belts
- Manufacture timing belts for cars
- Silver mining
- Copper mining
- Steel foundry
- Iron foundry

If a respondent replies with a job title, restate the question so that the respondent understands you are asking for the type of business or industry of the employer. If the respondent reports being self-employed, probe to find out what type of business the respondent is engaged in. To further understand this concept, refer to Appendix E where some example pages of the Industry Code Book are displayed. Interviewers do not have to determine which industry code to assign, but they must obtain enough detailed information for the coding staff to do so.

The respondent will also be asked to categorize the type of employer the person works for. For instance, is the employer a private company, business, or individual? If the employer is a government, the respondent will need indicate the level of government (e.g., federal, state, local). If the person is self-employed, the respondent will also be asked to indicate if the business is incorporated or unincorporated. The respondent may also indicate that the person worked without pay in a family business or farm.

For all of the industry and occupation questions, it is important to always probe for further details. Be sure to probe in a way that the respondent is more likely to reply with an adjective—for instance, find out what type of doctor or salesperson, what kind of engineer or programmer, supervisor of what—and record the respondent’s answers as accurately and completely as possible.
8.6  Adult Questionnaire Module—Event History Calendar

The Adult Questionnaire then switches to the Event History Calendar (EHC)—a Windows-based program used to collect information from respondents on important areas of their lives (e.g., employment, housing, etc.). Because this information spans the two years prior to the interview, the EHC uses significant events in respondents’ lives as “anchors.” These anchors—called “Landmark Events”—help respondents remember other, less meaningful events in their lives and when they occurred. The EHC also helps respondents recall information by having them describe a sequence of events ordered in time. These significant, landmark events and the sequential ordering of information will also help you, the interviewer, assist the respondent in determining when events occurred and allow you to easily spot any inconsistencies, gaps, or overlaps in the information respondents report. Because maneuvering around in the EHC is done via the touchpad, you are able to easily go back and correct these inconsistencies.

8.6.1  EHC Conventions

The EHC gathers information about basic areas—called “domains”—of a respondent’s life during the two years prior to the interview: residential history, employment, unemployment, absences from work, public assistance, and health insurance. Unlike the CASES program, the EHC program does not automatically display a question for you to ask the respondent. You must access a series of pop-up questions to help you build a respondent’s individual history (these pop-up questions are also printed on Showcards that you can refer to as needed). However, you will also need to probe and ask follow-up questions not shown in the pop-up questions to build that history. Therefore, you must thoroughly understand the objective of the EHC, its conventions, how to use the appropriate EHC probing techniques, and how to resolve any inconsistencies in the information the respondent gives you.

8.6.1.1  Two-Year Window

For each respondent, the EHC covers the two-year period (called a “window”) prior to his/her participation in the L.A.FANS interview. At the start of an interview with each respondent, the EHC will set this window. You do not need to do anything to set the two-year window nor can you change it. Since different respondents in a household may be completing the EHC at different times, the two-year window for each respondent can be different.
8.6.1.2 Spells and Events

Every entry you make in the EHC will be the recording of a “spell.” A “spell” is a period of time—whether it is one day long or many days long—where a respondent is doing something (e.g., holding a job, being covered by health insurance, getting married, having a baby, etc.). Spells must have a beginning date and an end date, regardless of how long they last. Some spells will have a starting date outside the two-year window, although no spells will have an ending date outside the two-year window. It is important for you to record these out-of-window start dates completely and accurately, even though they appear to be off the calendar.

8.6.1.3 On-going Spells (Current Status)

In general, you will begin questions in a new domain by asking about the respondent’s current status. It is very important to collect information from respondents about their current status and to do this in each domain. For example, we want to know the respondent’s employment status at the time of the survey. Since this information will only be collected in the EHC and nowhere else, it is crucial that you ask respondents their current status for each domain.

It is important to distinguish a respondent’s on-going spells from spells that ended very close to the date of the interview. For an ongoing spell, the ending date should always be entered in the year box as “cont” (for “continued”) to indicate, for instance, that the respondent continues to live or work in the same place.

8.6.1.4 Thirds-of-a-Month

Questions in other parts of the L.A.FANS interview usually ask for the month and year in which an event occurred. In the EHC, the objective is to record dates more precisely. Previous survey research has shown that although people sometimes do not remember precise dates (day, month, and year), they do remember the month and year and what part of the month a change occurred in. For example, a respondent who started a new job on October 4th 1999 may remember that she started the job in October 1999 but doesn’t remember the actual date. However, he/she is likely to be able to remember that it was toward the beginning of the month. Therefore, the EHC is designed to collect the year, month, and whether the event occurred in the beginning, middle, or end of the month (i.e., thirds-of-a-month).

Since the number of days and weeks in a month varies, the days and weeks constituting an exact third of a month varies. Therefore, you should follow the convention that the first third
of the month encompasses days 1-10, the second third encompasses days 11-20, and the final third of the month encompasses days 21 through the end of the month.

If a respondent gives you a specific date, the EHC program will decide for you which third of the month the date falls in. You simply type in the date and the correct third of the month will appear on the display. Some respondents may, however, give you an answer such as “it was the second week in February.” Since the second week in February could be in the first or middle third-of-the-month, you should follow-up by asking, “Would you say it was in the first, middle or last part of the month?” Respondents will quickly learn that you need to record the information in thirds-of-the-month and will begin to answer you in that way when they do not recall the exact date.

8.6.1.5 Most-Recent to Most-Remote v. On-line
Experience in survey research shows that it’s easier for respondents to remember events and dates if they start with the most recent events and move backwards in time to the most remote events. For example, it usually works best to ask respondents about their current job, then to ask about their previous job, then the job before that, and the job before that, etc. This is the preferred method of questioning and reporting for the six domains we are gathering information about. Some respondents, however, will not answer your questions in this manner. When that happens, follow the guidelines explained below for the on-line interviewing technique.

When asking respondents about the landmark events in their lives, you should let respondents report them in the order they think of them. This is referred to as the on-line interviewing technique, and it allows respondents to report events out of chronological order. Previous EHC experience has shown that it is best to use this technique with Landmark Events—events that are particularly significant to respondents. However you should always verify, especially for events very close in time, that one event occurred before or after another event. For example, if someone reports going on vacation in June 2000 and buying a new car in July 2000, you should say “So you went on vacation in June 2000 and then the next month, in July, you bought the car.”

8.6.1.6 Notes, Don’t Knows & Refusals
When you need to record a note about a respondent’s answer, use the [F1] key to bring up a “notes” box. Like in the CASES program, you should enter a note when you feel the information you’re recording requires an explanation. For instance, if a respondent can only offer a vague start-date for a particular job, record his/her best estimate then
enter a note saying “R not sure about start date. Could only remember job started in early part of 1995.”

Procedures for handling “don’t know” responses to questions other than dates are the same throughout the EHC for both numeric and text fields. If a respondent really does not know the answer to a question (other than dates), enter “d” for “Don’t Know.” Likewise, if a respondent refuses to provide an answer to a specific question (other than a date), enter “r” for Refused. For instance, respondents may be unwilling to answer questions about wages or salaries (or about profits/losses if they own their own business).

When a respondent refuses to provide a date for a specific spell or event, record the event, capturing as much information as you can, then include a note about why the respondent refused. For instance, you could enter “Refused. R said information about her public assistance in the past is very private, and she doesn’t want to talk about it at all.” Be aware that a firm refusal could cover all or part of the two-year window.

8.6.2 Probing in the EHC

When a respondent is unsure when something occurred, you should use a narrowing technique to try to help the respondent remember the date. First, ask the respondent what year and season or quarter the event occurred in (e.g., winter of 1999, spring of 2000, etc.). Then move to the month level. For example, you could say “You said you moved into this house in the spring of 2000. Would you say that was in March, April, or May?” Then follow-up by asking the respondent which third-of-the-month the move occurred in: “You said you moved in April. Was that the beginning, middle or end of April?” Remember that you do not need the exact date but only which third of the month the event occurred in.

Some respondents may confuse years when reporting events—during an interview in 2001, it may be hard for a respondent to remember whether a change occurred in 1999 or 2000. To make it easier, use the how-long-ago verification technique to probe for or verify dates. For instance, if you interview a respondent in July 2001 and he tells you he changed health insurance policies in April 2000, you should say, “So that happened in April 2000, just over one year ago. Is that correct?” Sometimes the respondent will say that that is correct. Other times, they may say that they actually meant April 2001, only a few months before the interview.

Other respondents may not remember exactly when something occurred but do remember how long ago it was. For example, a respondent being interviewed in September 2001 may say “I don’t remember the date, but I have been on Food Stamps for 9 months.” In this case, you should respond “You’ve been on Food Stamps for 9 months. That means that you started receiving Food Stamps in January 2001. Is that correct?”
Use landmark events, residence changes, and holidays (e.g., Christmas, 4\textsuperscript{th} of July, etc.) as a way to \textit{cross-check} the dates of other events (called the \textit{cross-checking technique}). When a respondent reports a date, look carefully at all other events in the calendar that are within three months of this new date. Use these already-recorded events and dates to verify the new date the respondent has just given you. For example, you could say “You got your job promotion around a month before you moved to Los Angeles. Is that right?” or “I see that you became unemployed, and then you moved a couple of months afterwards. Is that correct?” Respondents themselves may report events in exactly this way. For instance, a respondent may tell you “I started my new job about two weeks after I moved to Los Angeles.” You should then carefully look at the job’s start-date on the screen and say something like “You started your job in the first part of February, so that means that you moved to Los Angeles at the end of January. Is that correct?”

If a respondent only knows approximately when an event occurred, use \textbf{all} of these techniques (narrowing, how-long-ago, and cross-checking) to help the respondent and obtain an educated guess about when the spell occurred. If, after using these probing techniques, it is clear that the respondent definitely does not know a date, do not leave the event off the calendar. The EHC \textbf{requires} that you mark beginning and ending dates for each spell or event, so select the best estimate of these dates \textit{with} the help of the respondent. You \textbf{must} enter his/her best guesses as dates, then make a note that he/she does not know when the spell or event occurred (started, ended, or both), that the dates entered are his/her best approximate guesses, and record the respondent’s description of the timeframe (e.g., early fall, mid-1990, etc.).

\section*{8.6.3 Resolving Inconsistencies in the EHC}

One of the advantages of the EHC is that interviewers can spot gaps and overlaps in histories and resolve these problems with respondents right away (called \textit{time line resolution}). For example, after a respondent has told you about his/her residence history, you can look at the computer display and see whether there are any gaps (blank spaces) in this domain—there could be a period of a month or two in 2000 where no residence is listed. In that case, you would ask the respondent about this period of time. The respondent might then tell you that he/she genuinely had no residence during that period. In that case, you would probe to determine whether or not he/she was homeless during this time. Or the respondent might realize that he/she had reported the wrong dates for one of his addresses, in which case you would make the correction. Together, the employment and unemployment information should form a complete time line. Any gaps in this time line are an indication that something is wrong and you need to go back and verify the information you entered. The same is true for the residence and health
insurance time lines—information in those domains should form a complete time line with no gaps.

You can also easily look for overlaps in the EHC. For example, if a respondent reports receiving public assistance during a period when he/she was working, the EHC helps you spot this overlap. You would first ask the respondent whether this overlap is correct. It may, in fact, be correct—but it could also be due to the incorrect reporting of dates.

A more subtle example of time line resolution is the comparing of places of residence with places of employment. For example, a respondent may tell you that he/she moved from New Jersey to Los Angeles in June of 2000. Later on, the respondent may tell you that he/she started working at a job in Los Angeles in April of 2000. If that were true, it would mean that the respondent was working in Los Angeles but living in New Jersey. The respondent may have reported incorrect dates for either moving or starting the job, or he/she may actually have been working for an employer in Los Angeles but still living in New Jersey. To resolve the time line, you would ask the respondent about the situation and make any corrections needed.

On the top third of the computer screen, a summary displays colored bars representing the spells and events entered for each domain. This allows you to look across domains for any gaps or overlaps in the time line across domains and helps you probe using the cross-checking technique. Since not all information can be shown simultaneously on the summary screen, additional information on some types of events and spells can be accessed by opening various boxes using the touchpad. For instance, suppose you are administering the health insurance domain and you notice that the respondent changed jobs during the same time period under discussion. You would use the touchpad to open the box, see the name of the employer, and say to the respondent “I see you started to work for Company X in mid-April. Did you change health insurance at that time?”

Be aware that if you enter two or more spells or events in a domain that fall in the same third of the month, only one will appear in the summary display. For example, if a respondent reports that he/she got married on October 15th (the middle third-of-the-month) and then went on vacation in mid-October (again, the middle third-of-the-month), only the first event or spell will appear on the summary display. However, you can always go back to the full domain display and see both events.

When you complete a domain, briefly review with the respondent all the information you have entered in that domain. Doing this for each domain will provide you with an opportunity to verify the accuracy of all the information the respondent provided. This is especially important when a respondent has had many different spells in a given domain or when there has been some confusion while completing a domain. The review should be relatively simple and
straightforward. Typically, you should start from the beginning date displayed in the EHC window and summarize all spells, making sure to review the respondent’s current status as well.

The EHC also has a number of quality control checks including:

- A flag that warns you if you have left a field blank
- A visual prompt that tells you if you have left any information blank, if you have entered information incorrectly, or if there are inconsistencies in the information the respondent gave you.

Additionally, the EHC program does not allow you to enter two events on exactly the same date. And within the same domain, it does not allow two spells to have exactly the same beginning and ending dates. For instance, you cannot enter two different jobs that begin and end on exactly the same date (whereas you can enter a new job and a residential move with the same beginning and ending dates). While it is very unlikely, if you have two events within the same domain that occurred on exactly the same date, enter one of the events on the following date, then enter a note explaining the situation.

### 8.6.4 Landmark Events

Before beginning to record specific information in each of the domains, you will first need to identify events during the past two years that were particularly significant to the respondent. These events (such as a marriage) or spells (such as a vacation or a hospital stay) serve as “anchors” to help the respondent recall events asked about in this survey.

The objective is to obtain at least four landmark events—one in each six-month period during the two-year window. If a respondent does not relate four landmark events, each occurring approximately six months apart, you should probe. Refer either to the calendar year or the season. For example, you could ask “Is there anything you can remember that happened during the summer of 1999? Perhaps a special birthday, a social event—such as a wedding—or a medical event?” You should not spend more than 1 to 2 minutes collecting Landmark Events—in and of themselves they are typically not of interest.

If after a couple of probes, the respondent still cannot provide any more events, do not probe further. Instead, enter a holiday as a substitute landmark. If an entire year does not have at least one landmark event, you should use both the 4th of July and Christmas as substitute landmark events (since these two holidays fall approximately six months apart).

The box below shows the pop-up questions for the landmark events domain. The period for recording events is set automatically by the computer (in the example, from 6/1/99 to the
present). The computer also automatically records important dates within the last two years already recorded in other parts of the interview—such as marriages and children’s births—so you can use this information to prompt the respondent. If a respondent does not understand what type of information you are asking for, use other terms—such as “meaningful,” “significant,” “special,” or “unique” events, to describe the type of events we want to record.

**POP-UP QUESTIONS FOR LANDMARK EVENTS**

To begin with, please tell me about major events in your life that occurred since 6/1/99. These should be events that you know the dates of. I have recorded: Marriage 10/15/99; Child born on 9/9/00; etc. Can you please give me one or two other major events that have happened since 6/1/99?

**PROBE:** Examples include: births, deaths, divorces, marriages, a vacation, an accident, a major purchase, a promotion or pay raise, a residential or job change.

As you enter a landmark event, verify the timing of the events using a _how-long-ago_ probe. For instance, if you are interviewing a respondent on July 7, 2001, and he/she reports a job promotion around the beginning of September 2000 as a landmark event, you could say “So that was about 10 months ago. Correct?” If a respondent is uncertain about the timing of an event, use the narrowing technique to help the respondent. First ask “What time of the year was that?” Then ask “Which month did it occur in?” And then say “Did the event occur in the beginning, middle, or end of that month?”

In addition to recording the dates, you should type in a short description of the event. For example, you might type “Job promotion,” “Vacation in Hawaii,” or “Hospital Stay.” When you are finished entering at least four landmark events, be sure to review and summarize all entries before moving on to the next section of the EHC.

### 8.6.5 Residential History

In the residence domain, you should record all of the places the respondent has lived for at least one month or more during the two-year window. The objective is to obtain a complete residential history for the entire two-year window, so there should be no gaps in the residence time line. Additionally, a complete address for each reported residence is required, including the street name and number, city, state, zip code, and country. The box below shows the pop-up questions for the residence domain.
POP-UP QUESTIONS FOR RESIDENTIAL HISTORY

Now I want to ask you about all the places you lived or stayed since 6/1/99. This includes any place you lived or stayed for one month or more. When did you move to your current address?

PREVIOUS RESIDENCE: Where did you live before that? Time line: When did you move into that place? When did you move out of that place?

ADDRESS: What was the address at that place? [Street number, street name, city, state, zip code, and country]

Read the script in the top panel to determine when the respondent moved to his/her current address (i.e., current status). Keep in mind that the respondent may have moved to this place before the two-year calendar begins. Nevertheless, it is very important to get the date that the respondent moved to the current address and record that date. When entering the respondent’s current status in the Residence Data Entry Window, do not enter the current address—simply type “Current Address” in the address line and enter “cont” in the year box to indicate a continuing spell (i.e., that the respondent continues to live at the current address).

The middle and bottom panels of the residential history pop-up box display the questions to be asked if the respondent moved to his/her current address after the calendar start date (that is, he/she has not lived at the same address for the last two years). These questions should be repeated until the two-year residential history is complete. Be sure to ask for a complete address for all places of residence prior to the current address, provided the respondent lived at that address for at least a month.

As you enter the respondent’s residential history, verify the timing of residence changes with a how-long-ago probe. While the exact date of the residence change is not needed, the timing to the nearest third-of-a-month is required—use the narrowing technique to determine this. Also be sure to cross-check the timing of moves if they are within three months or less of a landmark event. For example, you might ask “So this move happened around two months before your child was born?” And remember that holidays are also useful markers for verifying dates of moves.

If a respondent reports that he/she had no place to live during at least a month of the two-year period, ask if he/she was staying somewhere or if he/she was homeless. If the respondent reports staying somewhere, record that address and the period he/she stayed there, just like you would for any other spell. If the respondent stayed somewhere for less than a month, account for this time under “Note.” Information on multiple short stays can be combined together in a single
If the respondent reports being homeless, record the beginning and ending dates, and type “homeless” in the address line, making sure to note the city and state the respondent was in while he/she was homeless. Be sure to enter any information under “Note” that you think is important in understanding the information the respondent provided.

When you are finished entering a complete time line of the respondent’s residential history, be sure to review and summarize all the entries before moving on to the next section of the EHC.

### 8.6.6 Employment

The objective of this domain is to determine whether the respondent was employed at any time during the two-year window, and if so, to collect information about each job. “Employed” is defined as working for pay as a regular employee; working in a family farm or business; or working for one’s self (i.e., being self-employed). The work must have been performed for pay for at least one hour per week for at least a month. In the case of a family farm or business where the respondent is not paid, he/she must have worked for at least 15 hours a week. The box below displays the pop-up questions that can be accessed from the Main Window.

**POP-UP QUESTIONS FOR EMPLOYMENT – MAIN WINDOW**

Next I will ask you about all the jobs you have held since 3/1/99. This includes any times you worked for other for pay, were self-employed, or worked in a family business.

- **CURRENT JOBS:** Are you currently working? How many jobs do you currently have?
- **TIME LINE:** When did you start working at this job?

- **PREVIOUS JOBS:** Where did you work before that?
- **TIME LINE:** When did you start working at this job? When did you stop working at this job?

- **OTHER JOBS:** Did you have any other jobs at all during the period since 3/1/99?
- **TIME LINE:** When did you start working at this job? When did you stop working at this job?

Begin by asking whether the respondent is currently working. Note that “currently working” does not necessarily mean that the person went to work today—or even during the past week—or that the person earned money for his/her work. “Currently working” encompasses:
• Respondents who are employed but who are temporarily at home because they are sick, on vacation, or on sabbatical leave.

• Respondents who have an irregular job schedule but who do have an ongoing job. For example, some companies take a several weeks-long break at certain times of the year (e.g., between production cycles, etc.). Their employees continue to be employed but do not come to work during this period.

• Respondents who are paid “in kind” rather than with money. “In kind” payments can include receiving meals, living quarters, or supplies. For example, a respondent may work in exchange for a place to live and meals, even though he/she is not paid any cash at all.

If the respondent is not currently working, you should ask whether he/she has worked at any time in the two-year window. If the respondent has not worked at all during this time, the interviewer should move directly to the next domain (Unemployment). Respondents may mention that they are retired, a student, disabled, or keeping house. Be sure to ask respondents whether they have done any work for pay at any time during the past two years. For instance, you could say “Is there any work that you have done for pay, no matter how small, during these two years? This includes odd jobs, part-time jobs, or one-time jobs for cash?” Record these jobs ONLY if the respondent worked for pay at least once a week for at least one hour a week and the respondent worked at the job for at least one month. If the respondent reports jobs that do not meet these criteria, do not record them in the employment domain. You will record these jobs later in the unemployment domain.

For respondents who are currently working, first ask for the number of jobs that the respondent currently holds and make a mental note of this number. Then ask the full set of employment questions for each current job. There is space in this domain to record information on up to nine different jobs. There are also two time lines for each job so that you can record changes in position or salary within one company.

For each job that a respondent currently holds, first ask when he/she started working there (since it is a current job, there is no need to ask the end date). Then ask the employer’s name and complete address, the respondent’s current occupation and activities/duties, whether the job is currently full- or part-time, and the current number of weekly hours worked (on average). You will also need to ask the respondent his/her current salary; if the respondent is
self-employed you will ask for a current profit or loss figure. These questions can be viewed in the pop-up box that is accessed from Employment Data Entry Window (shown below):

**POP UP QUESTIONS FOR EMPLOYMENT – DATA ENTRY WINDOW**

- **EMPLOYER NAME**: What is/was the name of your employer, the company you work/worked for, or this business?
- **EMPLOYER ADDRESS**: What is/was the address of your employer, the company you work/worked for, or this business?
- **OCCUPATION**: What kind of work are/were you doing at this job?
- **ACTIVITIES/DUTIES**: What are/were your most important activities or duties at this job?
- **FULL/PART TIME**: Do/did you work full-time or part-time at this job?
- **HOURS PER WEEK**: How many hours per week on average do/did you work at this job?
- **PROFIT/LOSS**: How much total income (profits) did you receive from this business during the last 12 months? How much was your loss?
- **WAGE/SALARY**: What is/was your wage rate or salary?

After collecting the above information on all the jobs the respondent currently holds, you should obtain the same information about all previous jobs the respondent has held during the two-year time period. The start-dates should be recorded for all jobs worked during the two-year calendar period, even if the start date falls outside that calendar period. The ending time for all current jobs should be entered as “cont” in the year box to indicate a continuing spell. Be sure to probe for any jobs the respondent might have held concurrently. For example, in addition to working 40 hours a week as a secretary, a respondent might also have worked evenings and weekends during the Christmas season. You must continue to probe to be sure you have captured every job the respondent held during the two-year interview window.

For employers who do not have company names—such as dentists, lawyers, etc.—write in the name of the owner. If the respondent questions why you need to know his/her employer’s name, explain that because you will be talking about several jobs he or she may have had, it is less confusing if you can refer to each job by the employer’s name. Assure the respondent that no one will contact his/her current or former employers, that all information collected for L.A.FANS is confidential.

Be sure to probe for clear and complete answers on occupation and activities/duties, just like you did in the I&O questions in the CASES portion of the survey (see Section 8.5). Information collected here should be detailed enough to allow analysts to distinguish between unskilled workers (such as laborers), semi-skilled workers (such as operators), and skilled workers (such as plumbers or electricians), as well as between various white-collar occupations.
Under occupation, generally you will record the respondent’s job title. However, many occupations are ambiguous. For example, if a respondent reports being an “engineer,” he/she could design bridges or airplanes; operate a railroad locomotive; tend an engine in a power plant; or shovel coal into a furnace. It is important to assume nothing and probe thoroughly so that a complete description of the respondent’s occupation and activities/duties are captured.

As you record the number of hours per week the respondent worked on a particular job, try to capture an accurate estimate of the average number of hours. Use whole numbers, rounding off to the nearest hour (i.e., 30 minutes or more should be rounded to a one hour). When recording wage/salary earnings, be aware that this is referring to “gross” earnings—in other words, before taxes and other deductions. This figure should not include earnings unincorporated business owners pay themselves or any reimbursement of expenses. However, be sure to include bonuses, incentive pay, overtime, tips, and commissions in gross earnings.

When you have finished entering the information for a particular job, a pop-up box will appear asking about changes in position or salary for that job. If the respondent indicates that there have been such changes, you will need to alter some of the information already entered. First, ask the respondent when he/she started his/her current pay rate or position. For example, a respondent may say “I got a raise at the beginning of July, last year.” In that case, you would change the start date of the spell to the first part of July 2000. You would then enter a new spell for the position held prior to the salary or position change and ask the respondent all the employment questions for that position.

You will record a spell for each salary or position change until you have recorded either the entire time the respondent was employed by that employer or the respondent’s entire employment history for the last two years. If these employment spells do not capture when the respondent began working for a company/employer, using the [F1] key enter a note at the year field indicating the respondent’s start date with that employer.

Additional automatic checks are operative in the employment domain. If the total time worked across different jobs adds up to more than 60 hours per week, you will see a message box asking you to confirm the information. Resolve any inconsistencies using the how-long-ago probe to verify the timing of job spells (e.g., “So that job ended one year ago, correct?”), the narrowing technique to obtain start- and end-dates to the nearest third-of-the-month, and the cross-checking technique to verify information already given in the residential domain and landmark events.
Respondents who are self-employed may not be able to list a specific employer. For instance, if a respondent works as a graphics designer in his/her own unincorporated business, that respondent is self-employed (if the respondent’s business is incorporated, the respondent works for the business—not his/herself—regardless of the share of ownership in the business). If the respondent is self-employed but the business has a name, enter that name—but be sure to include a note (using the [F1] key) that the respondent owns the business and is self-employed. If a self-employed respondent works out of a commercial location, enter that address as the employer’s address; if the respondent works out of his/her home, enter the home address.

Although they are technically self-employed, some free-lancers—that is, those people who work out of their homes but on different jobs for different clients—may not necessary think of themselves as “self-employed.” Free-lancers can include occupations as varied as writers, artists, babysitters, and lawnmowers. For those respondents who consider themselves “free-lancers” and reply that they work for a number of different employers, enter “various” under employer and enter the respondent’s home address as the employer’s address.

Respondents who are self-employed or who own their own unincorporated business (in part or in whole) should be asked about their net profit/loss rather than their wage/salary. Information on net profit/loss should be collected only for an unincorporated business and should be calculated as the total of all gross receipts (total money coming into the business) minus all business expenses. Include all monies taken out of the business for the respondent’s use (e.g., “I take $2000 a month as my salary”), as well as anything “left in,” as profit. Record “broke even” as $0, and record a loss as a negative amount (e.g., -$10,000).

Profit/loss for unincorporated businesses must be entered on an annualized basis. If an unincorporated business is still in operation at the time of interview, ask for the net profit or loss for the business during the past 12 months—that is, during the 12 months before the interview. If the business has been in operation for less than 12 months, ask what the net profit or loss is for the time the respondent has had this business. If the business is no longer in operation at the time of interview, ask for the net profit or loss for the business during the 12 months before the business ended. For example, you are interviewing Virginia in August 2001. She had an unincorporated business that she started in March 1998 and closed in April 2001, so the business was not in operation at the time of the interview. Ask her “So you closed your business in April 2001. During the 12 months before that, how much profit or loss did your business make?” If the business was not in operation for 12 months before it closed, ask for the net profit or loss of the business for the entire time it was in operation.
When you are finished entering a complete time line of the respondent’s employment history, be sure to review and summarize all the entries with the respondent before moving on to the next section of the EHC.

8.6.7 Unemployed and Absence from Work

The objective of this domain is to verify gaps in employment and to collect information on spells where the respondent was unemployed or absent from work. When asking about these types of spells, you should draw on the employment information already entered. If, while probing for this domain, the respondent recalls employment information not previously reported, you will need to return to the Employment domain to record that information.

When you open the pop-up box questions for this domain, you will first see a message box asking which questions you would like to view: the Unemployment questions or the Absent From Work questions. Be sure as you go through this domain that you ask the questions for each of these sub-domains.

8.6.7.1 Unemployed

When you indicate at the main data entry window that you would like to view the Unemployment questions, you will see the pop-up questions displayed below:

**POP-UP QUESTIONS FOR UNEMPLOYMENT – MAIN WINDOW**

| NON-WORK PERIODS: From the calendar, it looks like you were not working between ____ and ____. Is that correct? |
| WORK PERIODS: Was there any period, during the times you told me you were working, when you were actually out of work? |
| MAKING MONEY: Did you do anything to make money during this period? |
| REASON NOT WORKING: Why weren’t you working? |
| PROBE: Were you fired or laid off from a job, retired, in school, a homemaker, sick or hospitalized, on disability, or something else? |
| LOOKING FOR WORK: Were you looking for work during this period? |

Looking at the summary Employment history information, first identify periods where the respondent was not working. For each of these periods, ask the respondent if he/she was indeed not working. If the respondent reports being employed during part of the interval or for the entire interval, then return to the Employment domain and enter the information.
Many respondents will have a complete employment history—i.e., there are no gaps in their employment spells. For these respondents, simply ask if they were ever unemployed in the two-year calendar period. If the respondent has had a spell of unemployment during the two-year window, continue with the relevant unemployment questions—otherwise, go to the next sub-domain (Absent From Work). Once a period of unemployment is identified, enter the beginning and ending dates of the period in the data entry window.

In the Unemployment/Work Absence data entry window, record the correct starting and ending dates for all unemployment spells, including those spells beginning before the two-year calendar window. If a respondent is currently unemployed, remember to enter “cont” in the year box to indicate a continuing spell.

The questions in the lower panel of the pop-up box should be asked for each spell. The first question asks whether the respondent did anything to make money during this period, and a drop-down menu in the data entry window allows you to select from among a number of reasons. If none of these options fit, you may select “Other, specify,” and then record the respondent’s answer. Be sure to find out if the respondent’s answer applies to the entire spell. For example, a respondent could first be unemployed as a result of being fired from a job, then out-of-the-labor-force (i.e., not actively looking for a job), and then experience a spell of unemployment while actively looking for work. In a case such as this, three separate spells should be recorded, and together they should span the entire period that the respondent was not employed.

The second question in the lower panel of the pop-up box asks why the respondent wasn’t working. Again set of common answers are available on a drop-down menu, although you should select “Other, specify” and then record the respondent’s reason if none of these answers fit. For instance, the respondent may not have wanted to work, could have had personal/family reasons, may not have be able to arrange child care, could have had transportation problems, or might have been in jail—none of these reasons are included on the drop-down menu.

If a respondent reports not working because he/she was on maternity/paternity leave, was on disability due to an illness or injury, or was on vacation, verify that these were periods of unpaid leave from a job. If the periods were actually paid leave from a job, then the respondent should be considered employed during that period and the information recorded in the Absence from Work sub-domain (see Section 8.6.7.2).

The third question asks whether the respondent was looking for work during a particular spell of unemployment. The objective of this question is to determine whether or not the
respondent is “unemployed” or “out-of-the-labor-force.” A respondent is considered “unemployed” if he/she is not working but is looking for a job. He/she is considered “out-of-the-labor-force” if he/she is not working and not looking for a job. “Looking for work” is defined as engaging in an active search for work. Activities that qualify as looking for work include contacting public or private employment agencies; contacting potential employers directly; sending out resumes or filling out job applications; contacting friends, relatives, and employment centers about jobs; placing or answering ads; checking union/professional registers; and bidding on a contract. An active job search is one that could result in a job offer without any further action by the job seeker.

Activities that do not qualify as actively looking for work include simply looking at newspaper ads or attending training classes. A respondent who has only engaged in these types of passive searches should be considered out-of-the-labor-force. So for each spell, probe to determine whether the respondent was truly unemployed (i.e., actively looking for work) or should be considered out-of-the-labor-force (i.e., not actively looking for work), and then record the spells separately.

As you ask the respondent these questions, be sure to verify the timing of the spells using the how-long-ago and narrowing techniques, then cross-check the information against the landmark events and the information already recorded in other domains, particularly the Employment domain. Be sure to ask about periods where the respondent reports not being employed for the entire calendar reference period. When this sub-domain is complete, no gaps should appear when the Employment and the Unemployment time lines are looked at together, and there generally will be no overlap between the two. Be sure to summarize and review these two time lines as a whole before moving on to the next section.

8.6.7.2 Absences from Work

The objective of this sub-domain is to collect information on periods where the respondent was employed but was absent from work. This is different from periods of being unemployed (where respondent did not have a job) and draws on information entered in the Employment domain.

The pop-up box questions for this domain are shown below:

WORK PERIODS: During the times you were employed since 3/1/99, did you miss work for a period of one month or more?
PROBE: Were you on sick leave, vacation, on disability, on maternity or paternity leave, or something else?

REASON FOR WORK ABSENCE: Why weren’t you working?

PROBE: Were you laid off, temporarily absent, on strike, on maternity or paternity leave, on disability, or something else?

Like you did with the Unemployment questions, look at the information displayed in the summary Employment history to identify spells where the respondent was working. For each of these spells of employment in the two-year window, ask the respondent if there were any periods where he/she was absent from work for a month or more. Once any spells have been identified, find out the start- and end-dates. The start-dates should be recorded for all spells, including those beginning before the two-year calendar period. If the respondent is currently absent from work, enter “cont” in the year box.

A set of common responses appears on the “reason for not working” drop-down menu in the data entry window. If none of the reasons fit the respondent’s response, enter “Other, specify” and type in the respondent’s answer. Probe to find out if the respondent’s situation remained the same for the entire spell; if it did not, that period must be treated as two or more spells and the start- and end-dates corrected as necessary.

If part of this spell does not overlap with an employment spell, a red asterisk appears. Double-check to ensure that this is a valid entry, since a respondent cannot be “absent from work” if he/she is not employed, then fix the relevant Absence From Work spell, the Employment spell, or both. If, for some reason, you enter a valid Absence From Work spell that does not overlap with an Employment spell, it will appear on the time line in brown rather than blue.

If a respondent reports being absent from work due to disability or sickness, a lay-off, on strike, etc., it is important to verify that the person was actually still employed during the entire period. For example, people are on lay-off if they are waiting to be called back to a job from which they were temporarily separated for business-related reasons, such as temporary drops in demand, business downturns, plant remodeling, material shortages, and inventory taking. They must either have been given a date to report back to work or, if not given a date, must expect to be recalled to their job within six months. If this is not the case (e.g., they have been on lay-off for more then six months), then the respondent should be reclassified as being unemployed.
starting from the day they were “laid-off”. You should go back and correct the employment spell appropriately too.

As you did with other questions, verify the timing of Absent From Work spells with the how-long-ago and narrowing techniques, then cross-check all the information given against the other domains. When this sub-domain is complete, Absent From Work spells will almost always overlap exactly with Employment spells. Be sure to summarize and review these two time lines as a whole before moving on to the next section.

8.6.9 Public Assistance

This domain determines whether the respondent or any of the respondent’s children received one of four types of public assistance during the two-year calendar period: Food Stamps; Aid to Families with Dependent Children (AFDC) which is now called Temporary Assistance to Needy Families (TANF) and is known in California as CalWORKs; General Relief or General Assistance; or Supplemental Security Income (SSI).

Food Stamps is a federal government program that provides poor families with coupons they can use in grocery stores to buy food. CalWORKS is a relatively new county-run program providing cash assistance to families with children and is a continuation of an older program called AFDC. TANF is the more general name used nationally, but each state has its own specific name. For example in New Mexico, the program is called New Mexico Works. Some people still use the older, “AFDC” term or call it “welfare” or “county assistance.” General Relief (GR), called General Assistance outside of California, is also a county-run cash assistance program. Families without children, single adults, and families with two parents married to each other are generally more likely to receive General Relief than CalWORKS. Supplemental Security Income is a program administered by the federal government that provides financial assistance to disabled adults and children.

The specific questions asked about public assistance are displayed below:

**POP-UP QUESTIONS FOR PROGRAM PARTICIPATION**

Next, let’s talk about any times since 3/1/99 that you received public assistance. First, let’s talk about Food Stamps.

CURRENT FOOD STAMPS: Are you (or your children) currently receiving Food Stamps?

TIME LINE: When did you start receiving Food Stamps?
PREVIOUS FOOD STAMPS: Were there any (other) times since 3/1/99 that you (or your children) received Food Stamps?

TIME LINE: When did you start receiving Food Stamps this time? When did you stop? Any other times?

CURRENT AFDC/CALWORKS/TANF: Are you (or your children) currently receiving AFDC/CaLWORKS/TANF?

TIME LINE: When did you start receiving AFDC/CaLWORKS/TANF?

PREVIOUS AFDC/CALWORKS/TANF: Were there any (other) times since 3/1/99 that you (or your children) received AFDC/CaLWORKS/TANF?

TIME LINE: When did you start receiving AFDC/CaLWORKS/TANF this time? When did you stop? Any other times?

CURRENT GENERAL RELIEF: Are you (or your children) currently receiving General Relief or General Assistance?

TIME LINE: When did you start receiving General Relief or General Assistance?

PREVIOUS GENERAL RELIEF: Were there any (other) times since 3/1/99 that you (or your children) received General Relief or General Assistance?

TIME LINE: When did you start receiving General Relief or General Assistance this time? When did you stop? Any other times?

CURRENT SSI: Are you (or your children) currently receiving SSI?

TIME LINE: When did you start receiving SSI?

PREVIOUS SSI: Were there any (other) times since 3/1/99 that you (or your children) received SSI?

TIME LINE: When did you start receiving SSI this time? When did you stop? Any other times?

You should ask the respondent whether he/she is currently receiving benefits from each of these types of program, starting first with Food Stamps. If the respondent replies he/she is, ask for the date he/she first began receiving benefits. Start-dates should be recorded for all spells, even those that began before the two-year calendar period, and an end-date for a continuing spell (i.e., the respondent’s current status) is entered as “cont” in the year box.

Then, regardless of whether the respondent is currently receiving a specific type of assistance, always ask if there was any time (or any other times) during the past two years when the respondent received this type of benefit. If the respondent indicates there was, obtain the
start- and end-dates of that spell, then continue to probe to be sure you have captured all spells for each of these types of public assistance.

With the exception of Food Stamps, any public assistance spells overlapping with spells of full-time employment (35 hours per week or more) will appear in orange. Verify with the respondent that he/she was both receiving public assistance benefits and engaged in full-time work during this period, and make any necessary corrections in either this domain or the Employment domain. Be aware that under some circumstances, receiving public assistance benefits and working full-time may be legal. For instance, a respondent may qualify for SSI because of a disabled child, in which case there are no restrictions on the respondent’s employment. However in other circumstances, receiving benefits while working full-time may not be legal. Therefore, if you encounter an overlap, use the F1 key to include a note explaining any periods of overlap between the respondent’s receipt of public assistance and full-time employment.

As you did in other domains, verify the timing of Public Assistance spells with the how-long-ago and narrowing techniques, then cross-check all the information against the Unemployed/Absent From Work domain, and probe to be sure the information you have is correct. When cross-checking, be aware that there may be legitimate gaps in the Public Assistance time lines indicating periods where support was not received. Be sure to summarize and review these four Public Assistance time lines as a whole before moving on to the next section.

8.6.10 Health Insurance

This domain collects information on the respondent’s health insurance coverage during the preceding two years. Respondents who are Primary Care Givers (PCG) will also report on the health insurance status of one or two children (RSC, and SIB if selected). The questions appearing in the Health Insurance Main Window are shown below:

**POP UP QUESTIONS FOR HEALTH INSURANCE - MAIN WINDOW**

- **CURRENT COVERAGE: Are (you / child’s name) currently covered by any type of health insurance?**
- **PROBE: This could include insurance through an employer or job, a plan you or someone else purchased, or a program like Medicare, MediCal or Health Families?**
- **TIME LINE: When did this health insurance start?**
PREVIOUS COVERAGE: What type of health insurance did (you / child’s name) have before that?

TIME LINE: When did this health insurance start? When did this health insurance end?

NON-COVERAGE: From the calendar, it looks like (you / child’s name) were/was not covered by health insurance between ________ and ________. Is that correct?

All of the questions should first be asked of the respondent regarding him/herself. After entering information on the current continuing spell of either coverage or non-coverage, work back in time and ask about coverage for the entire two-year calendar period. Health insurance coverage includes private coverage and coverage under public programs such as Medicare, a federally funded health insurance program for the elderly; Medicaid/MediCal, a federally-funded, state-administered health insurance program for the poor and disabled; Healthy Families, a state health insurance program for poor families; CHAMPUS/TRICARE/CHAMPVA, health insurance programs for military dependents and military retirees; and Military Health, which is health coverage for active-duty military personnel.

Begin by recording the correct start- and end-dates for the respondent’s current health insurance coverage or non-coverage. Be sure to record any start-dates prior to the beginning of the two-year window, and remember to enter the end-date for continuing spells as “cont.” Periods containing a change in the type of health insurance coverage should be recorded as two separate spells. If the respondent is not currently covered by health insurance, ask when he/she was last covered. If a respondent has never been covered by health insurance, record his/her birth date as the start-date.

Besides start- and end-dates, you will need to ask some additional questions (below) that can be viewed only from the Health Insurance Data Entry Window.

POP UP QUESTIONS FOR HEALTH INSURANCE - DATA ENTRY WINDOW

TYPE: What type of health insurance are/were (you / child’s name) covered by
(RECORD PRIMARY INSURANCE)

NON-COVERAGE: Between ________ and ________, what was the main reason (you/ child’s name) were/was not covered by health insurance?

For the first question in the pop-up box above, “What type of health insurance are you covered by?” a drop-down menu displays categories (such as “Employer/union provided through

...
R’s job,” “Medicare,” etc.) to select an answer from. If none of the options on the menu fit, you can type in the respondent’s reply. “Not currently covered by health insurance” is also displayed on the drop-down menu. For spells of non-coverage, you must ask the second question in the box above to find out why the respondent had no coverage during a specific time period. Another drop-down menu displays common reasons why respondents might have no coverage (e.g., too expensive, not offered through employer, etc.). Again, if the options do not fit the respondent’s answer, you may type it in. Continue asking the respondent these questions about his/her health insurance coverage/non-coverage until the respondent’s entire time line is filled.

If there are children in the household, all of these health insurance coverage questions — those displayed in the Main Window and those displayed in the Date Entry Window—must also be asked about the RSC, and if one is selected, the SIB. Young children and young adults may have been covered continuously by the same type of health insurance (e.g., through a family member’s employer). In that case, enter the start-date as the child’s birth date. For children born during the two-year calendar period, enter the birth date of the child as the start-date of either coverage or non-coverage, and include a note to this effect using the F1 key (e.g., “coverage began when child born on 12/2/2000,” “child not covered between birth on 12/2/2000 and two months of age,” etc.). Leave the entire period before the birth of the child blank.

For all three individuals, verify the timing of health insurance spells using the how-long-ago and narrowing techniques. Then cross-check the information against other domains, particularly the Employment and Public Assistance domains to probe for and confirm any changes in coverage or non-coverage. As the last step in completing this domain and the EHC, summarize and review all three health insurance time lines.

8.7 Adult Questionnaire Module—Back-End

When the computer exits the EHC, the computer will return you to the last CASES screen you saw. Press [Enter] only once, then wait a little bit so that the computer can completely save the EHC. Once that is done, press [Enter] to resume the Adult Questionnaire. If you repeatedly press [Enter] to try and speed up returning to the Adult Questionnaire, you will cause an error situation and will not be able to continue the interview.

8.7.1 Residential History Follow-up

Now you will collect some additional information on the respondent’s change of residences. This section is designed specifically for RSAs and will be skipped for other types of
adult respondents. The first question in this section is for RSAs who have not moved in the last five years:

What was your previous address before the place you now live?

_________________________ STREET ADDRESS
__________________________ CITY _________ STATE
__________________________ COUNTRY

Notice that this question asks for a “street address.” This means that **both a building number** AND **a street name** should be asked for and recorded. Be sure to record the complete street name—if the address is “1700 Main Street,” recording just “Main” or “1700 Main” is **not** enough. Record the complete address—the building number and the full name of the street.

If an RSA moved in the last five years, he/she will see the question below:

**SHOW CARD #7**
Think about the place where you lived before moving your current address. Please look at this card and tell me why did you decide to move from that place?
PROBE: Any other reason? (CODE ALL THAT ARE MENTIONED)

1. **WANTED A BETTER NEIGHBORHOOD**
2. **WANTED A NICER HOUSE OR APARTMENT**
3. **TO BE CLOSER TO WORK/NEW JOB/BECause OF WORK**
4. **BECAUSE OF HUSBAND/WIFE/PARTNER'S JOB**
5. **TO BE CLOSER TO SCHOOL OR COLLEGE**
6. **SCHOOLS WERE POOR/ WANTED BETTER SCHOOL FOR KIDS**
7. **TO BE CLOSER TO FAMILY OR FRIENDS**
8. **TO LIVE WITH PARENTS OR OTHER FAMILY**
9. **TRANSPORTATION PROBLEMS**
10. **FINANCIAL SITUATION GOT WORSE**
11. **FINANCIAL SITUATION GOT BETTER**
12. **WANTED LESS EXPENSIVE PLACE TO LIVE**
13. **DISASTER LOSS (FIRE, FLOOD, EARTHQUAKE, ETC.)**
14. **TO MOVE INTO OWN APARTMENT OR HOUSE**
15. **NEEDED A LARGER HOUSE OR APARTMENT**
16. **MOVED IN WITH GIRLFRIEND OR BOYFRIEND**
17. **GOT MARRIED**
18. **BROKE UP WITH HUSBAND, WIFE, BOYFRIEND OR GIRLFRIEND**
19. **GOT DIVORCED**
20. **HAD A NEW BABY**
21. **MOVED TO LOS ANGELES/ TO THE USA**
22. **OTHER, SPECIFY - LIMITED**
This question is not asking RSAs why they moved to their current neighborhood. It is asking why they decided to leave their old neighborhood. It is in the next question that they are asked why they moved to the new neighborhood (i.e., the neighborhood they are currently living in):

**SHOW CARD #8**

Now let me ask you about your move to this address. Please look at this other card and tell me why did you choose this neighborhood? PROBE: Any other reason? CODE ALL THAT APPLY

1. QUIET, CLEAN NEIGHBORHOOD
2. LOW CRIME NEIGHBORHOOD
3. CENTRALLY LOCATED NEIGHBORHOOD/CLOSE TO STORES, ETC.
4. CLOSE TO MOUNTAINS OR BEACH
5. NEIGHBORHOOD HAS FAMILIES WITH KIDS
6. GOOD NEIGHBORHOOD TO RAISE CHILDREN
7. CLOSE TO YOUR WORK OR SCHOOL
8. CLOSE TO SPOUSE/PARTNER'S WORK OR SCHOOL
9. CLOSE TO KIDS' SCHOOL
10. SCHOOLS ARE GOOD
11. CLOSE TO FAMILY OR FRIENDS
12. MOVED HERE TO LIVE WITH PARENTS OR OTHER FAMILY
13. MOVED HERE TO LIVE WITH SPOUSE OR PARTNER
14. GOOD TRANSPORTATION
15. ETHNICITY/NATIONALITY OF NEIGHBORHOOD
16. LIVED HERE BEFORE/ALREADY KNOW THE NEIGHBORHOOD
17. RENTS OR HOUSING PRICES ARE REASONABLE
18. LIKED THIS PARTICULAR HOUSE OR APARTMENT
19. THERE WAS AN APARTMENT OR HOUSE AVAILABLE HERE
20. EASY TO FIND A HOUSE OR APARTMENT
21. OTHER, SPECIFY - LIMITED

All RSAs are then asked if they plan to move in the next year or two. If they answer “no,” that they do not plan to move, they are asked how sure they are of that response (i.e., “very sure,” “moderately sure,” or “not at all sure”).

### 8.7.2 Employment History Follow-up

Additional information on the respondent’s employment situation is also collected. If, in the EHC, a respondent reported not working at all during the two-year reference period, he/she is asked for the month and year he/she last worked for pay, either full- or part-time. A number of occupational questions are then asked of this respondent: what kind of work did the respondent do, what were his/her most important activities at that job, what kind of
business or industry was it, what type of business was it (e.g., private company, county government, self-employed, etc.). If the respondent was self-employed, he/she is asked if the business was incorporated or not incorporated. Follow the procedures specified in Section 8.5 for asking these industry and occupation questions.

If, in the EHC, a respondent reported having more than one current job, the computer will display a list of the respondent’s jobs. The respondent will be asked which of these jobs is his/her “main” job and for the name of that employer. The respondent must chose one of the jobs—if he/she cannot do so or refuses to do so, ask the respondent which job he/she spends the most time at in an average week and treat that job as the respondent’s “main” job. Then the respondent is asked what kind of business or industry that employer—meaning the employer the respondent just designated as his/her “main” job—engages in; what type of business it is; and if self-employed, is the business incorporated or unincorporated. Again, the procedures specified in Section 8.5 for asking these types of questions should be followed.

All respondents who are currently employed will be asked:

For this job, do you usually work at one location, two different locations, or three or more different locations?

1. ONE LOCATION
2. TWO LOCATIONS
3. THREE OR MORE LOCATIONS

For example, if a respondent works at a factory in Santa Monica most of the time but sometimes also works in the company’s showroom in Echo Park, the respondent works at two locations. For those respondents who hold multiple jobs, this question is referring to the employer they just designated as their “main” employer.

Currently employed respondents are asked to verify that the address information given for their employer in the EHC is the same place they work most of the time. If it is not, the address of the place they physically work at is asked for—if a respondent cannot supply a complete address (building number, full street name, city), “street and nearest cross-street” information should be collected. Some people may work at a different location every day. For instance, someone who lays tile may go to several different building sites in different parts of the county every day. If a respondent says that he/she has no primary place that he/she works, you should indicate as such.

The last question in this section asks all respondents who are currently employed how he/she usually gets to work:
How do you usually get to work at this job: by driving your own car, by riding in someone else’s car, by bus, by Metrorail, subway or train, or some other way? INTERVIEWER: DO NOT READ ANSWERS. CODE R’S RESPONSE

CODE ONE

1. OWN CAR
2. SOMEONE ELSE DRIVES
3. CARPOOL/VANPOOL
4. BUS
5. METRORAIL/SUBWAY/TRAIN
6. BICYCLE
7. WALK
8. WORKS AT HOME
9. OTHER, SPECIFY - LIMITED

If a respondent has several ways of getting to work, ask the respondent to select the way he/she gets to work most frequently.

8.7.3 Public Assistance Follow-up

In this section, additional questions about public assistance are asked. If a respondent did not receive CalWORKS in the last two years but does have children, this question appears:

Have you ever received AFDC, CalWORKS, TANF, or cash assistance for yourself and for your children?

1. YES
5. NO

AFDC and TANF are the same program and provide money from the county for low income families with children. In California, TANF is called “CalWORKS.” “Cash Assistance” is a term some people use for to refer to the above programs. If respondents answer “yes” to this question, they are asked for the month and year they last received assistance from these programs.

Respondents who indicated in the EHC that they are currently receiving CalWORKS are asked if their welfare worker/case manager has told them that they are “exempt from working.” “Exempt from working” means that a respondent is not required by CalWORKS to work because he/she meets some specific criteria—the respondent will know if he/she is “exempt from working.” If the respondent has been told he/she is exempt, you will see this question:
Why did they say you are exempt?

INTERVIEWER: DO NOT READ ANSWERS. CODE R’S RESPONSE(S)  
CODE ALL THAT APPLY  

1. PREGNANT AND UNABLE TO WORK  
2. CARETAKER/PARENT OF CHILD 6 MONTHS OR YOUNGER  
3. IN SCHOOL FULL TIME  
4. PHYSICAL DISABILITY (OTHER THAN PREGNANCY)  
5. MENTALLY DISABLED  
6. CARETAKER OF DISABLED FAMILY MEMBER  
7. NEED ALCOHOL OR OTHER DRUG TREATMENT  
8. AGE  
9. NON-PARENT RELATIVE CARETAKER OF AN AT-RISK CHILD  
10. DOMESTIC ABUSE  
11. DEFERRAL (TEMPORARY EXEMPTION) FOR SICK RELATIVE  
12. DEFERRAL (TEMPORARY EXEMPTION) FOR LACK OF CHILD CARE  
13. OTHER (SPECIFY-LIMITED) 

Do not read these response options to the respondent or prompt the respondent in any way. Let the respondent tell you what the welfare worker/case manager said, and code all the answers the respondent gives you.

Since the CalWORKS program insists that each participant have a plan (commonly called a “welfare-to-work” plan) containing certain requirements that must be met in order to receive benefits, respondents currently on CalWORKS are then asked if they believe they are meeting those requirements (e.g., looking for work, going to school, etc.). This question is not asking if their welfare worker/case manager says they are meeting or not meeting the requirements—what we want here are respondents’ opinions.

Those on CalWORKS are then asked:

What are you currently required to do as part of your welfare-to-work plan?

INTERVIEWER: DO NOT READ RESPONSES. CODE ALL THAT APPLY  
PROBE: Anything else?

Do not read the possible response options to respondents. We want to know what they believe their requirements are. Listen to respondents’ answers and fit those answers into the most appropriate category. The categories are divided simply to make them easier for you to read and are written in ways respondents will most likely respond:

WORK/TRAINING
1. PREPARING TO LOOK FOR A JOB
2. LOOKING FOR A JOB
3. CONTINUE WITH JOB
4. GET WORK EXPERIENCE FOR BASIC SKILLS OR ON-THE-JOB TRAINING
5. COMMUNITY SERVICE
6. GO TO POST-EMPLOYMENT/JOB RETENTION CLASSES (BUDGETING, SUPPORT GROUPS)
7. FIND CHILD CARE
8. WORK MORE HOURS OR WORK A SECOND JOB
9. EDUCATION
   9a. WORK-STUDY, THROUGH THE SCHOOL
   9b. SELF-INITIATED PROGRAM (SIP) APPROVED TRAINING FOR WORK
   9c. ADULT BASIC EDUCATION OR HIGH SCHOOL CLASSES
   9d. GED CLASSES (HIGH SCHOOL EQUIVALENCY CERTIFICATE)
   9e. ENGLISH AS A SECOND LANGUAGE (ESL)
   9f. CLASSROOM OR HANDS-ON TRAINING FOR AN OCCUPATION

OTHER SERVICES
10. MENTAL HEALTH ASSESSMENT, CASE MANAGEMENT, COUNSELING OR TREATMENT
11. ALCOHOL AND/OR DRUG ABUSE ASSESSMENT, CASE MANAGEMENT, OR SERVICES
12. PHYSICAL VIOLENCE IN YOUR HOME (DOMESTIC VIOLENCE) ASSESSMENT, CASE MANAGEMENT, OR SERVICES

OTHER COMMITMENTS
13. CHILD PROTECTIVE SERVICES MANDATE
14. CRIMINAL JUSTICE MANDATE
15. OTHER, SPECIFY-LIMITED

Respondents are then asked if they believe they are spending enough time meeting their welfare-to-work plan. For instance, if a respondent’s plan requires he/she spend a specific number of hours each week looking for work (or working, attending Job Club meetings, etc.), we want to know if the respondent believes he/she is putting in all the hours he/she is required to put in.

Those receiving CalWORKS are also asked whether there is a limit on the length of time they (and their children) can receive these benefits. “Time limit” means that after a certain period of receiving these benefits, the respondent would no longer be eligible for them (be sure to record the respondent’s opinion about his/her own situation, not your opinion or anything you may have heard). **Do not help the respondent figure out the answer to this or the following question.** The rules for CalWORKS are very complex and unless you know them all, you
cannot help the respondent determine whether or not he/she has time limits. If a respondent says he/she has a time limit, he/she is asked how much time is left before reaching that time limit. Since the respondent may answer in months, years, or a combination of months and years, you must be careful to enter the correct number in the correct space. Again, do not help the respondent with this question—the objective is to find out what the respondent believes.

CalWORKS recipients are then asked:

During the past two years, has your aid ever been reduced or denied by the welfare office?

INTERVIEWER: IF YES, ASK "Was it reduced or denied?"

1. YES, DENIED
2. YES, REDUCED
3. NO

“Aid” refers to CalWORKS (a.k.a. welfare), and “denied” means that the welfare office (a.k.a. Department of Public Social Services) cut off the respondent’s benefits. In other words, at some point in the last two years, the respondent was not able to get his/her welfare benefits, even if those benefits were later restored (i.e., the benefits were only temporarily cut off). “Reduced” means that the welfare office reduced the total amount of benefits the respondent received. For example, Roberta was receiving $300 a month. Because she did not go to a meeting she was supposed to attend, the welfare office reduced her benefits to $200 a month. If the respondent says “yes,” probe to determine whether the benefits were denied or reduced.

Respondents indicating that their benefits were reduced or denied at some point during the past two years will then see this question:

Why did the welfare office say your benefits were reduced or denied?
INTERVIEWER: DO NOT READ ANSWERS. CODE R'S RESPONSE(S)
CODE ALL THAT APPLY

1. NOT ELIGIBLE BECAUSE R's OR OTHER FAMILY MEMBER'S INCOME
2. GOT MARRIED AND SPOUSE'S INCOME TOO HIGH
3. NOT ELIGIBLE BECAUSE OF IMMIGRATION STATUS
4. NOT ELIGIBLE, NO REASON GIVEN
5. DID NOT FILE CA7 (MONTHLY EARNINGS REPORT)
6. R DID NOT PROVIDE ALL THE INFORMATION REQUESTED
7. CHILD TURNED 18
8. CHILD MOVED TO ANOTHER HOUSEHOLD
9. R earned more money from a job
10. Family member earned more money from a job
11. Not attending meetings with caseworker
12. Not participating in programs
13. Not cooperating with child support requirements
14. Not cooperating with child immunization or school attendance requirements
15. Not living in an adult-supervised household
16. Convicted of a drug felony
17. Had already received maximum assistance (time and money limits)
18. Other, specify-limited

As the instruction on the screen states, do not read this list of response options to the respondent. Likewise, do not help the respondent answer this question. Instead, listen to his/her answer and enter the code(s) that best fit what the respondent is saying, following these guidelines:

- **Not eligible because of income or other family member’s income**: This means that the respondent was not qualified to receive benefits because his/her income was high (she made more money than the limits allow) or because she had too many other financial resources (like a savings account, ownership of a house or car, or receiving a windfall such as an inheritance).

- **Got married and spouse’s income too high**: This means that the respondent was not qualified because he/she got married and his/her new spouse’s income was too high.

- **Not eligible because of immigration status**: This means that the respondent was not qualified because he/she did not have the right kind of immigration papers. For example, if he/she initially applied for welfare by saying he/she was on a particular kind of visa and then his/her visa expired, he/she might no longer qualify.

- **Not eligible, no reason given**: This means that the respondent was told that she was not qualified for welfare but wasn’t given a reason.

- **Did not file CA7 (monthly earning report)**: CalWORKS participants are required to file a monthly earning report known as a CA7. Recipients can be declared ineligible if they do not file this report.

- **R did not provide all the information requested**: This means that the case worker asked the respondent for some information (e.g., financial records, other information, etc.) but the respondent did not give it to the case worker.
- **Child turned 18**: This means that the respondent’s child turned 18, so the respondent was no longer eligible (to receive welfare, adults generally need to have children under age 18 living in the home to qualify).

- **Child moved to another household**: This means the respondent’s child moved out of his/her household, so the respondent was no longer eligible.

- **R earned more money from a job**: This means that the amount of money that the respondent earned increased, so he/she was no longer eligible for welfare.

- **Family member earned more money from a job**: This means some other family member started earning an increased amount of money from a job, so the respondent was no longer eligible.

- **Not attending meetings with caseworker**: Welfare recipients are often required to attend regular meetings with their caseworkers. This means that benefits were denied or reduced because the respondent did not attend some or all of those meetings.

- **Not participating in programs**: Welfare recipients are often required to participate in particular kinds of programs, such as Job Club, job training, GED courses, English classes. This means that the respondent did not participate in the programs he/she was required by the welfare office to participate in.

- **Non-cooperation with child support requirements**: If the father (or non-custodial mother) of a welfare recipient’s children is not providing child support to the family, the recipient is often required to help the welfare office identify and find the father so that he can be required to pay child support. This means that the respondent did not provide this kind of help to the welfare office.

- **Non-cooperation with child immunization or school attendance requirements**: Welfare recipients are required to make sure their children receive all their immunizations and attend school regularly. This means that the respondent did not meet the immunization requirements or did not send his/her children to school as required.

- **Not residing in an adult-supervised household**: Welfare recipients who are minors (that is, less than 18 years old) are often required to live in an “adult-supervised household.” In other words, either with a parent or with another adult. This means that the respondent failed to comply with this requirement.

- **Convicted of a drug felony**: This means that the respondent was convicted in court of a felony (a type of criminal offense) related to drug possession or sales. For example, if the respondent was found to be in possession of a certain amount of cocaine, he/she could be convicted of a drug felony, which could reduce or eliminate his/her welfare benefits.
Had already received maximum assistance (time and money limits): This means that the recipient was no longer eligible because he/she had already used up all of his/her benefits. For example, some recipients can only receive welfare for a particular length of time. If they receive benefits for that length of time, then they are no longer eligible. Some recipients are allowed to only receive benefits up to a specific amount of money. If they have received all that money, then they are not longer eligible for assistance.

Other: Use this category only if you really have to. Try first to fit the respondent’s answer into one of the other categories.

The last question for CalWORKS recipients who had their benefits denied or reduced during the last two years asks:

What did you do to get by when your benefits were reduced or denied?
INTERVIEWER: DO NOT READ ANSWERS. CODE R'S RESPONSE(S) CODE ALL THAT APPLY

1. CUT BACK ON NECESSITIES
2. CUT BACK ON EXTRAS
3. DELAYED OR STOPPED PAYING BILLS
4. GOT A JOB/WORKED MORE HOURS
5. GOT MONEY FROM FRIENDS OR FAMILY
6. CHILD SUPPORT OR IN KIND HELP
7. GOT BENEFITS FROM ANOTHER PROGRAM
8. GOT HELP FROM CHARITY
9. GOT CHEAPER HOUSING, MOVED IN WITH OTHERS
10. PUT CHILD(REN) IN SOMEONE ELSE’S CARE
11. WENT TO A SHELTER
12. OTHER, SPECIFY-LIMITED

Again, do not read the list to the respondent. Listen to the respondent’s answer and fit it to the most appropriate response option. For instance, Evelyn and her two children needed the CalWORKS payment they received every month to cover rent and food. However, in April, Evelyn had her benefits reduced (i.e., the amount was cut) because she failed to show up for two meetings with her case worker. To cope with having less money, Evelyn bought a lot less food (meaning, she “cut back on necessities”), stopped paying her bills because she had no money (i.e., “delayed or stopped paying bills”), and had to borrow money from her mother to pay the rent (i.e., “got money from friends or family”). In Evelyn’s case, you would code all three answers. Try to fit the respondent’s answer(s) into categories 1-11—use “Other, Specify” only if absolutely necessary.
Sometimes welfare recipients go off welfare voluntarily either because they either do not want to comply with the requirements or because they do not need welfare any longer. The next question asks CalWORKS recipients if they ever went off welfare voluntarily during the past two years. “Voluntarily” means that a recipient decided him/herself to do so, rather than being told by the welfare office that he/she had to go off of welfare. If the respondent answers “yes,” this question will appear:

The last time you voluntarily went off welfare, what was the main reason?
INTERVIEWER: DO NOT READ ANSWERS. CODE R'S RESPONSE(S)
CODE ONE

1. REACHED A TIME LIMIT
2. GOT A JOB
3. SPOUSE OR OTHER FAMILY MEMBER GOT A JOB
4. EARNINGS FROM JOBS GOT TOO HIGH
5. ASSETS WERE TOO HIGH
6. YOUNGEST CHILD TURNED 18
7. RECEIVED CHILD SUPPORT
8. RECEIVED BENEFITS FROM ANOTHER PROGRAM
9. MOVED OUT OF THE AREA R WAS LIVING IN (including out of US)
10. GOT MARRIED
11. WANTED TO SAVE UP ELIGIBILITY FOR MONTHS WHEN R MIGHT NEED IT
12. RULES WERE TOO MUCH OF A HASSLE
13. TOO MUCH PAPERWORK
14. RETURN OF PARENT/FAMILY REUNIFICATION
15. CHILD UNDER 18 MOVED OUT OF HOUSEHOLD
16. OTHER, SPECIFY-LIMITED

Do not read the responses to the respondent. Listen to the respondent’s answer, and fit it into the most appropriate category. Code only one answer because the question asks for the main reason. If the respondent gives you more than one reason, ask him/her to designate a primary reason. Use the “Other, Specify” category only if absolutely necessary.

CalWORKS recipients are also asked if they have ever been required by the welfare office to attend Job Club as a condition for receiving welfare benefits (“Job Club” is a program run by the county to improve welfare recipients’ job-related skills and help them find jobs). If respondents indicate “yes,” they are asked if they attended the first meeting they were required to attend and if they completed the Job Club program. If a respondent either did not attend his/her first required meeting or did not complete the program, he/s is asked:

Why didn't you [go / complete] job club?
CODE ALL THAT APPLY

1. R WAS SICK AND COULD NOT GET THERE
2. SICK CHILD
3. HAD TO CARE FOR OTHER SICK FAMILY MEMBER
4. NO TRANSPORTATION
5. CHILD CARE PROBLEM
6. SCHEDULING CONFLICT (WAS SCHEDULED TO DO SOMETHING ELSE)
7. DOMESTIC ABUSE
8. HOMELESS
9. R DID NOT RECEIVE LETTER TELLING HER TO ATTEND OR RECEIVED LETTER TOO LATE
10. R TRIED UNSUCCESSFULLY TO RESCHEDULE THIS ACTIVITY
11. DID NOT UNDERSTAND THAT IT WAS REQUIRED (INCLUDING BECAUSE OF LANGUAGE)
12. GETTING A JOB WAS EASIER/WANTED TO WORK RATHER THAN ATTEND
13. DID NOT WANT TO SIT IN CLASSROOM
14. DID NOT WANT TO WORK
15. OTHER, SPECIFY

The last question in this section asks respondents who either did not attend his/her first required Job Club meeting or did not complete the Job Club program, if they attended Job Club meetings at another time.

8.7.4 Health Status

This part of the Adult Questionnaire collects information on the respondent’s health status and his/her use of health care services. First the respondent is asked about his/her overall health and must assess if it is, in general, excellent, very good, good, fair, or poor. They are then asked to make the same assessment about their overall health from birth to age 14. If a respondent says “Well, I had asthma when I was young, so what should I say my health status was?” you should reply “It’s up to you. We are interested in your own assessment of health status during that period.”

Next respondents are asked if they have any physical, psychological, or nervous conditions that limit the type of work or the amount of work they can do. To answer this question, the respondent must decide two things: (1) if he/she has any of these conditions; and (2) if the condition(s) limits the type or amount of work he/she can do. The answer to this question is “yes” only if both things are true (i.e., the respondent has a condition and this
condition limits the type or amount of work she/he can do). You may need to probe to be sure both of these criteria are being met. For example, if the respondent says “Yes, I am blind,” ask “Does the blindness limit the type or amount of work you can do?” While it is up to respondents, without help from interviewers, to decide if they have a condition and if it limits their work, here are a few examples to help you determine through probing if both of the criteria are being met:

- **Physical conditions which limits work:** This category could include blindness, deafness, back problems, loss of limbs, loss of muscle control, inability to walk, extreme fatigue, etc. Keep in mind that none of these conditions would necessarily limit the respondent’s ability to work. For example, many blind people have full time jobs at which they are quite successful.

- **Psychological or nervous condition:** This category could include serious depression, schizophrenia, other serious mental illnesses, mental retardation, or neurological problems. Keep in mind that none of these conditions would necessarily limit the respondents’ ability to work. For example, many people with mental retardation have full time jobs at which they are quite successful.

Respondents are then asked about possible physical conditions they may have been diagnosed with:

Has a doctor ever told you that you have . . .

High blood pressure or hypertension?
Diabetes or high blood sugar?
Cancer or a malignant tumor, excluding skin cancer?
Chronic lung disease such as bronchitis or emphysema?
A heart attack?
Coronary heart disease, angina, congestive heart failure or other heart problems?
Any emotional, nervous, or psychiatric problems?
Arthritis or rheumatism?
Asthma?
Permanent loss of memory or loss of mental ability?
A learning disorder?
Excess weight? That you need to lose weight?
Major depression?

This question is specifically asking if a doctor has told the respondent he/she has one of these conditions. It is not asking if the respondent thinks he/she has one of these conditions. If a
respondent says “No doctor ever told me that I have asthma, but I know I do,” enter the code for “no” (since no doctor ever told her)m, then go to the next item.

While it is up to respondents to decide whether or not a doctor has ever told them that they had these conditions, below are some definitions to help you understand the conditions are:

- **High blood pressure or hypertension:** This is a condition where the blood pressure (that is, the pressure at which the blood moves through the circulatory system) is much higher than normal. It can be dangerous because it puts excess pressure on the heart and on veins and arteries. People with high blood pressure (a.k.a. hypertension) generally do not know they have it unless a doctor tells them, because there are no obvious physical symptoms. It is *not* the same as feeling “stressed out,” “under pressure,” or “tense.” People with high blood pressure often have to modify their diet and exercise and sometimes take medication to lower their blood pressure.

- **Diabetes or high blood sugar:** This is disease where the body either does not produce or properly use insulin (a hormone needed to convert sugar, starches and other food into the energy needed for daily life). The cause of diabetes is a mystery, although both genetic and environmental factors such as obesity and lack of exercise appear to play roles. Diabetes is also sometimes called “sugar” or “having sugar.” In one type of diabetes, patients have to take insulin several times a day by injection or pill. They also usually have to test their blood sugar every day by taking a blood sample.

- **Cancer or a malignant tumor, excluding skin cancer:** Cancer is a disease where certain types of cells grow out-of-control. These cells can often develop into a malignant tumor (a mass of cancer cells growing fairly rapidly). These days cancer is often treatable with chemotherapy (i.e., drugs), radiation, and other treatments. **Note:** Skin cancer should not be included here. Small cancerous spots are not uncommon and can be easily removed, so skin cancer is generally not considered as serious a disease as other types of cancer.

- **Chronic lung disease such as bronchitis or emphysema:** The lungs are the primary way the body takes in oxygen and expels carbon-dioxide (a major waste product of humans and animals). In chronic lung diseases, the lungs gradually begin to work less effectively so that it becomes increasingly difficult to breathe. The body becomes starved for oxygen and cannot expel carbon dioxide as effectively as it should.

- **A Heart Attack:** Heart attacks occur when the blood vessels supplying blood to the heart suddenly become completely obstructed. The result is often—though not always—intense chest pain and collapse. The victim may die or a part of the heart tissue may be destroyed because of the lack of oxygen and nutrients in the blood. Even though a heart attack is typically sudden, it is generally caused by a
gradual build-up of blockage in the arteries due to diet, lack of exercise, a genetic predisposition, smoking, or other reasons.

- **Coronary heart disease, angina, congestive heart failure, or other heart problems:** These are problems of the circulatory system and the heart that can sometimes lead to heart attacks. Even if they do not, they can cause other problems such as extreme chest pain, reduced energy and ability to function, reduced blood supply to the heart, blood clots, or other problems.

- **Any emotional, nervous, or psychiatric problems:** About a quarter of Americans experience these kinds of problems each year, but many people don’t talk about them due to embarrassment. These conditions can include major depression, schizophrenia, anxiety, panic attacks, paranoia and fear, or psychosis. Recent research shows that many of these conditions are caused by genetic factors or problems in brain chemistry and are not due to personal failing or weakness on the part of the person with the condition. Since it is a sensitive issues for some respondents, it is essential that you maintain a completely neutral attitude and response. If someone says “yes,” just record the response and move on to the next item.

- **Arthritis or rheumatism:** These are conditions that make it difficult and painful to move particular joints. There are two main types of arthritis: osteoarthritis arthritis and rheumatoid arthritis.

- **Asthma:** Asthma is a non-contagious disease associated with spasms of the lung’s bronchial tubes and the production of thick, sticky mucus. When asthma is out of control, patients feel tight-chested and are full of mucus they cannot cough up. Most patients with asthma feel like they have ticklish, twitchy lungs and that they can’t get enough air.

- **Permanent loss of memory or loss of mental ability:** As people grow older, they often are less able to remember things than when they were younger. This normal type of memory loss associated with aging should not be included here. Instead, this condition is a permanent and substantial loss of memory or loss of mental ability (e.g., having a much harder time understanding what someone is saying or what has been read; not being able to think as clearly, etc.). This kind of loss can happen at any age as a consequence of a stroke, brain injury, drug or alcohol addiction, Alzheimer’s disease, or other diseases.

- **A learning disorder:** Some people are born with learning disorders that make it more difficult for them to learn, read, or do math. These disorders can include dyslexia, ADD (Attention Deficit Disorder), ADHD (Attention Deficit and Hyperactivity Disorder), or other learning disorders.
• **Excess weight, that you need to lose weight:** Here the question is whether a doctor ever told the respondent that he/she had excess weight or needed to lose weight. If you or the respondent think that he/she is overweight, that does not count. What does count is whether a doctor has ever told the respondent that he/she has excess weight.

• **Major Depression:** Major depression is a psychological disease caused at least in part by a genetic predisposition or brain chemistry defects. While many people are depressed at different times in their lives, major depression is a serious, and often painful, disease. There are two main types of depression: bipolar (or manic-depression) and unipolar. Depression can often be successfully treated with drugs and therapy. Major depression is included under “Any emotional, nervous, or psychiatric problems” asked earlier but is asked about separately as well because it is an important focus of this study.

The next series of questions are about cigarette smoking. First the respondent is asked if he/she smokes cigarettes. This is referring to smoking cigarettes fairly regularly. For instance, if the respondent smokes cigarettes every day or a couple of times a month, the answer would be “yes.” If the respondent smoked a cigarette last New Year’s Eve as a joke, the answer is “no.”

Respondents who smoke are next asked how many cigarettes they smoke. Record the answer in the way the respondent gives it to you—either in packs or actual cigarettes. Respondents are then asked how old they were they first smoked cigarettes on a regular basis. In other words, if a respondent tried smoking his/her first cigarette when he/she was 15, but did not smoke regularly until he/she was 18, then record “18.”

Respondents who do not currently smoke cigarettes are asked if they ever smoked. If they did, they are asked how many cigarettes a day they smoked, during the time they were smoking regularly. Many former smokers will immediately say “I was a pack-a-day smoker” or “I smoked about five cigarettes a day.” However for some smokers, the number of cigarettes smoked each day varied a great deal during the time they smoked. If that is the case, ask the respondent to give you an average number of cigarettes smoked per day across the entire time he/she smoked regularly. Former smokers are also asked how old they were when they first began smoking cigarettes regularly, and the same criteria applies to this question as in the paragraph above.

Now respondents are asked about their alcohol consumption. First respondents are asked whether or not they have had at least one drink of an alcoholic beverage in the past 30 days, and the question contains a definition of the term “alcoholic beverage”: beer, wine, wine coolers, or liquor (such as scotch, tequila, bourbon, whisky, gin, vodka, vermouth, etc.). “One drink” means a bottle of beer, a glass of wine, a wine cooler, a mixed alcoholic drink, a shot of liquor, or a shot
of liquor mixed with soda or some other mixer. Respondents who reply “yes” to this question will be asked how many days in the past 30 days did they have a drink. If, for example, Alberto says he generally has a beer or two on the weekends but does not drink any alcohol during the week, during the past 30 days he had a drink on about eight days (two days per weekend, times four weekends). On the other hand, if Theresa had a glass of wine almost every night with dinner, she might reply that she had at least one drink (i.e., a glass of wine) on 27 of the past 30 days. If the respondent says he/she doesn’t know, ask for his/her best estimate.

Then the respondent is asked to think about those days, during the past 30 days, when he/she did have a drink and estimate how many drinks, on average, he/she had each day. In Alberto’s case, he previously estimated that he had at least one drink every weekend day during the past 30 days, for a total of eight drinks. While on some of these weekend days he had only one can of beer, on others he had five cans of beer. So he tells you that on average he had about three beers (or cans of beer) on each of the days he drank beer. In Theresa’s case, she had a single glass of wine every day that she drank wine because she never has more than one glass, so she tells you “one.” The answer to this question can be recorded in one of two ways: a number or a range. Record the answer in the way the respondent gives the answer: if the respondent says “on average, I had five drinks,” you should record “five;” if the respondent says “on average I had two or three drinks,” record that range.

In the last question in this section about alcohol consumption, the respondent is asked how many times in the last 30 days has he/she had five or more drinks on one occasion. “On one occasion” means that the respondent had five or more drinks in succession. For example, Lateesha went to a party two weeks ago. At the party they were serving tropical drinks that she really liked, and she had six of them during the party. This was “one occasion” on which she had five or more drinks. Likewise, Tony sips beer throughout the day on weekends while he is watching TV and working in his garage. He typically drinks a full six-pack in the course of a day. This is also having 5 or more drinks on one occasion.

The next screen includes some introductory text as the questionnaire switches topics:

Now let me ask about another topic. About how much do you weigh?

___ ___ ___AMOUNT

CODE UNIT

1. POUNDS
2. KILOS
When asked this question, some respondents may reply “I don’t know”—perhaps because this can be a sensitive topic. In that case, just ask the respondent to give you his/her best estimate. Since you can record the weight in either pounds or kilos (kilograms), record the weight the way the respondent answers you. If a respondent says “59 kilos,” enter “59” and then the code for kilos. If a respondent says “230 pounds,” enter “230” and then the code for pounds.

Next respondents are asked how tall they are and could respond in either feet and inches or in centimeters. Regardless of how height is reported, ignore any fractions the respondent gives you. For example, if the respondent says “5 feet 11 ½ inches,” you should record “5 feet 11 inches.” If the respondent gives you an answer in meters and centimeters, ask him/her what that would be in centimeters. If the respondent says he/she doesn’t know—or doesn’t know his/her height—ask for the respondent’s best estimate.

Next are a series of health care questions. First respondents are asked if they have a place that they usually go when they are sick or need advice about health. This place may be a doctor’s office, a clinic, an HMO, a hospital, or another type of health care facility. If a respondent says “yes,” you must ask whether he/she has one place or more than one place. For example, a respondent might go both to the Los Angeles Free Clinic and to the Venice Family Clinic if he/she gets sick since one is close to home and the other is close to work.

If a respondent has a place he/she goes when sick or needing health advice, the next question asks what type of place it is. If a respondent has two or more places he/she goes, the respondent will be asked to think about the place he/she goes most often and then indicate what type it is:

1. clinic, health center or HMO,
2. doctor’s office,
3. hospital emergency room,
4. hospital outpatient department, or
5. some other place?? SPECIFY

The definitions below should help you classify these types of places:

- **A clinic, health center, or HMO:** This is a place or organization where several doctors and/or other health professionals work. Some clinics are established by non-profit or social service organizations to serve low income families. Examples include the Venice Family Clinic and the Los Angeles Free Clinic. Other clinics serve people at all income levels. “HMO” stands for Health Maintenance Organization. These can be a for-profit or a not-for-profit organization that provides medical care to people enrolled in its plan.
• **Doctor's office:** Doctor's offices are offices where doctors have their medical practices. Often there is not a huge difference between a “clinic” and a “doctor's office” although clinics tend to be run by organizations and doctor’s offices are privately owned by the doctor. Code what the respondent tells you.

• **Hospital Emergency Room:** This is a special part of the hospital set aside for people coming in with serious emergencies. Sometimes people use it for other types of health problems because they don't have other places to go.

• **Hospital Outpatient Clinics:** This is a part of the hospital that functions more like a clinic or health center and treats fairly routine health problems (e.g., illness, injury, etc.) without admitting the patient to the hospital.

The respondent is then asked for the complete name of the health care facility the respondent goes to. Record as complete a name as possible, and check the spelling with the respondent if you are uncertain. Then the respondent is asked where this health care facility is located—street, nearest cross-street, city, and state. Follow procedures discussed in Section 8.4.2 for recording this information.

Then respondents are asked whether this health care facility is the same place they go to obtain routine preventative care, such as check-ups or physical exams. For instance, a respondent might go to the Centinela Hospital Emergency Room Clinic if he/she gets sick or needs help, but might go to the Venice Family Clinic for routine check-ups. If the respondent obtains routine preventive care at a different place, he/she will be asked what type of place it is (see definitions on previous page). If the respondent does not obtain preventative care—check-ups or routine physical exams—you should indicate that.

All respondents are then asked for the name and location (street, nearest cross-street, city, state) of the place that they obtain preventative health care. Record as complete a name as possible, taking care not to make any typographical errors. If you aren’t certain how to spell the name of either the facility or the streets, ask the respondent.

Next respondents are asked the question below:

During the past 2 years, that is since [MONTH AND YEAR EXACTLY TWO YEARS BEFORE THE INTERVIEW], how many different times have you been hospitalized? This includes any times you stayed in a regular hospital or mental health facility overnight or longer.

99    NOT HOSPITALIZED IN PAST 2 YEARS.

__ ___(NUMBER OF TIMES)
“Hospitalized” means that the respondent was “admitted” to the hospital—which is generally the same as staying over-night for at least one night in the hospital. However, if the respondent went to the emergency room and spent the night there but was not “admitted” to the hospital, this would not count as being hospitalized. Note that this question asks about being “hospitalized” in any kind of hospital, including a general hospital (such as UCLA Medical Center, Saint John’s Hospital, or Kaiser-Permanente Hospital) or a mental health facility or psychiatric hospital specializing in taking care of people with mental illnesses. Also note that while many questions in the CASES program of the Adult Questionnaire ask about things that occurred in the past 30 days or the past 12 months, this question asks about the past two years.

If the respondent has been hospitalized in the last two years, he/she is asked for the month and year of the last hospitalization. Generally, people are hospitalized for a relatively short period of time. However, if the hospitalization extended across several months, the month you should record here is the last month the person was hospitalized. For example, Jorge was in the hospital from June to December 2000. In that case, the correct answer would be “December 2000.” If the respondent does not know the month and year of his/her last hospitalization, ask for his/her best estimate.

Then the respondent is asked the reason for the most recent hospitalization:

What was the reason for this hospitalization?

1. HAD A BABY, CHILDBIRTH
2. OTHER PROBLEMS DURING PREGNANCY (NOT CHILDBIRTH)
3. OTHER, SPECIFY (LIMITED)

Select category 1 if the respondent was in the hospital to give birth to a baby. Select category 2 if respondent was in the hospital for a problem related to a pregnancy. This does not include going to the hospital to have the baby—having a baby should be coded as category 1. If the respondent was hospitalized for a reason unrelated to pregnancy or childbirth, type in the reason. The objective is to find out the specific disease, injury, or surgery the respondent had that caused the hospitalization. For example, if the respondent says “I got into a fight and had to be hospitalized,” probe for more specifics. Did he/she have a broken jaw that had to be set? Was he/she unconscious? Did he/she have a knife or gunshot wound? Did he/she have to have surgery to repair some part of his/her body? Enter the reason, being careful to avoid misspellings and typographical errors. If you do not know how to spell a condition, ask the respondent.

Respondents are next asked when the last time was that they saw a doctor, nurse, or other health care professional either for an illness, injury or for a routine check-up. If a respondent
doesn’t know, ask for his/her best guess. Then respondents are asked if that visit was for a routine check-up/physical exam or if it was for something else. If it was for something else, you’ll need to record the specific reason the respondent saw the health care professional. Encourage the respondent to be as specific as possible. For example, if Susan tells you that she went to see a doctor because of a bad stomach ache, type in “stomach ache.” Avoid typographical errors and misspellings, and ask the respondent if you do not know how to spell something. Then respondents are asked how many times in the past 12 months they have seen a doctor, nurse, or other health care professional.

Respondents who earlier indicated that their last visit to a health care professional was for something other than a checkup or physical exam will be asked when the last time was that they saw a doctor or went to a clinic for a routine health check-up. A routine health check-up typically means that a person goes to see a doctor not because he feels sick or has an injury, but because he wants the doctor to check out his/her general health—blood pressure, height and weight, blood tests, physical examination, etc. If the respondent says he/she doesn’t know, ask for his/her best estimate.

Next respondents are asked this question about other kinds of medical treatments:

During the past 12 months, have you ever gone to see any of the following types of people about a health problem or for a check-up:

- Dentist?
- Optometrist or Ophthalmologist or Eye Doctor?
- Psychiatrist, psychologist, or a counselor?
- Pharmacist?
- Healer?
- Specialist in biofeedback, energy healing or hypnosis?
- Acupuncturist?
- Homeopath?
- Herbalist or Chinese medicine specialist?
- Chiropractor?
- Massage therapist?

Ask the respondent if he/she has seen each of these types of health providers during the past twelve months. Definitions are provided below:

- **Dentist:** A specialist in preventive and curative care of teeth, gums, and mouth disorders.
• **Optometrist/Ophthalmologist/ Eye Doctor:** These are specialists in vision and preventive and curative care of the eyes. They prescribe glasses or contact lenses when necessary and treat vision disorders.

• **Psychiatrist/Psychologist/Counselor:** These are specialists in mental health and behavioral problems. “Counselor” generally does not include a school guidance counselor but rather is another term for psychologist. Also included here are "psycho-therapists" and "psycho-analysts."

• **Pharmacists:** These are professionally trained specialists in drugs and pharmaceuticals who can fill prescriptions. People sometimes consult them when they are ill or have a medical problem.

• **Healer or curer:** These are generally people who practice traditional medicine. For example, they may be “curanderos” who practice a form of traditional Latin American medicine or they may be specialists in Ayurveda (a type of traditional medicine from South Asia). Sometimes healers are religious healers who believe that they can heal by spiritual means.

• **Specialist in biofeedback, energy healing, or hypnosis:** These are other types of specialists who help people with health problems. Biofeedback is a system where the patient is wired to electrodes and taught to develop control of tension or other reactions by monitoring his/her own body. Energy healing and hypnosis are similar methods.

• **Acupuncturist:** These are specialists who insert small needles into particular places in the body to reduce pain and cure illness. Acupuncture originated in East Asia but has become common in the U.S.

• **Homeopath:** These are specialists who use “homeopathic medicines” to prevent and cure illnesses—the practice is called homeopathy. Homeopathic medicines are typically natural remedies in very diluted form.

• **Herbalist or Chinese medicine specialist:** This is a specialist who uses herbs to help prevent and cure illness. Chinese medicine specialists make medicinal mixtures from herbs and other things. These mixtures are designed to treat particular conditions and are often consumed in the form of teas.

• **Chiropractor:** These are specialists who manipulate the spinal column to relieve pain, prevent injury, and sometimes treat illness and injury.

• **Massage Therapist:** These are specialists in pain relief and relaxation who massage the muscles of the body or the nerves or “pressure points” of the nervous system. There are many schools of massage therapy in the U.S., including Swedish massage, Shiatsu massage, and pressure point massage.
The last question of this section contains an introductory sentence and asks for the respondent’s opinions:

Finally, I have a question on your opinions about different things.

People differ in whether or not they disapprove of certain things. Would you disapprove of people who are 18 or older doing each of the following?

INTERVIEWER: IF DISAPPROVE, ASK “Would you disapprove or strongly disapprove?”

(CODES ARE: 1. DON’T DISAPPROVE, 2. DISAPPROVE, 3. STRONGLY DISAPPROVE)

1. Smoking one or more packs of cigarettes per day?
2. Trying marijuana once or twice?
3. Smoking marijuana occasionally?
4. Smoking marijuana regularly?
5. Taking 1-2 drinks of an alcoholic beverage occasionally, that is beer, wine or liquor?
6. Taking 1-2 drinks nearly every day?
7. Taking 4-5 drinks nearly every day?

It is especially important to read each item neutrally and not to express your own point of view on these issues in any way. The response categories here are designed differently from those you may see in other parts of the L.A.FANS, as well as other surveys. This is on purpose, and it’s very important to use these response categories, not others. If a respondent volunteers that he approves of one of the behaviors in these statements, code him as answering “don’t disapprove.”

**8.7.5 Contact Information**

Introductory script now appears:

That's all the survey questions I have, but now I need to get some information to help us contact you and your family in the future. As I mentioned at the beginning, we would like to interview you again around this time next year. This information, like your responses to all questions in the interview, is completely confidential.

IF NECESSARY: You are very important to this study. Your experiences over the next year will be very important in understanding how families and neighborhoods in Los Angeles are changing. We will only contact you about the survey, and you can decide if you want to participate at that time.
Even though the gathering of this information comes at the end of the Adult Questionnaire, this is one of the most important parts of this questionnaire. L.A.FANS is a longitudinal survey, and the usefulness of the information we collect depends in part on our ability to locate and interview respondents for four years in a row. If we lose respondents from one year to the next because we cannot relocate them, the data become more and more biased and less and less useful over time. That, in turn, provides a less accurate picture of families and neighborhoods in Los Angeles. Therefore, we must work very hard to minimize the number of people we fail to interview in waves two, three, and four.

If a respondent is not sure he/she wants to participate in the L.A.FANS next year, reassure him/her that when we contact him/her next year, he/she can decide at that time whether or not he/she wants to participate. It is still important, however, to collect this information so that we may contact the respondent and ask him/her at that time whether he/she is willing to participate again. Make sure you do a very thorough and careful job in this section, just as you have in all other sections.

The first question in this section asks if the respondent’s mailing address is the same as his/her home address. We already know the respondent’s street address from the listing and the EHC. However, some people have a separate address where they receive mail, and we want to use that mailing address when we send the respondent a letter next year. If the respondent does have a separate mailing address, ask him/her to tell you what it is. Make sure you get a complete mailing address including zip code. If the address is outside the U.S., make sure you spell the country name correctly. Many other countries have postal codes that are similar to our zip codes, so make sure you get the postal code even if the address is outside the U.S. Some mailing addresses are post office boxes.

If a respondent give you a post office box address, enter “P.O. Box ” along with the post office box number in the place for the street address. Some people use “Mailboxes, Etc.” or similar stores that have private mailboxes for rent. In that case, the address may look like this:

1225 Wilshire Blvd., #345
Santa Monica, CA 90405

It is essential that you get the correct and complete address, so if you need more room than is available on the screen, enter a note by pressing [CTRL-N].

Next the computer will instruct you to ask respondents for their telephone number. If you have already collected this information in another place (e.g., the screening form), then verify that the home number you have is correct and enter it in the computer. If the respondent is concerned about giving out his/her phone number, assure the respondent that we will not use the
phone number for any purpose other than contacting her for interview next year and for verifying your work. We will not give anyone else access to the respondent’s phone number. Be careful when recording the respondent’s telephone number. It is very easy to transpose digits (for example, typing 357 rather than 375). Double check with the respondent each time you record a phone number that number you entered is correct. Say, for example, “Let me make sure I’ve got that right. It’s 310-393-0411. Is that correct?”—be sure to get the area code.

You will also need to verify that the phone number is in the respondent’s name—if the respondent moves, it will be easier to trace him/her. If the phone is not in the respondent’s name, you will ask what name it is listed in. Be sure to enter a complete name. For instance, if it is listed under the name of “Martha K. White,” just recording “Martha White” is insufficient. Verify the spelling of each part of the name, even if you are fairly sure you know it. A good standard procedure is to spell the name out loud as you type it. Say “Okay. That's White, spelled W, H, I, T, E. Is that correct?” The respondent could reply “No. It’s “Wight, spelled W, I, G, H, T.” Correct spelling and no typographical errors will reduce the amount of work you and other interviewers have to do when trying to relocating respondents in the future.

Next you will ask respondent if they have a home e-mail address. Some people have a computer address where they can receive e-mail at home and a separate computer address for e-mail at the office. Some people only have e-mail at home. E-mail addresses tend to follow a standard format, although some are more complex than others. Here are some examples:

- Smith@rti.org
- Sally_Smith@rti.org
- Smith@ucla.edu
- Smith.pop@ph.sm.ucla.edu
- Smith@k12.la.co.us
- Smith@smithco.com
- Smith@aol.com

Notice that every e-mail address has the “@” character in it and that a period separates each part of the e-mail address that is not separated by the “@” sign or a “_” sign. Usually the respondent will say “at” for the @ sign and “dot” for the period. So for the first e-mail address listed above, a respondent would say “It’s Smith at rti dot org.” Most e-mail addresses end in .com, .edu, .gov, .net, or .org. However, there are occasionally other endings, such as “k12.la.co.us” in the example.

Type in the e-mail address, taking care to enter it correctly. If you are not exactly sure how it should look, ask the respondent to write the complete address on a piece of paper. You
can then enter it in the computer while reading it from the paper. Be sure to read the e-mail address back to the respondent to verify it is correct.

Earlier in the interview, respondents were asked if they planned to move in the next year or two. In the next question you will confirm whether you have that answer recorded correctly. Then you will ask respondents if their address next year at the same time of year (e.g. if it’s summer, the question is referring to summer of the following year) will be the same as their address right now. For example, if you were interviewing in July, the question would read “Will your address next June, July, and August be the same as this one?”

If the respondent is not sure whether or not he/she will still be at the same address next year at the same time, he/she is asked if there is another place, either inside or outside of the U.S., where he/she might be living next year. You are not asking the respondent if he/she will definitely be living somewhere else, just that it is possible he/she would be. If a respondent answers “yes,” you will ask him/her if he/she knows that address. If he/she doesn’t know the exact address, ask the respondent if he/she knows the street name, city, state, and country. Probe and obtain as much information as possible. You will also need to ask the respondent when he/she thinks he/she will start living at that address. Even if the respondent is not sure of the exact month, you must get an estimate from the respondent of approximately when he/she might move to this address.

Next you will ask respondents currently employed if it is okay to contact them at work next year if we are unable to reach them at home. The probe that appears with this question is a statement of reassurance that we will only contact them at work to set up an appointment for an interview next year—nothing more. Some respondents will indicate it’s okay. Some may indicate that they prefer not to be contacted at work, while others may indicate that they definitely do not want to be contacted at work. If a respondent indicates that it’s okay to contact him/her at work, you will verify the respondent’s current employer of record as the best place to contact him/her at work. Some businesses or companies have more than one address, so it’s important to ask this question even if you think you already know the answer. For example, RTI has a street address and a mailing address. In a case like this, enter the street address, but using [CTRL-N] to enter a note indicating the other address as well. As per project procedures, enter a complete address, be sure the spelling of all names is correct, and take care not to make any typographical errors.

If the respondent indicated that he/she prefers not to be contacted at work, this screen will first instruct you to say “Alright, we won’t contact you at work unless we absolutely have to, but just in case, let me check some information” before verifying the respondent’s current employer of record. If a respondent indicates the current employer of record is not the best place to contact
him/her at work, you will ask the respondent where the best place is and collect that employer’s name and address.

Unless a respondent indicated earlier that he/she definitely does not want to be contacted at work, the next screen will prompt you to ask the respondent for his/her work telephone number. Be sure to enter the area code, as well as the respondent’s extension number if he/she has one. Again, it is very easy to transpose digits, so double-check with the respondent that the number you entered is correct by reading it out loud to him/her. You will also ask these respondents for an e-mail address at work. If a respondent says his/her e-mail address at work is the same e-mail address he/she uses at home (which you entered in an earlier question), the response options allow you to indicate that.

A respondent who is married or living with a partner is next asked if it is okay to contact his/her spouse/partner at work if we are unable to reach the respondent at home next year. An explanatory sentence appearing at the probe can be read to reassure the respondent that we will only do this to find out how to reach him/her to set up an interview. Again, some respondents will indicate it is okay, others will say they prefer their spouse/partner not be contacted at work, while others will say they definitely do not want their spouse/partner contacted at work (and some will indicate that their spouse/partner is not currently employed).

As with the similar question seen earlier, unless a respondent indicated earlier that he/she definitely does not want his/her spouse/partner to be contacted at work, the next screen will prompt you to ask the respondent for his/her spouse/partner’s work telephone number. Be sure to enter the area code, as well as the extension number if there is one. Be sure not to transpose digits, and make sure the number is correct by reading it out loud to the respondent. You will also ask these respondents for an e-mail address for their spouse/partner at work.

All respondents are next asked this question so that in the event they suddenly and unexpectedly move, we have a way to contact them:

In case we have difficulty getting in touch with you in the future, could you give me the name, address, and phone number of two people not currently living with you who will always know your whereabouts?

PROBE: This might be a family member or a close friend or someone else who knows where you are.

IF NECESSARY: We would only get in touch with these people if we could not reach you.

1. YES
5. NO
It is very important that these two people are not currently living in the same household as the respondent. So if the respondent says “The best person is my husband” and the husband lives in the household, you should say “I need two people who do not live here with you.” Use the probe if the respondent is not sure who to suggest. If the respondent is reluctant to give you any names, use the probe labeled “If necessary,” and assure the respondent we will only contact these two people if we have no other way to get in touch with the respondent.

Then record the names, addresses, and phone numbers of those two people. Enter only the names and addresses of people who will know where the respondent is. Do not enter other information, like a second address the respondent might have. If the respondent has another address that they stay at sometimes, use [CTRL-N] to enter a note to that affect. Make sure to enter the information with typographical errors, verify the spellings, and read the phone numbers back to the respondent after you’ve entered them to be sure they’re correct.

If either of the individuals lives outside the U.S., be sure to enter and correctly spell the name of the country. Also ask what state, province, or region the city or town is in. Telephone numbers outside the U.S. often have a different number of digits. For example, telephone numbers in some countries in Central America only have six digits, while in other Central American countries they have seven. Make sure to get as much of the telephone number as possible. If the telephone number does not fit into the spaces provided, use [CTRL-N] to enter the complete number as a “note.” Sometimes people living in small towns outside of the U.S. do not have their own telephone number but rather share a community number at a store or community center. If the respondent mentions a friend or relative in another country and then says “he doesn’t have a telephone at home,” ask whether there is any telephone number that can be used to reach the person, even if it is not in the person’s home.

You will also need to determine how these two people are related to the respondent. A list of relationships will appear on the screen so that you can code the answer the respondent gives you. Do not read the list to the respondent, simply listen and code appropriately. If the respondent says it’s his/her spouse, girlfriend, or boyfriend, make sure the person is not currently living with the respondent—this individual is supposed to be someone not living in the respondent’s household. For definitions of some of these terms see Exhibit 6.2. However, note that several categories used in Exhibit 6.2 are combined into single categories here.

Next you will see this screen:

(IF NECESSARY, SAY “You may have told me this already, but . . .”) Is there any chance that you will move outside of the United States in the next year?
1. YES
2. NO
3. MAYBE, UNCERTAIN

Sometimes by the time you get to this place in the interview, you remember—or think you remember—that the respondent told you that he might move to another country. If that’s the case, ask this question anyway but start with the phrase “You may have told me this already, but…” as indicated on the screen. “Moving outside of the United States” means moving to a country other than the U.S. or a territory of the U.S. Note that although not part of the contiguous 48 states, Alaska and Hawaii are part of the U.S., and Guam and Puerto Rico are both territories of the U.S. If the respondent says, “I’m thinking of moving to Alaska,” tactfully mention that Alaska is part of the United States and say “I meant any chance of you moving to a different country, besides the U.S.”

If a respondent indicates there is a chance he/she might move out of the U.S., you will be prompted to ask him/her where he/she might move to. Get as much information as you can. If the respondent says there are two or more countries he/she might move to, ask which one is most likely and enter that answer. Using [CTRL-N], note any information you think would be useful next year when we are trying via telephone to relocate this respondent in another country. You will also ask the respondent for the name, address, and telephone of a person in that country who will always know how to contact him/her. For example, Mauricio may move to Nicaragua during the next year but he is really not sure. When you ask him this question, he says he has a friend in Managua, Nicaragua, who will always know where he is if he does move to Nicaragua. Like with previous questions, obtain a full name and complete address, including state, province, or region, and be sure everything is spelled and entered correctly—check with the respondent if you are not sure how about the spelling and read the telephone number out loud to the respondent to be sure you have entered it correctly. If the telephone number is too long to enter in the space provided, enter the complete number as a “note.” If it is a community telephone, be sure to note that as if the respondent indicates the person is his/her spouse/partner, that the person well. You will also need to indicate how this person is related to the respondent, making sure that the person does not currently live with the respondent.

Respondents are next asked if they ever used a nickname or any first or last name other than their current name. If the respondent is currently married and female, the screen will also say “For example, do you use both your maiden name and your married name on different occasions?” A respondent’s current name—and the name we recorded during rostering and interviewing—might be “Maria de Rodriguez.” But she may be known to her friends by her second name, “Anita.” And she may use her maiden name, “Maria Gomez,” in her profession.
Therefore, it is essential that you record any other names the respondent is known by to aid us in contacting this respondent next year. If you need to use “Notes” to record additional names, do so.

Since Social Security numbers can be useful to get in contact with someone who has moved or changed employers, respondents are next asked for their Social Security numbers. A probe at this question can be used to assure respondents we would only use their Social Security number if we couldn’t contact them in any other way and like all other information collected, will be kept completely confidential. Many respondents will willingly give you this number. Others will not want to provide it. In that case, don’t push but simply say “okay,” and enter the appropriate code. Some respondents won’t have a Social Security number, and others won’t know theirs—in either case, simply enter the correct code for that response. The last two questions in the Adult Questionnaire ask respondents for their driver’s license number and the state it was issued in. Driver’s license numbers can be useful when trying to contact someone who has moved or changed employers. Respondents may have to go find their driver’s license in order to tell you the number. In California and in many other states, driver’s license numbers contain both letters and numbers, so be sure to enter both the letters and the numbers correctly. Some driver’s license numbers from states outside of California can be very long, so make sure to write down all the numbers. If you run out of room, enter a “note” that contains the entire number. If a respondent will not give you a driver’s license number, make sure to record whether it is because he/she doesn’t have a driver’s license or because he/she does not want to give you his/her license number. In the last question, be sure to enter what state the license is from using the two-letter abbreviations for states. For instance, the two-letter abbreviation for California is CA, Nevada is NV, Arizona is AZ, and New Mexico is NM. If you do not know the abbreviation for the state the license is from, ask the respondent. If he/she does not know, use the “notes” feature and enter the full state name. If the driver’s license is from Mexico, enter MX as the state code. If it is from another country, enter 99. Then go into “notes” and enter the name of the country the license is from. Like with the Social Security number question, reassure respondents that their data will be kept confidential and that we will only use their driver’s license number as a last resort when trying to re-contact them. Don’t push too hard—if the respondent says he/she doesn’t want to give you his/her license number, say “okay” politely and code the answer appropriately.

The respondent has successfully completed the Adult Questionnaire, so this screen appears:

Thank you for providing this information. You have been very helpful.
Here is a card I want to leave with you. Please hold on to it. If you move or plan to move in the next year, please send us your new address on this card. I also have this magnet that has our phone number on it. The card and this magnet give information about how to contact us if you are moving or have questions.

Read this closing screen to all respondents in a friendly and polite way as you hand them a change of address card and a reminder magnet. Be sure the respondent knows how much you appreciate his/her help, and leave the respondent with as positive and good a feeling about the survey as you can.

8.8 Household Questionnaire Module

The purpose of the Household Questionnaire module is to collect financial information. Usually, but not always, it will be the same person who is the respondent on the Adult or Parent Questionnaire. Occasionally, but not very often, you may have to administer the Household Questionnaire to more than one person in the same household. For instance, if the RSA is not related in any way to the RSC, you will have to administer the Household Questionnaire once for the RSA and his/her family (if any), and a second time for the RSC and his/her family, even though they all live in the same household.

To determine the household’s economic status, we need to know all income, expenses, debts, and assets for all people living in the household. In this section, you ask how much everyone in the respondent’s family earned from all sources during the previous calendar year. “All sources” encompasses assets and income from multiple jobs, inheritances, gambling, pensions, retirement funds, royalties, stock or bonds or other dividend income, trust funds, etc. The Introduction to this section (below) will orient the respondent to the type of questions you will be asking:

Now I have some questions about [your / your family's] income during the last calendar year, that is January through December 2000. We need this information to understand the economic status of households in Los Angeles. As with other all questions in this survey, the information you provide will be kept completely confidential.

Respondents are first asked about income from employment:

During 2000 did you yourself receive any income from a job? This includes wages, salary, commissions, and tips.

As the question indicates, “any income from a job” includes money earned as salary, commissions, and tips. It also includes income from self-employment or a business that the
respondent owns. If the respondent had income from a job during 2000, he/she is asked the dollar amount of that income. For example, Clara has two jobs during 2000 and also did occasion work on the side. Her answer to this question would be: the income for all of 2000 from the first job + the income for all of 2000 from the second job + the income she earned from her work on the side. We want Clara to report the total income before taxes were withheld or paid (also called “gross income”). Record the total income in dollars. If the respondent earned income in another type of currency during this calendar year, ask him/her to convert the amount into dollars. If the respondent does not answer or says “I don’t know,” ask the respondent to give his/her best estimate.

Married respondents or those living with a partner will be asked the same questions about their spouse/partner (i.e., during 2000, did the spouse/partner receive income from a job and if so, how much). The same questions are then asked about a respondent’s children and the children of a respondent’s spouse/partner who are age 10 and older and living in the household. If a respondent has a son/daughter who lives somewhere else and earns income from a job, his/her income does not count. In the computer, you will indicate which child, then enter the total amount in dollars. For instance, Rosario, a respondent's daughter, had two part time jobs after school during 2000, so you enter the total gross income amount Rosario made from her two jobs combined. If the respondent says, for example, “I know my daughter earned money babysitting but I don’t know how much,” ask the respondent to give his/her best estimate.

Next you will need to determine if any member of the respondent’s family had other sources of income besides income from a job:

Now I am going to read you a list of types of income that many households receive. Please tell me whether or not you [and your husband/wife/partner / and child/children] received any income from each of these sources in 2000.

Did [you / any of you] receive income in 2000 from:

INTERVIEWER INSTRUCTION: READ EACH CATEGORY:

a. Child support payments
b. Unemployment compensation
c. Workers’ Compensation
d. Social Security payments, including payments for children
   – SSI or Supplemental Security Income (a federal government program to provide money to disabled persons and low-income elderly)
   – Food stamps (income to lower income families to purchase food)
   – Public assistance payments. This includes CalWORKs, County Assistance, Cash assistance, TANF, AFDC, General Relief, Housing Assistance, or other government welfare payments
h. Energy or housing assistance from the government  
I. Foster care payments  
j. Veteran’s or VA payments  
k. Income from pensions, retirement income, trusts, annuities or survivor benefits (not including income from IRAs, Keoghs or 401(K) accounts)  
l. Alimony or maintenance payments  

The computer will fill in the specific people in the household who should be included in this question. In most households, all people in the household will be included. However, in some households, a few household members may not be included. For example, Loretta lives with her husband, her step-children (i.e., her husband's children), her mother, and her aunt. However, this question asks only about her income, her husband’s income, and her step-children’s income. It does ask about her mother’s income or her aunt’s income. While it is up to respondents to tell you whether income was received from each source, here are some definitions to guide you:

- **Child support payments:** Child support payments are money a parent pays to a child's other parent to help support the child. Child support payments can be ordered by a court or can be an informal arrangement between the child's parents. For example, Francine and Lucien were married and had two children before their divorce. Since the divorce, Francine has primary custody of the children and Lucien makes child support payments to help with the care of the children. Occasionally, a non-custodial parent makes child support payments to a government agency rather than to the other parent, most often because the government agency is giving the custodial parent public assistance. This type of arrangement counts as child support payments.

- **Unemployment compensation:** Unemployment compensation is a state-administered program that pays someone for a limited time who is not working but is trying to find a job.

- **Workers’ Compensation:** Workers’ Compensation is a state-administered program that pays cash benefits to people who are unable to work because they have been injured on the job.

- **Social Security payments, including payments for children:** Social Security is a federally-funded program that pays benefits to retirees after they reach a certain age (generally 62 or 65). The Social Security program also provides benefits to children who have lost one or both parents and under other special circumstances.

- **SSI or Supplemental Security Income:** Supplemental Security Income (SSI) is a federal government program that provides financial assistance to disabled adults and children, as well as low-income elderly.
• **Food stamps:** Food Stamps is a federal government program that provides low-income families with coupons or electronic cards (similar to credit cards) that they can use in stores to buy food.

• **Public assistance payments:** These includes CalWORKs, County Assistance, Cash assistance, TANF, AFDC, General Relief, or other government welfare payments. CalWORKs is a relatively new county-administered program providing cash assistance to families with children. However, it is continuation of an older program called AFDC and is called TANF nationally. Some people still use the older term AFDC or call it “welfare” or “county assistance.” General Relief is called General Assistance outside of California and is also a county administered cash assistance program for poor individuals and families.

• **Energy or Housing Assistance:** These are government programs for needy people to help pay the cost of housing or utilities to heat or cool the home. Housing Assistance may give cash to the individual but frequently it is given directly to the landlord. “Section 8” is the name of a well-known housing assistance program.

• **Foster care payments:** Foster children are children in the custody of a county agency because their parents are unable to care for them. Foster children are placed with “foster families,” and these families are paid money to cover the costs of caring for the foster children.

• **Veterans’ or VA payments:** Veterans’ or VA payments are provided to former military personnel (or in some cases to their family members) who have been disabled while serving their country.

• **Income from pensions, retirement income, trusts, annuities or survivor benefits (not including income from IRAs, Keoghs, or 401(K) accounts):** This category includes any money received from a pension (i.e., retirement income paid by a former employer), retirement income (i.e., income paid to retirees from a union, the military, or another source), trusts, annuities, or survivor benefits. This does not include funds received from particular types of retirement savings accounts such as Individual Retirement Accounts (IRAs), Keogh accounts (a type of retirement savings plan), and 401(K) accounts (another type of retirement savings plan). [Note: Keogh is pronounced “Kee-oh” and 401(k) is pronounced: “four-oh-one-kay.”]

• **Alimony or Maintenance payments:** Alimony (also called “maintenance payments) is money that one spouse pays to the other in the event of a divorce, either voluntarily or because of a court order. For example, Jhanet and Farouk were married for several years. When they divorced, Farouk agreed to pay Jhanet $500 a month in alimony for the first three years after the divorce. Alimony and maintenance payments are not the same as child support payments. Child support
payments go to support children; alimony payments are intended to support the ex-spouse.

If respondents indicate that someone in the household received income during 2000 from any of the above sources, they will be asked to specify which member of the household received the payment and how much that individual received. For example, if a respondent said someone in his/her family received income from SSI, the question would read “Who received income from SSI in 2000?” Be sure to probe about all family members receiving income from this source, since more than one family member can receive a given type of income.

On the other hand, do not mark down multiple respondents for a single payment or check. For example, in Sylvia’s household, she receives CalWORKS for herself and her children. That is, she gets one payment each month. It’s Sylvia herself who receives the payment—Sylvia’s children do not get separate checks or payments themselves. In this case, you would enter the code for Sylvia only, since she receives the payment. Do not enter the codes for her children—they do not receive separate payments, even though they benefit from the payment Sylvia receives. However, keep in mind that a parent may, in some cases, receive money on behalf of a child, even though the money is technically going to the child. For example, a respondent might say “Valerie actually didn't receive the money from SSI, even though we got the money because of her disability. They sent me the money directly.” For L.A.FANS point of view, this should be recorded as money going to Valerie—even though the actual check went to her mother because she is a minor, the payment was for Valerie’s disability. If a respondent indicates he/she doesn’t know the amount, ask for his/her best estimate. Record the amount in U.S. dollars and round to whole numbers—for instance, if the respondent says “Twenty dollars and fifty-five cents” enter $21.

Most houses or apartments are typically either rented by the people who live there or owned by the people who live there (or they are paying off a mortgage on the house or apartment). Therefore, respondents are asked if the house/apartment they live in is rented by someone in the household, owned or being bought by someone in the household, or neither. You will need to decide if the residence is a house or apartment and refer to it as such. Occasionally you will run into unusual situations. Here are a few examples and how to handle them:

- **The respondent says “We don't own the place yet. We are still paying off the mortgage”:** Enter the code for “owned or being bought by someone living in the household.”
• The respondent says “We rent this place now, but we are in the process of trying to buy it from the owner”: Enter the code for “rented by someone in this household.”

• The respondent says the landlord owns the apartment: Ask the respondent if he/she or anyone else pays rent to the landlord for the apartment.
  – If the answer is “yes,” enter the code for “rented by someone in this household.”
  – If the respondent says he/she receives a “Section H voucher” or some other type of housing assistance to pay the rent on the apartment, enter the code for “rented by someone in this household.”
  – If the respondent says no one in the household pays rent and they do not receive housing assistance to pay rent, enter the code for “neither.”

• The respondent pays rent to a parent; the parent owns the house and lives there too: Enter the code for “owned or being bought by someone living in the household.”

• The respondent pays rent to a parent; the parent owns the house but does not live there: This is a fairly common rental situation. Enter the code for “rented by someone in this household.”

• The respondent sublets from a roommate who pays rent to the landlord: This is another fairly common rental situation. Enter the code for “rented by someone in this household.”

• The respondent's parent rents the place for him/her from a landlord and pays the rent, although the parent does not live in the household: Enter the code for “neither,” since no one in the household either rents the place or owns he place.

If the house/apartment is rented, respondents are asked in whose name it is rented and how much rent is paid. While most apartments and houses are rented by the month, it is also possible to pay rent each week or for some other interval. Record the rental amount and interval it is paid in exactly the way the respondent answers. For example, if he/she says “It's $750 a month,” enter “750” in the space before ”per month.” If he/she says “$12,000 per year,” enter “12000” in the space before “per year.” If the rent has recently changed, record the amount of rent currently being paid—that is, how much rent was paid most recently. If the respondent says he doesn't know how much the rental payment is, ask him/her for a best estimate.
If the house/apartment is owned or being bought, respondents are asked in whose name it is owned (or being bought). They are also asked if there is a mortgage or loan on the house/apartment. A mortgage (pronounced “more-gage”) is a type of loan used to buy a house or other real estate. Generally, someone who has a mortgage or loan on a house makes monthly payments on the mortgage or loan until it is paid off.

If there is a mortgage or loan on the house/apartment, the respondent is then asked how much the total monthly payment is for all mortgages/loans on the property. For example, Luisa had a mortgage on her apartment, then took out a second mortgage to pay for some renovations. For Luisa, the answer to this question is her monthly mortgage payment plus the monthly payment on the second mortgage. Monthly payments on “home equity loans” should also be included since they are money borrowed against the equity in the house. Like with rental payments, the amount of mortgage payments can change. Record the amount most recent total mortgage payment.

Sometimes people purchasing a house/apartment via a mortgage are required to pay their property taxes and homeowner’s insurance through the mortgage company or bank, so their monthly mortgage payment includes taxes and insurance premiums. Respondents are asked if their monthly mortgage payment includes property taxes and insurance. If the respondent is not sure, press [F3] or enter “d” for “don't know” then press [Enter].

Next you hand respondents the Showcard Booklet open to Showcard #9 and ask the question (below) that appears on the screen:

Show Card #9

Please look at this card and tell me about how much do you think this house would sell for if you sold it today?

1. Less than $50,000
2. $50,000 to $99,999
3. $100,000 to $149,999
4. $150,000 to $199,999
5. $200,000 to $249,999
6. $250,000 to $299,999
7. $300,000 to $349,999
8. $350,000 to $399,999
9. $400,000 to $449,999
10. $450,000 to $499,999
11. $500,000 to $549,999
12. $550,000 to $599,999
13. $600,000 to $699,999
14. $700,000 to $799,999
15. $800,000 or more

It is always hard for people to determine exactly how much their house or apartment would sell for, especially if it has been a long time since they purchased it. However, they may have some idea of the rough price it might sell for. For example, they may know if it is more likely to sell for $150,000 rather than $100,000. If the respondent says he/she doesn't know, ask for a best guess.

The next question is only for respondents who have said that no one in the household either rents or owns the house/apartment. You’ll ask who does own or rent the house/apartment. You won’t read the responses, but rather listen to what the respondent tells you and decide which category fits best. You’ll also ask if they pay a rent or mortgage payment on the property, and if so, how much. For instance, Liz’s mother rents the apartment for her, but her mother lives elsewhere. Liz tells you that her mother pays about $450 per month rent for this apartment. Likewise, Larry’s father owns the house that Larry lives in. The father has a mortgage on the house and makes a monthly mortgage payment of $500. If the respondent says he/she does not know how much the payment is, you should ask for a best estimate. However, in some cases the respondent may have no idea at all how much it is. If the respondent is still not sure after you probe, press [F3] or enter “d” for “don't know” then press [Enter].

Respondents are then asked the number of bedrooms in the house/apartment. If a room has other uses, it may be counted as a bedroom if its main purpose is a place where people sleep. Other rooms that provide space for sleeping but are used primarily for other purposes should not be counted. For example, if Mary's son sleeps on the couch in the living room, this does not count as a bedroom even though someone sleeps there. They will also be asked how many bathrooms are in the house/apartment, and the screen will contain an instruction for you about bathroom types: a full bath has a toilet, sink and tub with shower; a ¾ bath has a toilet, sink, and shower stall; a ½ bath has a toilet and a sink; and a ¼ bath has only a toilet. We want to count all bathroom types as one bathroom. So if a house has 2 ½ baths (two full bathrooms and a half bathroom), enter three. If the house/apartment does not have a bathroom of its own e.g., the residents share a bathroom with their neighbors), enter zero and a “note” that the bathroom is shared with the neighbors.

Then respondents are asked for the number of other rooms in the house/apartment besides bedrooms, bathrooms, and the kitchen. Do not count closets and hallways as rooms. If the living room and dining area are one big area, count it as one room. A loft, studio, efficiency, or bachelor apartment is one room. For example, Sharon's apartment has two bedrooms, a study, a living room/dining room combination, a kitchen, and a small entry hall. The answer for Sharon’s apartment is two rooms—the study and the living/dining room. The entry hall does not count.
because it is not used as a room. Respondents are also asked if their house/apartment has a back yard or patio. For apartment residents, this means the apartment has its own patio or yard.

The next section of the questionnaire asks about the respondent’s assets and the assets of the respondent’s spouse/partner. People with substantial assets (such as savings or investments) find it easier to survive periods of employment, sudden illness, or other kind of hardship than those who don’t have many assets. Assets also determine how difficult it is for a family to buy a house or pay for a child to go to college. Previous questions asked whether or not the respondent and his/her spouse/partner owned the house or apartment they live in. The next question asks about other real estate they may own. “Real estate” generally means land, apartment buildings, houses, commercial building space, vacation homes, timeshares in vacation homes, or partnerships with other people who own these types of land or buildings. Real estate (as defined for this question) also includes money owed to the respondent and his/her spouse/partner on a land contract or mortgage. For example, Pierre sold some property to a Silvio. Silvio did not have enough money to pay the full price, so Pierre gave him a mortgage. Under the terms of this mortgage, Silvio had to make a down payment and pay Pierre a specific amount of money each month. Pierre is the respondent and Silvio still owes him money on the mortgage, so Pierre would include it as a real estate asset. You do not need to worry about the details of this type of transaction, since people who hold mortgages or land contracts will generally know what you are asking about.

Respondents are then asked how much they would get if they sold their real estate assets and paid off any debts on those assets. The objective of this question is to obtain an estimate of the total combined value of all the real estate owned by both the respondent and his/her spouse or partner other than the main home (the value is the difference between the sale price of the real estate and any debts owed on the real estate). For example, Nasra owns an apartment building. If she sold it today, she thinks she could get about $500,000 from the sale. However, she has a mortgage on the property that she still owes about $230,000 on. If she sold the property and paid off the mortgage, she would make a total of about $270,000 (that is, $500,000 minus $230,000 = $270,000). $270,000 is the “net value,” that is, the value of the property once all debts on it are paid off. If the property is outside the U.S., the respondent should tell you how much the net value is in U.S. dollars. If they cannot do so, a “note” and record what country the property is in, how much the property would sell for, and how much the respondent owes on the property.

For most questions in the L.A.FANS, if the respondent says “don’t know” you should probe to see if you can get an approximate answer. However, for this question and many others in this part of the Household Questionnaire, an Interviewer Instruction appears on the screen saying telling the interviewer not to probe a “don’t know” or “refuse to answer” response. Code the answer as “don’t know” or “refused,” and do not ask the respondent to give you a best guess.
Instead, a technique called “unfolding brackets” will be used (seen in the next question, below) to help respondents who cannot answer. The technique asks first whether the amount is larger than “X” (an amount of money); if the answer is not, is it smaller than “Y” (another amount of money).

Would it amount to $350,000 or more?

1. Yes
5. No

If the respondent replies “yes,” the computer will take you to this question:

Would it amount to $1,500,000 or more?

1. Yes
5. No

If the respondent had earlier said “no, it would not amount to $350,000 or more,” this question would appear:

Would it amount to $100,000 or more?

1. Yes
5. No

If respondents told you earlier that they owned real estate beside their primary home, they will be asked if they or their spouse/partner currently receive any income or rent from the property. For example, Magda owns land, which she rents out to sport teams. Every month she receives rent from the teams, so her answer is “yes.” Respondents are then asked how much, before expenses, they received from this property during the calendar year 2000. Rental income from a business or farm respondents own should not be included here. Again, if a respondent does not know or refuses to answer, do not probe. A series of “unfolding brackets” questions—much like those asked above—will be asked to help the respondent estimate the amount.

Now respondents are asked if they or their spouse/partner own all or part of a business or farm. For example, Lingshi and Mario own part of a farm, and the other part is owned by Lingshi's parents. So in Lingshi and Mario's case, the answer “yes.” Respondents answering “yes,” will then be asked about how much they would get if they sold it, then paid off any debts on it (i.e., the “net value”). Do not probe for a best guess if the respondent doesn’t know or refuses to answer this question. Again, instead a series of “unfolding bracket” questions will help determine the amount. If the business is outside the U.S., ask for the net value in dollars. If respondents cannot give the answer in U.S. dollars, enter a “note” indicating what country the
business is in, how much the business would sell for (in the currency of that country), and how much the respondent owes on the business (in the currency of that country).

Respondents indicating they or their spouse/partner own all or part of a business or farm are then asked if they received any income from that farm or business during the calendar year 2000, and if so, how much did they receive in net income/profit. Like in previous questions asking for amounts, if the respondent doesn’t know or refuses to answer, do not probe for a best guess. A series of “unfolding brackets” questions will help determine an estimated amount.

Next respondents are asked if they or their spouse/partner currently have any money or assets in an Individual Retirement Account—that is, in an IRA, a Keogh Account, or a 401(k) account. An IRA—usually said “I- R-A” although some people say it like the name “Ira”—is an account with special tax status designed to help people save for retirement. Through these accounts, people put money into bonds, stocks, money market accounts, and other types of financial investments (however, be careful—not all money market or mutual fund accounts are IRAs). You cannot generally withdraw the money until you retire without paying a large penalty. A new kind of IRA is called a “Roth IRA.” Keogh (pronounced “Kee - oh”) accounts are another type of account designed to help people save for retirement and are named for the member of the U.S. Congress who sponsored the law establishing this kind of account. 401(k) accounts are also a special type of retirement account and are named after a section of the federal tax law. If respondents or their spouses/partners have any money in an Individual Retirement Account, they are asked how much. Again, don’t probe for a best guess if a respondent doesn’t know or refuses—“unfolding brackets” questions will help arrive at an estimate.

Respondents are also asked if they or their spouse/partner withdrew any money or received any payments from their IRA, Keogh, or 401 (k) accounts during the year 2000, and if so, the amount. Record the response in the way the respondent gives it to you. This could be the total amount or an amount per a particular time period. For instance, if a respondent says “We receive $350 every month,” you would record the answer that way. In most of the other questions in this section, you are instructed on the screen not to probe if the respondent says “don't know.” For this question, there is no interviewer instruction to that affect on the screen—if a respondent says he/she does not know, ask him/her for a best estimate.

The next question asks respondents if they or their spouse/partner currently have any shares of stocks, mutual funds, bonds, or other investments (other than ones already mentioned). If a respondent had shares of stock but sold them off yesterday, the answer to this question is “no” because at the time of the interview, he/she did not own them. Stocks are a way to own an interest in a public company. If I own a share of stock in AT&T, I own a (very small) part of the AT&T company. Stocks of companies that are doing well pay income to stock owners. Stock owners can also make money by holding on to a stock and trying to sell it when it increases in
value. Mutual Funds are a way of owning small pieces of stock in a large number of companies. Bonds are a way to loan money—and charge interest on that money—to a corporation or government. Savings bonds and treasury bills are specific kinds of bonds that the U.S. government issues. If you buy a savings bond, you are lending the U.S. government money. In return, the government pays you interest and returns your money after a certain period of time. You do not need to know these definitions. People generally have a pretty good idea whether they own stocks, bonds, or mutual funds. This question asks whether the respondent (and/or the spouse/partner) has any shares of stock, mutual funds, bonds, or other investments, at the time of interview. For example, if the respondent had shares of stock but just sold them off yesterday, the answer to this question is “no.”

Respondents answering “yes” are then asked the “net value” of these stocks, bonds, or mutual funds (meaning, if they sold all of them and paid off any debt related to those assets, how much would they net). Like other questions asking for “net value,” do not probe if a respondent doesn’t know or refuses to answer—“unfolding brackets” questions will help determine that approximate amount. Respondents answering “yes,” are also asked if the investments paid any dividends during the year 2000. “Dividends” and “interest” are types of interest you receive if you own stocks and/or bonds (dividends income is sometimes called “capital gains”). If the respondent sold shares of stock, bonds, or mutual funds, the amount of money he/she made should not be included here. The question here is whether the respondent received any income (that is, dividends and interest) on the investments he/she owned in 2000.

Those who were paid dividends or interest income during the year are asked how much they received. As per many questions in this section, this is an “unfolding brackets” question where you do not probe for a best guess, but instead allow the answers to successive questions to determine an estimate.

Respondents are also asked if, aside from what has already been reported, if they or their spouse/partner currently have any checking or savings accounts, certificates of deposit, or money market funds. If a respondent had a money market account but just closed it out, the answer to this question is “no.” Checking and savings accounts are usually held at a bank or credit union. Checking accounts let you write checks on the money in the account. Savings accounts are designed to help you save money and pay interest on the money. Certificates of deposit are issued by banks, credit unions, and other financial institutions as a way of lending the bank money for a certain period of time. In exchange for the loan, at the end of the period the bank pays the original amount plus interest. Money market accounts are a type of mutual fund that invests only in fairly secure money-related investments. Many people use money market accounts just like checking and savings accounts. You do not need to know these definitions—people generally have a pretty good idea whether they have these types of accounts.
Those answering “yes” are asked if they added up all such accounts, about how much would they amount to right now. This is another “unfolding brackets” question where you do not probe for a best guess, but instead let the succeeding questions determine that estimated amount. They are also asked if these accounts or money market funds paid any interest in the year 2000, and if so, how much. Again, “unfolding brackets” questions help determine an answer rather than you probing for a best guess.

Next respondents are asked if they or their spouse/partner own one or more cars. Only cars that work should be included, although the respondent himself/herself should determine whether or not a car is “working.” Respondents are also asked about other vehicles like boats, trucks, trailers, motor homes, airplanes, etc., and then asked what the “net value” of all their vehicles would be—that is, what would they be worth if sold today and any debts on them paid off. Again, don’t probe for a best guess. Let the “unfolding brackets” questions that follow determine the estimated amount.

Now a message appears on the computer screen telling you to assure respondents you have just a few more questions about their household finances. Then you ask respondents if they or their spouse/partner have any other savings or assets, such as jewelry, money owed to them by others, a collection for investment purposes, rights in an estate where they are the beneficiary, other trust funds, or an annuity. If they answer “yes,” they are asked for the “net value” of those other assets, and “unfolding brackets” questions help determine that amount if respondents don’t know or refuse to answer. Those answering “yes” will also be asked if any of those other savings or assets paid any income during 2000, and “unfolding brackets” questions help determine an estimate if a respondent doesn’t know or refuses to answer.

Last, respondents are asked if they or their spouse/partner received any other income not yet mentioned during the calendar year 2000 (e.g., consulting fees, royalties, financial support from relatives, etc.). Do not probe if the respondent doesn’t know or refuses to answer. Another series of “unfolding brackets” questions will help determine that approximate amount.

### 8.9 Parent Questionnaire Module

The Parent Questionnaire module is administered either once or twice in households with children (it is not administered at all in households without children). It is designed to collect information about the Randomly Selected Child (RSC) and that child’s sibling (SIB) from the child's parent (generally the mother) or guardian about the child's daily life, education, and behavior. There are a few differences between the questions appearing on the screen for the first
child (the RSC) and for the second child (the SIB), so that if possible, the same question about
the household is not asked twice.

The parent selected for this interview is generally the RSC’s mother. Even in cases
where both the father and mother share equal responsibility for care of a child or the father is the
primary care giver, the mother of the child is selected if she is available. Selecting the same
parent in every household enhances the reliability of the data. If, during the rostering process, it
was determined that the child did not live with his/her mother or the mother was unavailable for
an extended period of time or incapacitated by long term illness or other problems, the program
determined who was primarily responsible for looking after the child and selected that person for
the Parent Questionnaire. If the person answering the rostering questions gave incorrect
information and the rostering program selected someone for the Parent module who is not the
child's mother and is not primarily responsible for the child, the first section of the Parent
Questionnaire will determine that.

8.9.1 Relationship to Child

The first question in this section confirms the relationship between the child and
the respondent based on the Roster. If that relationship is incorrect, the respondent is asked how
the child is related to him/her, and the codes used are identical to the codes used in rostering (see
Exhibit 6.2). If the child’s mother (or step-mother or foster-mother) lives in the household but
the respondent for the Parent Questionnaire is not the child’s mother (or step-mother or foster
mother), the computer will ask you to fill in the reason she is not being interviewed. This is not a
question for the respondent. If you need more information to complete this question, probe with
the respondent on the reason why the mother, step-mother, or foster mother cannot be
interviewed. Make sure you provide as much detail as possible when you specify this reason,
using the “notes” feature if you need more space.

If the respondent is not the child’s mother, step-mother or foster mother, a question on
the screen will ask you to confirm with the respondent that he/she is the person in the household
who has primary responsibility for the child. Some children have more than one place that they
live. For example, a child may sometimes live with his father and sometimes with his mother.
In this case, the father might say “His mother [who lives somewhere else] has primary
responsibility for him.” So you would probe to determine if the respondent has primary
responsibility for the child when the child is in his household.

If the respondent indicates that he/she is not the person in that household who has
primary responsibility for the child, you will see this screen:
INTERVIEWER: RESOLVE WHO ACTUALLY HAS PRIMARY RESPONSIBILITY IN THIS HOUSEHOLD FOR THE CHILD. MAKE CORRECTIONS AND BEGIN WITH CORRECT RESPONDENTS.

It is unlikely that you will ever see this screen, but it’s essential to know how to handle it if you ever do. Talk to the respondent to find out who really is the person in the household primarily responsible for the child. If it is someone other than the respondent, make a detailed note using the “notes” feature, contact the correct respondent (in other words, the person primarily responsible for the child in this household), and interview that correct respondent.

Each time you administer this questionnaire module, the birth date of the child will be asked. Respondents will almost always know the day, month, and year of the child’s birth. In rare cases, you may have to prompt them with a question like “What year do you think it was?” The questions asked throughout the survey are based on the child’s birth date and age, so it is very important to get the respondent to give you her best guess of the day, month and year. If the respondent cannot remember the day, month, and year, ask whether it would help him/her to ask someone else in the household or to find a written document (like a birth certificate or other record) to determine the birth date. If, after several probes, the respondent simply cannot give you the month but does know the year, enter “d” for month and type in the year. Similarly, if they know the month but not the year, type in the month and enter “d” for year.

The computer then confirms the child’s age based on the information you just entered. Parents sometimes misreport the year. For example, a mother may forget whether her daughter was born in 1988 or 1989. By calculating the child’s age and verifying it with the respondent, we can check to see that she gave us the correct year. For example, if the respondent told you the child was born in June 1991 (and the interview is being conducted in November 2001), that means that the child should be 10 years old. However, when you ask “So this means that Evelyn is 10 years old. Is that correct?” the respondent may say “No, she is 11 years old.” In that case, say to the respondent “That means she must have been born a year before. Is that correct?” Since Evelyn was actually born the year before (in June of 1990), use the up arrow key to back-up to the previous screen and correct the birth year.

Keep in mind that the age appearing on this screen is “age at last birthday” (that is, the age the child became on his or her last birthday). In general, when people say “Sonia is 5 years old,” they mean that she turned five on her last birthday. However, some respondents will say “She’s going on six years old” or “She is about to turn six.” In this case, even though Sonia may have a birthday tomorrow, she is still five years old by our definition. Children who have not yet had their first birthday are actually zero years old (because they have not yet had their first birthday). But the idea that someone could be “zero” is very confusing and not the way people
normally talk about age. For this reason, for children who have not yet reached their first birthday, the fill in this question will be “less than one year old.”

8.9.2 Current Residences

Since some children have two or more homes that they stay at regularly, the first question in this section asks about the child’s living arrangements. The question asks whether the child lives only in the home or also stays the night in another home on a regular basis. “On a regular basis” is the operative phrase and does not include an occasional sleep-over at friends’ or relatives’ homes, summer camp, school or club trips, or occasional out-of-town trips. If there is any doubt about whether an arrangement is “regular” it is up to the respondent to decide. The most common example is a child whose parents are divorced or separated and who lives part of the week with his/her mother and part of the week with his/her father. For this child, the answer to this question would be that the child also stays at another home regularly. “Another home” can also include a school or other place. For example, if a child sleeps three nights a week in his school dormitory, but comes home to stay the rest of the week, the answer to this question would also be that the child stays at another home regularly.

For children who do regularly stay the night somewhere else, the next question asks how often they spend the night in this house or apartment (that is, in the house or apartment where the interview is taking place). Record the respondent’s answer in whatever form she gives it. For example, if she says “Barry stays here about 5 nights a week,” enter “5” in the space provided before “nights per week.” If she says, “about 20 nights per month,” put “20” in the space provided before “nights per month.” Be careful to enter the number of nights in the correct space. For example, if the respondent says, “20 nights per month” be very careful that you do not type in “20” in the space before “nights per year.” If a respondent says she doesn’t know how often a child stays in the home, her best guess is fine. If the respondent asks, she does not need to exclude occasional sleep-overs at friends’ or relatives’ homes, summer camp, or occasional out-of-town trips from the number of nights spent at this house or apartment.

The next question asks how many other places the child stays at on a regular basis—that is, places other than the household where you are conducting the interview. Again, “on a regular basis” is the key phrase. If there is any doubt about whether an arrangement is “regular” it is up to the respondent to decide. If a child stays regularly at another household, the respondent is asked who lives in that other household. Record all the people the respondent tells you live in that household. It is important to ask the question even if you think you already know the answer and to probe “anyone else?” If the child stays at two other places regularly, the respondent will need to determine where the child spends most of his/her time (other than the
home where the interview is being conducted). For instance, if the respondent is the step-mother and the child also stays regularly at his mother’s house and at his grandmother’s house, the step-mother will need to determine which place the child spends most of his/her time. For example, a respondent might say, “It’s his father’s house.” Code “father” but don’t stop there—ask “Does anyone else live there?” You might find out, for example, that the father lives with his new wife (who is the child’s step-mother).

All the relationship codes in this question refer to the child, not the respondent. For example, a respondent (who is the child’s mother) may say, “That’s my sister’s house.” In that case, you should code “aunt” because the person is the child’s aunt. If you have any doubt at all about what relationship the person has to the child, you should ask the respondent. For example, you could say “That’s Latisha’s aunt, right?”

Then the location of the other place the child stays is asked, and you should record the street, nearest cross-street, city, and state (and country, if applicable). If there is more than one place, ask for the other place the child spends the most time.

8.9.3 Residential History
In this section of the Parent Questionnaire we collect information on whether the child has lived with the respondent his/her entire life and if not, on the child’s past two-years residential history. First, respondents are asked if the child has lived with them since he/she was born (“lived with you” means living with the respondent herself). If the child has gone to summer camp, on short trips, or spent periods of less than one month with relatives or friends, he/she can still be counted as living with the respondent all the time since birth. However, if the child spent three months, for example, living with his grandmother or lived with a foster family for several months, the answer to this question is “no.”

Some children have complex living arrangements that change considerably over time, and “entire life” can sometimes be hard to define in these cases. If the child has lived at least part-time all of his life with the respondent, then it counts as “living with you all the time.” For instance, for children who split their weeks between their two parents regularly for their entire life (say, three days in one parent’s house and four days in the other’s house), the answer here is “yes” the child has been living with the respondent his/her entire life. However, if the child spends most of the year with his mother and spends summers with his father, then the answer is “no,” the child has not lived with the respondent all the time since he was born. Ultimately, you have to rely on the respondent’s answer and judgment in cases such as these.

If the answer is “yes,” the next section of the questionnaire (Birth Place/Immigration) begins. If the answer is “no,” the respondent is asked if the child has been living with her for the
two-years prior to the interview (the computer will automatically fill the correct date in for this question). As in the previous question, don’t count summer camp, short trips away, sleep-overs, or stays with relatives or friends of less than one month. However, if a child stayed with a relative or friend for a month or more during this two-year period, the answer is “no.”

If you are conducting the Parent interview for the SIB and the SIB has not lived with the respondent for the entire time since he/she was born, the respondent will be asked if the SIB has been living with the RSC during the past two years (the computer will fill in the names of the children and the appropriate dates). As in the questions above, don’t count short periods living apart, like summer camps, field trips, and periods of less than one month apart. However, periods of longer than one month apart should be counted as not living together.

The respondent will also be asked the date the child began living with her. If the child moved in with the respondent and has lived with her continuously since then, this question asks for the date the child began to live with the respondent. For example, in the case of an adopted, foster, or step-child, the child most likely did not live with the respondent at birth and came to live with the respondent some later time, so the respondent should give you the month and year when the child came to live with her. If the respondent says that the child has lived with her before (or if this is apparent from responses to earlier questions) ask the probe question: “When did [name of child] start living with you again this time?” Where the child and respondent have more than one period of time of not living together, we want to know the most recent date the child started living with the respondent. If a respondent does not remember the exact month and year, it is important to get a best estimate.

Respondents will also be asked where the child lived just before coming to live with her. For instance, you are interviewing Sonia’s step-mother. Sonia lived with her mother from the time she was born until about 10 months ago, when she moved in with her father and step-mother. She has lived with her father and step-mother all the time since then, even though she went away to camp for three weeks last summer. The date the respondent (her step-mother) gave you in the question before was the date 10 months ago. Now you will need to enter the street her mother lives on (where Sonia lived just before moving in with her father and step-mother), the nearest cross-street, the city, and the state (and country if applicable). Since you will only collect locations where the child lived in the past two years, respondents should be able to report these fairly easily. Be sure to record the address where the child actually lived at the time he or she lived there. For example, if the child lived with his/her grandmother at 2656 Pico Blvd., but the grandmother now has moved to 11567 Olympic Blvd., you should record the Pico Blvd. address not the address where the grandmother now lives.

You will next ask the respondent who the child was living with at the address just given.
Code the relationship of the people living at that address to the child and not to the respondent. If you have any doubt at all what relationship the person is to the child, ask the respondent. There may have been several people living at this address when the child lived there. You need to use the probe “anyone else?” until you are sure that you have listed all the people who lived at the address when the child did. Then you will ask when the child first started living at that address (i.e., the address previous to the one the child lives at now). If the respondent cannot remember the exact date, probe for an approximate date. If a child has moved several times in recent years, you may need to ask the respondent where the child lived prior to the last address, making sure to enter the street, nearest cross-street, city, and state (and country, if applicable). For example, if Judy lives with her mother now but lived last year with her grandmother and then before that with her aunt, you will need to record her aunt’s address as well. Like the previous question asking who lived in that household when the child lived there, you will next ask the respondent who the child was living with at that address and coding the relationship of the people living at that address to the child and not to the respondent. Ask the respondent if you have any doubts, and be sure to probe with “anyone else?” until you are sure that you have listed all the people who lived at the address when the child did. You’ll also need to record when the child started living there.

The last question in this section asks about any other addresses the child has lived at during the past two years. Since this question will appear only for children who have lived more than three places in the past two years (or since birth, if the child is less than two years old), you will not see it often. Record the number of other addresses.

8.9.4 Birth Place/Immigration

The first question in this section asks where the child was born. All you need to enter is the city and state. If the state is not in the U.S., ask which country the child was born in. Even if you think you know which country it is, you should ask.

If the child was born outside of the U.S., you should ask both for the name of the city or town where the child was born and the state, province, department, or region. For example, if a child was born in the city of Quetzaltenango, Guatemala, you should also record the department, which is Quiche. You do not need to know how each country is divided up to do this. Instead just ask “What part of the country is that in?” For instance, if a child was born in Veracruz, Mexico, you should say “What part of Mexico is Veracruz in?” The respondent will then give you state that Veracruz is located in. If she says “It’s in the southwest of Mexico,” ask “Does that region have a particular name?”
The next question is asked only if the child was born outside of the U.S. Many children who are born outside the U.S. are American citizens either because their parents are citizens or because they became naturalized citizens; others are permanent residents or on visas. Enter the answer the respondent gives you but code only one response. If she gives you an answer other than U.S. citizen, permanent resident, or on a visa (or a particular type of visa), code “Other Status, Specify” and enter what type of “other status” the child has. For example, the child may have refugee status, temporary asylum, or TPS (temporary protected status).

Some respondents may volunteer that their child does not have any papers or documents that allow him/her to stay legally in the U.S. In that case, indicate that in the computer and move on to next question. This question and the ones that follow may be sensitive for some respondents. If you are straightforward and matter-of-fact in your manner, you are more likely to give the respondent the idea that these questions are no big deal and make them feel more relaxed. If necessary, you can reassure the respondent that this information is completely confidential and will not be given to anyone. However, reassure respondents only if it is clearly necessary. Excessive reassurance can make respondents more worried, even though you are trying to calm their fears.

8.9.5 Missing Parents

The questions in the first part of this section are for children who live with only one of their parents. Households where the child lives with both parents will be skipped out of this section. The first question determines whether the child's other parent (that is, the parent the child does not live with) is still alive (for the purposes of this section, we will assume it is the father). For example, if the child lives only with his mother, this question asks whether his father is still alive. Code the response the respondent gives you. Some respondents do not know (or in some cases, do not want to tell you) who the father of the child is. If the respondent tells you she does not know who the father is, enter that code. Do not probe.

A respondent may volunteer at this point that the child was adopted and that the child does not have another adoptive parent. For example, a single woman may have adopted the child herself and there is no adopted father. If the respondent tells you the child is adopted and that there is no adoptive father, code the response appropriately. If you have any doubts, you should ask “Does [CHILD] have an adoptive father?” However, be careful. Some respondents who have adopted children may tell you that the child is adopted in order to clarify whether you are asking about the child's adoptive father (that is the man who adopted the child) or biological father (that is the man who fathered the child). For example, when Susan was born, a married couple, Martina and George, adopted her. Later on, Martina and George got divorced. Susan is
now living only with Martina. In response to this question, Martina says “Do you mean Susan's biological father?” You should then ask “Does Susan have an adoptive father?” If Martina says “Yes, she has an adoptive father,” ask whether the adoptive father is still living and code the correct response. On the other hand, if she says “No, she does not have an adoptive father,” then enter the code indicating that.

Now you will hand the respondent Showcard 3 and ask her what group or groups listed on the card best describe the child’s race or ethnic origin. Like earlier questions of this nature, enter codes for all the groups the respondent states. If the respondent says, “other” and tells you an ethnic group that clearly fits into one of the ethnic groups listed, probe. **Do not use “Other, specify” unless the response absolutely cannot fit in any other category.** The following question is similar to this question but asks the respondent for the one single group that best describes the child. Again, if the respondent says, “other” and tells you an ethnic group that clearly fits into one of the ethnic groups listed, probe and do not use “Other, specify” unless the response clearly does not fit any other category.

If a child’s father is still alive, the next question asks where he lives. Record the city and state the father lives in. If it is not located in the U.S., ask which country it is, even if you are pretty sure. For example, if a respondent says “He lives in San Salvador,” you should ask either “Which country is that in?” or “That's in El Salvador. Correct?” Some respondents who did not say so earlier will now tell you that the child was adopted and does not have another adoptive parent. If the child was adopted and does have another adoptive parent, enter the city and state where the other adoptive parent lives. If the child was adopted and does not have another adoptive parent, code appropriately. Other respondents who did not say so earlier will now tell you that they do not know who the child's father is. In this case, code appropriately and move to the next question. In some cases, a respondent simply does not know where the other parent is living. In this case, press [F3] or enter “d” for “don't know” then press [Enter].

If the respondent gave you an address for the other parent, the next question will ask if that address is in Southern California. If you know for certain that the place the respondent told you is or is not in Southern California, you do not have to ask this question—simply enter the correct response (the definition for Southern California is the same as the definition appearing in Section 8.4.5). If you disagree with the respondent's answer (for example, he says Los Angeles is not in Southern California), enter the respondent's answer but use the “notes” feature to indicate this. If you don't know where the place the respondent mentions is, ask the respondent and accept her answer. If the father lives in Southern California, the respondent will also be asked what street he lives on, as well as the nearest cross-street.

The next question, and several after it, deal with the child’s paternity if the child’s mother and father were not married when the child was born:
A child’s natural birth father can be made the child’s legal father by going to a judge in a court, going to the child support office, or signing a special form in front of witnesses or a notary public.

Have any of these things been done to try to make [you / the birth father] [CHILD]’s legal father, no matter what the outcome was?

1. YES
2. NO

[IF VOLUNTEERED] R DOESN'T KNOW WHO THE FATHER IS
[IF VOLUNTEERED] R SAYS FATHER'S NAME/OWN NAME WAS ON BIRTH CERTIFICATE

In general, if the parents are married to each other when the child was born, the child has a legal mother and a legal father. However, when the parents are not married at the time the child was born, the father's status as the legal parent is less clear. To establish paternity (that is, to become the legal father), men who were not married to the mother at the time a child was born often go to court or to a child support office, or they sign a special paternity form in front of witnesses or a notary public.

Sometimes men want to establish paternity so that they can make legal decisions regarding a child's future. For example, legal parents are more likely to be able to gain custody of children or to be able to cover their children under their health insurance plans. Sometimes women want to establish that a man is the legal father of a child, often as a means of seeking child support. For instance, mothers can sue in court (called a “paternity suit”) to establish that the man who fathered her child is the legal father of the child. Paternity suits are generally filed as a way to get child support payments from the father. Social service agencies also are interested in establishing paternity, in some cases as a way to get fathers to pay child support to women who are receiving welfare. Regardless of the reason, this question asks the respondent whether anything was done to make him (if the respondent is the child's father) or to make the father (if the respondent is the child's mother) the legal father of the child. Enter the response the respondent gives you. At this point, a few respondents may say that they do not know who the father is. In this case, enter the appropriate response code and move to the next question.

If a father’s name was put on a child’s birth certificate, the next question asks if anything else was done (aside from having his name on the birth certificate) to designate him as the legal father of this child, and the following question asks specifically what. Do not read the responses to the respondent. Let the respondent tell you what the father did and then code it into the category that most closely fits the answer. If the response does not fit into a category, code it “something else, specify” and enter what the respondent says.
Even though a father tries to establish paternity (or a mother tries to establish that a man is the father of her child), it doesn't always work. For example, if a mother cannot prove that a man is the father of her child, a court or judge may not declare him to be the legal father. The next question asks whether, as a result of the action taken, the man actually was judged or declared to be the legal father of the child. Enter the answer that the respondent gives you. If the respondent is unsure, ask what she thinks is true.

If a respondent was not married to the child’s father when the child was born, she is then asked if she married the child’s father after the child was born. If she did but the father is no longer living in the household, the next question asks if they are divorced or separated. “Separated” includes both legal separations and non-legal separations (that is, where a couple decides to live apart without getting legally separated). Occasionally, a respondent may reply that she is still married to the child's father but that he lives somewhere else. If this is the reply, code it appropriately. If the respondent says that she is still married to the child's father and the father does live in the household, you need to clarify who the other parent is—use the “notes” feature to explain who the other parent is and let your supervisor know about the problem as soon as possible.

In instances where the respondent is still married to the child’s father and the parent doesn’t live in the household, this question appears:

Why does [CHILD]'s [father / mother] live somewhere else?

BECAUSE OF WORK/SCHOOL/ MILITARY SERVICE/ HOSPITALIZATION
/JAIL OR PRISON
PREFER TO MAINTAIN SEPARATE HOUSEHOLDS
LIVES WITH SOMEONE ELSE (GIRLFRIEND/BOYFRIEND, ANOTHER MAN/WOMAN, PARTNER)
MARITAL PROBLEMS
NO LONGER ROMANTICALLY INVOLVED
OTHER, SPECIFY

Do not read the responses. Simply enter the response code that fits the respondent's answer best. For some respondents, this question may be sensitive if the other parent is in jail or living with another woman or man. If you are very matter-of-fact and straightforward about asking the question and recording the response, you will help put the respondent at ease.

If the child’s parents are separated or divorced, the respondent will be asked if she received any child support payments during the past 12 months (that is, from the date 12 months before the interview up through the interview day). A “child support payment” is money that one parent receives from the other in order to pay for part of the child's expenses, and generally,
the parent the child lives with receives the child support payment from the other parent. Child support payments can result from a court order, a divorce settlement, or an informal agreement between the two parents. (Parents do not have to have been married to each other for one to pay the other child support.)

In this question, child support payments both for the child and for his or her brothers and sisters are asked about since most parents make child support payments for all their kids in one lump sum. For example, Jorge and Julia were married and had three children. Later they divorced, and the children live with Julia. Jorge generally makes one child support payment each month to Julia, which covers all three children. In some households, mothers have children from two or more marriages or relationships. For example, Rebecca had two children with John (Jack and Ari) and one child with Louis (Susan). Both John and Louis make child support payments to Rebecca for their own children. Since the RSC is Jack (John's child), we are interested in whether John makes child support payments to Rebecca for Jack and Ari and not in any payments Louis did or didn’t make.

Respondents were previously asked how much child support they received in the last 12 months. Now they are then asked to think about how much child support they have received in the last 30 days. It is important to read the question properly, so that the respondent knows that you are switching time frames and are now asking about the last 30 days. If the respondent does not know the exact amount, probe for a best estimate.

You will now see this screen, which you should read to the respondent to introduce the topic of the next four questions:

Now I want to ask you about conflict you may have with [CHILD]’s [father / mother].

These questions will appear only if the respondent is separated or divorced from the child's father.

Parents sometimes disagree over how a child is raised, so the first question asks how much conflict the respondent has with the child’s father over how the child is raised—none, some, or a great deal. Only if the respondent voluntarily states that she and the child’s father have no conflict about anything, should you use the “NO CONFLICT ABOUT ANYTHING” code. The same question (with identical response categories) is then asked with regard to how the respondent spends money on the child, how much child support the father pays, and how much time the father spends with the child.

If a child lives with someone other than his/her parents (e.g., with his/her grandmother and aunt but not his/her mother and father), the computer will skip over the preceding questions.
in this section and using Showcard 3, begin with a question asking for the child’s absent mother’s race/ethnicity. If more than one race/ethnic origin category is selected, the next question will ask the respondent to select the one group that best describes the child’s mother’s race/ethnicity. The same two questions are also asked about the child’s absent father’s race/ethnicity. Follow the guidelines for coding this that appear earlier in this section.

The respondent is then asked if the child’s biological mother is still alive, and if she is, where she lives. Record the city and state (and country if necessary), and then indicate if it is in Southern California. If it is in Southern California, enter the street and nearest cross-street. The same questions are then asked about the child’s biological father. Next the respondent is asked why the child lives with the respondent rather than with his/her parents:

Why is [CHILD] living here with you rather than with [his/her / mother/father/parents]?

(SELECT ALL THAT APPLY)

CLOSER TO CHILD’S SCHOOL OR JOB
CHILD LIVING HERE TO HELP R OR ANOTHER PERSON IN HH
PARENT IN PRISON OR JAIL
PARENT (PHYSICALLY) ILL
PARENT MENTAL ILLNESS
PARENT DRUG OR ALCOHOL USE
PARENT BEAT, ABUSED OR NEGLECTED CHILD
PARENT AND CHILD CAN’T GET ALONG
PARENT FINANCIAL PROBLEMS
PARENT HAS LEFT THE COUNTRY (VOLUNTARILY, DEPORTED, OTHER)
PARENT MOVED AWAY FOR WORK/SCHOOL
PARENT TRAVELS FOR WORK
FOSTER CARE
OTHER, SPECIFY

Do not read the response categories but instead code the answer that fits the best with what the respondent says. If the respondent’s answer fits more than one code, enter as many as apply.

The next question collects information on child support payments the respondent receives from the child’s mother and/or father in the last 30 days. Consider only child support payments made by the child's parent or parents for the child and any of the child's brothers or sisters who are living here with the respondent, and then record the amount in the next question. If the respondent doesn’t know the amount, probe for a best guess.

The respondent is next asked about conflict he/she may have with the child’s parents. This question and the following three questions ask the respondent how much conflict he/she has
with the parents over how the child is raised, how money is spent on the child, how much child
support is paid for the child, and how much time the parents spend with the child.

If a child's father does not live in the household (i.e., the child lives with his/her mother
and the father does not live with them or the child does not live with either his/her mother or
father), the respondent is asked how old the child’s father was when the child was born. Be
careful that you do not record the father’s age right now—make sure the respondent understands
we want the father’s age at the time the child was born. If the respondent doesn’t know, probe
for a best guess.

For children whose father’s do not live in the household, how much education the father
had completed at the time of the interview is also asked. Keep in mind the word “completed.” If
a respondent says, “He's in 11th grade,” do not code 11th grade, because the father cannot have
completed a grade that he is still in. Instead say “That means that the highest grade he completed
is 10th grade. Is that correct?” If the father has not completed any year of school (in other
words, he never went to school or he went, but never completed the year), code “none.” If he
completed 12 years of school, that normally means he graduated from high school. Ask “That
means he graduated from high school. Is that correct?” If the father completed twelve years of
school but did not graduate from high school and did not get a GED, clarify what the situation is.
Most likely he either graduated from high school or has completed some vocational school or
college.

The respondent is then asked if the child’s father is currently married, and if the child is
one year old or older, how frequently during the past 12 months the child has had telephone
contact with his/her father or received a letter from his/her father. The question is not asking
whether the respondent received phone call or letters from the father about the child or whether
the respondent talked on the phone with the father about the child. The goal here is to find out
whether the child talked on the phone with his/her father or received letters from his/her father.
It may be surprising to think of very young children (for example, one year olds) talking on the
phone or receiving letters. However, some very young children do regularly talk on the phone
(even if only briefly) with absent parents or do receive letters from absent parents that someone
reads to them. If the respondent says something like “She is too young to talk on the phone or
receive letters,” ask “Does that mean she has not talked on the phone or received letters from her
father in the past 12 months?”

The next question then asks when the last time was that the child saw his/her father.
Record the month and the year. If the respondent is unsure of the exact month when the child
last saw his/her father, probe for an approximate month. If the child has never seen his or her
father, enter the code for “never.” If the child has seen his/her father in the past year, the
respondent is asked how often the child saw his/her father during the past 12 months or since the
child was born if the child is younger than 12 months old. The screen instructs you to read the
response options list, so you will say “Did he/she see him about once a year, several times a year,
once to three times a month, about once a week or several times a week?” Code the response the
respondent gives you. If the respondent says something else, select the category the answer fits
best and then confirm this with the respondent. For example, if she says “He sees him
everyday,” say “So that means he sees him several times a week. Correct?”

The questions in the next section are for children whose mothers are not in the household. The
same series of questions asked about the father not living in the home are asked about the
mother not living in the home: how old the mother was when the child was born; how much
education she’s completed at the time of the interview; if she’s married; how often during the
past year the mother has talked on the phone with the child or sent the child a letter; when the
child last saw his/her mother; and how frequently the child sees his/her mother (if the child has
seen his/her mother in the last year). Some respondents are asked both the questions about
absent fathers and these questions about absent mothers because neither of their parents lives in
the household.

If a child is age six or older and his/her father is still alive and the child has seen the
father in the last year, four questions about participating in activities with the child during the
past 12 months are asked (these questions are asked regardless of whether or not the father lives
in the household). First the respondent is asked if the father, during the past 12 months, ever
worked on homework or school projects with the child. School projects can include things like a
school play, a science project, or the construction of a model. Just record whether the respondent
says “yes” or “no.” If the respondent says she doesn't know, ask whether or not she thinks the
father worked on homework or school projects with the child. If she continues to say she doesn't
know, code “don't know.” Then the respondent is asked if the father ever looked at books or
read with the child. In other words, did he and the child turned the pages of a book together and
look at the pictures or did he read the book to the child or have the child read the book to him.

Next the respondent is asked if the father ever went to school-related activities with the
child. In other words, did the father go with the child to a school play or performance, go on a
school field trip with the child, or go to similar school-related activities with the child. Events
such as attending “parent-teacher night” are generally not included because they typically do not
involve the child himself/herself. However, don’t probe—just enter the response the respondent
gives you. In the last question in this section, the respondent is asked if the father ever engaged
in outdoor activities with the child, like sports (playing or coaching a team, throwing a football
around, playing softball, soccer or basketball together, etc.), hiking or camping outdoors, and
taking trips to parks or other outdoor areas together.
8.9.6 School

An introductory phrase for you to read to the respondent appears on the screen and informs the respondent that you are now going to ask some questions about the child’s school. Parents of children three years old and younger are skipped entirely out of this section, because it is extremely unlikely that they are attending school. First you will ask the respondent if the child has started kindergarten or first grade yet. This question is only asked about children ages four to six years old, because some will have started school and others may not have. If a child is currently in second grade (unlikely for 4 to 6 year-olds, but possible), the answer should be “yes” because the child had to attend first grade to get to second grade.

Some children are home-schooled. That means that one or both of their parents, often their mother, teaches them at home most often using school district approved materials and curriculum. Children who are home-schooled do not attend a public or private school. So if Sam attends a private school, but his mother also teaches him piano or French at home, we would consider Sam as going to school, not as being home-schooled. If the respondent volunteers that the child is home-schooled, code the response as such. However, if the respondent does not mention home-schooling, you should not ask about it. Just code the response the respondent gives you.

Then the respondent is asked if the child is currently in school, on summer vacation or off-track from school, or something else. We will be interviewing at all times of the year (fall, spring and summer), so some children will be on summer vacation from school at the time of the interview. School districts in Los Angeles have a wide variety of school calendars. Some have year around school in which students attend school 12 months a year. Other schools have 9 or 10-month calendars with 2-3 months of summer break. Some of these schools have summer school or intersession classes, which are generally held when school is not in session. Respondents will generally know whether their children are in school or not and what type of school they are in. Some schools have a track system in which at any one time, two tracks are off from school while two tracks are on – so that some students may be “off track” in the middle of the school year. “Currently in school” does not mean at the moment you ask the question or even on the day you ask the question (it may be a weekend or the child may be sick). Instead, it means that the child has been attending school during the past few days or weeks (unless it is the first day of the school year) and will be attending during the next few days or weeks (unless it is the last day of the school year). If a child's school is in session but he or she has not been able to attend school for two weeks or more because of illness, problems at home, or travel out of town, indicate that he/she is currently in school, but make a note that the child had not been in school for two weeks or more and record the reason for the absence.
“On summer vacation” means that the child's school is not currently in session because of summer vacation. “Off-track from school” means that the child attends a year-round school, and his/her track is on a break—either during the school year or between school years. If the respondent indicates the child is in summer school or in inter-session classes, this means that the child's school is on summer vacation, but the child is taking summer school classes or classes during a school vacation. If a child is on summer vacation, you do not need to probe whether or not he/she is in summer school. Just enter the appropriate code for what the respondent tells you.

If the respondent indicates that the child is no longer in school, probe to find out if that is because he/she graduated from high school. “No longer in school” is not the correct coding for a teen that is currently attending college, even if the teen has graduated from high school, since the teen is in school (in this case, going to college). It is also not the correct code for children on summer vacation. If the child is no longer in school but dropped out or stopped going to school before completing high school, enter the appropriate code.

For children who have started school (i.e., Kindergarten or first grade), the respondent is asked what grade the child is in. For children who are on summer vacation, off-track from school, in summer school or in inter-session classes, the question asks what grade of school the child was in this past spring—that is before the school year ended this year. Children who are home-schooled usually are studying at a particular grade level, so if the respondent simply says, “he's home schooled” use the probe appearing on the screen and ask “What grade or grade-equivalent is [CHILD] in?”

Next the respondent is asked for the name of the school the child attends. This means the school the child is currently attending (if school is in session), the name of the school the child attended this past year (if the child is only summer vacation), or the name of the school most recently attended (if the child is no longer in school). Since you must enter the complete name of the school, it is very likely you will need to probe. Be aware that many schools in Los Angeles have very similar names. For example, there is: Sylmar Elementary, Sylvan Park Elementary, Sylmar Senior High, Sylmar Senior High Math/Science Magnet, and Sylvan Park Children's Center. If you simply entered “Sylmar” or “Sylvan,” it would be nearly impossible to determine the child’s correct school. Therefore, find out and enter the complete name of the school. Almost all school names include the words “Elementary,” “Middle,” “Junior High,” or “Senior High” as part of their names. For example, if a respondent says “Diana goes to Sylmar,” ask “What is the full name of the school? Is it Sylmar Elementary or Middle School or something else?” If the respondent tells you that the school has a longer name, such as “Sylmar Senior High Math and Science Magnet,” type in the entire name, and be sure to check the spelling of the school’s name with the respondent.
In a few cases, sampled kids will be attending college. In this case, make sure you obtain the complete name of the college or university. For example, is it “Cal State University Fresno” or “Cal State University Fullerton?” Is it “California Institute of Technology” or “California Institute of the Arts?” Correct spelling is also important—for instance, is it “Ithaca College” or “Itasca Community College?” If you know from previous questions that a child is homeschooled, say “He/she is home schooled. Right?” to confirm the information.

The respondent is then asked if this school is a regular public school, a magnet program, a charter school, a private school, a religious school, or some other type of special program school. A “regular public school” is a public school that is not a private school, charter school, magnet school or program, or religious school. Most public schools are “regular public schools.” “Magnet schools or magnet programs” are special schools or programs that provide high quality education in special subject areas. For example, there are magnet schools in the Los Angeles Unified School District in math, science, health, medicine, and the arts. Sometimes the entire school is a magnet school but more often magnet programs are located in regular public schools. For example the “North Hollywood High School Zoo/Biology Magnet Program” is located at North Hollywood High School. “Charter schools” are schools usually started by parents groups that organize themselves and then apply for certification and affiliation with a school system. “Private schools” are schools run by private groups and organizations (not the local school district). Unlike public schools, which are paid for with tax dollars, students at private schools have to pay tuition (i.e., a fee to attend the school). “Religious schools” are a type of private school associated with a particular religious group. For example, the child might attend a “Catholic school,” a “Christian school,” a “Jewish school,” a “Muslim School” or another type of religious school. If the respondent says that the school is another type of special school, that is, it is a type of school which does not fit into any of the categories above, code it “other special program or school” and type in what type of school or program it is. If the respondent tells you that the school the child attends is a college or university, enter the appropriate code.

Respondents are then asked where the school is located. Indicate the street, nearest cross-street, city, and state.

Next the respondent is asked if this is the only school the child attended during the past 12 months. This refers to a regular school (like elementary, middle, junior high, senior high, high school, or college), not to special classes or lessons like an after-school art or music class, summer school, or a martial arts school. Be aware that the question refers to the past 12 months, not to this school year or this calendar year. The period between the date 12 months ago and the present is likely to include multiple school years and multiple calendar years. For example, it's September 2001 and you are interviewing Ryan's mother about Ryan. This year Ryan is in 7th grade in the Los Zapatos Middle School. This question asks if this is the only school Ryan has
gone to between September 2000 and September 2001, and the answer is “no,” because last year he went to LaFayette Elementary School.

If the child attended more than one school in the past twelve months, the next question will ask how many other schools he/she attended in this period. That is, how many schools other than the one already named. In the case of Ryan (the example given above) the answer would be one, because during the past 12 months he attended one school other than the school he is currently attending.

All respondents who are answering questions about a child who has already started school will next be asked how many total schools the child has attended since starting school. This includes the current school the child attends. So in the case of Ryan, we already know that he has attended two schools (Los Zapatos Middle School and LaFayette Elementary School). He also attended Taiping Elementary School before starting at LaFayette, so the answer to this question is three, because Ryan has attended a total of three schools since he started school.

Next respondents are asked if they themselves have participated in various activities at the child’s school either during the current school year or, if the interview is being conducted during summer vacation, during the past school year. If the respondent has any doubt about whether or not she has done one of these activities, it is up to her to decide whether the answer is yes or no.

Respondents are first asked if they have volunteered in the classroom, school office or library—either occasionally or on a regular basis. This could include giving presentations in classrooms on special subjects, working in the school office, or helping out in the library.

Then respondents are asked if they had a conference with their child’s teacher about how the children was doing in school, how to help the children do better, or problems the child may be facing. Likewise, parents often talk to the principal in their child's school about how their child is doing in school, how to help their child do better, problems the child may be facing, problems with teachers, or school policy, so that is asked about as well. Respondents are then asked if they attended a school event in which their participated, such as a play, special performance, party, or other event. They are also asked if they ever attended a PTA (Parent-Teachers Association), PTO (Parent-Teachers Organization), or other type of parent-school meeting that brings parents and teachers together to solve school-related problems.

Next respondents are asked if their child has ever attended a special or advanced class or school for gifted children. “Gifted” children are children who are especially intelligent or have special skills and abilities that allow them to do well in school. Classes or programs for gifted children are generally more challenging and difficult than average classes. Parents will generally know whether their children are in special classes, programs, or schools for gifted children.
Then respondents are asked if their child has ever been classified by the school as needing special education. “Special education” programs and classes are designed for children with learning disabilities or other problems that make it more difficult for them to learn. Many children in these programs have learning disabilities such as attention deficit disorder, hyperactivity, difficulty reading, or other problems.

Respondents are next asked if their child currently has any physical or mental condition that limits or prevents the child’s ability to do normal childhood things (such as play or participate in games or sports), attend school regularly, or do regular schoolwork. “Physical disabilities” include blindness, deafness, speech impairments, paralysis of the limbs, difficulties walking or moving, or other physical limitations. “Mental disabilities” include serious learning disabilities, attention deficit disorder, and hyperactivity; Down's syndrome, mental retardation, and neurological problems; and mental disorders such as schizophrenia, depression, autism, and others. Respondents are also asked if their child ever repeated a grade (this is sometimes called “being held back”), and if so, which grade(s).

Children or teens can be suspended or expelled from school, so respondents are asked if this has ever happened. Suspension or expulsion is most often because the child misbehaves. Suspension typically means being sent home and not being allowed to go to school for a relatively brief period of time as a punishment for misbehavior. Expulsion generally means being dismissed from a particular school more permanently. For example, in many schools children can be expelled (that is, sent home and not allowed to return to that school) for carrying a handgun to school or for violent behavior. If the respondent says that the child has been expelled or suspended from a school, a question asking how many times the child has been expelled from school appears (this refers to the entire length of schooling—in other words since he/she first started school), and a succeeding question asks how old the child was when he/she was expelled or suspended. If the child has had more than one suspension or expulsion, the question refers to how old the child was the most recent time he/she was suspended or expelled. For example, Bonnie was suspended twice during the entire time she has gone to school—once when she was 12 and once when she was 15. In this question, we want to know how old she was the last time—in Bonnie’s case, she was 15 years old.

For the next question, you will read two statements to the respondent and ask her whether they are often true, sometimes true or not true about the child. It is up to the respondent to decide which response is correct. The first statement is that the child is disobedient—that is he/she does not obey the teacher or the principal in school. The second statement is that the child has trouble getting along with his/her teachers. Record the respondent’s response to these statements (i.e., often true, sometimes true, or not true).
Respondents are next asked if the child participates in extra-curricular activities, such as clubs, sports teams, church groups, youth centers, or volunteer activities either at school (but that are not part of the child’s regular instruction) or outside of school. If the respondent indicates the child is, the next question will ask which type of activities the child is involved in. You won’t read a list of activities to the respondent but rather will fit the respondent’s answer into the most appropriate code. For example, if the respondent says her child is class president, you would code the response as “Student government or council.” If a respondent mentions an activity and you are unsure what it is, you should ask the respondent. For example, if the respondent says “He's in the Catalina Club,” ask, “What type of club is that? What do they do?” Enter a response code for every activity a child is involved in. Here are some guidelines for each category:

- **Sports team or athletics:** This includes *any* kind of sports team or athletic activity including baseball, softball, football, soccer, basketball, gymnastics, track, swimming, lacrosse, hockey, field hockey, running, bicycling, competitive dancing, crew, rowing, etc.

- **Sports lessons (such as tennis, swimming, aerobics, dance, skiing, skating):** Many children take lessons or classes on how to play a sport. This is different from being on a sports team.

- **Piano lessons, guitar lessons, other music lessons:** This category includes any type of music *lesson*—that is lessons or classes that children take to learn how to play an instrument or sing.

- **Glee Club, Choir, Band, Music group:** This includes any kind of group that the child regularly plays or sings music with. Note that it is different from music lessons.

- **Drama Club, Art Club:** These are clubs related to the arts. Drama clubs put on dramatic productions such as plays, musicals, movie making, etc. Art clubs encourage art appreciation and/or encourage children to paint, sculpt, and do other art related activities.

- **Chess, bridge, or other game-related clubs:** These are clubs related to a game, and often meet after school so that members can play each other in board games, card games, or computer games.

- **Student government or council:** Many schools, especially high schools, have a student council or student government. Students can be elected “class president” or hold other positions in the government.
• **Hobby-related clubs (such as, photography club, computer club, radio club):** These are clubs related to hobbies like photography, computers, automobiles, etc. For example, a club related to building airplane models or collecting stamps would be in this category.

• **Outdoor club, hiking club, sailing club:** These are clubs relate to outdoor activities, like hiking, camping, sailing, etc.

• **Drill Team or cheerleading:** These are activities usually carried out by a group at sports events (like football games) or in parades. Drill teams often wear uniforms and carry out precision marching and drills. Cheerleaders lead cheers for sports teams.

• **Girl Scouts or Boy Scouts:** Girl Scouts and Boy Scouts are private organizations organized into “troops” that are designed to help kids develop skills and values children may need as adults. For example, the Girl Scouts of America Website says Girl Scouts' objective is “to help all girls from every background to develop the confidence, determination, and skills needed to thrive in today's world.”

• **Church Youth Groups:** These are groups organized through churches, synagogues, temples, and mosques primarily as social activities for young people. An example is the Catholic Youth Organization found in many Catholic Church parishes. Not included here are classes or programs designed specifically for religious purposes. Instead these programs should be included under the category immediately below. For example, “confirmation classes” which prepare teens to become church members, or “Hebrew school” which prepares teens for their Bar/Bat Mitzvah, would not be included here.

• **Religious education groups or classes / Sunday school classes or equivalent:** This includes Sunday school, Hebrew school, Koran classes, confirmation classes, and other religious education classes that the child may attend.

• **Girls and Boys Clubs:** Girls and Boys Clubs is a private, nationwide organization that provides activity centers for kids that encompass sports, games, positive role models, etc.

• **Police Athletic League (PAL):** This is an organization similar to Boys and Girls Clubs that has neighborhood centers where children can go and participate in sports and mentoring activities.

• **YMCA, YWCA, YMHA:** These are national organizations with many local branches that provide gymnasiums, sports, and other activities for children and adults.

• **Volunteer Activities:** This includes volunteering in a hospital, a soup kitchen, a social service organization, tutoring other kids, a litter campaign, a political
campaign, or other volunteer activities. The volunteer activity can be something
the child volunteered for him/herself; a volunteer group organized through a
church, synagogue or mosque; or a volunteer activity he/she does with his/her
family.

Only respondents with children who are home-schooled are asked the next series of
questions. First the respondent is asked if the child has ever attended a public or private school
or if the child has always been home-schooled. For example, Kelly is currently in 5th grade and
being home-schooled by her mother. When she was in first and second grades, she attended
public school, but since then she has been home schooled. In Kelly's case, the answer to this
question is that she has attended public school. For children who did attend public or private
school, respondents must next indicate the grades attended. If a home-schooled child has
attended both public and private schools, there is no need to differentiate between the two when
answering this question. Children who are home-schooled are also often involved in clubs and
organizations, just like children who attend regular school. The respondent is asked if the child
is involved in the same types of extra-curricular activities asked about above.

If a child is not currently enrolled in school and has not graduated from high school, this
question applies to them (this question is not asked for children currently on summer vacation or
a similar break):

SHOW CARD #10
Why doesn't [CHILD] attend school? Choose your answer from this card.

1. HEALTH PROBLEMS
2. DROPPED OUT OF SCHOOL BECAUSE OF FINANCIAL PROBLEMS/HAD TO WORK
3. DROPPED OUT OF SCHOOL BECAUSE DIDN’T LIKE SCHOOL
5. PARENTAL DECISION
6. PREGNANCY/CHILDBIRTH
7. OTHER, SPECIFY

Hand the Showcard Booklet open to Showcard #10 to the respondent and let her choose which
reason the child is not attending school. The respondent can choose as many answers as are
applicable from the card. If the respondent chooses “Other” as her response, listen carefully to
what she says. If her response fits into one of the pre-coded categories, go ahead and enter that
response code. If it doesn't, code it “other,” and type in her response. Then respondents are
asked what grade the child was in when he/she last attended school, and then what the highest
grade was that the child completed before he/she stopped going to school. This may be the same
as the grade last attended but it may not be—ask both questions precisely as they appear on the
screen and be sure the respondent understands what is being asked when entering the response.

Respondents are then asked what year the child last attended school. Here, too, it is
important to be very careful. If a respondent says “last year,” you can't tell from that response if
she means “last school year” or “last calendar year.” For instance, Alaka stopped attending
school in March of 2001 and you are interviewing her mother in October 2001. When you ask
this question, her mother says “last year” but she could mean last school year (sometime between
2000 and 2001) or last calendar year (which would be 2000). Ask the respondent which year
they mean. For example, in Alaka's case, you would ask her mother “Do you mean in 2000 or in
2001?” If the respondent says that the child never attended school, enter the appropriate code.

Children not attending school (but who have not yet graduated) also participate in clubs,
organizations, etc. The same series of questions asked earlier of children attending school or
being home-schooled are then asked.

Respondents are also asked if they think the child will return to school at some point.
This may be a sensitive question for some respondents, while other respondents may find it hard
to answer. Gently encourage them to decide whether or not they think the child will go back to
school at some point. The respondent indicates yes, she thinks the child will return to school, she
is asked how much schooling she expects the child will eventually complete (up to and including
all levels of college degrees). Some respondents will find it hard to predict how much school the
child will eventually complete. In these cases, you should assure them that all we are interested
in is their best guess at this point in time.

**8.9.7 Child Care**

For children who are not yet attending school, an introductory screen appears
along with the first question in this section:

I'd like to talk with you about all child care [CHILD] has received on a regular
basis during the past 4 weeks from someone other than [you or his/her other
parent/guardian(s)]. This does not include occasional babysitting or back-up
care providers, but does include any nursery school or pre-school [CHILD] may
attend.

Has [CHILD] received care from someone other than [you / his/her other
parent/guardian(s)] on a regular basis during the past 4 weeks?

1. YES
5. NO
We define “childcare arrangements” for children of all ages to include any type of arrangement for caring for the child that meets two conditions:

- The arrangement takes place on a regular basis—for example, every day, once or twice every week, every weekend, every Sunday, every other week, etc. In other words, it's an arrangement that is set up to occur regularly.

AND

- Childcare provided by a parent (or guardians) cannot be included. For example, if the mother takes care of the child during the week and the father takes care of the child on weekends, neither care by the mother or father is considered “childcare arrangements.” If the child's primary caregiver is his/her grandmother or someone else, care given by that person is not included either.

**Childcare arrangements do include:**

- Time the child spends at a day care or childcare center
- A regular arrangement with a relative to care for a child (for example, the child's aunt takes care of him on Thursday afternoons)
- A regular arrangement with a neighbor to care for a child (for example, the child goes to the neighbors' house everyday after school)
- A regular arrangement with a babysitter, nanny, au pair, or in home day care provider (for example, the child is cared for during the day by the babysitter)
- Nursery school, pre-Kindergarten and pre-school (for example, the child goes to Temple Akiva Pre-school on a regular basis)
- Head Start (Head Start is a special preschool for disadvantaged children)
- Summer day camp that last for more than 2 weeks

**Childcare arrangements do not include:**

- Using a baby sitter on an occasional basis when parents go out for a social occasion
- Special lessons a child takes, like tennis lessons, piano lessons, etc.
- Occasional visits with friends or relatives that are not on a regular basis
- Participation in clubs (like Cub Scouts, Boys & Girls Clubs, and other activities)
- Regular school (including Kindergarten, 1st grade, and higher grades)
- Summer day camp that last for less than 2 weeks

Many people think of day care or childcare as something used only by working mothers. We are interested in day care or childcare that is not provided by parents, regardless of whether the mother works or not. In this question, you will ask the respondent about whether the child has received care from someone other than the respondent and the other parent during the last four weeks. That means the four weeks before the interview. For example, if you are conducting the interview on a Wednesday, this means between Wednesday four weeks ago and today.”During the last four weeks” means anytime during the last four weeks. So if the child's childcare arrangements have changed but up until three weeks ago, he/she regularly attended a childcare center, that counts as one of his day care arrangements.

The next question asks about the number of different types of childcare arrangements the child had in the past four weeks. For example, Yi-fen goes to a day care center from 8 to 3 every weekday. Her aunt picks her up at the day care center on Monday, Wednesday, and Friday at 3 pm and takes her home to the aunt's house for several hours until Yi-fen's mother comes to get her. On Tuesdays and Thursdays, Yi-fen's mother gets off early from work and picks her up at the day care center at 3pm. This means that Yi-fen has two child care arrangements: (1) the day care center; and (2) staying with her aunt on Mondays, Wednesdays, and Fridays. Her mother picking her up on Tuesdays and Thursdays does not count, because we are interested in care provided by someone other than Yi-fen's parents.

Here’s another example: Laura goes to Head Start every Monday, Tuesday, and Wednesday morning. On Thursday and Friday mornings she stays with her grandmother. Every afternoon, she goes to Mrs. Chatterji's house, where Mrs. Chatterji takes care of several children.

On Sunday mornings, Laura and her family always go to her grandmother's house. How many childcare arrangements does Laura have? In this case, there are three: (1) Head Start; (2) grandmother's house on Thursday and Friday mornings; and (3) Mrs. Chatterji's house. Going to her grandmother's house on Sundays with her family does not count—she’s with her parents and it is a social occasion and not a childcare arrangement. If you are in doubt, ask the respondent “Is he/she going to his/her grandmother's house for a social visit or does his/her grandmother take care of him/her during this time?”

If the child has more than one childcare arrangement, you’ll then ask who provided the childcare during the last four weeks (if there is only one childcare arrangement, the respondent will simply tell you who provided it). If the respondent told you that the child has four childcare arrangements, you need to ask which three are the most common arrangements. “Most
common” means that they occur most frequently. For instance, take the case of Angel. Angel goes to a pre-school in the mornings five days a week. On Mondays and Wednesdays, he has a babysitter (Sonya) at home. On Tuesdays, he has a different babysitter (Christina). On Friday afternoons and Saturdays he spends the afternoon at his neighbors' house while his parents work. So he has four arrangements: (1) pre-school (five half-days a week); (2) Sonya (two half-days a week); (3) Christina (one half-day a week), and (4) the neighbor (1 ½ full days per week). The three most frequent arrangements are (1) pre-school, (2) the neighbor, and (3) Sonya. In most cases, child care arrangements are not this complex. You need to rely on the respondent to tell you which arrangements are the most common if there are more than three.

For each arrangement, you need to enter the code for the type of arrangement it is. If a relative takes care of the child, enter the code for the type of relative. Keep in mind that these relative codes refer to the relationship between the child and the person, NOT to the relationship between the respondent and the person. For example, if the respondent says, “Sergio stays with my sister,” DO NOT enter the code for “sister.” Instead, ask the respondent “That's Sergio's aunt, right?” If the answer is “yes,” enter the code for “aunt or uncle.” If the respondent says “my ex-husband takes care of him,” this is not counted as childcare because it is care provided by one of the child's parents. If a person other than a relative takes care of the child, code the type of non-relative. Here are some definitions:

- **Regular Babysitter or Day Care Provider**: This means a babysitter or person in charge of day care who takes care of the child either in the respondent's house or in his/her own house. An example is Mrs. Chatterji (discussed above) who takes care of several children in her own home, or Christina or Sonya (also discussed above) who are babysitters. Please note that this does not include occasional babysitters who take care of a child once and a while.

- **Maid, Nanny, Au Pair**: Some households have a live-in maid, a nanny, or an au pair who is in charge of taking care of the children. An au pair is generally a teenager from Europe or another part of the world who comes to the U.S. for a year or two to serve as a day care provider in someone's home. Au pairs are the same as nannies, but some respondents will use this term and we want you to know what it means.

- **Neighbor**: Includes anyone living in the neighborhood that regularly takes care of the child. It is up to the respondent to decide whether or not someone is a neighbor.

- **Friend**: Includes any friends who provide regular childcare for the child. A neighbor can, of course, be a friend. Simply code the word that the respondent
uses. If she says “My friend who lives next door takes care of her,” enter the code for friend.”

- **Other (Non-relative):** If a person who is not a relative regularly takes care of the child and none of the other non-relative categories are appropriate, enter the code for “other” and enter the type of person it is.

If the child care arrangement is a child care center, a nursery school, a preschool or a Head Start program, do not use the “Other, Specify” code but instead use the more specific codes appearing last on the list. Here are some definitions:

- **Child Care Center, Nursery School or Preschool:** These are usually centers or schools which have their own building or take place at a school, church, synagogue, or other type of building. They usually have several children attending and several “teachers” or “day care providers” and often a more organized program than in-home day care providers. Other names the respondent may use include day care center and pre-Kindergarten.

- **Head Start:** Head Start is a publicly funded pre-school for disadvantaged kids. Like other kinds of pre-schools, it may have its own building or it may be held in a building used for another purpose. If a child is attending a pre-school but the parent is not sure whether it is Head Start or not, it probably is not. In that case, use the code for the category directly above (Child Care Center, etc.).

Next the name of each person, center, or program providing childcare is asked for. If a relative is caring you the child, you need that relative's name. For example, if Jian-guo is cared for by his aunt, you need to record the aunt's first name "Ling-xin" here. First names are okay. As you will see, we need the name primarily to avoid confusion in later questions. If a non-relative, such as a babysitter or a nanny, cares for the child, you need to enter that person's name as well. Enter whatever name the respondent gives you. For example, if she says “Mrs. Chatterji,” record that name.

For childcare centers, nurseries, pre-schools, and Head Start programs, you need to get the name of the place. Make sure you have the complete name of the center or program and that you check the spelling with the respondent. Here are some examples of names of centers and programs in Los Angeles:

- Rustic Canyon Co-op Nursery
- Mt. Olive Lutheran Pre-School
- Centro de Niños
- ABC Child Development Center
- Graham Childcare Center
Head Start program names typically appear like this: Chavez Head Start, Head Start at Inner City, Kendren Head Start. Some Head Start programs are just called “Head Start.” If that is the only name the respondent can give you, enter “Head Start” in the space provided for the name. If a respondent does not mention a Head Start program as one of their three childcare arrangements, you will ask the respondent whether the child attended Head Start in the past four weeks. Generally parents know whether or not their child is attending a Head Start program because parents are often required to participate themselves. If the child did attend a Head Start program in the last four weeks, you will need to enter the name of that Head Start program.

The next question and the questions that follow collect information on childcare arrangements for children who have started school but have not yet completed 6th grade. These questions are very similar to the questions collecting information on childcare for children who have not yet started school and when identical, will not be reviewed in detail here. However, information on before-and after-school programs, as well as other child care arrangements, are asked and will be reviewed.

When listing the three most common childcare arrangements for these children, before-and after-school programs, camp, and other centers/programs are also response options. A before-school program is a program some children go to before school starts for the day. Often children go to these programs when their parents leave very early for work. After-school programs are more common. They are programs that provide care for school children after school is over for the day. If the respondent mentions a type of program or center as a childcare arrangement that does not fit into any of the other response codes, code as “Other Center or Program” and type in the kind of center or program. Like with childcare arrangements for younger children, you will also need to enter the names of these childcare providers.

For childcare arrangements for both younger and older children (i.e., child has not yet completed 6th grade) that involve relatives, Now that you have collected information about up to three childcare arrangements for each child, you will next ask about each of these arrangements in more detail. You’ll first ask whether the relative who takes care of the child lives in the household. For example, if Nathan's uncle takes care of him on a regular basis and the uncle's name is Jacob, this question will read “Does Nathan's uncle, that is, Jacob, live in this household?” If Jacob lives in this household full-time or at least half-the-time, the answer is “yes;” otherwise the answer is “no.” The respondent is then asked where the child is cared for—in the respondent’s home; in another home; or in both homes—regardless of whether the caregiver lives in the respondent’s home. For instance, Uncle Jacob may live in the household,
but he takes care of Nathan at Nathan's grandmother's house. If the relative cares for the child at another home, the street, nearest cross-street, city, and state must be entered.

Respondents are next asked when the relative first began taking care of the child. If the relative has been taking care of the child regularly since birth, enter the code for “since birth.” Otherwise, record the month and year. If the respondent cannot remember the exact month, ask her for her best guess. Then respondents are asked how many days during the past four weeks this relative has taken care of the child. Respondents may answer this question in two different ways: (1) the total number of days the relative cared for the child in the past 4 weeks; or (2) the number of days per week that the relative cared for the child in the last four weeks. Be very careful not to enter the answer in the wrong space, and double-check that you have entered the answer correctly. If the child care arrangements have changed over the past four weeks, it may be easiest just to record the total number of days that this relative took care of the child during that time period.

Next the respondent is asked how many hours per day, on average, this relative cares for the child on the days that he/she actually cared for the child. In other words, if Chris' aunt takes care of him three days a week, this question asks how many hours per day she cares for him on those three days each week. Most respondents should be able to answer this question fairly easily. However, in some cases, the number of hours per day may vary a great deal. For example, if the child's aunt takes care of him until the child’s father comes home from work, it may be two hours one day, three hours the next day, and five hours another day. Have the respondent give you the average number of hours the relative takes care of the child on those days he/she cares for the child.

Then you will ask the respondent if the relative is paid for his/her childcare services. If the relative is paid, you will ask how much the relative is paid, and record the response in whatever way the respondent gives it to you—per hour, day, week, etc. Some respondents may pay a relative a one-time lump sum or amount of money. If a respondent says “I paid her $500,” ask “Is that $500 per month, per week, or what?” If the respondent tells you that it was a one-time payment of $500, code as a lump-sum payment. Do not attempt to convert the respondent’s answer—just carefully record the answer in the terms given. If the respondent gives you an answer that does not fit into any of the response categories, code as “Other, specify” and type in verbatim what the respondent said.

You’ll then need to ask the respondent if this payment is for the reference child only (that is, the one who is the subject of this Parent Questionnaire) or if it includes other children in the household. If it does cover other children in the household, you’ll need to ask the total number of children in the household the payment was for (the reference child should be included in this figure). The next question asks the respondent whether the relative usually cares for the child...
(or children) by him/herself or whether there are other people who help him/her do this. If the relative does, the last question in this series of questions about relative childcare providers asks how many total people total care for the child (the relative should be included in this figure).

Now there are a series of questions for those respondents indicating that non-relative childcare providers are part of their childcare arrangements. The questions follow the same order as the “relative childcare provider” questions: does the provider live in the household; where does the childcare take place; when did the provider first start caring for the child; how many days in the past four weeks have the provider’s services been used; on those days, the average number of hours per day the provider cared for the child; whether or not the provider is paid; if the provider is paid, how much is he/she paid; how many children from the household does that amount cover; how many children this childcare provider cares for; if the provider has anyone else help him/her; and if the provider has helpers, how many does he/she have. The last question on non-relative childcare providers asks if the provider has had any special education or training related to young children. This training might include early childhood education or child psychology.

If a child has attended a Head Start program in the last four weeks, you’ll next see several questions about Head Start. The first asks about the type of facility the Head Start program takes place in (e.g., church, school, community center, etc.) and the next asks for the geographic location (i.e., street, nearest cross-street, city, and state). When the child first started attending the Head Start program is then asked, followed by questions similar to those seen for other types of childcare providers: how many days the child attended during the past four weeks; how many hours, on average, the child attended per day; if there is a fee for the program and if so, how much; and if any fee the respondent pays is for any other children in the household. Like in elementary school, children in Head Start are typically organized into “rooms,” “classrooms,” or “groups,” so the next question asks how many children are in the child's room or group at Head Start. That is followed by a question asking how many adults are usually in the child’s room/group at the same time.

Respondents are then asked the same series questions, but now about any “center-based” childcare arrangements they have (e.g., childcare center, nursery school, etc.): the type of facility the care takes place in; the geographic location; when the child started attending; how many days in the past four weeks; on average, how many hours per day on days he/she attended; if there is a fee and if so, how much; does fee cover other children in the household; how many children in the child’s room; and how many adults in the room at the same time. This series is repeated for each childcare center or pre-school a respondent reported in earlier questions.

If at least one of the child’s care providers are paid or charge a fee, the respondent is asked whether anyone outside the household or any organization helps to pay for any of the
child's care. For example, if a child's mother and father are divorced or separated and the child lives with his mother, the child's father may help pay for childcare. Or if a mother is on welfare, the County sometimes pays for childcare so that the mother can go to work. Sometimes employers pay part of the cost of childcare for their employees. A respondent could say, for example, “This child care is subsidized by my employer,” which means that the employer helps to pay for at least part of the childcare.

Respondents indicating “yes,” to the question above will be asked if the person or organization pays for all or some of the child’s care. Paying for all of the child's care means paying the cost of every arrangement the child has. For example, if the child goes to Head Start and has a babysitter, paying for “all of the care” means paying the total cost of both Head Start AND the babysitter. If, for example, a child's father pays for just the babysitter, that means he is paying for “some of the care.” Likewise, if a respondent's employer pays only part of the fee at a childcare center, that means the employer is paying for “some of the care.”

Respondent who did not indicate earlier that their child attended a Head Start program in the past four weeks are asked if their child ever attended an official, government-sponsored Head Start program. If their child did, they will also be asked the age of the child when he/she first attended and how long the child attended in total. For example, if the child attended one Head Start program for six months and another one for three months, the total time he/she attended Head Start would be nine months. Some respondents will give you fractional answers (e.g., 2 ½ years). When recording this response, eliminate the fraction and enter just the number of years or months. For example, if the respondent says “2 ½ months,” enter “2 months.” If the respondent says “3 ¼ years,” enter “3 years.” Do not try to convert years into months or months into years. Carefully record the answer the way the respondent gives it to you, but eliminate any fractions. However, if the respondent's answer is less than one year and is in fractions, you should convert it into months. For example, if the respondent says “½ year,” say “That would be six months. Right?” If she says “yes,” enter “6 months.” If a respondent gives an answer that is less than one month (e.g., “less than a month,” “a few weeks,” “only a couple of days,” etc.), code the answer as “less than one month.”

When the reference child is already in school, respondents are asked if that child attended a pre-school, nursery school, or childcare center before he/she started school. (Head Start is not included here. If the respondent was already asked about Head Start programs, the question will start “Aside from Head Start, did [CHILD] ever go . . .”). If the child attended pre-school, nursery school, etc., the respondent is asked the age the child first attended one of these childcare centers. Record the age of the child in years. If the child first attended before his/her first birthday, enter “0 years” (i.e., children who have not reached their first birthday are “zero” years old).
The last question in this section asks how long the child attended a center or pre-school in total. Enter the response the way the respondent gives it to you, and do not try to convert years into months or months into years. Like earlier, eliminate fractions unless the respondent’s answer is less than one year or less than one month.

8.9.8 Behavior

The questions in this section are used in many surveys to assess the type of home environment that the child lives in. For these questions, it is particularly important to let the respondent determine how to answer. The questions in the first part of this section are different for children of different age groups and are generally only asked about the RSC, if the RSC meets the age requirements. Occasionally, the computer may instead direct you to ask these questions about the SIB. For the sake of completeness all questions are described here.

An introductory phrase explains to respondents that you now have some questions about them and their home, and the first question asks respondents how many times during the past week they praised their child for doing something worthwhile. For this question, hand the respondent the Showcard Booklet open to Showcard 11 so she can see the response options: never, once, several times, or almost every day. The past week means from the day exactly one week ago until the day of the interview. “Praise” means whatever it means to the respondent—that is, she must define the term herself and determine approximately how many times she thinks she praised her child. An exact number is not necessary. Listen to the respondent’s answer and then code it according to the category it fits best.

The next question uses the same Showcard and asks how many times during the past week the respondent has shown physical affection to the child. As stated in the question, physical affection means kisses, hugs, stroking hair, etc. Again, select the code that fits the respondent’s answer the best. Respondents are then asked the same type of question about how many times during the past week they have told another adult something positive about the child.

Next respondents are asked if they have ever spanked their child. Spanked means hitting the child, generally on the rear-end (whether the child is standing or lying down), but accept whatever the respondent’s definition of it is. If they have spanked their child, respondents are asked how old the child was when they first spanked him/her. Record the child's age the way the respondent gives it to you. However, eliminate fractions as you have in previous questions (and do not round up), unless the child was less than one year old. In that case, enter the age in months. Respondents are then asked how many times during the past week they have spanked their child, as well as how many times (during the past week) they have put their child in his/her room (or another room) as a form of punishment and should refer to Showcard 11 when answering these two questions. Parents of older children (age six and above) will see a slightly
different version of this last question that includes the word “sent”—so the question will read “how many times have you put or sent [CHILD] to his/her room . . .”

For parents of children under age six, the next screen says:

Sometimes children get so angry at their parents that they scream and cry and throw a temper tantrum. If this happened to [CHILD], what would you do?

(SELECT ALL THAT APPLY)

2. GROUND CHILD/ DON'T LET HIM/HER GO OUT OR GO OUT TO PLAY
3. SPANK CHILD
3. TALK WITH CHILD
4. SCOLD OR YELL AT CHILD
5. GIVE HIM/HER HOUSEHOLD CHORES
6. IGNORE IT
7. PUT CHILD IN ROOM/ SEND CHILD TO ROOM FOR LESS THAN 1 HOUR
8. PUT CHILD IN ROOM/ SEND CHILD TO ROOM FOR MORE THAN 1 HOUR
9. MAKE CHILD GO TO BED
10. TELL OTHER PARENT
11. TAKE AWAY ALLOWANCE
12. TAKE AWAY TV OR OTHER PRIVILEGES
13. GIVE CHILD A "TIME OUT"
14. HOLD CHILD UNTIL (HE/SHE) IS CALM
15. OTHER, SPECIFY

For parents of children age six and over, the screen will say:

Sometimes children get so angry at their parents that they say things like “I hate you” or swear in a temper tantrum. If this happened to [CHILD], what would you do?

Do not read the response categories (which are the same for each age group). Instead, do your best to fit the respondent's answer into one of the categories, and then ask “anything else?” Enter codes for all the answers the respondent gives you. If the respondent gives you a response that clearly does not fit into any of the pre-coded categories, enter the code for “Other, specify” and type in her response.

If the child is under age six, the respondent is then asked about how many children’s books the child has, and the response options are given in ranges. If the child is six or older, the question simply read “how many books” rather than “how many children’s books.” “Has” means either that the books belong to the child or that the child has possession of books owned by someone else in the household. If the child is age 3 - 9, the next questions ask how often the
respondent and other family members (regardless of whether or not they live in the household) get a chance to read to the child, and the respondent should flip the page of the Showcard Booklet and refer to Showcard 12 when answering.

Next the respondent is asked how much time the child spends watching television or videos on a typical weekday—either at home or someplace else (watching videos does not include playing video games or watching others play them). Then she is asked the same question, but as it pertains to weekend days. If the child is age three or older, the respondent is asked to refer to Showcard 11 and tell you how many times during the past week she has taken away television or other privileges from the child. “Take away TV privileges” means that the child was not allowed to watch any TV or that his/her TV watching was restricted. “Other privileges” could include things like prohibiting or restricting computer or Internet use and preventing the child from doing other things he/she would normally enjoy doing.

If the child is age three or older, respondents will be asked how often the child goes to the library—meaning the public library—and then asked how often they or the other parent discuss TV programs with the child while watching TV (respondents should refer to Showcard 12 for this question). Talking can mean discussing the content of the program, commenting on whether or not they like the program, or talking about any other topic related to the program. If the child is age six or older, respondents are then asked how many times during the past week they have grounded the child. “Grounded” means that the child was not allowed to go out with friends, to go to parties or other recreational events, or to have friends come to his/her house.

Parents of children age six and older are asked about how often their child reads for enjoyment and should refer to Showcard 12 when answering. “Read for enjoyment” means reading not connected with school. For example, Suzanne loves reading and will sit and read a book or magazine frequently. Or perhaps Suzanne’s mother thinks it's important for her to read, and therefore encourages her to do some reading every day or every week. Parents of children in this age group are also asked how often they check to be sure their child has done his/her homework, and the response options are read out loud: less than once a month or never; about once a month; a few times a month; at least a few times a week; every day or every night; or every time the child has a homework assignment. If the child never has any homework or if the respondent never checks the homework, enter the code for “less than one month.”

If the child is age six or older, respondents are also asked if the child has a curfew or a set time to be home on school nights. A “curfew” or “set time to be home” is a time the child is supposed to be home every night. For example, Manuel's mother has a rule that Manuel must be home by 8pm every night, even if he has sports practice after school.

After these questions, where the child is three or older you will then read this screen out loud to the respondent:
Now I have some questions about [CHILD]'s behavior during the past month. These are some standard questions used to determine how children and teenagers behave. Some of these questions may seem to better apply to kids who are younger or older than [CHILD], and some may be hard to answer. Please just do your best.

Please tell me whether each of these statements were often true, sometimes true, or not true of [CHILD], during the past month:

As the introduction says, respondents sometimes feel that the questions apply to children who are younger or older than their own child. If the respondent believes the question does not apply to his/her child, the correct answer is “Never True.” It is up to the respondent to decide whether a particular statement applies to the child. The statements are designed to say the same thing in several ways so that the respondent will understand what is being asked for. For example, one statement reads “[He/she] has been unhappy, sad or depressed.” Unhappy, sad and depressed are three ways of saying the same thing. For most people, responding to the statements will go quickly once they get used to the response categories they are supposed to use (i.e., often true, sometimes true, never true). However, since this is a long series of statements, the respondent may forget what response categories she should be using. Repeat the response categories as frequently as seems necessary.

Below are the statements the respondent will need to indicate as being “often true,” “sometimes true,” or “never true.”

- He/she has had sudden changes in mood or feeling.
- He/she has felt or complained that no one loved him/her.
- He/she has been rather high strung, tense and/or nervous.
- He/she has cheated or told lies.
- He/she has been too fearful or anxious.
- He/she has argued too much.
- He/she has had difficulty concentrating, and/or has not been able to pay attention for long.
- He/she has been easily confused and/or has seemed to be in a fog.
- He/she has bullied or has been cruel or mean to others.
- He/she has been disobedient.
- He/she has not seemed to feel sorry after [he/she] has misbehaved.
- He/she has had trouble getting along with other children.
- He/she has been impulsive or has acted without thinking.
- He/she has felt worthless or inferior.
- He/she has not been liked by other children.
- He/she has had a lot of difficulty getting his/her mind off certain thoughts (had
He/she has been restless or overly active, and/or has not been able to sit still.

- He/she has been stubborn, sullen, or irritable.
- He/she has had a very strong temper and has lost it easily.
- He/she has been unhappy, sad or depressed.
- He/she has been withdrawn, and/or has not gotten involved with others.
- He/she has broken things on purpose or deliberately destroyed his/her own or another's things.
- He/she has been clinging to adults.
- He/she has cried too much.
- He/she has demanded a lot of attention.
- He/she has been too dependent on others.
- He/she has felt others were out to get him/her.
- He/she has been hanging around with kids who get into trouble.
- He/she has been secretive, and/or has kept things to himself/herself.
- He/she has been worrying too much.

After responding to these statements, parent of children age three and older will be told that you’re going to talk about something different, then ask him/her how many close friends the child has. “Close friends” are friends the child feels close to, not friends who live close by. Some respondents who have very young children may say “she's too young to have friends.” In that case, enter zero. Respondents are also asked how many names of their child’s friends do they know—all, most, some, or none. This includes all the child's friends, not just close friends. By “names” we means any part of the name. For example, if the respondent just knows a friend's first name, that friend should be included. Fit the respondent's answer into the response category that is closest. For example if the respondent says, “almost all,” code that as “most.” If the respondent says, “a few,” code that as “some.”

Next respondents are asked how many of the child’s friends live within walking distance of their house, with the same response categories (i.e., all, most, some, none). Again, this includes all the child's friends, not just close friends. Then respondents are asked how many of the parents of their child’s friends do they know, using the same response categories. For example, Dolores has six friends: Nga, Sun-yi, Rebecca, Martha, Blanca, and Rayelle. Her mother knows Nga's and Rayelle's mothers (or fathers). So the mother would say “some” here.

The last question in this section of the questionnaire asks how often the respondent knows where the child is when he/she is not at home—all the time, most of the time, some of the time, or only rarely. In the case of very young children, some respondents may be surprised at this question, because they always have the child with them. Even young children can be away from home—they can be visiting the doctor or relatives or going to day care. If the respondent says the child is always with her, the correct answer here is “All the time.”
8.9.9 **siblings (when RSC’s mother is not the Respondent)**

The goal of this section is to collect information about other children the RSC’s mother gave birth to. This section is administered only when the respondent for the Parent Questionnaire is not the RSC’s mother, and you will not see it very often. For instance, if there is an RSC and the child's grandmother—not the child’s mother—is the respondent, you will see and ask these questions.

The first question asks the respondent how many children the child's mother has had in total—in other words, how many children she give birth to. To be included here, these children must the same mother but not necessarily the same father. It does not matter if the children live in the household, live somewhere else, or are no longer alive. Brothers and sisters of all ages (*including children who died right after they were born*) should be included. So if Javier's mother had children with her first husband and then had children with her second husband, all these children should be included. Javier has brothers and sisters who are 35, 26, 17, 13, and 11, plus his mother had two children who died right after they were born. In this case, the answer to this question is “8” (that is Javier himself, his 5 living brothers and sisters, and the two children who died right after birth). Make sure you include the child himself or herself in this count.

If the respondent says she doesn’t know how many children the child’s mother has given birth to, the next question helps the respondent estimate that number.

Then a series of questions are asked about each of the children: the child’s first name; if he/she lives in the household or is no longer alive; the month and year the child was born; the child’s age; child’s city and state of residence; indicating if it is in Southern California and if so, indicating the street/nearest cross-street; and for children age 17 and younger, who the child lives with—defined by the person’s relationship to the child, not to the respondent or the child’s mother. If the child has died, the respondent is asked the month and year the child died and about how old that child was when he/she died. If the respondent does not know the exact age, ask for her best estimate. Record all ages in “age at last birth day.” This means that if the child did not reach his/her first birthday before dying (that is, he/she was younger than one year old when he/she died), you should enter “zero” here.

8.9.10 **Health**

The last section in the Parent Questionnaire asks questions about the reference child’s health—that is, either the RSC or the SIB (depending on which child the interview is about). In the first question, the respondent is asked to assess the child’s overall health as excellent, very good, good, fair, or poor. The respondent herself needs to decide which of these response categories best describes the child's general health status. Then she is asked if the
child was born around his/her due date. Children born a day or two before or a day or two after their due date are considered born on the due date. If the respondent says “around the time of his due date,” this is also considered on the due date. If the child was born early or born late, the respondent is asked about how many days or weeks before or after the due date was the child born. Record an estimate if the respondent doesn’t know an exact answer.

Next the respondent is asked to determine the child’s size at birth relative to a "typical" baby, that is relative to an average baby's size. Do not help the respondent determine the answer to this question. If she says, “he weighed 6 pounds. Is that smaller or bigger than average?” you should ask her what she thinks. The point of this question is NOT to find out what you think, but what the respondent thinks.

Then the respondent is asked how much the child weighed at birth. When children are born in the hospital, they are always weighed within a minute or two of when they are born and that weight is recorded on the birth certificate. This is the weight we want. We do not want the weight of the child the first time she/he was taken to a doctor's office or how much she/he weighed when arriving home from the hospital. Respondents may not know the birth weight of children who were not born in a hospital and may try to give you the weight of the baby that was taken much later on (like the first time the baby went to see the doctor for a check-up). If you think that this is the weight the respondent is giving you, be sure to ask. Do not try to help the respondent determine birth weight. For example, the respondent may say “She was about average size. How big would that be?” The respondent must either know the birth weight herself and tell you what it was or say “don't know.” If she doesn’t know, simply press [F3] or enter “d” and then press [Enter].

Respondents are then asked to assess the child’s health in comparison to other babies in general and say whether it was better, worse, or the same. Do not help the respondent to answer this question. What we want is the respondent's own assessment. Then respondents are asked how many different times the child has been hospitalized either during the past year (if the child is more than one year old) or since birth (if the child is less than one year old). DO NOT include the time the child was born. Many children are born in the hospital and stay in the hospital for a day or two afterwards. This period of hospitalization should not be included here, even if it lasted for more than a few days.

“Hospitalized” means staying in the hospital overnight or longer—this does not include sitting in the emergency room over night. However, if the child went to the emergency room at night and was admitted to the hospital, count this time. “Different times” means the child was out of the hospital and then admitted to the hospital. For example, if a child had to stay in the hospital continuously for three months, that is one stay in the hospital. However, if the child was in the hospital on and off over three months (that is, he/she was able to go home sometimes),
count the number of times the child was admitted/readmitted to the hospital. “Hospital” includes general hospitals like UCLA Medical Center, Cedars-Sinai Medical Center, Drew-King Medical Center, County-USC Medical Center, Hollywood Community Hospital, etc., children's hospitals, and psychiatric hospitals.

If the child was ever hospitalized (again, this does not include his/her birth), respondents will be asked the month and year the child was last hospitalized. If the respondent does not know exactly, accept a best estimate. The reason for the hospitalization will also be asked. We are seeking the medical reason, not a social reason. For example, we want to know that the child was hospitalized for pneumonia, not that the child was hospitalized because he/she was too sick to take care of at home. Do your best to get as much information on the child's condition at that time as possible.

The first question in a series of questions asking if the respondent has been told by a doctor or other health professional that the child had a certain condition asks about asthma— a respiratory condition fairly common among children. During an asthmatic episode or “attack,” the bronchial tubes that carry air to the lungs become inflamed and swell. The muscles around these passages tighten, and there is more mucus production than usual. As a result, the airways narrow and breathing becomes difficult. Symptoms of asthma (which often become worse during viral colds or exercise) include repeated coughing that may worsen at night and include the production of mucus; shortness of breath; wheezing, and tightness in the chest. Keep in mind that we are not asking if the respondent suspects the child has asthma—rather if the respondent has been told by a health care professional that the child has asthma. If the respondent indicates “yes,” she will also be asked if the child has had an episode of asthma or an asthma attack in the last 12 months (or since birth if the child is less than a year old).

Respondents are then asked the same question about a number of medical conditions:

Has your doctor or health professional ever said that [CHILD] had . . . [READ LIST]:

a. An epileptic fit or convulsion?
b. Diabetes?
c. More than 3 ear infections in a year?
d. A speech impairment or delay?
e. Serious hearing difficulty or deafness?
f. Serious difficulty seeing or blindness?
g. Mental retardation?
h. A serious emotional disturbance?
i. Anemia or iron deficiency?
j. Elevated levels of lead in the blood?
k. Orthopedic impairment? (problems with walking,
sitting, moving, etc.)

1. A developmental delay?
2. A learning disability? (SPECIFY)
3. Autism?
4. Hyperactivity, ADHD, or ADD?
5. Any other problems? (SPECIFY)

These conditions are defined below. However, remember that the question asks if a doctor or other health care professional has ever said the child had a condition, not if the respondent suspects the child has the condition.

- **Epileptic fit or convulsions**: An epileptic seizure or convulsion is caused by an abnormal firing of brain cells, which can result in the sudden occurrence of any activity that's coordinated by the brain. This can include slight transient confusion, complete loss of consciousness, or uncontrollable movements of the arms or legs.

- **Diabetes**: Diabetes is a disease where the body does not produce or properly use insulin, a hormone that is needed to convert sugar, starches, and other food into energy needed for daily life. The cause of diabetes is a mystery, although both genetics and environmental factors such as obesity and lack of exercise appear to play roles. Diabetes sometimes requires people to give themselves regular injections of insulin, to test their blood regularly, or to take medication. Diabetes is sometimes called “sugar.”

- **More than 3 ear infections a year**: Symptoms of ear infection may be obvious—like ear tugging—or more subtle—like fussiness, poor appetite, or disturbed sleep. The typical case begins with an upper respiratory infection. Any of the following symptoms may appear alone or in combination: irritability, fever, inability to sleep, earache, ear tugging, eye discharge, a sensation of fullness in the ear, dizziness or change in balance, nausea, vomiting, and hearing loss. The child has to have had more than three (that is four or more) ear infections in the past year. If the child only had 2-3, the answer here is “no.”

- **Speech impairment or delay**: Some children have problems learning to speak or in speaking. Speech impairments include not pronouncing words properly, stuttering, slurring words, or word order than is confusing or not easily understandable. Other children simply take a lot longer to learn to speak. This is called “speech delay.”

- **Serious hearing difficulty or deafness**: Some children cannot hear very well or cannot hear at all. Sometimes children are born with this condition. In other cases, they develop this condition after they are born because of an infection or injury.
• **Serious difficulty seeing or blindness:** Some children cannot see very well or cannot see at all. Sometimes children are born with this condition. In other cases, they develop this condition after they are born because of an infection or injury.

• **Mental retardation:** An individual is considered to have mental retardation based on the following three criteria: intellectual functioning level (IQ) is below 70-75; significant limitations exist in two or more adaptive skill areas; and the condition is present from childhood (defined as age 18 or less). Adaptive skill areas are those daily living skills needed to live, work and play in the community. They include communication, self-care, home living, social skills, leisure, health and safety, self-direction, functional academics (reading, writing, basic math), community use, and work.

• **Serious emotional disturbance:** This is a term used to describe emotional or mental disorders such as depression, schizophrenia, anxiety, and a wide range of other disorders. In children, these problems may cause a wide range of symptoms. As for all the other conditions in this question, the issue is whether a doctor or health professional ever told the respondent that the child had this condition, not whether the respondent herself thinks so.

• **Anemia or Iron Deficiency:** Iron is a mineral in the hemoglobin of red blood cells that carries oxygen to all parts of the body. When there is not enough iron in your diet, too few red blood cells are made to adequately carry oxygen. This is called anemia. A person may feel tired and look pale as a result. Severe anemia can lead to an irregular or increased heart rate as your heart pumps more blood to compensate for the lack of oxygen. Iron deficiency doesn't always lead to anemia, but it can cause other problems, such as lethargy or weakened immunity. Children with iron deficiency may have problems with intellectual development.

• **Elevated levels of lead in the blood:** Lead is toxic to many tissues and enzymes in the human body. It can enter the body by the ingestion of lead-contaminated water, food, or flakes of lead-based paint or by inhalation of lead-containing fumes. Lead poisoning initially may cause no symptoms. In children, it may lead to irritability, weight loss, and sluggishness. Some children also may develop abdominal pain, vomiting, and constipation. It commonly leads to anemia as well. The greatest risk is to the development of the brain, where irreversible damage may occur. This damage may lead to mental retardation, behavioral disturbances, and language deficits.

• **Orthopedic impairment (problems with walking, sitting, moving, etc.):** As the question says, orthopedic impairments are problems that children have in walking, sitting, and moving. For example, if a child was born with one leg substantially shorter than the other, he has an orthopedic impairment. Or if one of his hands or arms does not move correctly, the child has an orthopedic impairment.
• **Developmental Delay**: Most children develop the abilities to sit up, crawl, walk, talk, see, hear, read, and do other things at around the same ages. If a child is very delayed in doing any of these things, he/she has a “developmental delay.”

• **Learning Disability**: This is a disorder that affects people's ability to either interpret what they see and hear or to link information from different parts of the brain. These limitations can show up in many ways: as specific difficulties with spoken and written language, coordination, self-control, or attention. Such difficulties extend to schoolwork and can impede learning to read or write or to do math.

Note that the question asks for the specific kind of learning disability the child has. Just type in what the respondent tells you.

• **Autism**: Autism is a complex developmental disability that typically appears during the first three years of life. It is the result of a neurological disorder that affects the functioning of the brain. Children and adults with autism typically have difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities. The disorder makes it hard for them to communicate with others and relate to the outside world. In some cases, aggressive and/or self-injurious behavior may be present. Persons with autism may exhibit repeated body movements (e.g., hand flapping, rocking), unusual responses to people or attachments to objects, and resistance to changes in routines. Individuals may also experience sensitivities in the five senses of sight, hearing, touch, smell, and taste.

• **Hyperactivity, ADHD, and ADD**: These are all terms people use for the same condition. ADHD stands for Attention Deficit and Hyperactivity Disorder. ADD stands for Attention Deficit Disorder. Regardless of which name is used, this condition generally has three major types of symptoms: (1) inattention (the child has a hard time keeping his mind on anything or gets bored very easily), (2) hyperactivity (the child always seems to be in motion and can't sit still at all); and (3) impulsivity (the child can't control his impulses and may do things like run out into the street or blurt out inappropriate comments).

• **Any other problems**: Record any other problems the respondent tells you that a doctor or other health professional told her about the child.

Next respondents are asked whether there is a particular place the child usually goes (or is taken) when he/she is sick or when the respondent needs advice on the child’s health (note: this question is not asking about the place a child goes for regular checkups). For example, Anouch's mother regularly takes her to the Los Angeles Free Clinic when Anouch is sick or when she has some kind of health problem (like the time she broke her arm). It may be that she goes somewhere else for regular check-ups, but here we are interested only in what she does...
when she is sick or has a health problem. If the respondent answers “yes,” ask, “Is there one place or more than one place” and enter the appropriate answer.

Then respondents are asked what type of place the child goes to most often: a clinic, health center or HMO; a doctor’s office; a hospital emergency room; a hospital outpatient department; or some other place. Let the respondent determine which of the categories best fits the place she takes her child. (Definitions of each of these types of facilities can be found in Section 8.7.4.) She will then be asked for the name of that health facility and the location. Be sure to obtain a complete name and record the street, nearest cross-street, city, and state.

Now the same series of questions are asked about routine or preventative care: whether or not there is a particular place the child goes (or is taken) for these services; what type of health care facility it is; and the name and location of the facility. If the child does not receive routine or preventative care, coding the first answer as such will skip you over the succeeding questions.

Next respondents are asked when the child last saw a doctor, nurse, or other health care professional. “Other health professional” can include a nurse practitioner, a nurse, a medical technician, or other health worker. It generally does not include a dentist, psychiatrist, psychologist, or alternative medical practitioner. However, let the respondent decide when the last time was, and record the month and year. Then the respondent will be asked the reason for this most recent visit to a health care professional. If the visit was for a check-up or routine physical, enter that code. If it was for an illness, injury, or other reason, enter that code and type in the reason. Enter as much detail as possible. For example, if the respondent says “She went to the doctor because of a car accident,” this is not enough detail. Ask “What kind of injuries or health problems did she have as a result of the accident?” The respondent could reply “She broke her arm,” “She cut her forehead,” “She became very cranky and cried all the time,” etc. We need to know the specific health problem or problems she had due to the car accident that prompted her go (or be taken) to the doctor.

If the child has seen a doctor, nurse, or other health care professional in the last 12 months, the respondent will be asked how many times this occurred during that time period. If a respondent told you earlier that the child’s last doctor visit was for an illness or injury, you’ll ask when was the last time the child got a checkup or physical exam. Usually a check-up or physical exam refers to a visit with a doctor or other health care profession where he/she checks the pulse, blood pressure, asks for a health history, may do blood tests, and checks the body over physically just to make sure everything is okay—these visits are when the patient is not sick or injured.

The next question asks how many times during the past 12 months the child visited (or was taken to) a hospital emergency room because of his/her health. This includes both emergency room visits where the child is not admitted to the hospital and where the child is admitted to the hospital. A hospital emergency room is a special part of the hospital set aside for
people coming in with serious emergencies. Sometimes people use it for other types of health problems because they don't have other places to go.

Respondents are then asked if the child is up-to-date on his/her shots and immunizations. Children receive shots or immunizations to prevent diseases such as polio, tetanus, diphtheria, measles, chicken pox, rubella, etc. Accept the answer the respondent gives you. If she says she does not know whether or not the child is up-to-date on all his/her immunizations, ask if she thinks the child is or not. If she still says she does not know, press [F3] or enter “d” then press [Enter].

The last question in the Parent Questionnaire for the respondent asks whether, during the past 12 months, the child has gone (or been taken to) different types of people who deal with various types of health problems. The respondent should decide whether or not the child went to see each of these types of people:

- Dentist
- Optometrist or Ophthalmologist or Eye Doctor
- Psychiatrist, psychologist, or a counselor
- Pharmacist
- Healer
- Specialist in biofeedback, energy healing or hypnosis
- Acupuncturist
- Homeopath
- Herbalist or Chinese medicine specialist
- Chiropractor
- Massage therapist

Definitions for each of these types of health care providers can be found in Section 8.7.4.

### 8.9.11 FI Observation Questions

Now you will take the computer back from the respondent and answer some observation questions about the household. Tell respondents you have a few administrative things to take care of on the computer that will take you a few minutes—that they can take a break until you finish.

The objective of these questions is to collect information about the physical environment and factors that may have an impact on children. You will read these questions to yourself and base your answers on what you know or have seen—do not explore the home in an attempt to better or more completely answer the questions. Do not discuss your observations with anyone
in the household. This may be difficult if you see a hazard you feel could put a child at risk of injury. In cases such as these, talk to your FS.

The first of these household observation questions appears below:

ENVIRONMENT INSIDE HOME IS UNSAFE FOR YOUNG CHILDREN, ONE OR MORE POTENTIALLY DANGEROUS HEALTH OR STRUCTURAL HAZARDS. (EX: FRAYED ELECTRICAL WIRES, MICE OR RATS, GLASS, POISONS, FALLING PLASTER, BROKEN STAIRS, PEELING PAINT, CLEANING MATERIALS LEFT OUT, FLAMES AND HEAT WITHIN REACH OF YOUNG CHILD.)

1. YES
5. NO
9. NO CHANCE TO OBSERVE

Note the things in the interior of the house that might be dangerous to a young child and that you can actually see. However, remember that you are not doing a safety inspection—you’re looking for things that create an obvious health or safety risk to a child. Look for signs that would indicate health or structural hazards. For example, you may not see a mouse but you may notice mouse droppings. Or if none of the kitchen cabinets have doors on them, you may assume that the child could have access to any hazardous materials that are in the cabinets. Of if the face plates are missing from sockets and electrical switches, consider that hazardous as well.

Remember that for this question you are only recording your observations about the inside of the house. If you see any of the items mentioned in the examples on the outside of the house or in the hallways or other common areas of an apartment building but do not see anything hazardous inside the home, indicate “No” for this question.

The next question asks about the outside of the home:

ENVIRONMENT OUTSIDE HOME (YARD, PATIO, ENTRYWAY OR PORCH, HALLS AND STAIRS) IS UNSAFE FOR YOUNG CHILDREN. (EX: UNLIT ENTRANCE OR STAIRWAY, BROKEN STEPS, BROKEN GLASS, BROKEN TOYS, LARGE DITCHES, ALCOHOL OR DRUG PARAPHERNALIA).

1. YES
5. NO
9. NO CHANCE TO OBSERVE

For this question, note those things on the outside of the house may be dangerous to a young child. In addition to the examples given in the question, rusty metal objects, discarded refrigerators with doors attached, and discarded condoms may be considered hazardous and pose
an obvious health or safety risk to a child. If you see any of the items mentioned in the examples on the inside of the house but do not see anything hazardous outside the home or in the hallways or other common areas of an apartment building, answer “No” for this question.

The next question is about the amount of light in the home:

INSIDE OF HOME IS DARK. (EX: DARK ROOMS OR DRAPES)

1. YES
5. NO
9. NO CHANCE TO OBSERVE

We ask this question because dark rooms with little light are less stimulating to a child. Answer “Yes” if the room or rooms you have seen have relatively little light or are fairly dark.

For the next question, you will need to determine if the house visually stimulating:

HOUSEHOLD HAS NO DECORATION OR DECOR IS MONOTONOUS. (EX: NO PICTURES OR NICK-NACKS, NO PLANTS, NO OR VERY LITTLE FURNITURE IN LIVING ROOM OR DINING ROOM)

1. YES
5. NO
9. NO CHANCE TO OBSERVE

You are not rating the respondent’s taste in decor. A respondent may live in a house that uses a lot of colors that you find unappealing, but it may still be visually stimulating. If the house has no pictures on the walls or no knickknacks, plants, sculptures, statues, or other items or color schemes that draw your eye, answer “Yes.”

In the next question, you will need to determine if the house is crowded:

INSIDE OF HOME IS CROWDED. (EX: MANY PEOPLE LIVING IN A VERY SMALL HOUSE OR APARTMENT, DIFFICULT TO FIND A PRIVATE PLACE TO INTERVIEW RESPONDENTS, FREQUENT INTERRUPTIONS AND PEOPLE BUMPING INTO EACH OTHER).

1. YES
5. NO
9. NO CHANCE TO OBSERVE

If there are many people living in a small household (as indicated on the household roster) but you do not feel it is crowded, answer “No.” However, if the interview was interrupted or others were observing or distracting you or the respondent because there is no private space, answer “Yes.”
Now you will need to assess the amount of clutter:

**ALL VISIBLE ROOMS OF HOUSE/APARTMENT ARE MINIMALLY CLUTTERED OR NOT CLUTTERED AT ALL. (EX: VISIBLE ROOMS ARE NEAT OR ARE MINIMALLY CLUTTERED WITH CLOTHES, VACUUM CLEANER, CHILDREN’S SCHOOL WORK, SHOES AND SOCKS, OTHER OBJECTS).**

1. YES  
5. NO  
9. NO CHANCE TO OBSERVE

Clutter may be a hazard to children, so observe the amount of disorder in the home’s physical environment. Look to see if toys, clothes, books, dishes, or other items are out of place—for instance, they are on the floor, tables, shelves, or scattered throughout the house. If there are small children, you will probably see some clutter—the amount of clutter may grow, the longer you remain in the household. Observe and record what you see.

The next question asks about the cleanliness of the home:

**ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE CLEAN OR REASONABLY CLEAN. (EX: NO TRASH STREWN AROUND, NO OR FEW DIRTY DISHES IN KITCHEN, FLOOR AND FURNITURE HAVE BEEN CLEANED OR DUSTED FAIRLY RECENTLY).**

1. YES  
5. NO  
9. NO CHANCE TO OBSERVE

A clean home provides a healthier environment for children. Notice if there are empty food containers, newspapers, junk mail, catalogues, magazines, etc., on the tables, countertops, floors, or strewn about may indicate a house that is not very clean. Notice the trash—is it overflowing? Does it have an odor? If there is a baby in the house, there may be an odor if a diaper needs to be changed or the lid to the diaper pail or trash is not airtight. If you see dust in the corners, dirty dishes stacked on the counters or table, or other signs of a dirty environment, answer “No” for this question. If the household is reasonably clean, answer “Yes.”

Next the focus of the observation questions turns to the respondent:

**DID R USE CORRECT GRAMMAR AND PRONUNCIATION MOST OF THE TIME? INTERVIEWER: R IS THE PRIMARY CAREGIVER**

1. YES  
5. NO
This question is to get an idea about the respondent’s command of the language and his/her ability to communicate effectively.

You will also be asked if the respondent spoke clearly and audibly to you most of the time (“audibly” means you were able to hear the person). If, most of the time, the respondent mumbled his/her words, slurred, used garbled speech, double-talked or did not make sense, or was soft spoken to the point where you had to frequently ask the respondent to repeat what was said, you will indicate “No,” that the respondent did not speak clearly or audibly to you most of the time.

Next you’ll be asked if the respondent appeared to understand the questions you asked. If you had to paraphrase the questions, simplify the words used, speak slowly, speak loudly, or repeat questions often, you should indicate that the respondent did not appear to understand the questions you asked. Additionally, if the respondent appeared confused, laughed nervously, frequently answered “don’t know,” avoided eye contact, or looked to someone else in the room for assistance, you should indicate that he/she did not appear to understand the questions you asked.

The next question asks if a child who lives in the household was in the room or in the next room at any time while you were interviewing. If your answer is “No,” you will not see anymore questions for the Parent Questionnaire module. If your answer is “Yes,” you will be asked how many different children were in the room at least part of the time and the approximate ages of those children—remember, these must be children who live in the household. If more than one child was present, you will code all the ages categories that are appropriate; if those children were of the same age category, you will enter the age category only once.

Now you will be asked about the respondent’s behavior towards his/her child or children:

RESPONDENT CARESSED, KISSED OR HUGGED [THE CHILD/ONE OF THE CHILDREN] AT LEAST TWICE.

1. YES
2. NO

This question applies to the respondent’s behavior towards any children age five or younger. If the respondent was physically affectionate by caressing, kissing, or hugging and demonstrated this at least twice in your presence, answer “Yes.” It does not matter if one child was hugged twice or two children were hugged once each—as long as there were two distinct incidents of caressing, kissing, or hugging of a child under age six, answer “Yes.”
The next question asks about the respondent’s communication with his/her child or children:

RESPONDENT TALKED TO [THE CHILD/ONE OF THE CHILDREN] AT LEAST ONCE. NOTE: THIS DOES NOT INCLUDE SCOLDING OR SUSPICIOUS COMMENTS.

1. YES
2. NO

The respondent may initiate talking to the child or it may be the result of something said or done by the child. This includes providing instructions to the child, answering the child’s questions, asking about the child’s activities, etc. If the respondent talked to a child under age six in your presence at least once, answer “Yes.” However, for this question, “talking” does not include correcting or disciplining the child or making suspicious comments or questions that assume the child is misbehaving. For instance, “It’s not polite to interrupt. Go play” would be scolding the child. “You’re not getting into that juice by yourself after I told you not to, are you?” would be a question that assumes the child is misbehaving.

The next question asks about physical discipline:

RESPONDENT SLAPPED OR SPANKED [THE CHILD/ONE OF THE CHILDREN] AT LEAST ONCE.

1. YES
2. NO

If the respondent physically disciplined or was physically aggressive with a child under the age of six in your presence, answer “Yes.” This includes spanking, punching, slapping, pushing, pulling or violently shaking the child. It also includes hitting the child anywhere on the body with an open or closed hand or with an object.

You will also be asked if the respondent yelled or screamed at a child (or children) under the age of six. This does not include calling to the child in a loud voice to determine the child’s location. Then you will be asked if the respondent said something to the child or one of the children in response to something the child said, the child’s action, or a noise the child made. The object of this question is to determine if the respondent directly speaks to the child in response to something the child did. Did the respondent ignore a child under age six or did the respondent acknowledge the child? If the respondent spoke to a nanny, sibling, or other person who might have been caring for the child—rather than speaking directly to the child—you will answer that the respondent did not say something to the child.
Similarly, in the next question you will be asked if the respondent answered the child or children’s questions or requests. The objective is to determine if the respondent is responsive to a young child when that child makes a request or has a question. If the child did not ask a question or make a request, you should answer “No.”

The last of the household observation questions—and the last question in the Parent Questionnaire module—asks for your impression of the respondent’s feelings about the child:

**RESPONDENT GAVE YOU THE SENSE THAT HE/SHE HAD POSITIVE FEELINGS ABOUT [THE CHILD/THE CHILDREN].**

1. YES
2. NO

The objective of this question is to get an idea of how the respondent may feel about the child since that can impact on their relationship and the child’s development. If the respondent made any overt comments about the child being good (“she’s a good little girl,” “that’s my angel”), indicated possessiveness (“that’s my baby,” “he’s my little man”), showed pride in the child’s appearance or abilities (“everyone says she’s so pretty she should do commercials,” “he was potty trained at 18 months”), or indicates similarity (“he acts just like me at that age,” “she’s got my eyes”), the respondent has positive feelings about the child. Listen closely to how things are said about the child. You may hear some pride in some non-complimentary comments (“he’s a rascal,” “she gets into everything”), and watch for non-verbal cues that demonstrate the respondent’s positive feelings about the child.

### 8.10 Primary Caregiver Questionnaire Module

This module will always be administered to the same person who answered the questions for the Parent Questionnaire and will almost always be a female. Explain to the respondent that there are two parts to this particular questionnaire. In the first part, you will read a question out loud to her and record her answer. However, in the second part, you’ll show her how to use the computer to read and answer the questions herself.

In the first question, you’ll ask the respondent if, during the past 12 months, she’s had any feelings of depression, feeling sad or empty and that those feelings persisted for at least two weeks. The feelings had to occur most of the time during this two or more week period. Read the question slowly, emphasizing the two phrases that are highlighted on your screen. If the respondent volunteers that she was on medication or on anti-depressants, code that response. However, you should not ask about medications if the respondent does not volunteer this information. “Medication” means medication for depression, and “anti-depressants” are a type
of medication given for depression. For example, “Prozac” is a well-known anti-depressant, but there are many other anti-depressants beside Prozac.

If the respondent says she did feel sad, blue, or depressed for at least two weeks sometime during the past 12 months, you’ll ask the respondent if the feelings during those two weeks lasted all day long, most of the day, half of the day, or less than half the day. Be sure to read the introduction to the question, emphasizing the phrases highlighted on your screen. Then read the question and the answers. You will also ask the respondent if, during this two week period, she felt this way every day, almost every day, or less often.

Then you will ask the respondent a series of questions about that two week period (shown below). Ask her “Did you . . .”:

a. Lose interest in most things that usually give you pleasure?
b. Feel more tired or low on energy than is usual for you?
c. Gain or lose 10 pounds or 4.5 kilos without trying?
d. Have a lot more trouble concentrating than usual?
e. Feel down on yourself or think you were worthless or no good?
f. Think a lot about death, either your own or someone else’s, or about death in general?

Read the question and then read each item. Pause after each item to let the respondent answer. The respondent needs to decide whether the answer should be yes or no.

The loss of interest does not have to be absolute (that is, the respondent does not have to have lost interest in absolutely everything in life), but it must be a general loss of interest (that is, losing interest in most things the respondent usually is interested in). A response like “I quit paying attention to the news” is not sufficient. Feeling more tired or lower on energy means feeling that way for no obvious physical reason. For example, if the respondent is tired only because she ran a marathon, started exercising more, worked over time, or had the flu, the answer would be “no.”

Gaining or losing weight must be without trying. If the respondent lost or gained 10 pounds (or 4.5 kilograms or kilos, which is the metric equivalent) because she was trying to gain or lose weight, the answer is “no.” When asking if the respondent had trouble concentrating, emphasize the phrases “a lot” and “than usual.” If the respondent often has trouble concentrating and never had two weeks when the trouble was much worse than usual, the answer is “no” because the respondent did not have more trouble than usual.

The objective of asking the respondent if she felt “down” on herself is to find out about feelings of worthlessness or excessive or irrational guilt. If the feelings were caused only because the respondent was upset that she had gotten depressed or was very tired, this does not
count. For example, if the respondent says “I felt worthless because I was so tired all the time that I couldn't get my work done,” the answer is “no.” However, if the respondent says “I felt like my whole life was pointless and that I had always been a burden on my family” or “I thought I was to blame for my brother's suicide because I had been angry with him,” the answer is “yes.” When asking if the respondent has thought a lot about death, the term “a lot” should be defined by the respondent.

Next you’ll ask the respondent if, during those two weeks, she had more trouble than usual falling asleep. Any one of these three sleeping troubles counts: trouble failing asleep, waking in the middle of the night, or waking up too early. Keep in mind that the question says “than you usually do.” (Some people have sleep problems all the time—this refers to more sleep problems than usual.) Then respondents are asked if, during those two weeks, the sleeping troubles happened every night, nearly every night, or less often. They are also asked how many weeks total did they feel this way (sad, blue, depressed; trouble sleeping) during the past 12 months. It is up to the respondent to decide the number of weeks. If she says “for three months,” you multiply 3 months by 4 weeks in your head and say “So that’s about 12 weeks. Is that correct?”

For respondents who had a period of at least two weeks of these feelings during the past 12 months, you’ll ask them to think about the most recent time they felt this way for at least two weeks in a row and tell you what month and year that was. This most recent two weeks period must have occurred within the last year (that is, within the past 12 months). You already know that the respondent had at least one episode of feeling this way within the last twelve months. So if the respondent says “That was about five years ago,” ask “What about the period of two weeks or more you told me about that occurred in the last 12 months?” If the respondent currently feels this way and has been feeling this way for two weeks or more in a row, record the current month (that is, the month in which the interview takes place).

Next you will ask respondents if, during the past 12 months, there was a period of two weeks or more when they lost interest in most things that usually give them pleasure. The loss of interest does not have to be absolute (that is, the respondent does not have to have lost interest in absolutely everything in life), but it must be a general loss of interest. If a respondent says “yes,” she will be asked how long it lasted (i.e., all day, most of the day, about half the day, or less than half the day), as well as if it occurred every day, almost every day, or less often. Respondents will then be asked if, during these two weeks, they felt more tired than usual, gained or lost 10 pounds without trying, had more trouble concentrating, felt down on themselves, or thought about death a lot. The criteria for these behaviors discussed earlier apply here as well. Then respondents are asked if, during this two week (or more) period of loss of interest, they had trouble falling asleep. Again, the three types of sleep trouble discussed earlier apply in this
question. Be sure the respondent understands this question refers to more trouble than usual. If they did have sleep troubles, respondents will be asked how frequent it was (e.g., every night, nearly every nigh, or less often).

Respondents are next asked how many weeks total during the past 12 months they had these feelings of loss of interest. Like for a previous question, you may have to do a mental calculation to convert an answer given in months to weeks. They are then asked to think about the most recent time they had these feelings for two weeks in a row and report when (month and year) that was. This episode must occur during the past year because the respondent has already reported feeling this way for two weeks during the past 12 months.

Now explain to the respondent that the interview is switching to the second part of the questionnaire—that she is going to ready and answer some questions on the computer herself. The computer will guide the respondent through a tutorial, and you should sit by her side during this tutorial so that you can answer any questions. However, let the respondent press the keys and go through the tutorial on her own. If you help her too much, she may become uncertain what to do during this self-administer portion of the questionnaire (SAQ) and either take longer than usual to answer or possible answer the questions incorrectly—both because she did not complete the tutorial on her own.

After the respondent is done with the tutorial, the computer will ask for a code. You should enter “RAND,” indicate if you think the respondent is capable of completing the SAQ portion of the interview. Then get up and move away so that you cannot see the computer screen. However, remain in the room in case the respondent has trouble with the computer or has a question. The computer will take the respondent through a series of sensitive questions about herself and her family life. If the respondent does have a question, do not immediately get up and go look at the screen. You must try to protect the confidentiality of these sensitive SAQ answers and assist her as best you can without looking at the screen. Since you will not see these questions, they will not be discussed in this manual. However, you do need to be familiar with them and will see them several times at training.

After the respondent has completed the SAQ portion of the PCG Questionnaire, the computer will instruct her to turn the computer back to you, and you will indicate if the respondent was able to complete the questions on her own, needed some assistance, or if you had to ask the questions.

8.11 Child Questionnaire Module

The Child Questionnaire module is designed to collect information about the randomly selected child (RSC) and that child’s sibling (SIB) from the child or children themselves if those
children are age nine or older. The module will be administered to each child selected. If there is only one child (the RSC) selected in a particular household, you will administer this questionnaire to that child. If two children (the RSC and SIB) are selected in a particular household, you will administer this questionnaire twice. Except for a few questions in the beginning, the Child Questionnaire is self-administered.

You, the interviewer, will first code the child’s races/ethnicities based on what you think the child would be considered if you didn’t know anything about him/her, entering all the codes you think would apply. If you enter more than one code, you’ll be asked to select which one race/ethnicity you think best describes the child (again, as if you knew nothing about him/her).

Then you will turn the computer over to the child and follow the same tutorial and interview procedures discussed for Primary Caregivers in Section 8.10: sit by the child while he/she completes the tutorial. Then when the computer asks for it, enter the code “RAND” into the computer and then move away from the child while he/she completes the SAQ portion of the interview (but remain available for questions). Indicate at the end of the interview how much help (if any) the child needed while completing the SAQ portion of the questionnaire.

8.12 Woodcock-Johnson Assessments

The Woodcock-Johnson Psycho-Educational Battery-Revised, Form B (WJ-R) is a wide-ranging, comprehensive set of individually administered tests for measuring cognitive abilities, scholastic aptitudes, and achievement. The tests can be given to individuals ages 24 months to 95 years. RSCs and SIBs ages 3-5 will be given two tests from the Achievement Battery: a Letter-Word Identification test and an Applied Problems test. RSCs and SIBs ages 6-17 will be given Letter-Word Identification, Applied Problems and a third test, Passage Comprehension. Primary Caregivers (PGG) will also receive the Passage Comprehension test.

The Letter-Word Identification test measures reading and pre-reading skills. The first five items involve symbolic learning or the ability to match a rebus (pictographic representation of a word) with an actual picture of the object. The remaining items measure the respondent’s reading identification skills, first with respect to identifying isolated letters and then in identifying words. The term “identification” implies that the respondent may be asked to respond to letter forms or words he or she has never seen before. This is in contrast to the term “recognition,” which implies a response to a stimulus with which a person has had prior experience. In this test it is not necessary that the respondent know the meaning of any word correctly identified, although the items become more difficult as the presented words appear less and less frequently in written English.
The Applied Problems test measures the respondent's skill in analyzing and solving practical problems in mathematics (i.e., their quantitative ability). In order to solve the problems, the respondent must recognize the procedure to be followed and then perform relatively simple calculations. Because many of the problems include extraneous information, the respondent must decide not only the appropriate mathematical operations to use but also which data to include in the calculation.

The Passage Comprehension test measures the respondent’s skill in reading a short passage and identifying the missing key word. The task requires the respondent state a word that would be appropriate in the context of the passage. The respondent must exercise a variety of comprehension and vocabulary skills.

### 8.12.1 Guidelines for Administration

An adequate physical setting and a friendly relationship between you and the respondent are important to the testing situation and may affect the respondent’s performance. First, read the Woodcock-Johnson Consent script (or Assent script, if a child) from the Showcard Booklet (the blue pages in the back of the booklet) to ensure the respondent is agreeable to the testing. Before actual test administration, you should arrange the setting, set up the materials, and establish rapport with the respondent. The basic materials for administering the WJ-R are the Test Book Easel, a pencil with an eraser, and scrap paper.

Ideally, the testing area should be free of auditory and visual distraction. You may need to ask to have a television or radio turned off. If possible, you and the respondent should be the only individuals in the testing room. If the parent or other siblings are in the room, it is appropriate to ask them to leave you alone for the next 15 minutes, explaining that it will allow the child to focus on the task at hand and not be distracted by their presence. For example, you might say to the parent “We want [child’s name] to do the best that he/she can. In order to do this, we need him/her to concentrate on the questions we ask. Perhaps you could go into the next room, so he/she isn’t distracted by what you are doing.”

You and the respondent should sit at a table. The child should be able to sit comfortably at the table selected (e.g., a young child may be more comfortable sitting on the floor in front of a coffee table than at a kitchen table). If no table is available, sitting across from each other on the floor is acceptable. A suitable seating arrangement is one in which you are able to view the your side of the Test Book Easel as well as the respondent’s test page on the opposite side of the easel. The respondent should be able to view only the respondent pages. The best seating arrangement is one in which you and the respondent sit diagonally across from each other at the corner of a low table. Another possible arrangement is one in which you sit directly across the table from the respondent. With this arrangement, the table must be narrow and low enough so
that you can see over the upright test book and accurately point to the respondent page when necessary.

You should have little difficulty establishing a good testing relationship with most respondents. However, you can remind 9-17 year old respondents that we will be paying them $10 (and younger children will receive crayons and a coloring book to thank them for their help). Do not begin testing unless the respondent seems relatively at ease. During the test, give the impression that administering the test to the respondent is an enjoyable experience. Smiling frequently and calling the respondent by name help to maintain a pleasant testing environment. You may wish to begin the testing session with a short period of conversation, although some older children may want to begin immediately. Asking questions about the children’s favorite activities, sport teams, or TV shows are good ways to put a child at ease (see Exhibit 8.2 for other suggestions).

During the testing session, you can enhance rapport by frequently letting the respondent know that he or she is doing a good job, using such comments as “fine” and “good.” Encourage the respondent to answer even when items are difficult. Be careful that your pattern of comments does not indicate whether answers are correct or incorrect. Habits to avoid include saying “good” only after correct responses or pausing longer after incorrect responses, as if expecting the respondent to change the first response.

The most important thing to help a young child become comfortable with you is to truly be interested in them. They will warm up to people who take the time to talk and listen to them. When you meet the child, get on their level. When you are standing up, you may seem intimidating. When you get down on their level, either by crouching down or bending over, they can see your face better. Use the child’s name when you meet them and introduce yourself. “Hi, (child’s name). My name is (your name).” Most young children will not want to shake hands, and many will stay close to their mother’s side until they feel more comfortable.

It is important during testing to move quickly from one item to the next and from one test to the next. Developing proficiency in the test administration is the first goal. But just as important is the second goal, that of administering the test efficiently. As soon as a respondent has completed responding to an item, the next item should be presented immediately. You should not chat with the respondent once testing has begun. Using a brisk testing pace enhances subject rapport and helps the participant maintain attention.
1. “How old are you?” Many children will hold up the number of fingers equaling their age instead of stating their age. You can respond by saying, “Wow, you’re (their age)! You are so big.”

2. Ask about a toy they were playing with or a TV show they were watching when you came in.

3. Compliment them. For example “That’s a cute shirt” or “I like the braids in your hair.”

4. If you know their birthday was within the last month or is coming up in the next month, ask them what they got/want for presents and whether they had/will have a party.

5. Many kids will have on clothing with Disney/Sesame Street/other TV characters. You can say, “I see (character’s name) on your shirt. Do you like (character name)?” If you don’t know who the character is, it’s OK to say, “Who’s that” because it still shows you are interested in the child.

   – Popular characters from Sesame Street include Elmo (as in “Tickle Me Elmo”), Cookie Monster, and Bert & Ernie. Popular Disney characters include Ariel (the Little Mermaid), Pocahontas, Esmeralda (from the Hunchback of Notre Dame), Simba (the lion from the Lion King), Aladdin and Jasmine, Beauty and the Beast, Mickey Mouse, Minnie Mouse, Pooh, Tigger, Eeyore, and Piglet. Barney (the purple dinosaur) is popular with the toddler crowd.

   – Commenting on clothing with a sport team on it is a way to break the ice. (However, sometimes it’s the parents who are into the team rather than the child.)

6. If you are there near meal time, you can ask what they had to eat. Comment about whether you like that or not.
Some children may be uncooperative, usually because of a short attention span. Continue asking the items, trying to elicit the child's interest. If the child refuses to answer the questions or does not even listen to the questions, be sure to make note of this on the front of the form. By differentiating an uncooperative response from a true incorrect response, we will know that this administration does not accurately reflect the child's true abilities.

In general, you do not want the parent to be present when the child is being given the WJ-R. This is because they may interfere with the testing, encouraging the child or nodding their head “yes” or “no” when the child responds. However, many young children will be uncomfortable with an unknown adult. If, after a few initial attempts to loosen the child up with the parent still present (see Exhibit 8.2), you do not think the child will respond well, let the parent stay in the room, preferably out of view of the child. Very young children may need to sit on the lap of a parent to get them to cooperate. If the parent will be present during the testing session—either in the room or with the child on his/her lap—briefly explain the testing process to the parent, informing them that you will be testing the limits of the child’s abilities and do not expect them to get everything correct. Explain to the parent that it is important not to assist the child on any item during the testing session. If the parent or anyone else is present in the room during the administration, make note of that on the first page of the form.

After you are set up to administer the test and the respondent is sitting down, you could say something like the samples below to get started:

- **For a child:** I am going to ask you to answer some questions and to solve some problems. The questions are going to get harder as we go along. They get harder for everyone and all kids get some of them wrong. So, don’t worry about if some of the questions are hard. They get hard for everyone. All I ask is for you to try your hardest. Also, you may see me flipping the pages in this easel back and forth, that is also part of how the questions were written. Now I just want to thank you. You’re really helping me by answering these questions and I really appreciate your help.

- **For an adult:** I am going to ask you to read some sentences and to answer some questions. The questions were written in such a way that they get harder as we go along. They get harder for everyone so please don’t worry about it when they start to get harder for you. Also, I sometimes have to flip back and forth in this easel so don’t worry about that if you see me doing that. I want to thank you in advance for taking the time to do this. It’s really helpful for me and I appreciate it.

It is important that you become comfortable with these introductions so that it sounds natural to the respondent.
The test items for each test are arranged in order of difficulty with the easiest items presented first and the most difficult items last. Furthermore, each test contains items spanning a wide range of difficulty. Consequently, a number of items in each test will be beyond a given respondent’s operating range. The operating range is the set of consecutive items below which the respondent has essentially a 100% chance of responding correctly to all items (the basal level) and above which the respondent has essentially a 0% chance of responding correctly to any items (the ceiling level). The purpose of basal and ceiling rules is to limit the span of items administered while still being able to estimate, with high probability, the score that would have been obtained if every item in a test were administered. The basal level is set when the respondent correctly answers the six lowest-numbered items given. The ceiling level is set when the respondent incorrectly answers the six highest-numbered items given. Thus, testing starts at an appropriate point within the respondent’s operating range and then continues until all items within that operating range are administered. By not administering items that are extremely easy for the respondent or that are beyond the individual’s capabilities the number of administered items is minimized and the respondent has a more favorable reaction to testing.

Based on a child’s grade (i.e., estimated achievement level, not age), the starting point is determined. The younger children in our study will always begin with the first item. All adults will have the same starting point as well. Other starting points are listed on the first page of each test in the testing easel. If the respondent responds to the first six or more consecutive items correctly, continue testing until the respondent meets the ceiling criterion. If one of the first six items administered is not answered correctly, test backward by complete pages until the respondent has responded correctly to the first six lowest-numbered items administered or until the page with Item 1 has been administered. Once this base has been found, return to the point at which testing was interrupted and continue testing from there until the respondent has met the ceiling criteria of failing the six highest-numbered items administered or until the page with the last test item has been administered.

Remember that testing is conducted by complete pages. If a ceiling for a respondent appears to be reached in the middle of a test page, you will administer all items on that page before discontinuing testing. This is done so that respondents do not see any of the unadministered pages that fall below the basal level or above the ceiling level and are essentially unaware that there are other test questions present in the Test Book that were not asked. Because the WJ-R is administered by complete pages, there are times where a respondent will have gotten six in a row wrong, but then on the next item (administered because it was on the same page as the last of the six items) the individual answers correctly. When this occurs, testing should proceed until the respondent gets the last six items administered wrong. Thus, more than one run of six incorrect answers can be found in a test record.
During the administration you may make comments encouraging the child, without giving feedback regarding how well they are doing. During the test, saying “fine” or “okay” to transition between items is acceptable. Older children and adults (as well as some younger children) who are used to consequences for getting things wrong can become upset when they realize they can’t figure something out. As an examiner you need to put them at ease about this. Making general comments like “This test is made for people of all ages so some items get tough” are acceptable. If they ask how they are doing, say “You’re doing fine,” (whether they are or not) or something nonjudgmental but encouraging. If the respondent gets frustrated or doesn’t think he/she can answer an item, say “Give it a try, just do the best you can.”

If the respondent obviously doesn’t know the answer, move on. This is likely to happen with the young children during the Letter-Word Identification test as the items change from individual letters to words. If they only know some or none of their letters, they will not be able to read/spell whole words. However, items must be administered until six consecutive incorrect responses have been given.

8.12.2 Letter-Word Identification (Test 22)

Listed below are instructions for administering each item in the Letter-Word Identification test for both the young children and the older children. See Exhibit 8.3 for specific items from this test.

- **For young children:** Present the samples. You are teaching the child to point to the object and see how a rebus (line drawing) can represent something else. You go through each picture, saying “This is ___. Put your finger on ____.” Wait for the child to point. If they do not understand, encourage them and repeat the instructions. The next item is also a sample. You point to each rebus, then instruct them to show which one of these is like the big picture. If the respondent makes an error or doesn’t respond point to the rebus for house, you say, “This is ‘house.’ ‘House’ tells about the big picture. Let’s do it again,” and you repeat the item.

For item 1, if the child gets it wrong you show the correct answer and do it again. The answer is marked as incorrect, but the child is getting practice and hopefully learning what you want them to do. If the child gets item 2 or 3 wrong, you give them the answer, but do not repeat the item. For item 4, no response is given by the interviewer to an incorrect answer.

Item 5 moves into letters. If the child does not respond or is incorrect, you say “This letter is O. Now you tell me the name of this letter.” (Again this is scored as incorrect, but we want to make sure the child understands what we want them to do.) After this item, the correct answers are not given for the remaining letter.
items. If the respondent does not answer, continue pointing to each letter. You can say “Go ahead” and have them go through the items without being prompted. If the child is becoming distracted, focusing them on the item by pointing and/or saying “And the next one?” is acceptable. It is especially important to move quickly between items if it is obvious to you they are past their ability (e.g., a child who knows her capitals but not lowercase letters); otherwise the child may get frustrated, bored, or feel stupid.

- **For older children and adults:** On the first item say, “What is this word?” After the respondent responds, say, “Go ahead with the others. Don’t go too fast.” If the respondent does not answer, continue testing by pointing to the next word. Do not tell the respondent the correct answer to any items. A respondent may say, “I don’t know” or “I don’t know that word.” To this, say, “It’s okay to guess” or “I don’t expect you to know all the words. Give it a try.” Remember you will always finish a page of words. Refer to Exhibit 8.3 for words asked and their correct pronunciation.

At the end of Letter-Word Identification test, say something encouraging like, “You did a great job! Let’s do some more” and then move on to the Applied Problems test.

### 8.12.3 Applied Problems (Test 25)

Below are instructions for administering each item in the Applied Problems section for both the young children and the older children. See Exhibit 8.4 for specific items from this test.

- **For younger children:** Start by saying, “Show me your hand. Show me your fingers.” In response the children can hold up their hands or wiggle and wave them. Then, quickly ask the first item, “Show me one finger.” If the child is not paying attention, try to refocus them by repeating the question.

   After this item there are pictures that go along with the questions. Point to the picture (if it is a single item) or sweep your finger across the pictures if there are multiple choices involved (in a sweeping motion be sure not to stop or wait on the item that is correct). These questions are straightforward. You never give the correct answer if the child is wrong.
• Introduction to sample item: Child is shown a page with 5 line drawings and asked to point to each when asked.
  – This is “house.” Put your finger on “house.”
  – This is “cat” Put your finger on “cat.”
  – This is “dog.” Put your finger on “dog.”
  – This is “chair.” Put your finger on “chair.”
  – This is “book.” Put your finger on “book.”

• Sample item A:
  – Child is shown a page with two line drawings of a house and a dog and a bigger regular drawing of a house. The child is told, “This is ‘house.’ This is ‘dog.’ Now you show me which one of these tells about the big picture.”
    -- If child responds incorrectly, say “This is house. House tells about the big picture. Let’s do it again.” Repeat sample item A.

1. Child is told “Put your finger on the one that tells about the big picture.” (The child is to select the line drawing of a chair which represents the bigger picture of a chair. There are two choices to pick from.)
   -- If child responds incorrectly, say “This is chair. Chair tells about the big picture. Let’s do it again.” Repeat item 1.

2. Child is told, “Put your finger on the one that tells about the big picture.” (The child is to select the line drawing of a book which represents the bigger picture of a book. There are three choices to pick from.)
   -- If child responds incorrectly, say “This is book. Book tells about the big picture.” Do NOT repeat item.

3. Child is told, “Put your finger on the one that tells about the big picture.” (The child is to select the line drawing of a dog which represents the bigger picture of a dog. There are three choices to pick from.)
   -- If child responds incorrectly, say “This is dog. Dog tells about the big picture.” Do NOT repeat item.

4. Child is told, “Put your finger on the one that tells about the big picture.” (The child is to select the line drawing of a cat which represents the bigger picture of a cat. There are three choices to pick from.)
5. The child is asked, “What is the name of this letter?” Correct answer is X. If the child responds incorrectly, say “This letter is X. Now you tell me the name of this letter.”

For items 6 - 13, the child is asked what the following letters are:

6. B
7. R
8. C
9. N
10. k
11. Q
12. p
13. U

14. In Item 14, they are asked, “What is this word?” to which they should respond “is”. If they do not answer correctly or do not respond, they are to be told, “This word is ‘is.’ Now you tell me this word.” No more correct answers are given by the interviewer after this point in the test.

For items 15 - 57, the child is asked what the following words are:

15. go
16. not
17. but
18. from
19. had
20. keep
21. said
22. got
23. their
24. light
25. once
26. use
27. young
28. point
29. piece
30. built
31. however
32. bachelor
33. social
34. knowledge
35. bought
36. investigate
37. thermostat (ther-me-stat)
38. fierce
39. curious
40. authority
41. courageous (ke-rājēs)
42. megaphone (meg-e-fōn)
43. illiteracy
44. acrylic (e-kril-ik)
45. irregularities
46. silhouette (sil-e-wet)
47. precipitate (pri-sip-e-tät)
48. reminiscent (rem-e-nis-ent)
49. chorused (kōr-est)
50. debris (de-brē, dā-brē)
51. municipality (myū-nis-e-pal-et-ē)
52. subsidiary (seb-sid-ē-er-ē, seb-sid-e-rē)
53. melodious (me-lōd-ē-es)
54. semiarid (sem-i/är-id, semē /ärid)
55. facetious (fe-sē-shes)
56. satiate (sā-shē-āt)
57. puisne (pyū-nē)
• The child is told, “Show me your hand. Show me your fingers.”

Starting point for Preschool to Kindergarten:

1. Show me just one finger.

2. How many apples are there? (answer: 1)

3. How many boats are there? (answer: 2)

4. How many birds are there? (answer: 1)

5. Look at the pictures. Put your finger on the bowl with two bananas. (given three pictures to pick from)


7. There are five children here. There are three balloons. How many children do not have balloons? (answer: 2)

8. How many flowers are there? (answer: 3)

Starting point for grade 1:

9. Show me the number that tells how many dogs there are. (answer: 2)

10. How many apples have not been eaten? (answer: 3)

11. If you take away two cans, how many would be left? (answer: 2)

12. Point to the group with five dots. (given six pictures to pick from)

Starting point for grade 2:

13. If the top man jumped off, how many men would there be left? (answer: 5)

14. If José ate three of these cookies, how many cookies would be left? (answer: 3)
15. If you had two books and got two more, how many would you have? (answer: 4)  
16. If you take away three crayons, how many would you have left? (answer: 4)  
17. If you had these balloons and someone gave you two more, how many balloons would you have? (answer: 7)  
18. What time does this clock say? (answer: 1 o’clock)  
19. Point to two things you could buy if you had fifty cents. (answer: pencil and candy)  

Starting point for grade 3:

20. Tell me what time this clock says. (answer: seven-fifty, ten minutes before eight)  
21. If the two top boxes were pushed off, how many boxes would be left in the stack? (answer: 7)  
22. If you drew five more circles, how many circles would there be? (answer: 7)  
23. Show me the quarter. Show me the dime.  

Starting point for grade 4 to 6:

24. When added together, how much money is this? (answer: 10 cents)  
25. What time does this clock say? (answer: nine-thirty, half past nine)  
26. Three people each have four dollars. How much money do they have all together? (answer: 12 dollars)  
27. When added together, how much money is this? (answer: 22 cents)  

Starting point for grade 7 to 9:

- Child is told “You can use this paper and pencil if you need them.”  
28. If Juanita saved a dime each day for one week, how much money would she have at the end of the week? (answer: 70 cents)  
29. Show me the whole apple. Show me the fourth of an apple. (given four pictures to pick from)
30. Peaches are sixty cents a can, applesauce is seventy cents a can, and pears are fifty cents a can. How much money is needed to buy one can of peaches and one can of applesauce? (answer: $1.30 (one dollar and thirty cents), 130 cents, $1.30 without taxes)


Starting point for grade 10 to average adult:

- Adult is told “I am going to ask you some questions. You can use this paper and pencil if you need them.”

32. Paul bought two packages of gum for fifty cents. He had a total of ten sticks of gum. He gave his brother one half of his gum. How many sticks of gum did Paul have left? (answer: 5)

33. If you bought both balls, and you had this much money, how much money would you have left? (answer: 15)

34. Many maps have a scale that shows miles in inches. If one inch represents fifty miles and you traveled two hundred fifty miles, how many inches on the map would represent your trip? (answer: 5)

35. Maria went to sleep at nine o’clock Monday evening and woke up at seven o’clock Tuesday morning. How many hours did she sleep? (answer: 10)

Starting point for college and above average adult:

- Adult is told “I am going to ask you some questions. You can use this paper and pencil if you need them.”

36. Miguel was given one dollar for his eighth birthday. He bought a ball for twenty-nine cents and a comb for sixteen cents. How much money did he have left? (answer: 55 cents)

37. What is the perimeter of this polygon? (answer: 30)

38. Steve got a job for the summer. He worked twenty hours per week, and his net pay for each week was one hundred twenty dollars. How much will Steve earn in twelve weeks? (answer: $1,440)

39. What time was it four and one-half hours ago? (answer: eleven-thirty, half past eleven)
40. Tom and Joe start at Fairfield and go to Beaver. Tom goes to Beaver through Newton, and Joe goes to Beaver through Wheeler. How many miles longer is Joe’s trip than Tom’s? (answer 8)

41. Lee wanted to visit his grandmother who lives fourteen hundred air miles away. If Lee’s plane travels four hundred miles per hour, how many hours would Lee’s flight take? (answer: 3 and ½)

42. How many inches is twenty-five percent of a one-foot ruler? (answer: 3)

43. Kim’s mother made a cake for her birthday. Kim was six years old. After they ate one third of it for supper and Kim took one sixth of it to a friend, how much cake was left? (answer: ½, 3/6)

44. What are the coordinates of point A? (answer: 4 and -2, x=4 and y=-2)

45. An employee wanted to buy a book that cost seven dollars and fifty cents. He received a discount of ten percent. How much did he have to pay for the book? (answer: $6.75)

46. Rosa’s favorite cake was a very large chocolate layer cake. She decided she would make one third of the recipe because she was the only one home to eat it. The recipe called for two and one-fourth cups of flour. How much flour should she use? (answer: 3/4)

47. A television set costs six hundred dollars cash or two hundred dollars down and twenty-five dollars a month for twenty months. What would the interest cost be if the television set were purchased on the monthly installment plan? (answer: 100 dollars)

48. What is the length of the missing side of this triangle? (answer: 5)

49. A swimming pool is fifty feet long, twenty feet wide, and five feet deep. How much water can the swimming pool hold if completely filled? (answer: 5000 cubic feet)

50. Pablo bought a new trombone for eight hundred dollars. If he pays for his horn in thirty days, he does not have to pay an additional fifteen percent annual interest rate. If Pablo finances his horn for one year, what will be the total cost of Pablo’s trombone? (answer: 920 dollars)
51. A marble is taken from a bowl containing blue marbles, red marbles, and green marbles. If the probability of getting a blue marble is one half, and the probability of getting a red marble is one third, find the probability of getting a marble that is either blue or red. (answer: five-sixths, 5 out of six, .83, 83 ½ percent)

52. What are the roots of this equation? (answer: 5 and 3)

53. If it is eight a.m. in the Eastern Daylight Time Zone, what time would it be in the Mountain Standard Time Zone? (answer: 5)

54. What is the circumference of a circle with a radius of seven inches? (answer: any answer between 43.9 and 44 inches)

55. What is the distance between these two points? (answer: 5)

56. What is the approximate volume of a cylinder having a radius of three inches and a height of eight inches? (answer: any answer between 226 and 226.3 cubic inches)

57. Mr. Chung deposited ten thousand dollars in a savings account and five thousand dollars in his checking account. The bank paid five percent interest, compounded annually, on the savings account. Assuming he makes no further deposits or withdrawals, how much money will he have two years later in his savings account? (answer: $11,025)

58. A rectangle six centimeters wide has a diagonal ten centimeters long. Find the perimeter. (answer: 28 centimeters)

59. What is the equation of a line passing through the points one, two; and zero, four? (answer: y=4-2x or y=2x+4 or y+2x=4 or y+2x-4=0)

60. If a chord eight inches long is four inches from the center of a circle, what is the radius of the circle? (answer: $4\sqrt{2}$ (four times the square root of two) inches, any answer between 5 ½ and 6 inches)
Some questions have two parts (e.g., point to the box with two kittens, now point to the box with three kittens), and you should pause for the first answer before reading the second part of the question.

Both parts must be correct to be scored correctly. When the child needs to point to the response, make sure you are paying attention. If you missed seeing it, say “Oops, I didn’t see which one you pointed at” and then repeat the question.

If the child gives more than one answer or points to more than one item in giving a response, say “What’s your answer?” or “Which one?” However, if it’s obvious they don’t know the answer or don’t understand the question (the child is counting 1, 2, 3 over and over for each response or moving her finger and pointing at each box), it’s not necessary to do this. If the child guesses correctly, it is still correct. This may cause you to continue past what is their actual limit of ability. Once again, if you can tell that you are beyond the child’s ability, you still must ask the questions, but you may move quickly, pausing briefly for the child to respond.

**For older children**: Start by saying, “I’m going to ask you some math questions. As before, some of the questions may be easy while others may be hard. I don’t expect you to get all of them right. Just do the best you can.” Pay attention to the response solicited. Sometimes the child needs to label the units while other times they do not (e.g., they need to say “12 cents” in item 24). If they need to label units but don’t, prompt them by saying, “12...what?”

If the respondent asks for a paper and pencil or appears to need them, provide a blank sheet of paper. Before reading item 28, give them a pencil and paper and say “You can use this paper and pencil if you need them.”

As you move on, there are fewer pictures and more text to the questions. On the child’s side of the easel, the text is written out. Point to where it is on the page, and then read the item aloud to them, slowly and clearly.

If they ask for help, say “I’m sorry. I can’t help you. Try and figure it out for yourself.” If they ask a question that indicates they missed something in the words you presented, it is okay to reread the question (we don’t want them to not get the item correct because their reading level is low).

As the items get more difficult, the respondent may need more time to answer. If they say they don’t know or give an incorrect answer, move on to the next item. If the respondent has taken more than a few minutes on an item, suggest moving on (“e.g., “Why don’t we try the next one?””). If, upon this suggestion, the child asks for a little more time, give it to them. Then prompt them again after another
minute, perhaps adding “Some of these are difficult. I don’t expect you to know all the answers.”

At the end of Applied Problems test, say something encouraging like, “You did a great job! Let’s do some more” and then move on to the Passage Comprehension test.

### 8.12.4 Passage Comprehension (Test 23)

For the Passage Comprehension test, you will begin with Item 1 for all children not yet in Grade 1 (no school, preschool, kindergarten). All other respondents will begin on page 61 with the Sample Item for both children and adults (see Exhibit 8.5 for specific items from the test). By starting with Item 1, you are teaching the child to select the correct picture that depicts the word or words written on the page. You do not read the word or words to the child, but instead you say “Look at these words. Put your finger on the picture these words tell about.” If they do not understand, encourage them and tell them what the words say. Ask again for them to point to the correct picture. The next two items (2 & 3) are administered the same way to again give the respondent a few more chances to learn what it is that we are asking them to do. For item 4, you will not speak the words to the child. You will simply ask them to point to the picture the words tell about.
Exhibit 8.5 Specific Items for Passage Comprehension Test, page 1

1. Child is told “Look at these words. Put your finger on the picture these words tell about.” (The child is to point to the picture of the big house. There are four choices to pick from.)

2. Child is told “Put your finger on the picture these words tell about.” (The child is to point to the picture of the two trees. There are five choices to pick from.)

3. Child is told “Put your finger on the picture these words tell about.” (The child is to point to the picture of the cat and dog. There are five choices to pick from.)

4. “Go ahead.” Do not give instructions. Give the child a few moments to respond. If there is no response tell the child, “Put your finger on the picture the words tell about.” (The child is to point to the picture of the little green chair. There are five choices to pick from.)

Sample item A:

Child is shown two line drawings of a house and a person. The child is told, “Look at this picture.” Then point to the sentence and say, “Listen. This says, ‘The house is bigger than the . . . (pause).’” Point to the blank in the sentence and say, “What word belongs in the blank space?”

If the child responds incorrectly, say “the answer is man. The house is bigger than the man. Now try it again. The house is bigger than the (pause).” Point to the blank in the sentence and say “What word belongs in the blank space?”

Starting point for grade 1 to 3:

5. Child is told “Read this to yourself and tell me one word that goes in the blank space.” (answer: box)

6. Do not give instructions. If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: is, looks, was)

If the child responds incorrectly with the word “tastes,” say “Tell me another word.”

7. Do not give instructions. If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: ball)
8. Do not give instructions. If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: sofa, couch)

**Starting point for grade 4 to 5:**

9. Child is told “Read this to yourself and tell me one word that goes in the blank space.” If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: under, beneath)

10. Do not give instructions. If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” Child is told, “Read this to yourself and tell me one word that goes in the blank space.” (answer: time)

11. Child is told “Read this to yourself and tell me one word that goes in the blank space.” If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: clean, pick, straighten)

12. Do not give instructions. If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say, “Try this one.” Child is told “Read this to yourself and tell me one word that goes in the blank space.” (answer: cities, towns)

If the child responds incorrectly with the word “places” or “states,” say “Tell me another answer.”

13. Child is told “Read this to yourself and tell me one word that goes in the blank space.” If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: B)

14. Do not give instructions. If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say, “Try this one.” Child is told “Read this to yourself and tell me one word that goes in the blank space.” (answer: feet, legs, wings, eyes, any answer of which a bird has two (and only two))
Starting point for grade 6 to 7:

15. Child is told “Read this to yourself and tell me one word that goes in the blank space.” If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: down)

16. Do not give instructions. If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say, “Try this one.” Child is told “Read this to yourself and tell me one word that goes in the blank space.” (answer: tree)

17. Do not give instructions. If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” Child is told “Read this to yourself and tell me one word that goes in the blank space.” (answer: morning, day, goat)

Starting point for grade 8 to average adult:

18. Respondent is told “Read this to yourself and tell me one word that goes in the blank space.” If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say, “Try this one.” (answer: dig)

19. Do not give instructions. If the respondent does not answer in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” Respondent is told “Read this to yourself and tell me one word that goes in the blank space.” (answer: worry)

20. Do not give instructions. If the participant does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” Respondent is told “Read this to yourself and tell me one word that goes in the blank space.” (answer: paper(s), pulp)

If the respondent answers incorrectly with the word “newspaper,” say “Tell me another answer.”
Starting point for college and above average adult:

21. Respondent is told, “Read this to yourself and tell me one word that goes in the blank space.” If the child does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: water)

If the respondent answers incorrectly with the word “river” or “stream,” say “Tell me another answer.”

22. Do not give instructions. If the participant does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” Respondent is told “Read this to yourself and tell me one word that goes in the blank space.” (answer: boys, family, sons, children, kids)

23. Do not give instructions. If the respondent does not answer in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” Respondent is told “Read this to yourself and tell me one word that goes in the blank space.” (answer: skate, roller-skate)

24. Respondent is told “Read this to yourself and tell me one word that goes in the blank space.” If the subject does not respond in about 30 seconds after completely reading the passage, encourage a response. If the participant still does not respond, point to the next item and say “Try this one.” (answer: laws, rules)

25. Do not give instructions. If the subject does not respond in about 30 seconds after completely reading the passage, encourage a response. If the participant still does not respond, point to the next item and say “Try this one.” (answer: screen, television, TV, sets, hamburgers)

26. Do not give instructions. If the participant does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: written, done, said, wrote)
27. Respondent is told “Read this to yourself and tell me one word that goes in the blank space.” If the participant does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: forests, forest)

If the respondent answers incorrectly with the word “park” or “trees” say “Tell me another word.”

28. Do not give instructions. If the participant does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” Respondent is told “Read this to yourself and tell me one word that goes in the blank space.” (answer: excited, interested, inspired, enticed)

29. Do not give instructions. If the participant does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” Respondent is told “Read this to yourself and tell me one word that goes in the blank space.” (answer: diet(s), dieting, exercise, fats, calories)

30. Respondent is told “Read this to yourself and tell me one word that goes in the blank space.” If the participant does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: entertainment, music, shows, concerts, musicals, plays)

31. Do not give instructions. If the participant does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” Respondent is told “Read this to yourself and tell me one word that goes in the blank space.” (answer: food, meat, nourishment)

If the respondent answers incorrectly with the word “animals”, say “Tell me another answer.”

32. Do not give instructions. If the participant does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” Respondent is told “Read this to yourself and tell me one word that goes in the blank space.” (answer: anything)
33. Do not give instructions. If the respondent does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: capitalization, capitals)

If the respondent answers incorrectly with the word “them” or “it”, say “Tell me another word.”

34. Do not give instructions. If the respondent does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say, “Try this one.” (answer: fear, danger)

35. Do not give instructions. If the respondent does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: ready)

36. Do not give instructions. If the respondent does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: her)

If the respondent answers incorrectly with a woman’s proper name, say “Tell me another word.”

37. Do not give instructions. If the respondent does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.”. (answer: trash, garbage)

38. Do not give instructions. If the respondent does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: precious, valuable, beautiful, special)

39. Do not give instructions. If the respondent does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: challenge)

40. Do not give instructions. If the respondent does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say, “Try this one.” (answer: compared)
41. Do not give instructions. If the respondent does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: about, describing, critiquing, demolishing)

42. Do not give instructions. If the respondent does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: plans, laws, guidelines, measures, regulations, solutions, restrictions, compromises).

If the respondent answers incorrectly with the word “changes,” say “Tell me another answer.”

43. Do not give instructions. If the respondent does not respond in about 30 seconds after completely reading the passage, encourage a response. If the subject still does not respond, point to the next item and say “Try this one.” (answer: failure, attempt)
Sample Item A (on page 61) is the last item in this test that any words are read or told to the respondent. In this item, you will say “Look at this picture” and then while pointing to the sentence say “Listen. This says, ‘The house is bigger than the . . .’” Pause and then point to the blank line in the sentence and say “What word belongs in the blank space?” If the respondent gets the answer incorrect, score the item as incorrect, but then tell him/her the correct answer: “The answer is man. The house is bigger than the man.” And then repeat the item to them to be sure that they understand what we are asking them to do.

For the remainder of the items, you will just be reading the instructions in blue on the examiner’s page, but you will not be reading any of the questions to the respondent or helping them with any of the words within any item being administered. The respondent should be reading the items for themselves and giving you an answer verbally. You can say “Go ahead” as you flip the pages in the easel and have them go through items without being prompted. If a child is being distracted, focusing them on the item by pointing and/or saying “And the next one?” is acceptable. It is especially important to move quickly between items and to not let more than 30 seconds go by after the respondent has read each item, especially if it is becomes obvious that they are past their ability. Remember to be encouraging, even if the respondent is answering incorrectly.

### 8.12.5 Completing the Cover Page

After administering the Assessments, you must complete the cover page before sending it to RTI. To ensure the information on the cover page is accurate, legible, and complete, whenever you can it is best to fill-in most of it before the assessments are administered. This can be done at any point after the computer has randomly selected the designated respondents to be interviewed and/or assessed. Do this when you have some “quiet time” to check the respondent selection table and fill in the identifying information about each respondent in the designated place on the booklet cover page (name, address, age, gender, tests to be given, HH ID, etc.). For example, you can fill out the cover page as part of your end of the day record-keeping. Or you can take a few minutes just before you begin the actual test to fill out the cover page.

All of the information on the white booklet label, the assessment date, the respondent’s age, and the respondent gender are entered by keypunch. This information is compared to the data recorded in the interview, so it is imperative that it is complete, legible, and accurate! Items B, C, D, E, and F are also entered, so those must be completed as well.

At the top of the form, enter the following information:

- **Interviewer ID number**: your six-digit FI ID number
• **Assessment date:** the month, day, and year the test is administered

• **Interviewer name:** clearly print your name

• **Start time:** the time that the first assessment for the respondent begins (also circle am or pm)

• **End time:** the time that the last assessment for the respondent ends (also circle am or pm)

• **Total time:** the total number of minutes spent assessing the respondent

To ensure the accuracy of the information that goes to data entry, the pre-printed white label must be filled out before you conduct the assessment. If you cannot do this before you arrive at the respondent’s home, take a few minutes before you start the test to fill in the required information:

• **HH ID#:** the 8-digit household identification number (i.e., the Case ID number)

• **Respondent:** indicate whether the respondent being assessed is the PCG, RSC, or SIB by circling the correct initials

• **Tests Given:** Circle all of the tests being administered to the respondent (PCG: Passage C; RSC/SIB 3-5 years old: Letter-Word and Applied Prob; RSC/SIB 6-17 years old: Letter-Word, Passage C, and Applied Prob)

• **Form Type:** Circle the language that will be used for the assessment (English or Spanish)

• **Booklet ID #:** All booklet IDs begin with the letter “B” and are preprinted on the label

The white booklet label is the most important part of the cover page! Special care should be taken to ensure that the household ID number and respondent type are correct. The information on the cover page—especially the information on the booklet label—is more likely to be correct and complete if it is filled-in before the assessment takes place, rather than at the time the tests are administered.

To ensure you administer the correct tests to the correct respondent, you must fill in the respondent Background data in SECTION A before you begin the assessments:

• **Subject’s Name:** Clearly print the respondent’s first AND last name
• **Address**: Print the respondent’s street address, including apartment number if any (this information can be found on the hard copy screener)

• **City**: Enter the name of the city as designated by the project (this can be found on the hard copy screener)

• **Zipcode**: Enter the respondent’s zipcode (this information can be found on the hard copy screener or requested from the respondent)

• **Age**: Using two digits, record the respondent’s age—i.e., “06” for a child who is 6 years old (this information is also found in the respondent selection table for this HH)

• **Gender**: Indicate whether the respondent is male or female (circle the correct gender)

In SECTION B, Estimated Achievement Level:

• **PCG**: Mark “College or above average adult” if the PCG has graduated from college, “Average Adult” if the PCG has the equivalent of a high school education, or mark the highest grade level attained if the respondent did not graduate from high school (ask the PCG the last grade completed)

• **RSC/SIB**: Mark the respondent’s current grade level (ask the respondent what grade he/she is in so that you can determine the last grade completed)

For SECTION C, Test Site, indicate whether the assessment is being administered at the respondent’s home or some other specific place. If “other place,” list the test site on the line provided.

ALL sections of the cover page, including SECTIONS D, E, F, must be filled-out for each assessment administered, even if conditions are ideal, no one else was present, and you didn’t experience any problems. All designated items on the cover page must be filled out completely—no exceptions, no excuses.

In SECTION D, Persons Present at Session, indicate all persons (other than yourself and the respondent) that are present for the assessment, including other RTI staff (supervisors, survey coordinators, etc). If no one else is present, circle “11. No other person was present.”

At the end of the assessment, indicate at SECTION E, Final Status, whether or not the assessment was completed. Circle only one code:
• **Completed:** the assessment was completed

• **Incomplete:** the assessment was not completed (explain why)

• **Parent refusal:** the parent of an RSC or SIB refused to give permission for you to complete the assessment

• **Subject refused:** the designated respondent refused for him/herself

• **Unable to test for other reasons:** you must explain why and the circumstances surrounding that reason

In SECTION F, Special Situations, indicate if any of the situations listed occurred during the administration of the assessment. Circle all codes that apply (codes 1-14). If you encountered a problem that is not listed, circle code 14 for “Other” and explain the problem on the line provided. If you did not encounter any problems, circle “99. None of the above.”

Interviewers sometimes forget that the WJ-R Booklet ID number or numbers must be entered into the interview data in the PCG or Child Questionnaire modules. That number is found on the white label and links a respondent’s assessment results to the rest of the household data, so it is essential that you remember to do this. The Booklet ID# for the PCG is entered in the PCG questionnaire module, and the Booklet ID# for the RSC and/or SIB is entered in the corresponding Child1 or Child2 questionnaire module. If the RSC and/or SIB are too young to be selected for the Child questionnaire, that respondent’s Booklet ID# is instead entered in the PCG module. While this information can be entered later, it is best to do so immediately after the assessment is completed so that you can send the booklets to RTI on a flow-basis.

### 8.13 Finalizing the Case

After you have administered all questionnaires and Woodcock-Johnson tests to the selected members of the household, you must finalize the case. First, be sure to pay the household for completing the interviews. Households with children should be paid $25; households with children should be paid $50. If you have not done so already, pay any child age nine and old $10 for completing the assessment and interview. Be sure to fill out an Incentive Receipt form for each of these payments and have the appropriate respondent sign them. If you haven’t already done so, give any younger child (below age nine) completing an assessment a coloring book and box of crayons (no receipt is necessary).

Next, if you have not already entered the WJ-R Booklet ID number or numbers in the PCG or Child Questionnaire modules, be sure to do so. Then enter the final interview code at the
bottom of page 8 in your Screener Booklet under “Final Result Information,” transfer that code to the computer’s Case Management System, and transmit the interview and CMS data to RTI.

Once all of those steps are complete, fill out the Transmittal form and send it to RTI in the pre-printed, postage-paid Tyvek envelope along with the Screener, the yellow copy of any Incentive Receipt form(s), the yellow copy of any signed Parental Consent form(s), and any WJ-R Assessment booklets for the household not already mailed to RTI.
9. DOCUMENTING & REPORTING PROCEDURES

OMITTED
10. QUALITY CONTROL

10.1 Introduction

Quality control is important at all stages of the data collection process, but nothing affects the quality of the data as much as you do. Your ability, preparedness, and willingness to properly perform your data collection tasks are the most important components of the overall quality control process. This chapter discusses the quality control procedures in place to help you do your best job.

10.2 Practice, Monitoring, and Evaluation at Training

During the L.A.FANS Field Interviewer training session, it is the project staff’s job to present you with all of the information necessary to properly perform your job as an interviewer on this study. This includes detailed training on conducting the screening, rostering, interviews, and assessments, as well as training on all administrative procedures. An essential part of this training involves your hands-on practice—practice using the materials and equipment, conducting the screening, completing the roster, conducting the interviews, administering the assessments, and preparing all necessary forms and documentation. By the end of the training session, those new to the project will have had the opportunity to actively practice every step involved in being an effective interviewer for the L.A.FANS, and those continuing on the project will be familiar with all RTI-specific computer programs, procedures, and requirements.

To make sure you are learning what you need during the training program, project staff and other RTI personnel will monitor your performance throughout the session. They will watch while you conduct your practice cases, observe while you fill out your time sheet, and so forth. During this time, you should take advantage of the opportunity to ask any questions you might have. Therefore, the purpose of monitoring is two-fold: 1) project staff can evaluate your preparedness; and 2) you have the chance to make sure you are doing everything properly.

Once you have the opportunity to practice and ask questions about the process, the training staff will monitor your performance during the practice exercises and give you prompt feedback. Specific items to be evaluated include:

- explaining the survey and its purpose
- familiarity with the informational materials
• completing the screening process
• rostering the household
• explaining and obtaining informed consent
• setting up the computer equipment
• administering the L.A.FANS computerized interviews
• administering the Woodcock-Johnson assessments
• reading the questions, maintaining eye contact, pacing the questions, probing, and other general presentation skills
• following instructions on the computer screen
• resolving inconsistent information
• using function keys (entering comments, keying “don’t know,” etc.)
• proper completion of the end of the interview tasks
• recording administrative data
• transmitting information to RTI

This evaluation helps the staff determine how well they have done their job of training you and assess how well you have done your job of listening and practicing. Evening study halls are available for those who feel they need additional help during training and will be required some evenings for specific certifications. Trainers and supervisors can require that certain trainees attend these study halls for one-on-one work. Any interviewer who cannot demonstrate the abilities listed above will be required to participate in additional practice sessions with his/her supervisor.

10.3 Evaluation of Training

At the close of the training session, you will be asked to complete an evaluation form to assess the training program and materials, the trainers, and the training facilities. Your feedback on the effectiveness of the L.A.FANS interviewer training program is an important part of letting us know whether or not the training program was thorough and effective. Your evaluation will also used to improve preparations for future L.A.FANS training sessions.
10.4 Screening Edits

Before leaving the household for the last time, check to be sure you have all the required respondent-supplied information on the Screening Form. If there are any omissions or incomplete items, ask the respondent for the missing information. Before mailing this form, be sure all the FI-supplied information on the front of the Screening Form has been completed as well. You will also need to be certain that the final result code recorded in the ROC portion of the Screening Form has been entered into the CMS on your computer.

Once received at RTI, all screening data will be reviewed. Feedback on any problems noted during the process is given to your FS to share with you.

10.5 Rostering and Interviewing Edits

Since the majority of the information you collect for the L.A.FANS is entered directly into your laptop computer, the traditional editing of completed hard-copy materials is eliminated. Edits such as checking skip patterns for missing data are performed by the computer software during the interview. Timing is also checked to identify very short and very long interviews. All CAI interview files transmitted to RTI are reviewed by computer. This complex, computer edit evaluates the interview data to ensure you are administering the interview correctly. Again, FSs will share the feedback they receive with you.

10.6 Woodcock-Johnson Assessments Edits

Before mailing any Woodcock-Johnson Assessment forms, be sure the FI-supplied information on the front of the booklet has been fully and accurately completed. On the pre-printed label, make sure you have correctly circled which respondent the form is for (refer to page 3 of the Screening form as necessary). Also make sure the scores you entered for each item (the “0s” and the “1s”) are clear and readable for each test administered. Those responses will be keyed, and a computer will edit the tests to determine if the interviewer started at the right spot, stopped when he/she was supposed to, and administered the correct items to the respondent. The raw score will be calculated and an FI error report generated and sent to the FS. Like with the other edits, your FS will share any feedback received with you.

10.7 Field Observations

After completing training, all new-to-project L.A.FANS interviewers will be observed in the field within the first few weeks. Your FS may also want to observe your work at other times
during the data collection period (if so, your supervisor will notify you). When accompanied by an observer, introduce the observer when you arrive at the DU and explain that he/she wants to determine how well the data collection process works. If the respondent refuses to allow the observation, you should proceed with the screening and/or interviewing and assessment process without the observer.

10.8 Verification

In order to provide continuing feedback to you and to our client, RAND, on the quality and accuracy of cases, your work is subject to an intense verification process. RTI is contractually bound to verify the quality and accuracy of field work conducted on the L.A.FANS. We must be certain that all procedures are being implemented properly. Inaccurate or substandard work is very costly to the project, so we must determine if and why it is occurring and take corrective actions. Falsified work is unacceptable under any circumstances, and the discovery of any falsified work will result in immediate termination from the project and from any future work with RTI. All finalized cases are subject to verification, even if they did not result in selection for an interview.

10.8.1 Screening Verifications

Verification contacts are made with a random sample of all completed screenings reported as:

- vacant
- not a dwelling unit
- group quarters unit
- household not eligible for study
- language barrier other than Spanish
- resident(s) physically/mentally incapable

As discussed previously, enter the contact person’s first name and telephone number at the conclusion of these types of screenings. For the first three types listed, the contact person may be a neighbor or other informant; for last one, it is usually the screening respondent. When
asking for this information, emphasize it is for verification purposes only; we want to verify the quality of our work, not their information.

10.8.2 Interview / Assessment Verifications

A random sample of each interviewer's finalized interview cases are verified with the respondent. For under-age respondents, interview and assessments verifications will be conducted with a parent/guardian.

10.8.3 The Verification Process

Screening and interview verifications will be conducted by your FS or other project staff. Respondents without telephones are contacted by mail. As needed, supervisors may also conduct in-person field verifications. During the verification contacts it is inevitable that some discrepancies will arise between a respondent’s and the interviewer’s account of the same situation. Resolution procedures are then implemented to attempt to settle the issue. Information on any unresolved discrepancies will be given to your FS and your RS to determine the next steps to take.

The verification process is a tool for the L.A.FANS project staff to monitor not only your performance as an interviewer but also their performance as project trainers and managers. The information gathered helps the L.A.FANS staff ensure that the data being collected are of the highest possible quality. You will receive prompt feedback on your performance and will be notified immediately should any problems arise.
11. ADMINISTRATIVE PROCEDURES

OMITTED
12. SUMMARY

12.1 Introduction

This manual is designed to break down the specific tasks L.A.FANS interviewers must perform and explain the parts individually. While that thorough approach helps cover all the procedural details, a reader can sometimes lose sight of the ‘big picture’ and how these procedures relate to each other. This chapter ties together all the pieces to give you a more realistic idea of the tasks in your workday and workweek.

12.2 Materials and Equipment

Many different materials and supplies have been mentioned throughout the manual. Here is a list specifying when each will be used, so you will know whether or not you will need a particular item at home or in the field.

<table>
<thead>
<tr>
<th>L.A.FANS SUPPLIES NEEDED FOR FIELD WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Your RTI photo ID badge</td>
</tr>
<tr>
<td>• Extra copies of the lead letter</td>
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<tr>
<td>• Letter of Authorization in it’s plastic sleeve</td>
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<tr>
<td>• Laminated copy of the Federal Confidentiality Certificate</td>
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<tr>
<td>• Q&amp;A Brochures (English and Spanish)</td>
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<tr>
<td>• L.A.FANS informational materials:</td>
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<tr>
<td>- L.A. Times news article</td>
</tr>
<tr>
<td>- L.A.FANS News Brief</td>
</tr>
<tr>
<td>- How Data Are Used</td>
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<tr>
<td>• Screening Forms (and clipboard, if desired)</td>
</tr>
<tr>
<td>• Extra Adult consent forms</td>
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<tr>
<td>• Parental Consent forms</td>
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<tr>
<td>• Showcard Booklet</td>
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<tr>
<td>• Woodcock-Johnson Assessment Forms</td>
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<tr>
<td>• Woodcock-Johnson Easel</td>
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<tr>
<td>• Tablet for scrap paper (for W-J Assessments)</td>
</tr>
<tr>
<td>• Crayons and coloring books</td>
</tr>
<tr>
<td>• Cash for incentive payments</td>
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</tbody>
</table>
• Incentive Receipt forms  
• Job Aids Booklet  
• Change of Address cards  
• Pens, pencils  
• Dell computer and accessories including power cords and carrying case

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**ADDITIONAL MATERIALS FOR FIELD REFERENCE/USE**

• Your L.A.FANS Field Interviewer Manual  
• Your L.A.FANS FI Computer Manual  
• County, census tract, and block maps  
• Assignment Control Form (ACF)  
• “Sorry I Don’t Speak Spanish” flyer  
• “Sorry I Missed You” door hanger  
• “Sorry I Missed You, We Had an Appointment” door hanger  
• RTI map / Fact sheet  
• Business/Appointment Cards  
• Personal Appointment Calendar

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**AT-HOME MATERIALS**

• Addressed lead letters  
• RTI return-address window envelopes  
• Case folders  
• Black modem connector cord for laptop computer  
• Pre-printed FedEx airbills  
• Pens, pencils, paper  
• Administrative Forms, including:  
  - PT&Es  
  - Working copies of PT&Es  
  - Receipts for Escort Services  
  - Transmittal Forms  
• Manila envelopes for weekly mailings to FS  
• Pre-addressed Tyvek envelopes for weekly mailings to RTI
12.3 Organizing Your Materials

Even though L.A.FANS uses a computerized data collection system, there are still paper forms for you to use. Keeping all of these organized and accessible can be a challenge, and each of you will develop an individual system. Suggestions for you to consider when organizing your materials are:

- A tote bag you can carry into the field with you.
- An expandable wallet with divided sections. Each section holds an item, so you can find the appropriate one quickly.
- A crate with hanging folders in the trunk of your car so that you can pull out one of each of the needed items before approaching the door.
- Files in the computer carrying case. There is room in the case for some materials.
- Suitcase on wheels. This allows you to keep all your equipment and materials with you while easing the strain on shoulders and backs. These may be particularly helpful for FIs who routinely use public transportation.

The project will reimburse you for up to $25 to purchase a tote bag and up to $10 for an appointment calendar, but all other suggested items will not paid for by the project.

12.4 Tasks for a Typical Day

Each day you work, there are specific tasks to perform. Of course, other activities vary depending on what you encounter out in the field. Here is a general summary of what to expect each day.

1. Review/devise your plan of action, including travel routes to/from your assigned blocks.

2. Gather/organize your materials and supplies, then double check.

3. Travel to your assignment area.

4. Work! At each household, you will engage in one of seven activities:
   - Can’t screen
• Screen only
• Screen, then Roster
• Screen, Roster, then Interview
• Screen, Roster, make appointment for Interview
• Interview only
• Assessment only

Follow the checklist in your Screening Form to ensure you complete all steps necessary in each of these situations.

5. Travel home
6. Review ROCs and enter them into CMS
7. Transmit from laptop to send interview and CMS data to RTI
8. Transmit to pick up e-mail
9. Read e-mail and respond if necessary
10. Update Incentive Control log
11. Complete entries on working copy of PT&E reflecting the day’s work, including hours, miles, expenses, and Case ID numbers of completed interviews
12. Leave computer plugged in to recharge the battery overnight

12.5 Weekly Tasks

Each week there are specific tasks to complete:

• FS Conference call
• Prepare actual PT&E from working copy
• Mail Incentive Receipt forms and completed PT&Es (with receipts attached) to your FS.
• Mail Screeners, Woodcock-Johnson Assessments, Parental Consent forms to RTI (once approved to do so by FS).
12.6 Periodic Tasks

Remaining tasks are performed on an as-needed basis:

- Prepare and mail lead letters
- Inventory your supply of forms and materials
- Call your FS for escort approval
- Call your FS for help convincing reluctant respondents or property managers
- Call your FS with computer questions
- Upon FS referral, call Technical Support
- Transmit as requested by FS
- Resolve questions/problems

The L.A.FANS project staff hopes this manual will serve as a useful reference guide for you throughout your field work on this project and looks forward to meeting you at training.
APPENDIX A

Supplies
L.A.FANS SUPPLIES NEEDED FOR FIELD WORK

- Your RTI photo ID badge
- Extra copies of the lead letter
- Letter of Authorization in its plastic sleeve
- Laminated copy of the Federal Confidentiality Certificate
- Q&A Brochures (English and Spanish)
- L.A.FANS informational materials:
  - L.A. Times news article
  - L.A.FANS News Brief
  - How Data Are Used
- Screening Forms (and clipboard, if desired)
- Extra Adult consent forms
- Parental Consent forms
- Showcard Booklet
- Woodcock-Johnson Assessment Forms
- Woodcock-Johnson Easel
- Tablet for scrap paper (for W-J Assessments)
- Crayons and coloring books
- Cash for incentive payments
- Incentive Receipt forms
- Job Aids Booklet
- Change of Address cards
- Pens, pencils
- Dell computer and accessories including power cords and carrying case
ADDITIONAL MATERIALS FOR FIELD REFERENCE/USE

- Your L.A.FANS Field Interviewer Manual
- County, census tract, and block maps
- Assignment Control Form (ACF)
- “Sorry I Don’t Speak Spanish” flyer
- “Sorry I Missed You” door hanger
- “Sorry I Missed You, We Had an Appointment” door hanger
- RTI map / Fact sheet
- Business/Appointment Cards
- Personal Appointment Calendar

AT-HOME MATERIALS

- Addressed lead letters
- RTI return-address window envelopes
- Case folders
- Black modem connector cord for laptop computer
- Pre-printed FedEx airbills
- Pens, pencils, paper
- Administrative Forms, including:
  - PT&Es
  - Working copies of PT&Es
  - Receipts for Escort Services
  - Transmittal Forms
- Manila envelopes for weekly mailings to FS
- Pre-addressed Tyvek envelopes for weekly mailings to RTI
APPENDIX B

Result Codes
<table>
<thead>
<tr>
<th>Pending Screening Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 NO ACTION TAKEN</td>
<td>A case is new and has had no work done on it.</td>
</tr>
<tr>
<td>119 ACCESS DENIED</td>
<td>Denied access to a building or complex</td>
</tr>
<tr>
<td>120 NO ONE HOME</td>
<td>No one is at the address.</td>
</tr>
<tr>
<td>121 SR NOT HOME</td>
<td>Someone is at the DU but that person is not an eligible</td>
</tr>
<tr>
<td>122 SR UNAVAILABLE</td>
<td>An eligible SR is home but is not available</td>
</tr>
<tr>
<td>130 APPOINTMENT MADE FOR SCREENING</td>
<td>You have spoken with an SR and have set a time to conduct the screening</td>
</tr>
<tr>
<td>135 APPOINTMENT BROKEN</td>
<td>This code cannot be assigned by FIs.</td>
</tr>
<tr>
<td>140 VACANT</td>
<td>A neighbor or other informant indicates the DU is vacant.</td>
</tr>
<tr>
<td>141 GQU LISTED AS A DU</td>
<td>The DU is really a Group Quarters (GQU) where 5 or more unrelated individuals live at the same address.</td>
</tr>
<tr>
<td>142 NOT A DU</td>
<td>The DU is not a residence.</td>
</tr>
<tr>
<td>160 REFUSAL TO SCREENING QUESTIONS</td>
<td>The screening respondent you are talking with refuses to proceed.</td>
</tr>
<tr>
<td>170 LANGUAGE BARRIER-SPANISH</td>
<td>The screening respondent speaks Spanish and does not speak English well enough to complete the screening.</td>
</tr>
<tr>
<td>171 LANGUAGE BARRIER - OTHER (SPECIFY)</td>
<td>The screening respondent speaks a language other than English or Spanish and does not speak English well enough to complete screening.</td>
</tr>
<tr>
<td>175 PHYSICALLY/ MENTALLY INCAPABLE</td>
<td>No one at the unit is able to respond meaningfully to the screening questions.</td>
</tr>
<tr>
<td>180 UNABLE TO LOCATE DU</td>
<td>You are unable to determine the exact location of the DU</td>
</tr>
<tr>
<td>189 OTHER (SPECIFY)</td>
<td>The situation you encounter does not fit into any of the above categories.</td>
</tr>
</tbody>
</table>
# FINAL SCREENING CODES

**Screening Not Obtained**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>219</td>
<td>ACCESS DENIED TO BUILDING/COMPLEX</td>
</tr>
<tr>
<td></td>
<td>You are unequivocally denied access to a building or complex by a property manager or other person in authority</td>
</tr>
<tr>
<td>220</td>
<td>NO ONE AT DU AFTER REPEATED VISITS</td>
</tr>
<tr>
<td></td>
<td>If repeated visits at different times of the day and days of the week have failed to find anyone at home</td>
</tr>
<tr>
<td>222</td>
<td>SR UNAVAILABLE AFTER REPEATED VISITS</td>
</tr>
<tr>
<td></td>
<td>If repeated visits at different times of the day and days of the week have failed to find an eligible SR at home</td>
</tr>
<tr>
<td>240</td>
<td>VACANT</td>
</tr>
<tr>
<td></td>
<td>Assign this code only after verifying with a neighbor, landlord, or real estate agent that the DU is vacant.</td>
</tr>
<tr>
<td>241</td>
<td>GQU LISTED AS A DU</td>
</tr>
<tr>
<td></td>
<td>A GQU is a dwelling unit with 5 or more unrelated individuals living at the same address.</td>
</tr>
<tr>
<td>244</td>
<td>NOT A DU</td>
</tr>
<tr>
<td></td>
<td>Assign this code after verifying with a neighbor, landlord, or real estate agent that the unit is not a residence.</td>
</tr>
<tr>
<td>260</td>
<td>REFUSAL TO SCREENING QUESTIONS</td>
</tr>
<tr>
<td></td>
<td>If all attempts to convert the refusal have been unsuccessful</td>
</tr>
<tr>
<td>270</td>
<td>LANGUAGE BARRIER-SPANISH</td>
</tr>
<tr>
<td></td>
<td>This code should rarely be used. Case should be transferred to an RTI-Certified bilingual FI</td>
</tr>
<tr>
<td>271</td>
<td>LANGUAGE BARRIER-OTHER</td>
</tr>
<tr>
<td></td>
<td>If the screening respondent speaks a language other than English or Spanish and does not speak English well enough to complete screening</td>
</tr>
<tr>
<td>275</td>
<td>PHYSICALLY/MENTALLY INCAPABLE</td>
</tr>
<tr>
<td></td>
<td>We expect this code to seldom be used. However, if no one at the DU is able to respond meaningfully to the screening questions</td>
</tr>
<tr>
<td>280</td>
<td>UNABLE TO LOCATE DU</td>
</tr>
<tr>
<td></td>
<td>If, after multiple attempts, you are unable to locate the DU</td>
</tr>
<tr>
<td>289</td>
<td>OTHER (SPECIFY)</td>
</tr>
<tr>
<td></td>
<td>Use this code for all cases that do not fit any of the above categories.</td>
</tr>
</tbody>
</table>
**FINAL SCREENING CODES (continued)**

*Screening Completed*

290 **HOUSEHOLD NOT ELIGIBLE**

If the household was not selected for the study but did complete the screening, use this code.

291 **ELIGIBLE HOUSEHOLD WITH KIDS**

If children live in the household and the screening was completed, the computer will automatically assign this code.

292 **ELIGIBLE HOUSEHOLD WITHOUT KIDS**

If children do not live in the household but the household was selected for the study.
PENDING INTERVIEW CODES

319 ACCESS DENIED TO BUILDING/COMPLEX You are denied access to a building or complex by a property manager or other person in authority.

320 NO ONE HOME No one is at the DU.

21 RESPONDENT NOT AT HOME Someone is at the DU but not the selected interview respondent(s).

322 RESPONDENT NOT AVAILABLE The selected interview respondent(s) is home but is unable to do the interview at that time.

330 APPOINTMENT FOR INTERVIEW You have spoken with the respondent and have set a time to conduct the interview.

335 APPOINTMENT BROKEN This code cannot be assigned by FIs.

336 BREAKOFF– NO APPOINTMENT This code cannot be assigned by FIs.

360 RESPONDENT REFUSED The respondent refuses to let you start the interviewing process.

361 REFUSAL BY PARENT/GUARDIAN The parent/guardian refuses to allow you to interview the selected youth(s).

370 LANGUAGE BARRIER-SPANISH The respondent speaks Spanish and does not speak English well enough to complete the interview.

371 LANGUAGE BARRIER-OTHER The respondent speaks a language other than English or Spanish and does not speak English well enough to complete the interview.

375 PHYSICALLY/MENTALLY INCAPABLE A respondent is unable to meaningfully answer the questions.

377 RESPONDENT INCARCERATED The respondent is unavailable to complete the interview because he/she is in jail or prison.
PENDING INTERVIEW CODES (continued)

378 RESPONDENT INSTITUTIONALIZED The respondent is unavailable to complete the interview because he/she is institutionalized (e.g., in the hospital).

380 RESPONDENT UNLOCATABLE The whereabouts of the respondent is unknown.

389 OTHER (SPECIFY) The situation you encounter does not fit into any of the categories above.
### FINAL INTERVIEW CODES

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>419</td>
<td>ACCESS DENIED TO BUILDING/COMPLEX</td>
<td>You are unequivocally denied access to a building or complex by a property manager or other person in authority</td>
</tr>
<tr>
<td>420</td>
<td>NO ONE AT HOME AFTER REPEATED VISITS</td>
<td>Use if your repeated attempts at different times of the day and days of the week fail</td>
</tr>
<tr>
<td>422</td>
<td>RESPONDENT NOT AVAILABLE</td>
<td>We hope that with persistence this code will be used rarely.</td>
</tr>
<tr>
<td>458</td>
<td>OTHER NON-INTERVIEW – INELIGIBLE</td>
<td>This code cannot be assigned by FIs.</td>
</tr>
<tr>
<td>459</td>
<td>RESPONDENT DECEASED</td>
<td>Use this code if the respondent is deceased</td>
</tr>
<tr>
<td>460</td>
<td>FINAL REFUSAL BY RESPONDENT</td>
<td>Used if all attempts to convert an adult or youth refusal are unsuccessful</td>
</tr>
<tr>
<td>461</td>
<td>FINAL PARENTAL REFUSAL FOR YOUTH</td>
<td>Used if all attempts to persuade the parent or guardian to allow you to interview the youth are unsuccessful</td>
</tr>
<tr>
<td>470</td>
<td>LANGUAGE BARRIER-SPANISH</td>
<td>Use this code if the case cannot be completed because of a Spanish language barrier and no RTI-Certified bilingual interviewer as available to complete the case.</td>
</tr>
<tr>
<td>471</td>
<td>LANGUAGE BARRIER-OTHER</td>
<td>Use this code for any interviews that cannot be completed due to a language barrier other than Spanish.</td>
</tr>
<tr>
<td>475</td>
<td>PHYSICALLY/MENTALLY INCAPABLE (SPECIFY)</td>
<td>Used if the respondent is physically or mentally unable to respond meaningfully to the interview questions</td>
</tr>
<tr>
<td>477</td>
<td>RESPONDENT INCARCERATED</td>
<td>Used if the respondent is in jail or prison and will not be released in the near future</td>
</tr>
</tbody>
</table>
### FINAL INTERVIEW CODES (continued)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>478</td>
<td>RESPONDENT INSTITUTIONALIZED</td>
</tr>
<tr>
<td>480</td>
<td>RESPONDENT UNLOCATABLE</td>
</tr>
<tr>
<td>481</td>
<td>RESPONDENT MOVED OUT OF INTERVIEWING AREA</td>
</tr>
<tr>
<td>482</td>
<td>RESPONDENT MOVED OUT OF COUNTRY</td>
</tr>
<tr>
<td>489</td>
<td>OTHER (SPECIFY)</td>
</tr>
<tr>
<td>490</td>
<td>PARTIAL INTERVIEW</td>
</tr>
<tr>
<td>491</td>
<td>COMPLETE–HOUSEHOLD WITH KIDS</td>
</tr>
<tr>
<td>492</td>
<td>COMPLETE–HOUSEHOLD WITHOUT KIDS</td>
</tr>
</tbody>
</table>
APPENDIX C

REFUSAL LETTERS
[DATE]

[NAME OF RESIDENT]
[ADDRESS]
[CITY, STATE, ZIP]

Dear [NAME OF RESIDENT]:

Recently, one of our interviewers contacted someone in your household about participating in the Los Angeles Family and Neighborhood Survey (L.A.FANS). We are sorry we called on you at an inconvenient time, and appreciate that in modern life, time is a precious commodity. However, we want you to know we very much need you to represent others like you who lead active, busy lives. The initial questions will take just a few minutes. Then, if your household is eligible for the study, someone in your household will be asked to answer some additional questions.

Sponsored by the National Institute for Child Health and Human Development, a division of the U.S. Department of Health and Human Services, L.A.FANS is a major source of data about Los Angeles neighborhoods and the families that live in them. It provides researchers, policymakers, and community organizations with the necessary information for determining what neighborhood and community factors influence the well-being of children and adults. By participating, you will make a direct contribution to these efforts. You could make a difference in how tax dollars are spent in the future.

Although we are talking with people all over L.A. County, we cannot talk to everyone. Instead we used a statistical procedure to randomly select a certain number of households for participation, and as a selected respondent, you represent thousands of other people in the county. The information you provide will be combined with the answers of other participants and reported only as statistics. A Federal Confidentiality Certificate prevents the release of your name or other identifying characteristics to anyone not connected with the research, and the option to refuse to answer any question is always available.

I hope that after you consider these factors and read the enclosed brochure, you will make the time to participate in this study—it really is important. One of our interviewers will call on you again soon and will be happy to schedule your participation at a time most convenient for you.

Sincerely,

[FS NAME], Field Supervisor

P.S.  Please, if you have any questions, telephone me toll-free at [TOLL FREE NUMBER].

Enclosure
DATE

NAME OF RESIDENT
ADDRESS
CITY, STATE, ZIP

Dear NAME OF RESIDENT:

Recently, one of our field interviewers came to your home and asked you to participate in the Los Angeles Family and Neighborhood Survey (L.A.FANS). At the time, you expressed some concern about participating in a study sponsored by the federal government. We understand that you are concerned about being asked questions about this subject and want you to know that if you agree to participate, the option to refuse to answer any question is always available.

The initial questions will take only a few minutes. Be assured that we combine your answers with the answers of other participants and report them only as overall numbers. Although we are talking with people all over L.A. County, we cannot interview everyone. Instead we use a statistical procedure to randomly select a certain number of households for participation, and as a selected respondent, you represent thousands of other people in the county. A Federal Confidentiality Certificate prevents the release of your name or other identifying characteristics to anyone not connected with the research, including any government agency. And the option to refuse to answer any question is always available.

L.A.FANS is a major source of data about Los Angeles neighborhoods and families that live in them. It provides researchers, policymakers, and community organizations with the necessary information for determining what neighborhood and community factors influence the well-being of children and adults. By participating in the survey, you will make a direct contribution to these efforts. You could make a difference in how tax dollars are spent in the future.

I hope that after you consider these factors and read the enclosed brochure, you will reconsider your decision and agree to participate in this study—it really is important. One of our interviewers will call on you again soon and will be happy to schedule your participation at a time most convenient for you.

Sincerely,

FS NAME, Field Supervisor

P.S. Please, if you have any questions, telephone me toll-free at [TOLL FREE NUMBER].

Enclosure
Screening - Unable to Contact

[DATE]

[NAME OF RESIDENT]
[ADDRESS]
[CITY, STATE, ZIP]

Dear [NAME OF RESIDENT]:

Recently, one of our representatives attempted to contact someone at your household about participating in the Los Angeles Family and Neighborhood Survey (L.A.FANS). So far we have been unable to speak with anyone in your household, but your participation in this study is important or we would not continue to try to reach you.

Some people are cautious about speaking to a stranger at the door, and that is understandable. We are not soliciting or selling anything—we have just a few questions to ask that will take just a few minutes. After that, if your household is eligible, someone in your household will be asked to answer some additional questions.

Be assured that we combine your answers with the answers of other participants and report them only as overall numbers. Although we are talking with people all over L.A. County, we cannot interview everyone. Instead we use a statistical procedure to randomly select a certain number of households for participation, and as a selected respondent, you represent thousands of other people in the county. A Federal Confidentiality Certificate prevents the release of your name or other identifying characteristics to anyone not connected with the research, including any government agency. And the option to refuse to answer any question is always available.

L.A.FANS is a major source of data about Los Angeles neighborhoods and families that live in them. It provides researchers, policymakers, and community organizations with the necessary information for determining what neighborhood and community factors influence the well-being of children and adults. By participating in the survey, you will make a direct contribution to these efforts. You could make a difference in how tax dollars are spent in the future.

I hope that after you consider these factors and read the enclosed brochure, you will make the time to participate in this study—it really is important. One of our interviewers will call on you again soon and will be wearing a photo identification badge and can answer any questions you may have about the study.

Sincerely,

[FS NAME], Field Supervisor

P.S. Please, if you have any questions, telephone me toll-free at [TOLL FREE NUMBER].

Enclosure
Interview - Too Busy / No Time

[DATE]

[NAME OF RESIDENT]
[ADDRESS]
[CITY, STATE, ZIP]

Dear [NAME OF RESIDENT]:

Recently, one of our field interviewers came to your home and asked you to participate in the Los Angeles Family and Neighborhood Survey (L.A.FANS). At the time, you expressed some hesitation about spending time to do the interview. We appreciate that your time is a precious commodity but want you to know we very much need you to represent others like you who lead active, busy lives.

Sponsored by the National Institute for Child Health and Human Development, a division of the U.S. Department of Health and Human Services, L.A.FANS is a major source of data about Los Angeles neighborhoods and the families that live in them. It provides researchers, policymakers, and community organizations with the necessary information for determining what neighborhood and community factors influence the well-being of children and adults. By participating in the survey, you will make a direct contribution to these efforts. You could make a difference in how tax dollars are spent in the future.

Although we are talking with people all over L.A. County, we cannot interview everyone. Instead we use a statistical procedure to randomly select a certain number of households for participation, and as a selected respondent, you represent thousands of other people in the county. The information you provide will be combined with the answers of other participants and reported only as statistics. A Federal Confidentiality Certificate prevents the release of your name or other identifying characteristics to anyone not connected with the research, and the option to refuse to answer any question is always available.

I hope that after you consider these factors and read the enclosed brochure, you will make the time to participate in this study—it really is important. One of our interviewers will call on you again soon and will be happy to schedule your participation at a time most convenient for you.

Sincerely,

[FS NAME], Field Supervisor

P.S. Please, if you have any questions, telephone me toll-free at [TOLL FREE NUMBER].

Enclosure
[DATE]

[NAME OF RESIDENT]
[ADDRESS]
[CITY, STATE, ZIP]

Dear [NAME OF RESIDENT]:
Recently, one of our field interviewers came to your home and asked you to participate in the Los Angeles Family and Neighborhood Survey (L.A.FANS). At the time, you expressed some concern about participating in a study sponsored by the federal government. We understand that you are concerned about being asked questions about this subject and want you to know that if you agree to participate, the option to refuse to answer any question is always available.

Be assured that we combine your answers with the answers of other participants and report them only as overall numbers. Although we are talking with people all over L.A. County, we cannot interview everyone. Instead we use a statistical procedure to randomly select a certain number of households for participation, and as a selected respondent, you represent thousands of other people in the county. A Federal Confidentiality Certificate prevents the release of your name or other identifying characteristics to anyone not connected with the research, including any government agency. And the option to refuse to answer any question is always available.

L.A.FANS is a major source of data about Los Angeles neighborhoods and families that live in them. It provides researchers, policymakers, and community organizations with the necessary information for determining what neighborhood and community factors influence the well-being of children and adults. By participating in the survey, you will make a direct contribution to these efforts. You could make a difference in how tax dollars are spent in the future.

I hope that after you consider these factors and read the enclosed brochure, you will reconsider your decision and agree to participate in this study—it really is important. One of our interviewers will call on you again soon and will be happy to schedule your participation at a time most convenient for you.

Sincerely,

[FS NAME], Field Supervisor

P.S. Please, if you have any questions, telephone me toll-free at [TOLL FREE NUMBER].

Enclosure
[DATE]

[NAME OF RESIDENT]
[ADDRESS]
[CITY, STATE, ZIP]

Dear [NAME OF RESIDENT]:

Recently, one of our interviewers came to your home and asked you to participate in the Los Angeles Family and Neighborhood Survey (L.A.FANS). At the time, you expressed some concern about the legitimacy of the study and whether or not your answers will be kept private.

Sponsored by the National Institute for Child Health and Human Development, a division of the U.S. Department of Health and Human Services, L.A.FANS is a major source of data about Los Angeles neighborhoods and the families that live in them. It provides researchers, policymakers, and community organizations with the necessary information for determining what neighborhood and community factors influence the well-being of children and adults. By participating in the survey, you will make a direct contribution to these efforts.

The information you provide will be combined with the answers of other participants and reported only as statistics. A Federal Confidentiality Certificate prevents the release of your name or other identifying characteristics to anyone not connected with the research, and the option to refuse to answer any question is always available. Although we are talking with people all over L.A. County, we cannot interview everyone. Instead we used a statistical procedure to randomly select a certain number of households for participation, and as a selected respondent, you represent thousands of other people in the county.

I hope that after you consider these factors and read the enclosed brochure, you will make the time to participate in this study—it really is important. One of our interviewers will call on you again soon and will be happy to schedule your participation at a time most convenient for you.

Sincerely,

[FS NAME], Field Supervisor

P.S. Please, if you have any questions, telephone me toll-free at [TOLL FREE NUMBER].

Enclosure
Dear [NAME OF RESIDENT]:

Recently one of our interviewers came to your home and asked you to take part in the Los Angeles Family and Neighborhood Survey (L.A.FANS). At the time, you were not interested in participating.

Sponsored by the National Institute for Child Health and Human Development, a division of the U.S. Department of Health and Human Services, L.A.FANS is a major source of data about Los Angeles neighborhoods and the families that live in them. It provides researchers, policymakers, and community organizations with the necessary information for determining what neighborhood and community factors influence the well-being of children and adults. By participating in the survey, you will make a direct contribution to these efforts. You could make a difference in how tax dollars are spent in the future.

Although we are talking with people all over L.A. County, we cannot interview everyone. Instead we use a statistical procedure to randomly select a certain number of households for participation, and as a selected respondent, you represent thousands of other people in the county. The information you provide will be combined with the answers of other participants and reported only as statistics. A Federal Confidentiality Certificate prevents the release of your name or other identifying characteristics to anyone not connected with the research, and the option to refuse to answer any question is always available.

I hope that after you consider these factors and read the enclosed brochure, you will make the time to participate in this study—it really is important. One of our interviewers will call on you again soon and will be happy to schedule your participation at a time most convenient for you.

Sincerely,

[FS NAME], Field Supervisor

P.S. Please, if you have any questions, telephone me toll-free at [TOLL FREE NUMBER].

Enclosure
[DATE]

[NAME OF RESIDENT]
[ADDRESS]
[CITY, STATE, ZIP]

Dear [NAME OF RESIDENT]:

Recently one of our interviewers came to your home and asked permission for your child to take part in the Los Angeles Family and Neighborhood Survey (L.A.FANS). At the time, you expressed some reluctance about allowing this.

While we are interested in what adults think of their neighborhood, we are also interested in the experiences and opinions of young people growing up in Los Angeles. Answers are never associated with any individual. They are added to the responses of all other people and presented only as statistics, and the survey is set up so that your child records most of [HIS/HER] own answers on a computer. We need responses from everyone selected to get a full picture of Los Angeles County—your child’s answers represent those of thousands of other youths. We have selected a limited number of people for this study, and the participation of each and every person is important.

Sponsored by the National Institute for Child Health and Human Development, a division of the U.S. Department of Health and Human Services, L.A.FANS is a major source of data about Los Angeles neighborhoods and the families that live in them. It provides researchers, policymakers, and community organizations with the necessary information for determining what neighborhood and community factors influence the well-being of children and adults. By allowing your child to participate in the survey, you will make a direct contribution to these efforts.

I hope that after you consider these factors and read the enclosed brochure, you will agree to let your child participate in this study—it really is important. One of our interviewers will call on you again soon and will be happy to schedule your child's participation at a time most convenient for [HIM HER].

Sincerely,

[FS NAME], Field Supervisor

P.S. Please, if you have any questions, telephone me toll-free at [TOLL FREE NUMBER].

Enclosure
Interview - Other Gatekeeper

[DATE]

[NAME OF RESIDENT]
[ADDRESS]
[CITY, STATE, ZIP]

Dear [NAME OF RESIDENT]:

Recently one of our interviewers came to your home and asked a person in your household to take part in the Los Angeles Family and Neighborhood Survey (L.A.FANS). At the time, you were unwilling to permit this, and I am writing in hopes of changing your mind.

Sponsored by the National Institute for Child Health and Human Development, a division of the U.S. Department of Health and Human Services, L.A.FANS is a major source of data about Los Angeles neighborhoods and the families that live in them. It provides researchers, policymakers, and community organizations with the necessary information for determining what neighborhood and community factors influence the well-being of children and adults. By participating in the survey, you will make a direct contribution to these efforts. You could make a difference in how tax dollars are spent in the future.

Although we are talking with people all over L.A. County, we cannot interview everyone. Instead we used a statistical procedure to randomly select a certain number of households for participation, and as a selected respondent, you represent thousands of other people in the county. The information you provide will be combined with the answers of other participants and reported only as statistics. A Federal Confidentiality Certificate prevents the release of your name or other identifying characteristics to anyone not connected with the research, and the option to refuse to answer any question is always available.

I hope that after you consider these factors and read the enclosed brochure, you will reconsider your household's decision and agree to participate in this study—it really is important. One of our interviewers will call on you again soon and will be happy to schedule your household’s participation at a convenient time.

Sincerely,

[FS NAME], Field Supervisor

P.S. Please, if you have any questions, telephone me toll-free at [TOLL FREE NUMBER].

Enclosure
Interview - Unable to Contact

[DATE]

[NAME OF RESIDENT]
[ADDRESS]
[CITY, STATE, ZIP]

Dear [NAME OF RESIDENT]:

Recently one of our interviewers came to your home and asked you to participate in the Los Angeles Family and Neighborhood Survey (L.A.FANS). You were not available to complete the interview at that time, and have been away or unavailable each time the interviewer has returned since then. Your participation in this study is very important, or we would not continue to try to reach you.

Sponsored by the National Institute for Child Health and Human Development, a division of the U.S. Department of Health and Human Services, L.A.FANS is a major source of data about Los Angeles neighborhoods and the families that live in them. It provides researchers, policymakers, and community organizations with the necessary information for determining what neighborhood and community factors influence the well-being of children and adults. By participating in the survey, you will make a direct contribution to these efforts. You could make a difference in how tax dollars are spent in the future.

Although we are talking with people all over L.A. County, we cannot interview everyone. Instead we used a statistical procedure to randomly select a certain number of households for participation, and as a selected respondent, you represent thousands of other people in the county. The information you provide will be combined with the answers of other participants and reported only as statistics. A Federal Confidentiality Certificate prevents the release of your name or other identifying characteristics to anyone not connected with the research, and the option to refuse to answer any question is always available.

I hope that after you consider these factors and read the enclosed brochure, you will make the time to participate in this study—it really is important. One of our interviewers will call on you again soon and will be happy to schedule your participation at a time most convenient for you.

Sincerely,

[FS NAME], Field Supervisor

P.S. Please, if you have any questions, telephone me toll-free at [TOLL FREE NUMBER].

Enclosure
APPENDIX D

Occupational Coding Sample Pages

(These example pages from the actual coding book illustrate the details required for coding staff to accurately classify responses.)
Equivalent numeric codes follow the alphabetic code. Either code may be used, depending on the processing method. Numbers in parentheses following the occupation categories are the 1977 Standard Occupational Classification code equivalents. The abbreviation "pt" means "part" and "n.e.c." means "not elsewhere classified."

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<tr>
<th>Occupation Code</th>
<th>Occupation Category</th>
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<tbody>
<tr>
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<td>Legislators (112)</td>
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<td>004</td>
<td>Chief executives and general administrators, public administration (111)</td>
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<td>005</td>
<td>Administrators and officials, public administration (pt 113 and 199, except 1136)</td>
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<td>006</td>
<td>Administrators, protective services (pt 113)</td>
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<td>007</td>
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<td>008</td>
<td>Personnel and labor relations managers (123)</td>
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<td>013</td>
<td>Managers; marketing, advertising, and public relations (125)</td>
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<td>014</td>
<td>Administrators, education and related fields (128)</td>
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<td>015</td>
<td>Managers, medicine and health (131)</td>
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<td>016</td>
<td>Managers, properties and real estate (1353)</td>
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<td>017</td>
<td>Postmasters and mail superintendents (1344)</td>
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<td>018</td>
<td>Funeral directors (pt 1359)</td>
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<td>019</td>
<td>Managers and administrators, n.e.c. (1136, 121, 126, 127, 132-139, except 1344, 1353, pt 1359)</td>
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<td>026</td>
<td>Management analysts (142)</td>
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<td>027</td>
<td>Personnel, training, and labor relations specialists (143)</td>
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<tr>
<td>028</td>
<td>Purchasing agents and buyers, farm products (pt 144)</td>
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<tr>
<td>029</td>
<td>Buyers, wholesale and retail trade, except farm products (432)</td>
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<tr>
<td>033</td>
<td>Purchasing agents and buyers, n.e.c. (pt 144)</td>
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<td>034</td>
<td>Business and promotion agents (145)</td>
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<td>035</td>
<td>Construction inspectors (1171, 613)</td>
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<td>036</td>
<td>Inspectors and compliance officers, exc. construction (1172, 147)</td>
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<tr>
<td>037</td>
<td>Management related occupations, n.e.c. (149)</td>
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**Professional Specialty Occupations**

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<td>Aerospace engineers (1622)</td>
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<td>Metallurgical and materials engineers (1623)</td>
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<td>Civil engineers (1628)</td>
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<td>Agricultural engineers (1632)</td>
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<tr>
<td>055</td>
<td>Electrical and electronic engineers (1633, 1636)</td>
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<td>Industrial engineers (1634)</td>
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<td>058</td>
<td>Marine engineers and naval architects (1637)</td>
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<td>Engineers, n.e.c. (1639)</td>
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<td>063</td>
<td>Surveyors and mapping scientists (1642)</td>
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<td>064</td>
<td>Computer systems analysts and scientists (171)</td>
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<td>Operations and systems researchers and analysts (172)</td>
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<td>069</td>
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<td>073</td>
<td>Chemists, except biochemists (1845)</td>
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<td>074</td>
<td>Atmospheric and space scientists (1846)</td>
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<td>075</td>
<td>Geologists and geodesists (1847)</td>
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<td>076</td>
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<td>078</td>
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<td>079</td>
<td>Forestry and conservation scientists (1852)</td>
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<td>Clergy (2042)</td>
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<td>183</td>
<td>Authors (pt 321)</td>
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<td>188</td>
<td>Painters, sculptors, craft-artists, and artist printmakers (325, pt 7263)</td>
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<td>Photographers (326)</td>
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<td>193</td>
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<td>Artists, performers, and related workers, n.e.c. (328, 329)</td>
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<td>Broadcast equipment operators (392)</td>
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**Sales Occupations**

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<td>253</td>
<td>Sales occupations, business goods and services (4222)</td>
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<td>Real estate sales occupations (4223)</td>
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<td>Securities and financial services sales occupations (4224)</td>
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<td>Advertising and related sales occupations (4253)</td>
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<td>Sales occupations, other business services (4252)</td>
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<td>Sales engineers (pt 16)</td>
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<td>Sales representatives, mining, manufacturing, and wholesale (412, 413)</td>
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<td>Sales workers, motor vehicles and boats (4142, 4144)</td>
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<td>Sales workers, apparel (pt 4146)</td>
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<td>Sales workers, shoes (pt 4146)</td>
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<td>Sales workers, furniture and home furnishings (4148)</td>
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<td>267</td>
<td>Sales workers' radio, television, hi-fi, and appliances (4143, 4152)</td>
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<td>268</td>
<td>Sales workers, hardware and building supplies (4153)</td>
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<td>269</td>
<td>Sales workers, parts (4167)</td>
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<td>274</td>
<td>Sales workers, other commodities (4145, 4147, 4154, 4156, 4159, pt 4162, 4169, 4259, 4665)</td>
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<td>275</td>
<td>Sales counter clerks (pt 4162)</td>
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<td>Q (276)</td>
<td>Cashiers (4683)</td>
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<td>277</td>
<td>Street and door-to-door sales workers (4163)</td>
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<td>News vendors (4165)</td>
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<td>Demonstrators, promoters and models, sales (435)</td>
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<td>284</td>
<td>Auctioneers (pt 439)</td>
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<td>285</td>
<td>Sales support occupations, n.e.c (434, 436, pt 439)</td>
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**Administrative Support Occupations**

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<td>Supervisors, administrative support occupations (4511-4514, 4516, pt 4518, 4519, 4529, 4537)</td>
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<tr>
<td>204</td>
<td>Supervisors, computer equipment operators (4535)</td>
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<td>Chief communications operators (4515)</td>
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<td>206</td>
<td>Supervisors; distribution, scheduling, and adjusting clerks (4522-4528)</td>
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<td>Computer operators (4852)</td>
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<td>Peripheral equipment operators (4853)</td>
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<td>Secretaries (4612)</td>
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<td>Stenographers (4613)</td>
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<td>Hotel clerks (4643)</td>
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<td>Transportation ticket and reservation agents (4644)</td>
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<td>Information clerks, n.e.c. (4649)</td>
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<td>Classified-ad clerks (4662)</td>
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<td>Correspondence clerks (4663)</td>
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<td>327</td>
<td>Order clerks (4664)</td>
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<td>328</td>
<td>Personnel clerks, except payroll and timekeeping (4692)</td>
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<td>Library clerks (4694)</td>
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<td>File clerks (4696)</td>
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<td>336</td>
<td>Records clerks (4693, 4699)</td>
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<td>S (337)</td>
<td>Bookkeepers, accounting and auditing clerks (4712)</td>
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<td>338</td>
<td>Payroll and timekeeping clerks (4713)</td>
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<td>339</td>
<td>Billing clerks (4715)</td>
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<td>343</td>
<td>Cost and rate clerks (4716)</td>
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<td>344</td>
<td>Billing, posting, and calculating machine operators (486)</td>
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<td>Duplicating, mail and other office machine operators (4872)</td>
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<td>346</td>
<td>Mail preparing and paper handling machine operators (4873)</td>
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<td>Office machine operators, n.e.c. (4879)</td>
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<td>Communications equipment operators (4652)</td>
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<td>Telephone operators (4623)</td>
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<td>Communications equipment operators, n.e.c. (4659)</td>
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<td>Postal clerks, exc. mail carriers (4723)</td>
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<td>Mail carriers, postal service (4733)</td>
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<td>Mail clerks, exc. postal service (4722)</td>
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<td>Messengers (4732)</td>
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<td>358</td>
<td>Material recording, scheduling, and distributing clerks, n.e.c. (4749)</td>
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<td>Dispatchers (4741)</td>
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<td>Traffic, shipping, and receiving clerks (4743)</td>
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<td>Stock and inventory clerks (4744)</td>
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<td>Meter readers (4745)</td>
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<td>Weighers, measurers, and checkers (4746)</td>
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<td>Samplers (4747)</td>
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<td>368</td>
<td>Insurance adjusters, examiners, and investigators (4782)</td>
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<td>Investigators and adjusters, except insurance (4783)</td>
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<td>Eligibility clerks, social welfare (4784)</td>
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<td>371</td>
<td>Bill and account collectors (4786)</td>
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<td>372</td>
<td>Miscellaneous administrative support occupations (4787, 4799)</td>
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<td>373</td>
<td>General office clerks (4632)</td>
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<td>374</td>
<td>Bank tellers (4682)</td>
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<td>375</td>
<td>Proofreaders (4792)</td>
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<td>376</td>
<td>Data-entry keyers (4624)</td>
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<td>377</td>
<td>Statistical clerks (4717)</td>
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<td>Teachers' aides (4695)</td>
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<td>Administrative support occupations, n.e.c. (4787, 4799)</td>
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<td>380</td>
<td>SERVICE OCCUPATIONS</td>
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<td>381</td>
<td>Private Household Occupations</td>
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<td>382</td>
<td>Laundriers and ironers (533)</td>
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<td>383</td>
<td>Cookers, private household (534)</td>
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<td>384</td>
<td>Housekeepers and butlers (535)</td>
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<td>385</td>
<td>Child care workers, private household (536)</td>
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<td>386</td>
<td>Private household cleaners and servants (532, 537, 539)</td>
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<td>387</td>
<td>Protective Service Occupations</td>
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<tr>
<td>388</td>
<td>Supervisors, protective service occupations (5011)</td>
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<tr>
<td>389</td>
<td>Supervisors, firefighting and fire prevention occupations (5012)</td>
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<td>Supervisors, guards (5013)</td>
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<td>391</td>
<td>Firefighting and fire prevention occupations (5112)</td>
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<td>392</td>
<td>Firefighting occupations (5113)</td>
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<td>393</td>
<td>Police and detectives</td>
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<td>Police and detectives, public service (5122)</td>
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<tr>
<td>395</td>
<td>Farm operators and managers (473)</td>
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</table>

Appendix D - Occupational Coding Sample Pages
### Related agricultural occupations
- Supervisors, farm workers (5611)
- Farm workers (5612-5617)
- Marine life cultivation workers (5618)
- Nursery workers (5619)

### Forestry and logging occupations
- Supervisors, forestry and logging workers (571)
- Forestry workers, except logging (573, 579)
- Fishers, hunters, and trappers (582)
- Captains and other officers, fishing vessels (584)

### Precision production, craft, and repair occupations
- Mechanics and repairers (6012)
- Brickmasons and stonemasons (6112, 6113)
- Brickmason and stonemason apprentices (6112, 6113)
- Tilers, mosaicists, and floor coverers (6142)

### Construction trades
- Supervisors, construction occupations (6012)
- Supervisors, carpenters and related workers (6013)
- Supervisors, electricians and power transmission installers (6014)
- Supervisors, painters, paperhangers, and plasterers (6015)
- Supervisors; plumbers, pipefitters, and steamfitters (6016)
- Supervisors; plumbers, pipefitters, and steamfitters, n.e.c. (6018)
- Brickmasons and stonemasons (6112, 6113)
- Brickmason and stonemason apprentices (6112, 6113)
- Tile setters, hard and soft (6142, pt 6162)
- Carpet installers (pt 6162)
- Drywall installers (6124)
- Electricians (6132)
- Electrician apprentices (pt 6132)
- Painters, construction and maintenance (6133)
- Paperhangers (6143)
- Plasterers (6144)
- Plumbers, pipefitters, and steamfitters (6150)
- Plumbers, pipefitters, and steamfitters apprentices (pt 6150)
588 Concrete and terrazzo finishers (6163)
589 Glaziers (6164)
593 Insulation workers (6165)
594 Paving, surfacing, and tamping equipment operators (6166)
595 Roofers (6168)
596 Sheetmetal duct installers (6172)
597 Structural metal workers (6172)
598 Drillers, earth (6174)
599 Construction trades, n.e.c. (6167, 6175, 6176, 6179)

Extractive Occupations

613 Supervisors, extractive occupations (602)
614 Drillers, oil well (622)
615 Explosives workers (623)
616 Mining machine operators (624)
617 Mining occupations, n.e.c. (626)

Precision Production Occupations

633 Supervisors, production occupations (pt 711, 712)
634 Tool and die makers (7211)
635 Tool and die maker apprentices (pt 7211)
636 Precision assemblers, metal (7212)
637 Machinists (7213)
639 Machinist apprentices (pt 7213)
643 Boilermakers (7214)
644 Precision grinders, fitters, and tool sharpeners (7216)
645 Machinist apprentices and model metal (7217)
646 Tool and die makers (7221)
647 Precious stones and metals workers (jewelers) (7222, 7266)
649 Engravers, metal (7223)
653 Sheet metal workers (7224)
654 Sheet metal worker apprentices (pt 7224)
655 Miscellaneous precision metal workers (7229)
656 Patternmakers and model makers, wood (7231)
657 Cabinet makers and bench carpenters (7232)
658 Furniture and wood finishers (pt 7234, pt 7756)
659 Miscellaneous precision woodworkers (pt 7234, 7239)
666 Dressmakers (7251, pt 7752)
667 Tailors (7252)
668 Upholsterers (7253)
669 Shoemakers (7254)
673 Apparel and fabric patternmakers (pt 7259)
715 Miscellaneous metal, plastic, stone, and glass working machine operators (7329, 7330, 7331)
717 Fabricating machine operators, n.e.c.

Miscellaneous precision apparel and fabric workers (pt 7259, pt 7752)
Precision workers, assorted materials
Hand molders and shapers, except jewelers (7261)
Patternmakers, lay-out workers, and cutters (7262)
Optical goods workers (7264, pt 7677)
Dental laboratory and medical appliance technicians (7265)
Bookbinders (pt 7249, pt 7449)
Electrical and electronic equipment assemblers (7267)
Miscellaneous precision workers (7269)
Precision food production occupations
Butchers and meat cutters (7271)
Bakers (7272)
Food batchmakers (7273, 7279)
Precision inspectors, testers, and related workers
Inspectors, testers, and graders (7281)
Adjusters and calibrators (7282)
Water and sewage treatment plant operators (791)
Power plant operators (pt 793)
Stationary engineers (pt 793, 7668)
Miscellaneous plant and system operators (792, 794, 795, 796)
OPERATORS, FABRICATORS, AND LABORERS

Machine Operators, Assemblers, and Inspectors

Machine operators and tenders, except precision
Metalworking and plastic working machine operators
Lathe and turning machine set-up operators (7312)
Lathe and turning machine operators (7512)
Milling and planing machine operators (7313, 7513)
Punching and stamping press machine operators (7314, 7317, 7514, 7517)
Rolling machine operators (7316, 7516)
Drilling and boring machine operators (7318, 7518)
Grinding, abrading, buffing, and polishing machine operators (7322, 7324, 7522)
Forging machine operators (7319, 7519)
Numerical control machine operators (7326, 7529)
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<td>719</td>
<td>Metal and plastic processing machine operators (7339, 7539)</td>
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<td>723</td>
<td>Metal plating machine operators (7343, 7543)</td>
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<td>724</td>
<td>Heat treating equipment operators (7344, 7544)</td>
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<td>Miscellaneous metal and plastic processing machine operators (7349, 7549)</td>
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<td>726</td>
<td>Woodworking machine operators</td>
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<td>727</td>
<td>Sawing machine operators (7433, 7633)</td>
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<td>728</td>
<td>Shaping and joining machine operators (7435, 7635)</td>
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<td>Nailing and tacking machine operators (7636)</td>
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<td>Miscellaneous woodworking machine operators (7434, 7634, 7639)</td>
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<td>Printing machine operators</td>
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<td>Photomechanical and lithographic workers (7242, 7444, 7644)</td>
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<td>Typesetters and compositors (7241, 7442, 7642)</td>
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<td>Miscellaneous printing machine operators (pt 7249, 7449, 7649)</td>
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<td>Winding and twisting machine operators (7451, 7651)</td>
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<td>Knitting, looping, taping, and weaving machine operators (7452, 7652)</td>
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<td>Textile cutting machine operators (7654)</td>
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<td>Textile sewing machine operators (7655, pt 7656)</td>
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<td>Shoe machine operators (pt 7656, pt 7659)</td>
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<td>Welders and cutters (7332, 7532, 7714)</td>
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<td>Solderers and brazer (7333, 7533, 7717)</td>
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<td>Assemblers (772, 774)</td>
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<td>Hand cutting and trimming occupations (7753)</td>
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<td>787</td>
<td>Hand molding, casting, and forming occupations (7754, 7755)</td>
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<td>Hand painting, coating, and decorating occupations (pt 7756)</td>
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<td>793</td>
<td>Hand engraving and printing occupations (7757)</td>
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<td>Hand grinding and polishing occupations (7758)</td>
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<td>Miscellaneous hand working occupations (7759)</td>
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<td>Laundering and dry cleaning machine operators (7255, 7658)</td>
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<td>Miscellaneous textile machine operators (7453, 7653, pt 7659)</td>
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<td>Packaging and filling machine operators (7462, 7662)</td>
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<td>Extruding and forming machine operators (7463, 7663)</td>
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<td>Painting and paint spraying machine operators (7669)</td>
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<td>Roasting and baking machine operators, food (7472, 7672)</td>
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<td>Washing, cleaning, and pickling machine operators (7673)</td>
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<td>Folding machine operators (7474, 7674)</td>
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<td>Furnace, kiln, and oven operators, exc. food (7668 7671, 7675)</td>
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<td>Crushing and grinding machine operators (7477, pt 7677)</td>
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<td>Motion picture projectionists (pt 7679)</td>
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<td>Production testers (783)</td>
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<td>Production samplers and weighers (784)</td>
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<td>Graders and sorters, except agricultural (785)</td>
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<td>Taxi cab drivers and chauffeurs (6416)</td>
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<td>Parking lot attendants (6417)</td>
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<td>Transportation occupations, except motor vehicles</td>
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<td>Rail transportation occupations</td>
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<td>Railroad conductors and yardmasters (6313)</td>
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<td>Rail vehicle operators, n.e.c. (6439)</td>
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<td>Ship captains and mates, except fishing boats (6441, 6442)</td>
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<td>Sailors and deckhands (6443)</td>
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<td>Bridge, lock, and lighthouse tenders (6445)</td>
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<td>Hoist and winch operators (6514)</td>
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<tr>
<td>864</td>
<td>Helpers, construction trades (6191-6195, 6198)</td>
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APPENDIX E

Industry Coding Sample Pages

(These example pages from the actual coding book illustrate the details required for coding staff to accurately classify responses.)
Industry Sample Coding Pages

Equivalent numeric codes follow the alphabetic code. Either code may be used, depending on the processing method. Numbers in parentheses following the industry categories are the Standard Industrial Classification definitions. The abbreviation "pt" means "part" and "n.e.c." means "not elsewhere classified."

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<td>Agricultural production, livestock (02)</td>
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<tr>
<td>020</td>
<td>Agricultural services, except horticultural (07, except 078)</td>
</tr>
<tr>
<td>021</td>
<td>Horticultural services (078)</td>
</tr>
<tr>
<td>030</td>
<td>Forestry (08)</td>
</tr>
<tr>
<td>031</td>
<td>Fishing, hunting, and trapping (09)</td>
</tr>
<tr>
<td>B (060)</td>
<td>MINING</td>
</tr>
<tr>
<td>040</td>
<td>Metal mining (10)</td>
</tr>
<tr>
<td>041</td>
<td>Coal mining (11, 12)</td>
</tr>
<tr>
<td>042</td>
<td>Crude petroleum and natural gas extraction (13)</td>
</tr>
<tr>
<td>050</td>
<td>Nonmetallic mining and quarrying, except fuel (14)</td>
</tr>
<tr>
<td>C (171)</td>
<td>CONSTRUCTION (15, 16, 17)</td>
</tr>
<tr>
<td></td>
<td>MANUFACTURING</td>
</tr>
<tr>
<td>100</td>
<td>Food and kindred products</td>
</tr>
<tr>
<td>101</td>
<td>Meat products (201)</td>
</tr>
<tr>
<td>102</td>
<td>Dairy products (202)</td>
</tr>
<tr>
<td>103</td>
<td>Canned and preserved fruits and vegetables (203)</td>
</tr>
<tr>
<td>110</td>
<td>Grain mill products (204)</td>
</tr>
<tr>
<td>111</td>
<td>Bakery products (205)</td>
</tr>
<tr>
<td>112</td>
<td>Sugar and confectionery products (206)</td>
</tr>
<tr>
<td>120</td>
<td>Beverage industries (208)</td>
</tr>
<tr>
<td>121</td>
<td>Miscellaneous food preparations and kindred products (207, 209)</td>
</tr>
<tr>
<td>122</td>
<td>Not specified food industries</td>
</tr>
<tr>
<td>130</td>
<td>Tobacco manufactures (21)</td>
</tr>
<tr>
<td>132</td>
<td>Knitting mills (225)</td>
</tr>
<tr>
<td>140</td>
<td>Dyeing and finishing textiles, except wool and knit goods (226)</td>
</tr>
<tr>
<td>141</td>
<td>Floor coverings, except hard surface (227)</td>
</tr>
<tr>
<td>142</td>
<td>Yarn, thread, and fabric mills (228, 221-224)</td>
</tr>
<tr>
<td>150</td>
<td>Miscellaneous textile mill products (229)</td>
</tr>
<tr>
<td>151</td>
<td>Apparel and accessories, except knit (231-238)</td>
</tr>
<tr>
<td>152</td>
<td>Miscellaneous fabricated textile products (239)</td>
</tr>
<tr>
<td>160</td>
<td>Pulp, paper, and paperboard mills (261-263, 266)</td>
</tr>
<tr>
<td>161</td>
<td>Miscellaneous paper and pulp products (264)</td>
</tr>
<tr>
<td>162</td>
<td>Paperboard containers and boxes (265)</td>
</tr>
<tr>
<td>172</td>
<td>Printing, publishing and printing</td>
</tr>
<tr>
<td>180</td>
<td>Textile mill products</td>
</tr>
<tr>
<td>181</td>
<td>Knitting mills (225)</td>
</tr>
<tr>
<td>182</td>
<td>Dyeing and finishing textiles, except wool and knit goods (226)</td>
</tr>
<tr>
<td>190</td>
<td>Miscellaneous textile mill products (229)</td>
</tr>
<tr>
<td>191</td>
<td>Agricultural chemicals (287)</td>
</tr>
<tr>
<td>192</td>
<td>Industrial and miscellaneous chemicals (281, 286, 289)</td>
</tr>
<tr>
<td>200</td>
<td>Petroleum refining (291)</td>
</tr>
<tr>
<td>201</td>
<td>Miscellaneous petroleum and coal products (295, 299)</td>
</tr>
<tr>
<td>202</td>
<td>Rubber and miscellaneous plastics products (301)</td>
</tr>
<tr>
<td>203</td>
<td>Tires and inner tubes (301)</td>
</tr>
<tr>
<td>204</td>
<td>Other rubber products, and plastics footwear and belting (302-304, 306)</td>
</tr>
<tr>
<td>205</td>
<td>Miscellaneous plastics products (307)</td>
</tr>
<tr>
<td>206</td>
<td>Leather and leather products (311)</td>
</tr>
<tr>
<td>207</td>
<td>Footwear, except rubber and plastic (313, 314)</td>
</tr>
<tr>
<td>208</td>
<td>Leather products, except footwear (315-317, 319)</td>
</tr>
<tr>
<td>209</td>
<td>Durable Goods</td>
</tr>
<tr>
<td>210</td>
<td>Lumber and wood products, except furniture</td>
</tr>
<tr>
<td>211</td>
<td>Logging (241)</td>
</tr>
<tr>
<td>212</td>
<td>Sawmills, planing mills, and millwork (242, 243)</td>
</tr>
<tr>
<td>213</td>
<td>Wood buildings and mobile homes (245)</td>
</tr>
<tr>
<td>214</td>
<td>Miscellaneous wood products (244, 249)</td>
</tr>
<tr>
<td>215</td>
<td>Furniture and fixtures (25)</td>
</tr>
<tr>
<td>216</td>
<td>Stone, clay, glass, and concrete products</td>
</tr>
<tr>
<td>217</td>
<td>Glass and glass products (321-323)</td>
</tr>
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<td>Industry Code</td>
<td>Industrial Category</td>
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<tr>
<td>---------------</td>
<td>---------------------</td>
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<tr>
<td>251</td>
<td>Cement, concrete, gypsum, and plastic products (324, 327)</td>
</tr>
<tr>
<td>252</td>
<td>Structural clay products (325)</td>
</tr>
<tr>
<td>261</td>
<td>Pottery and related products (326)</td>
</tr>
<tr>
<td>262</td>
<td>Miscellaneous nonmetallic mineral and stone products (328, 329)</td>
</tr>
<tr>
<td></td>
<td>Metal industries</td>
</tr>
<tr>
<td>270</td>
<td>Blast furnaces, steelworks, rolling and finishing mills (331)</td>
</tr>
<tr>
<td>271</td>
<td>Iron and steel foundries (332)</td>
</tr>
<tr>
<td>272</td>
<td>Primary aluminum industries (3334, pt 334, 3353-3355, 3361)</td>
</tr>
<tr>
<td>280</td>
<td>Other primary metal industries (3331-3333, 3339, pt 334, 3351, 3356, 3357, 3362, 3369, 339)</td>
</tr>
<tr>
<td>281</td>
<td>Cutlery, hand tools and other hardware (342)</td>
</tr>
<tr>
<td>282</td>
<td>Fabricated structural metal products (344)</td>
</tr>
<tr>
<td>290</td>
<td>Screw machine products (345)</td>
</tr>
<tr>
<td>291</td>
<td>Metal forgings and stampings (346)</td>
</tr>
<tr>
<td>292</td>
<td>Ordnance (348)</td>
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<tr>
<td>300</td>
<td>Miscellaneous fabricated metal products (341, 343, 347, 349)</td>
</tr>
<tr>
<td>301</td>
<td>Not specified metal industries</td>
</tr>
<tr>
<td></td>
<td>Machinery, except electrical</td>
</tr>
<tr>
<td>310</td>
<td>Engines and turbines (351)</td>
</tr>
<tr>
<td>311</td>
<td>Farm machinery and equipment (352)</td>
</tr>
<tr>
<td>312</td>
<td>Construction and material handling machines (353)</td>
</tr>
<tr>
<td>320</td>
<td>Metalworking machinery (354)</td>
</tr>
<tr>
<td>321</td>
<td>Office and accounting machines, (357, except 3573)</td>
</tr>
<tr>
<td>322</td>
<td>Electronic computing equipment (3573)</td>
</tr>
<tr>
<td>331</td>
<td>Machinery, except electrical, n.e.c. (355, 356, 358)</td>
</tr>
<tr>
<td>332</td>
<td>Not specified machinery</td>
</tr>
<tr>
<td></td>
<td>Electrical machinery, equipment, and supplies</td>
</tr>
<tr>
<td>340</td>
<td>Household appliance (363)</td>
</tr>
<tr>
<td>341</td>
<td>Radio, TV, and communication equipment (365, 366)</td>
</tr>
<tr>
<td>342</td>
<td>Electrical machinery, equipment, and supplies, n.e.c. (361, 362, 364, 367, 369)</td>
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<tr>
<td>350</td>
<td>Not specified electrical machinery, equipment, and supplies</td>
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<td>Transportation equipment</td>
</tr>
<tr>
<td>351</td>
<td>Motor vehicles and motor vehicle equipment (371)</td>
</tr>
<tr>
<td>352</td>
<td>Aircraft and parts (372)</td>
</tr>
<tr>
<td>360</td>
<td>Ship and boat building and repairing (373)</td>
</tr>
<tr>
<td>361</td>
<td>Railroad locomotives and equipment (374)</td>
</tr>
<tr>
<td>362</td>
<td>Guided missiles, space vehicles, and parts (376)</td>
</tr>
<tr>
<td>370</td>
<td>Cycles and miscellaneous transportation equipment (375, 379)</td>
</tr>
<tr>
<td>522</td>
<td>Not specified electrical and hardware products</td>
</tr>
<tr>
<td>530</td>
<td>Machinery, equipment, and supplies (508)</td>
</tr>
<tr>
<td>531</td>
<td>Scrap and waste materials (5093)</td>
</tr>
<tr>
<td>532</td>
<td>Miscellaneous whole, durable goods (5094, 5099)</td>
</tr>
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<tr>
<td>Industry Code</td>
<td>Industry Category</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>542</td>
<td>Apparel, fabrics, and notions (513)</td>
</tr>
<tr>
<td>550</td>
<td>Groceries and related products (514)</td>
</tr>
<tr>
<td>551</td>
<td>Farm-product raw materials (515)</td>
</tr>
<tr>
<td>552</td>
<td>Petroleum products (517)</td>
</tr>
<tr>
<td>560</td>
<td>Alcoholic beverages (518)</td>
</tr>
<tr>
<td>561</td>
<td>Farm supplies (5191)</td>
</tr>
<tr>
<td>562</td>
<td>Miscellaneous wholesale, nondurable goods (5194, 5198, 5199)</td>
</tr>
<tr>
<td>571</td>
<td>Not specified wholesale trade</td>
</tr>
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</table>

**RETAIL TRADE**

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>Industry Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>580</td>
<td>Lumber and building material retailing (521, 523)</td>
</tr>
<tr>
<td>581</td>
<td>Hardware stores (525)</td>
</tr>
<tr>
<td>582</td>
<td>Retail nurseries and garden stores (526)</td>
</tr>
<tr>
<td>590</td>
<td>Mobile home dealers (527)</td>
</tr>
<tr>
<td>591</td>
<td>Department stores (531)</td>
</tr>
<tr>
<td>592</td>
<td>Variety stores (533)</td>
</tr>
<tr>
<td>600</td>
<td>Miscellaneous general merchandise stores (539)</td>
</tr>
<tr>
<td>601</td>
<td>Grocery stores (541)</td>
</tr>
<tr>
<td>602</td>
<td>Dairy products stores (545)</td>
</tr>
<tr>
<td>610</td>
<td>Retail bakeries (546)</td>
</tr>
<tr>
<td>611</td>
<td>Food stores, n.e.c. (542, 543, 544, 549)</td>
</tr>
<tr>
<td>612</td>
<td>Motor vehicle dealers (551, 552)</td>
</tr>
<tr>
<td>620</td>
<td>Auto and home supply stores (553)</td>
</tr>
<tr>
<td>621</td>
<td>Gasoline service stations (554)</td>
</tr>
<tr>
<td>622</td>
<td>Miscellaneous vehicle dealers (555, 556, 557, 559)</td>
</tr>
<tr>
<td>630</td>
<td>Apparel and accessory stores, except shoe (56, except 566)</td>
</tr>
<tr>
<td>631</td>
<td>Shoe stores (566)</td>
</tr>
<tr>
<td>632</td>
<td>Furniture and home furnishings stores (571)</td>
</tr>
<tr>
<td>640</td>
<td>Household appliances, TV, and radio stores (572, 573)</td>
</tr>
<tr>
<td>641</td>
<td>Eating and drinking places (58)</td>
</tr>
<tr>
<td>642</td>
<td>Drug stores (591)</td>
</tr>
<tr>
<td>650</td>
<td>Liquor stores (592)</td>
</tr>
<tr>
<td>651</td>
<td>Sporting goods, bicycles, and hobby stores (5941, 5945, 5946)</td>
</tr>
<tr>
<td>652</td>
<td>Book and stationery stores (5942, 5943)</td>
</tr>
<tr>
<td>660</td>
<td>Jewelry stores (5944)</td>
</tr>
<tr>
<td>661</td>
<td>Sewing, needlework, and piece goods stores (5949)</td>
</tr>
<tr>
<td>662</td>
<td>Mail order houses (5961)</td>
</tr>
<tr>
<td>670</td>
<td>Vending machine operators (5962)</td>
</tr>
<tr>
<td>671</td>
<td>Direct selling establishments (5963)</td>
</tr>
<tr>
<td>672</td>
<td>Fuel and ice dealers (598)</td>
</tr>
<tr>
<td>681</td>
<td>Retail florists (5992)</td>
</tr>
<tr>
<td>682</td>
<td>Miscellaneous retail stores (593, 5947, 5948, 5993, 5994, 5999)</td>
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</table>

**ENTERTAINMENT AND RECREATION SERVICES**

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>Industry Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>800</td>
<td>Theaters and motion pictures (78, 792)</td>
</tr>
<tr>
<td>801</td>
<td>Bowling alleys, billiard and pool parlors (793)</td>
</tr>
<tr>
<td>802</td>
<td>Miscellaneous entertainment and recreation services (791, 794, 799)</td>
</tr>
</tbody>
</table>

**FINANCE, INSURANCE, AND REAL ESTATE**

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>Industry Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>691</td>
<td>Not specified retail trade</td>
</tr>
</tbody>
</table>

**BUSINESS AND REPAIR SERVICES**

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>Industry Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>700</td>
<td>Banking (60)</td>
</tr>
<tr>
<td>701</td>
<td>Savings and loan associations (612)</td>
</tr>
<tr>
<td>702</td>
<td>Credit agencies, n.e.c. (61, except 612)</td>
</tr>
<tr>
<td>710</td>
<td>Security, commodity brokerage, and investment companies (62, 67)</td>
</tr>
<tr>
<td>711</td>
<td>Insurance (63, 64)</td>
</tr>
<tr>
<td>712</td>
<td>Real estate, including real estate-insurance-law offices (65, 66)</td>
</tr>
</tbody>
</table>

**PERSONAL SERVICES**

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>Industry Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>761</td>
<td>Private households (88)</td>
</tr>
<tr>
<td>762</td>
<td>Hotels and motels (701)</td>
</tr>
<tr>
<td>763</td>
<td>Lodging places, except hotels and motels (702, 703, 704)</td>
</tr>
<tr>
<td>771</td>
<td>Laundry, cleaning, and garment services (721)</td>
</tr>
<tr>
<td>772</td>
<td>Beauty shops (723)</td>
</tr>
<tr>
<td>777</td>
<td>Barber shops (724)</td>
</tr>
<tr>
<td>781</td>
<td>Funeral service and crematories (726)</td>
</tr>
<tr>
<td>782</td>
<td>Shoe repair shops (725)</td>
</tr>
<tr>
<td>790</td>
<td>Dressmaking shops (pt 729)</td>
</tr>
<tr>
<td>791</td>
<td>Miscellaneous personal services (722, pt 729)</td>
</tr>
</tbody>
</table>

**PROFESSIONAL AND RELATED SERVICES**

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>Industry Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>812</td>
<td>Offices of physicians (801, 803)</td>
</tr>
<tr>
<td>820</td>
<td>Offices of dentists (802)</td>
</tr>
<tr>
<td>Industry Code</td>
<td>Industrial Category</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>821</td>
<td>Offices of chiropractors (8041)</td>
</tr>
<tr>
<td>822</td>
<td>Offices of optometrists (8042)</td>
</tr>
<tr>
<td>830</td>
<td>Offices of health practitioners, n.e.c. (8049)</td>
</tr>
<tr>
<td>K(831)</td>
<td>Hospitals (806)</td>
</tr>
<tr>
<td>832</td>
<td>Nursing and personal care facilities (805)</td>
</tr>
<tr>
<td>840</td>
<td>Health services n.e.c. (807, 808, 809)</td>
</tr>
<tr>
<td>841</td>
<td>Legal services (81)</td>
</tr>
<tr>
<td>L(842)</td>
<td>Elementary and secondary schools (821)</td>
</tr>
<tr>
<td>M(850)</td>
<td>College and universities (822)</td>
</tr>
<tr>
<td>851</td>
<td>Business, trade, and vocational schools (824)</td>
</tr>
<tr>
<td>852</td>
<td>Libraries (823)</td>
</tr>
<tr>
<td>860</td>
<td>Educational services, n.e.c. (829)</td>
</tr>
<tr>
<td>861</td>
<td>Job training and vocational rehabilitation services (833)</td>
</tr>
<tr>
<td>862</td>
<td>Child day care services (835)</td>
</tr>
<tr>
<td>870</td>
<td>Residential care facilities, without nursing (836)</td>
</tr>
<tr>
<td>871</td>
<td>Social services, n.e.c. (832, 839)</td>
</tr>
<tr>
<td>872</td>
<td>Museums, art galleries, and zoos (84)</td>
</tr>
<tr>
<td>880</td>
<td>Religious organization (866)</td>
</tr>
<tr>
<td>881</td>
<td>Membership organizations (861-865, 869)</td>
</tr>
<tr>
<td>882</td>
<td>Engineering, architectural, and surveying services (891)</td>
</tr>
</tbody>
</table>

¹Code used when not reported cases are not allocated.