

# **SAFETY OF YOUTH EMPLOYMENT: A NATIONAL STUDY OF PARENTS AND TEENS**

## **Final Report**

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## BACKGROUND

### *Introduction:*

Several documents highlight the importance of teens as a target population for occupational health and safety interventions. The National Institute for Occupational Safety and Health (NIOSH) National Occupational Research Agenda (NORA) identified special populations at risk, which explicitly includes young workers. According to NORA, research is needed to determine “where these special populations work, the conditions of their work, and the extent and severity of their injuries.”<sup>1</sup> NIOSH’s Child Labor Research Team, established in 1994, identified a need “to assess and quantify risk factors for injury and illness among working children and adolescents.”<sup>2</sup>

The CDC’s *Injury Control in the 1990s: A National Plan for Action* recognized both the magnitude and the preventability of occupational injuries among adolescents.<sup>3</sup> The 1995 Midcourse Review of *Healthy People 2000* added adolescent workers as a special population target.<sup>4</sup> The American Academy of Pediatrics, the American Public Health Association, and researchers at the National Institute for Occupational Safety and Health (NIOSH) have each called for better training and education on workplace injury prevention for parents, teens, and employers.<sup>5, 6, 7, 8</sup> As evidence of this commitment, NIOSH funded three community-based educational projects between 1995-98, each designed to promote the safety of teen workers. The National Academy of Sciences and Institute of Medicine conducted in-depth analyses of the literature examining the benefits and risks of youth labor, pointing to the need for clearer understanding of how to develop effective strategies to protect working children. The report states: “Not only are children and adolescents not receiving health and safety information, but adults involved with children – parents, teachers, health care providers staff members of community organizations – often lack the information necessary to promote health and safety of youngsters in the workplace.”<sup>9</sup> (page 185).

Despite this attention, there is still little information available on the factors underlying occupational injuries to teens, including the safety-related knowledge, attitudes and practices of youth and their parents. A NIOSH-sponsored national survey of injured teens treated in emergency departments acquired information on the type and circumstances of the injuries and the training and supervision the teens received, but did not collect information on the work-related knowledge, attitudes, and behaviors of these teens, nor did it include non-injured teens.<sup>10</sup> The only published surveys examining precursors of injury among working teens have been state-specific and include limited information on adolescents’ beliefs and knowledge about occupational health and safety.<sup>11, 12, 13, 14, 15</sup> Though a large literature exists about the relationship between adolescent work and school performance, little published work has been found which examines the knowledge, beliefs, and practices of parents of working teens.<sup>15</sup>

Though multiple educational, engineering and enforcement strategies exist for addressing workplace safety, few have been developed to address the particular needs of working teens. As with efforts to address any health issue, it is critical to understand the socio-behavioral context in which the health behavior occurs in order to determine the most effective intervention approaches to changing the workplace or worker behaviors. This study was designed fill the need for greater understanding of these factors, laying the groundwork for intervention development.

### *The epidemiology of injury among teen workers:*

Despite its potential benefits, employment has serious negative consequences for many adolescents. Several studies in the last decade have documented the magnitude of fatal injuries to young workers.<sup>16, 7, 17, 18, 19, 20, 21, 22, 23, 24</sup> More than 400 U.S. workers under age 18 died from occupational injuries between 1992 and 1997.<sup>23</sup> Teens have a rate per population of fatal work injury slightly less than that of adults.<sup>16</sup> However, interpretation must be made cautiously given that the hours of exposure are so much less for working teens than for their adult counterparts. The number of injuries per hour worked may be greater for youth.



Layne et al. estimated that 64,100 youths between the ages of 14–17 were treated in emergency departments for occupational injuries in 1992<sup>25</sup> while NIOSH estimates that nearly 200,000 adolescents are injured at work every year.<sup>8</sup> Several studies have examined workers' compensation data to determine the incidence of nonfatal injuries to teen workers,<sup>26, 27, 28, 17, 29, 10, 30, 31</sup> while others have examined first report of injury records<sup>14</sup> or used surveys of adolescents.<sup>32, 11, 12, 33, 34, 14, 15</sup> For example, a Washington State study of four years of workers' compensation data estimated the injury rate among 16-17 year-olds to be more than three times that for adult workers.<sup>30</sup> This is particularly troubling since child labor laws prohibit teens from working in occupations of highest risk, such as mining and manufacturing. Teen worker injuries are often severe. A New York State study found that 44% of teens injured at work who filed workers' compensation claims suffered a permanent disability.<sup>27</sup> Another study revealed that 25% of teens treated in EDs for work injuries experienced limitations in their activities for more than a week.<sup>33</sup> In our 1995 survey of working teens in North Carolina, we discovered that 12% of injured youth reported missing school or work for a day and 16% required medical care.<sup>12</sup> The majority of these reported working in retail trade and service; over half were injured at least once while ever working a paid job, most often from being cut or burned.

The National Occupational Research Agenda produced by NIOSH, as well as the IOM Report point out the hazards to teens working in the retail industry<sup>9, 1</sup> and several NIOSH-sponsored studies confirm that teens working in restaurants are injured at a high rate and in large numbers.<sup>35, 25</sup> Though little research exists on the specific circumstances of injuries, it is clear that youth are injured in settings that are both in compliance and noncompliance with child labor laws.

### ***Youth in the workforce:***

Work is a common activity among teens in the U.S. and the 1994 School-to-Work Opportunities Act has further encouraged youth employment by increasing the number of high school students who include work as part of their educational experience. Federal statistics indicate that more than 4 million 15-17 year-olds were employed at some point during 1996.<sup>36</sup> In 1998, the Bureau of Labor Statistics estimated that 35% of 16 and 17 year olds in the U.S. worked.<sup>37</sup> However, data reported by the Institute of Medicine indicate that as many as 53% of seventh graders and as many as 81% of twelfth graders worked during the summer while as many as 40% of seventh graders and 74% of twelfth graders were employed during the school year.<sup>9</sup> By the time they graduate from high school, 80% of teens have worked, most commonly in fast food restaurants, grocery stores, nursing homes, farms, and factories.<sup>38, 17, 39, 40</sup> Fifty-four percent of teen workers are employed in the retail trades.<sup>41</sup> The hours of work vary by age, with estimates from national surveys that 20% of eleventh graders and 46% of twelfth graders worked more than 19 hours per week during the school year.<sup>9</sup> It is notable that while low-income teens are less likely to be employed, they are *more* likely to be engaged in hazardous occupations, such as agriculture, manufacturing, and construction.<sup>37, 42</sup> Likewise, work patterns vary between girls and boys.<sup>11, 12, 15</sup>

### ***Child Labor Laws (CLL's):***

Laws and regulations are essential to the overall effort to protect workers' safety. In 1938, the federal government recognized the need to protect youth workers by including child labor provisions in the Fair Labor Standards Act (FLSA). Many states have since passed laws to supplement the FLSA. These federal and state laws, commonly known as child labor laws (CLL's) are designed to protect youth under age 18 from hazardous work conditions. Child labor laws specify minimum ages for general and specific types of employment, prohibit work during night hours ("night work restrictions"), prohibit certain kinds of employment ("hazardous orders"), and dictate maximum daily and weekly hours of work. The Labor Department's Occupational Safety and Health Administration (OSHA), which establishes and enforces mandatory safety and health standards for workers of all ages, also protects teen workers.

Despite the existence of CLL's and other protections, violations are common and appear to be increasing. From 1983 to 1989, the number of detected child labor violations rose from 9,200 to over 22,000.<sup>43</sup> Violations occurred in all types of child labor standards including hours, minimum wage, and hazardous tasks. These figures are believed to underestimate considerably the actual violations. According to General Accounting Office (GAO) estimates, the Labor Department's 1,000 compliance officers

investigating FLSA violations spend on average only 5% of their time on child labor law violations. In 1990, when the Department of Labor conducted several well publicized sweeps of youth employers, investigators found nearly 40,000 child labor law violations.<sup>44</sup> The GAO estimates that 18%, or approximately 166,000, of 15 year-olds worked in violation of CLL's in 1988.<sup>42</sup>

Research in California suggests that teens obtaining work permits may be at somewhat less risk than those who do not obtain them.<sup>45</sup>

### ***Risk factors for teen worker injury:***

Illegal work is a contributing factor to the unacceptably large numbers of teens injured on the job each year. One national study reported that 41% of occupational injury deaths investigated by OSHA occurred in situations prohibited by federal child labor laws.<sup>23</sup> From 1980–1989, 86% of work-related deaths among teens under 18 in North Carolina involved activities that either violated the FLSA or involved youth in unregulated settings.<sup>20</sup> Nationally, 19% of teens who visited emergency departments for work injuries were doing jobs prohibited by child labor laws.<sup>33</sup> In Massachusetts in 1988, one in five cases of young workers whose employment was in violation of child labor laws was injured on the job.<sup>46</sup> Between fiscal years 1983 and 1990, the Department of Labor found 1,475 serious injuries of illegally employed children, 85% of which were associated with “hazardous order” violations.<sup>42</sup> This same study revealed that youths employed in construction and manufacturing are at particular risk of serious injury. While 4% of all child labor violations occur in these two industries, they accounted for 27% of detected serious injuries.<sup>42</sup>

Teens working in some industries or under specific conditions exhibit greater risk of injury than those in other settings. For example, the majority of young worker fatalities occur in agricultural settings,<sup>7, 19</sup> most associated with operating machinery.<sup>47, 21, 22, 48, 49</sup> Inadequate supervision,<sup>9, 33, 2</sup> lack of training,<sup>50, 9, 33, 51, 2, 52</sup> absence of safety devices,<sup>48</sup> and being rushed<sup>13</sup> all constitute potential risk factors.<sup>13, 39, 9, 33, 53, 54, 55</sup>

Analyses of data from the National Electronic Injury Surveillance System for adolescents aged 14 through 17 showed that the highest number of work-related injuries to youth under 18 were in eating and drinking establishments and food stores,<sup>56</sup> with the fast food industry being the source of a large proportion of occupational injuries to adolescents.<sup>57</sup>

In the retail and service sector, there are potentially increased risks of exposures associated with workplace violence. Our recent review noted that, given the limited data, retail work placed teens at risk for homicide and nonfatal injuries from violence.<sup>58</sup> An analysis of data from the Census of Fatal Occupational Injuries found that females, younger, minority and foreign-born workers were more likely to be victims of work-related homicide in retail than in other industries.<sup>59</sup> Data from our surveys of teen workers, aged 14-17, with employment experience in retail industries in five sites (North Carolina, Brockton, Massachusetts; Los Angeles, California; Oakland, California; Philadelphia, Pennsylvania) show that teens often work at night and alone. For example, approximately 24% of Oakland teens reported working after 10PM at least once on a school night and 38% of Los Angeles teens reporting working alone during the day. The training that teens received to deal with robbery or angry customers varies. While 76% of Oakland teens had been trained to deal with an angry customer, only 38% of Brockton teens had been trained to deal with robbery. Yet, teens expressed few concerns about safety.<sup>60</sup>

**Relationship between Injuries and Hazardous Tasks:** Child labor laws, though useful in reducing many risks to teen workers, do not protect teens from all injuries. They do not cover many hazardous situations and do not address farm work at all. Consequently, teens are often injured while in full compliance with the child labor laws. Thus, Injury Control in the 1990's calls for employers to “strive to implement available prevention strategies for hazards that are not covered by existing standards.”<sup>3</sup>

Because data do not exist on the numbers of youth engaged in specific tasks at work, rates of injuries in certain tasks are impossible to calculate. Nevertheless, investigators have identified specific tasks as responsible for a large number of the injuries to youth, despite the fact that they are not prohibited by the FLSA. These tasks are: handling hot liquids and grease,<sup>61, 14</sup> using cutting tools,<sup>26, 62, 31</sup> using non-powered

hand tools,<sup>41</sup> using power machinery,<sup>33</sup> lifting or moving heavy objects,<sup>33, 14</sup> operating tractors,<sup>63, 64, 65</sup> and working late at night and/or alone.<sup>66, 8</sup>

### ***Teen knowledge about workplace hazards:***

Though data on worker training are scant, the lack of training may place workers at increased risk.<sup>9, 2</sup> Few teens report having received training to do their work<sup>32, 67</sup> while those who have been trained express concern about the adequacy of training.<sup>67</sup> Several recent studies have documented that youth receive little training about workplace safety,<sup>68, 33, 25</sup> and few appropriate training materials exist. Over three-quarters of the states do not even provide a list of child labor laws to working teens in their states.<sup>69</sup> The materials that do exist generally do not address both health and safety and worker rights and responsibilities, are very state-specific and thus not relevant for teens in other states, and are not used consistently in either schools or workplaces.<sup>70, 68</sup> Other than a Federally produced brochure distributed to states during the summers of 1996-98, existing training materials for employers focus on adult workers and often are not relevant for the jobs most adolescents hold—part-time, temporary, and low skilled. The materials also fail to address the implications of adolescents' physical, cognitive, and emotional development on work performance.<sup>71</sup>

### ***Adolescent relationships with parents and peers:***

Literature on adolescent development indicates that both parent and peer influences are important in the decisions youth make about behaviors that are both risky and health promoting.<sup>72, 73, 74, 75</sup> For example, Resnick et al (1997) report data from a large longitudinal study of adolescent health behaviors, suggesting that teens' sense of greater connectedness with parents and family is associated with less involvement in risky health behaviors and increased attention to health promoting behaviors.<sup>75</sup> Brown et al (1993) report that different parenting styles are reflected in the roles teens assume while in the high school years.<sup>73</sup> Teens whose parents have helped them learn to make decisions about behavioral limits through joint decision making with decreasing levels of parental involvement, tend to demonstrate more prosocial and less risky behaviors. Consequently, we are interested in learning if parents can be an important source of guidance in decisions that teens make about jobs and work practices.

Though much attention is paid parents and their role in either causing or ameliorating the standard adolescent risk behaviors,<sup>76</sup> parents have received little to no attention in discussions of teen occupational injury. For example, the NIOSH web site "Are you a working teen," provides information to teens about when they need to know about safety on the job. The section entitled "what if I need help" has one line that recommends talking with parents or teachers. This contrasts with the National Consumer's League web site which has a detailed "Parents Primer" about teen work which recommends that parents set limits, talk frequently with their son/daughter about work, visit their teenager's workplace, meet the boss, and check on the employer's history of labor law violations.

Studies show that parents of teen workers usually express approval and pride when teens enter the workforce<sup>77, 78</sup> and that both teens and parents evaluate their own early work experiences as favorable.<sup>79</sup> Structural changes in the labor market, including the growth of the service sector and the extended hours of service establishments, have changed parents' role in teen job acquisition. These changes in the youth labor market mean that parental involvement is no longer absolutely necessary for a teen to find a job. However, parents still play a vital role in helping teens develop better understandings of the world of work and in using their personal and social resources to help find desirable jobs.<sup>80</sup> Little is known about parental roles in assisting teens in developing knowledge and awareness of child labor laws and appropriate workplace safety behaviors and attitudes. If parents are to become a resource for injury control, more information is needed about their knowledge, attitudes concerning youth labor and their interactions with their working teenage children.

### ***Organization of the Work Environment:***

Employers seek to manage their workers by controlling the division of labor and its coordination. They also design the work process so that it is subdivided into tasks, allocate people to tasks in accordance with the

firm's objectives, provide training for workers, and design supervisory systems to ensure that tasks are performed efficiently and effectively.<sup>81</sup> Employer control over job tasks, worker training, and supervisory methods may vary with the resources available and the size and structure of the firm.<sup>82</sup> Larger firms and firms with more employees may devote more resources to job design, supervision and worker education than smaller firms. Mortimer and Finch (1996), argue that the impact of work on teens depends on the quality of the work experience, its meaning, and the context in which it occurs. In the Minnesota Youth Development Study, teens who felt that their jobs provided opportunities for advancement and helped them learn new things showed positive developmental outcomes.

### ***Conceptual framework:***

This study was informed by several theoretical and conceptual frameworks. These include the social-ecological framework of Bronfenbrenner,<sup>83</sup> which outlines the levels of influence on any socio-behavioral process with respect to cultural systems, organizational systems (e.g. work) as well as family systems (e.g. parent-child interaction) and individual (e.g. teen worker) characteristics. This model defines the broad sets of variables considered in this proposal, as depicted in the Figure (below).

The Theory of Planned Behavior posits that a behavior is a function of beliefs about the behavior, normative beliefs about the expectations others have that they perform the behavior (i.e., what do important referents like peers, parents and supervisors think about the behavior, and the extent one is motivated to comply with what those groups believe), and beliefs about being able to perform the behavior (i.e., perceived behavioral control). Perceived behavioral control addresses the extent to which teens perceive that they are able to modify their behavior in ways that will achieve the desired effect. As indicated by the Health Belief Model, elements of the beliefs that are of interest are the degree to which the parent or teen perceives that workplace hazards pose a serious risk (i.e., how bad would it be if the teen experienced an injury from a particular hazard?) and the extent to which one feels teens are susceptible to the risk (i.e., how likely is it to happen?).

|   |   |
|---|---|
| <p align="center"><b>Cultural System</b></p> <p align="center">Child labor laws</p>   |   |
| <p align="center"><b>Organizational System</b></p> <p align="center">type of establishment<br/>training provided<br/>supervisory practices</p>  |   |
| <p align="center"><b>Family system [Parents]</b></p> <p><i>Demographics and experience:</i></p> <ul style="list-style-type: none"> <li>• Demographics</li> <li>• Prior workplace injury experience (self and child)</li> </ul> <p><i>Knowledge about:</i></p> <ul style="list-style-type: none"> <li>• child labor laws</li> <li>• workplace safety laws</li> </ul> <p><i>Beliefs about:</i></p> <ul style="list-style-type: none"> <li>• child labor laws</li> <li>• workplace safety laws</li> <li>• workplace safety practices</li> <li>• teen's vulnerability to being injured at work</li> </ul> <p><i>Practices in:</i></p> <ul style="list-style-type: none"> <li>• factoring safety into helping teens make job choices</li> <li>• monitoring teen working conditions and hours</li> <li>• addressing teens' concerns about workplace safety</li> </ul> | <p align="center"><b>Teen Workers</b></p> <p><i>Demographics and experience:</i></p> <ul style="list-style-type: none"> <li>• Demographics</li> <li>• Nature and amount of prior work experience</li> <li>• Prior experience with workplace injury</li> </ul> <p><i>Knowledge about:</i></p> <ul style="list-style-type: none"> <li>• child labor laws</li> <li>• workplace safety laws</li> </ul> <p><i>Beliefs about:</i></p> <ul style="list-style-type: none"> <li>• workplace safety practices</li> <li>• vulnerability to being injured at work</li> <li>• expectations of parents, peers and supervisors re: safe or unsafe work practices</li> </ul> <p><i>Practices in:</i></p> <ul style="list-style-type: none"> <li>• discussing workplace safety with parents and supervisors</li> <li>• using dangerous or prohibited equipment</li> <li>• performing dangerous or prohibited tasks</li> <li>• obtaining information about worker safety</li> </ul> |

**Figure. Social Ecological Model of Influences on Teen Work-Related Practices**

### ***Research Questions:***

The overall goal of this project was to develop recommendations for policy, educational, and training interventions that will improve the safety of youth in the workplace. To inform these recommendations, we surveyed youth, and their parents, throughout the U.S. to learn about: (1) the extent to which youth ages 14-17 work in situations predisposing them to injury risk; and (2) the knowledge and beliefs of parents and youth with regard to injury risk and workplace safety. In addition, we also explored the general concerns of parents and youth about work practices, including the incentives and rewards for safe and unsafe behavior at work. The research was guided by the following initial research questions and hypotheses. Further examination of the data is continuing.

1. *What work practices do teen workers report. Specifically, what do they describe as the type of businesses in which they work, the types of tasks they perform, and the types of equipment or procedures they encounter?*
2. *What are the attitudes and beliefs of working teens and their parents with respect to working in different kinds of conditions, the perceived hazards associated with work, beliefs about what they can and should do to address potential safety problems, and attitudes about child labor laws?*
3. *What do parents and teens describe as the role of parents in helping working teens choose jobs, monitor working conditions and address worker safety concerns?*

### **METHODOLOGY:**

#### ***Overview:***

This project involved two simultaneous cross-sectional nationally representative telephone surveys. One, a survey of youth employed in the prior year while they were between the ages of 14 and 17 years old and two, a survey with the parents of these working teens.

#### ***Instrument development:***

Our strategy for instrument development incorporated several elements: focus groups with parents, review of prior focus groups with working teens, review of data from worker injury reports, and review of both literature and prior survey instruments. In addition, we consulted with experts in teen work practices and child labor laws.

***Focus groups:*** During fall of 2000, we developed a set of questions for the parents' focus groups, modified an existing focus group manual for use in the project, and communicated with researchers at the Education Development Center in Massachusetts about coordinating our efforts. In North Carolina, a professional facilitator was engaged to run the focus groups with trained graduate students observing and taking notes. In Massachusetts, experienced staff at the Education Development Center led the effort to conduct focus groups in their region.

In North Carolina, we used work permits filed with the Department of Labor to identify parents of working teens in Wake County (urban) and in Harnett County (rural). We attempted to hold focus groups in December 2000 and January 2001. Parents were contacted and we received written and verbal commitments about attendance. However, in all four focus groups, very few parents attended resulting in cancellation of the focus groups. Informal conversations were conducted with the few parents who did attend. Our colleagues in Massachusetts had similar problems in attempting to conduct focus groups there, though they were able to conduct one group and provide a transcript that was used in instrument development.

The conversations that we had with the few parents who attended indicated that parents knew child labor laws existed, but did not know many specifics. They felt that the state and/or the employer should be doing a better job of informing them of the laws. They did not think it was their responsibility to find out what the laws were and to make sure that they were followed. They also had a hard time envisioning their child getting hurt on the job, unless they worked in the fast food industry.

***Instrument development and review:*** We developed two questionnaires, one for interviewing parents (either father or mother) or guardians, and another for interviewing working teens living in the same households with either of their parents or with guardians. In preparing both instruments, we examined the questionnaires of the North Carolina Teen Work Studies of 1995 and the Follow-up Survey of 1996 as well as the self-administered questionnaires used by collaborators with working teens in schools in all four states Massachusetts, California, Pennsylvania, and West Virginia. We also reviewed transcripts of our prior six focus groups conducted with working teens in North Carolina in 1996. In addition, we made contacts in October 2000 with the U.S. Department of Labor to obtain the most recent questionnaire to be administered for the National Longitudinal Surveys. These surveys were useful as they examined interactions of parents with their teens regarding school and work related activities. We screened the questionnaires used in the NLYS 1997 surveys and incorporated some items relating to parent teen interactions. In addition, we used other survey questionnaires including those of the M.I.T. Future of the Child Survey (1999) and the NIOSH Study of Occupational Injuries to Young Workers in Retail Trades or Services Industries.

In addition, we obtained data from the Massachusetts Department of Public Health SENSOR (Sentinel Event Notification System for Occupational Risks) Project to guide instrument development. This information proved particularly helpful in addressing issues related to classification of the types of injuries incurred by teens and the types of businesses in which teens worked. In the teen instrument, classification of the types of businesses where teens worked was based mainly on the Standard Industrial Classification Manual with few modifications of the sub-categories. For measurements of perceptions of risk of teens in the teen instrument, we reviewed publications that reported studies on adolescent behavior focusing on how Subjective Expected Utility affected teen behavior.

For items pertaining to child labor laws for both instruments, we examined the Fair Labor Standards Act (FLSA) and the DOL national website and prepared a summary of child labor laws in each state. We devised items for both the teen and parent instruments to address child labor restrictions and the variability in child labor laws among the states. The former Chief of Labor Standards Bureau at the Department of Labor in North Carolina (Mr. Harris) served as a consultant, helping to review both instruments and has given feedback on questions pertaining to child labor laws. In addition, NIOSH staff reviewed drafts of the teen instrument and provided valuable feedback.

In developing the survey instruments for working teens and their parents, we conducted a series of literature searches through on-line databases (e.g., Medline, Sociofile). We found a variety of studies that compared parent and teen behavior and perceptions as it related to alcohol consumption, tobacco use, and sexual behavior. Studies about parents and teen work-related issues were confined to research on career decisions. We reviewed these studies and other national data collection efforts (NLSY; Adolescent Health) to try to identify relevant scales and questions for our instruments.

In early May 2001, both sets of questionnaires were sent for review to the seven national consultants affiliated with the project and to area working teens and parents. Revisions were made and pre-test versions were given to a contract survey organization (Battelle) for pre-testing during the summer months of June 2001. The contract research organization eventually completed the pre-tests, although not in a timely manner, hence, requiring a revision of the project timetable and a change of contractor, delaying the project substantially.

Pre-test results were used to evaluate consent forms, questionnaire items, and interviewing strategies for obtaining informed consent from parents and teens. Due to dissatisfaction with the pretest administration and the timely completion of activities by Battelle, the Survey Research Unit at the University of North Carolina at Chapel Hill was chosen to administer the final survey. This necessitated re-programming the revised instruments and starting over with interviewer recruitment and training.

The Survey Research Unit (SRU) at the University of North Carolina at Chapel Hill Department of Biostatistics conducted interviews in 1,059 households. The screener was developed in January 2003 and the instrument was programmed into CATI software (BLAISE) in February 2003. Data collection started February 20th but the bulk of calling took place between the months of March and August 2003.

### ***Sample Design, selection, & eligibility requirements:***

A probability sample of households in the continental USA was chosen for the 2003 Youth Labor Study (YLS) using a dual frame approach. The basis for selecting a dual frame approach was cost—a pure random digit dialing (RDD) sampling approach would have been cost prohibitive given the screening requirements. Therefore, two sampling frames were used in this investigation: a random digit dialing (RDD) approach and an age-targeted approach. Both frames were purchased from GENESYS Sampling Systems, a sampling firm based out of Fort Washington, Pennsylvania that the SRU has used in previous population surveys.

A sample of 18,768 telephone numbers were selected by the GENESYS ID-PLUS RDD methodology that produces a strict single stage, Epsem sample of residential telephone numbers in all states excluding Hawaii and Alaska. A sample of 16,059 list-assisted numbers targeting households with children between the ages of 14 and 18 was also selected. Both frames used a methodology that ensures an equal and known probability of selection for every residential telephone number in each of the sample frames. However, the targeted frame selection rate was much higher than the RDD frame (see Appendix). To control costs, SRU specified a 90:10 split in the final respondent sample sizes for the two frames, respectively. The cost-serving strategy resulted in sampling rates of 0.000256 for the RDD frame and 0.003845 for the targeted frame.

If a sampled number reached a household, the eligibility of the household was determined. A household was eligible to participate in the study if it had a teen between the ages of 14 and 18 that had worked a job unsupervised by a parent or guardian for at least a 2-month period within the past 12 months. In addition, the teen needed to be at least 14 years old but younger than 18 at the time they worked. If there were more than one eligible teen in the household, then one was randomly selected to participate. The parent most knowledgeable about the selected teen's job was selected for the parent interview. Non-English speaking households as well as households without telephones were considered ineligible in this study.

### ***CATI administration and interviewer recruitment & training:***

Pre-tested versions of the consent script, teen and parent questionnaires were given to SRU to produce a computer-assisted telephone interviewing (CATI) instrument. This instrument incorporated the survey introduction and "front end", which included the call histories and call dispositions used by interviewers to document the outcome of each call attempt, as well as the parent and teen surveys. In programming CATI surveys, SRU programmers use Blaise 4.5 (2002), a software package developed by Statistics Netherlands which is widely used in major survey organizations and is one of only a few available Windows-based CATI packages. With CATI, data are entered directly into the computer by the interviewer, so that interviewing and data entry becomes a single, seamless step.

Prior to data collection, SRU management and programming staff extensively reviewed and tested the CATI instrument to ensure that it meets study specifications. The research team also reviewed the CATI instrument prior to field implementation.

Several interviewers were recruited for data collection according to standard SRU procedures. Interviewer recruitment was overseen by supervisory staff and followed the sequence outlined below. First, interviewer employment announcements instructed interested individuals to leave voice mail messages on the SRU's job line, fax a resume, or e-mail one of the calling center supervisors. Callers were screened for voice quality, phone presence and adherence to instructions. Successfully screened applicants were invited to an on-site interview. This part of the recruitment process included a mock telephone interview in which the applicant was required to administer a brief CATI health interview. Those applicants who performed well



on the applicant evaluation form, which evaluates telephone manner, computer skills and professional demeanor, were asked to attend general interviewer training.

Prior to data collection, all interviewers completed training for both general and study-specific interviewing procedures. The agenda for general training includes an introduction to the SRU's operation and guidelines as well as University employment procedures and policies. Interviewers were required to sign a statement of confidentiality assuring the SRU that all data collected for the survey will be held in the strictest confidence. Most of general training addressed basic interviewing techniques and CATI skills, including delivering questionnaire introductions, administering questions in a standardized manner, coding call outcomes, and scheduling callbacks. Techniques for dealing with reluctance and refusal were also presented and covered in the training manual.

Study-specific training included an in-depth item-by-item review of the survey questionnaire to highlight measurement objectives and specific instructions for administering the survey instrument. Upon completion of study-specific training, interviewers were required to successfully administer a mock interview with a supervisor. This interview was designed to test interviewer aptitude in responding to questions and to assess interviewer knowledge of the survey questionnaire and specific item instructions. Finally, members of the research team met with interviewers prior to data collection to explain study background and objectives. This training was conducted by Drs. Runyan and Dal Santo.

#### ***Data collection:***

Data collection took place from February 20, 2003 to September 12, 2003. During data collection, interviewing took place Sunday through Saturday. Monday through Thursday calling typically ran from 9:30 am to 11:30 pm. Friday sessions were held between 9:30 am until 5:00pm. Saturday sessions occurred between 9:30 am until 2:30 pm. Sunday shifts typically ran from 2:30 pm to 11:30 pm.

In addition to questionnaire programming, the SRU also utilized Blaise's call scheduling capabilities to maximize the probability of contacting potential respondents. A central file server takes sample telephone numbers and arranges automatic call scheduling for interviewer administration. The system enables calls to be scheduled so that different times of the day and week are represented. In this study, no cases were withdrawn from calling until a minimum of 10 unsuccessful call attempts were made and there was at least one weekend call, one evening call and one daytime call made. SRU supervisors closely monitored data collection to ensure that data are being collected and entered correctly, according to guidelines and policies reviewed in training.

Several steps were taken to both reduce the occurrence of refusals and to improve refusal conversion. First, techniques for dealing with reluctance and refusal were introduced during general interviewer training. Second, a specialized refusal training session was held. Third, upon encountering a refusal, interviewers documented the following information for each refusal: reason for the refusal, the point in the interview at which the refusal occurred, and the gender and approximate age of the respondent. The next interviewer, the refusal converter, attempted to tailor her approach in eliciting participation from the potential respondent, thereby optimizing the likelihood of conversion. Finally, as part of interviewer monitoring, interviewers' individual refusal rates were closely watched. Only experienced refusal converters re-contact respondents who initially refuse.

#### ***Data management and data analysis:***

***Weighting:*** Data from parent and teen worker interviews were used to create three kinds of records: 1) parent completes, no teen data (n=1053); 2) teen completes, no parent data (n=928); and 3) paired completes, both parent and teen data from same family (n=928). Separate weights were computed for each of these three record types. The process of weighting entailed the computation and statistical trimming of raw sample weights and post stratification adjustment to align data distributions with national population estimates.<sup>84</sup> (See Appendix for details of weighting procedure.)

Raw sample weights were based upon original probabilities of choosing households from the GENESYS national frame of telephone numbers, the total number of phone lines reaching the household, and in the case of child and parent/child pairs, the number of eligible teens in the household.

Trimming techniques, based upon Potter (1988), were used to reduce the overall variability of raw weights. Weight variability inflates standard error of estimates thereby decreasing the precision of point estimates (proportions or means) and reducing power to make comparisons. The trimming process reduced extreme weights redistributing them among others so that the sum of the adjusted weights remained constant. Trimming procedures reduced the impact of weight variability on variance of estimates by ~80%.

Post-stratification adjustments are used to better align multivariate sample distributions on key demographic variables with population distributions based upon national sources. Sample proportions were adjusted to national estimates provided by the 2002 Current Population Survey. Race of household head and household income were used as the post-stratification variables.

**Recoding:** Some variables were recoded in order to facilitate more meaningful comparisons. In cases where counts were zero or very low, some variables in a five point scale were recoded to dichotomous forms. Additionally, there were 2 sets of variables corresponding to answers to open ended questions allowing multiple responses. The first set corresponded to the tasks the teen workers performed. Respondents were asked to describe the tasks to a maximum of 10. This report details the first five job tasks teen workers describe. The remaining five tasks were omitted due to low counts. Similarly, teen workers were asked to describe any kind of protective equipment they used while performing job related tasks. This open ended multiple response set of questions rendered a maximum of 7 responses. The protective equipment was categorized according to the body parts they protect. Two new variables were constructed to reflect the numbers of tasks as well as the types of protective equipment the teen workers used.

**Analysis strategy:** To date, analyses have focused on examining frequencies of responses to key items and to comparing responses within strata. Continued and more detailed analyses will examine responses by additional grouping of the data with regard to demographics of teens and their parents, as well as examining the paired dyads of teenager and his or her parent.

## **RESULTS:**

### ***Response rate and final study population:***

Telephone interviews were completed with 928 teenage workers and 1053 parents of teenage workers. There were 922 complete pairs of teenagers and their parents. Response rates were computed using the American Association for Public Opinion Research (AAPOR) Standard Definitions.<sup>85</sup> The response rate range was 50.8 percent to 63.7 percent. The high end response rate (63.7 %) assumes that all households contacted for which no eligibility information was available were not eligible for the participation in the survey. These dialed numbers resulted in no answers, busy lines, recorded messages or cases where no contact was made with a household resident. The low end response rate (50.8%) assumes that the same proportion of unknown eligibility households were eligible to participate as the proportion eligible with known status. The lower response rate results from increasing the denominator of the response rate (those eligible to respond) by the estimated proportion of unknown eligibility who if contacted would have likely indicated that they were in scope for the study.

Of the 34,827 numbers purchased from GENESYS, all the RDD numbers were placed into calling (18,768), but only 67% of the targeted numbers were used (10,755/16,059). Nearly 90% of all completes came from the targeted frame. The response rates in the targeted frame were substantially higher. The call histories of 29,523 numbers that were placed into calling may be characterized by four final outcomes: 1) completed or partial interviews by eligible respondents; 2) non-response or refusal to participate by eligible respondents; 3) ineligibility; or 4) unknown eligibility. (See Appendix for more details)

To be counted as a complete (I) or partial (P) interview, data had to be collected on an eligible teen or the parent most knowledgeable about that teen's job. We established a rule by which approximately 50 percent of the instrument needed to be finished in order to be considered a partial interview: Interviews with less than 50 percent of its content missing were discarded. There were three possible outcomes here: 1) data on teens only (n=928); 2) data on parents only (n=1053); and 3) data on both teen and parents together (n=922). (NOTE: There are a total 1,059 interviews because 131 records are parent only and six records are teen only, so that  $922 + 131 + 6 = 1,059$ .)

There were 603 numbers that resulted in No interview/Response (NR) even though it was determined that the household was eligible to participate. Of that number, 448 numbers resulted in direct refusals or break-offs. One-hundred-and-twenty numbers reached households where the respondents were not available to be interviewed during the interview period. In addition, 35 numbers reached households where a medical or cognitive problem precluded interviewing a selected respondent.

Ineligibility (NE) was assigned to 21,891 numbers for the following reasons:

- Number has been changed
- Number is no longer in service
- Business number & other nonresidential number
- Phone number reaching a barracks or institution, such as a prison or hospital
- Number not a primary residence (e.g., time-share units, hotel rooms)
- No adult in household
- Respondents unavailable for length of study
- Household does not speak English or have a language impairment to the point that eligibility cannot be established
- No eligible teen (must have worked in past 12 months for at least a two month period unsupervised by a parent or guardian while between the ages of 14 – 17)

Unknown status was assigned to all numbers (U=5970) where eligibility could not be ascertained. Such cases occurred when dialed numbers resulted in no answers, busy lines, recorded messages, or cases where no contact was made with a household resident.

By using these calling outcomes or dispositions, one can calculate unweighted response rates. Weighted response rates are also given so that one can gauge how the population of interest, on the whole, would have responded if queried. To understand how weighted response rates were calculated, however, one needs to know something about the frame from which they were selected. The sampling rate (wG) is simply the rate at which the vendor sampled from the frame. For instance, GENESYS identified 2,797,478 listed households with children between the ages of 14 and 18. They sent SRU 16,059 listed phone numbers, so they sampled the frame at a rate of  $wG = 2,797,478 / 16,059 = 174.2$ . This rate has to be adjusted because only 10,755 numbers were placed into calling (actually sampled), so  $wU = 2,797,478 / 10,755 = 260.11$ . The RDD weight, in many cases, also needs to be adjusted and it took the following form:  $[(nG/nU) * wG] = [(18,768/18,768) * 7961] = 7961$ . In the latter case, the sampling rate did not change because the entire sample sent to SRU was used. These adjusted weights (wU) were used in the calculation of the weighted response rate to be described in detail later.

The response rate is represents the number of completed interviews divided by the number of eligible households in the sample. SRU calculated our response rates based on the American Association for Public Opinion Research (AAPOR) Standard Definitions (2000). Two response rate formulas were used. Response Rate 4 (RR4) takes the unknown eligibility numbers into account by determining which proportion of them, if contacted, should be eligible. To do this, we must determine "e" or the estimated proportion of cases of unknown eligibility that may be eligible. Looking at the RDD and Targeted samples combined (i.e., the unweighted total column), e is calculated by the formulas appearing in the Appendix.

### ***Description of parent respondents:***

Of the 1026 parents interviewed, 78.9% (n=760) were mothers or stepmothers. The age of most parental respondents was in the range of 40-50 years (63.2%). The majority (64.1%) had less than a full college education, while 22.7% had completed college and 13.3% had more than a four year degree. The majority of the parent respondents were white, non-Hispanics (83.5%), while 11.6% were African-American, non-Hispanics. The parent respondents were mostly employed full time, with 57.3% indicating they worked at least forty hours a week. Only 19.4% were not employed at all. Household annual income was reported by 947 respondents, with 46% indicating that the total income of the household was less than \$40,000, 30% reported incomes between \$40,000 and \$75,000, and 24% indicated annual incomes above \$75,000. A third of the parents reported that they had missed work for at least a day due to an injury at work (Table P1).

### ***Description of teen respondents:***

The teen respondents were 83.9% white, non-Hispanics and 12.1 % African-American, non-Hispanics; and 2.6% of the respondents defined themselves as Hispanic, all of them were white. The age distribution of teen respondents included 14.8% under age 16, 23.2% age sixteen; 37.8% age 17. Twenty-nine percent had turned eighteen, but reported work experiences prior to their 18<sup>th</sup> birthday. Seventy-two percent of the teens had not yet completed high school, while 22.8% reported 12 or more years of education (Table T1).

### ***Experiences and exposures of working teens:***

**Work hours and schedule:** Teens reported having worked at the referent job (i.e. the job they had worked at the most during the prior twelve months) for 11.6 months, on average. As expected, respondents overall reported different work patterns depending on whether school was in session or not. During the school year, teens reported, on average, working 15.6 hours per week versus 27 average hours per week during school vacations. During the school year, 82% of teens reported having worked after 7 PM on a school night, while 62.9% indicated they had worked after 9 PM and 20% had worked after 11 PM. The average days working these hours on school nights also varied, with teens reporting working after 7 PM on average 2.81 nights per week, vs. working an average of 2.59 and 2.12 nights per week until after 9 PM or 11 PM respectively (Table T2).

Because of the disproportionate number of respondents working in the retail and service trades, we stratified by business type. Ninety-three percent of the teens worked in service and retail businesses, with 7% working in all other sectors. Teens in service/retail worked fewer hours per week on average (16 hours per week) vs. 19 hours per week for the sample overall. Though there were not major differences between the two categories of work sectors with respect to how late teens reported working on school nights, teens in the service and retail sector tended to work more late nights each week (2.6 after 9 PM vs. 2.1 for those in other businesses). However, teens in service and retail sector worked fewer nights after 11 than those teens in other sectors. During weeks when school was out of session, those in the service and retail sector worked on average 28 hours a week compared to an average of 23 hours a week in other sectors.

**Tasks performed:** Teens responded to open-ended questions asking what tasks did at their referent jobs. These were categorized into 6 categories as follows: Entertainment and Leisure Services; Retail Services; Food Services; Clerical and Training Services; Other Miscellaneous Services; Manufacturing, Construction and Auto Mechanics; and Agriculture and Landscaping (Table T3).

In addition, we queried teens with respect to specific tasks (Table T4). These findings are shown in Table T4. It is important to note that the percentages reflect proportions of teens who reported using the device or engaging the behavior only if they reported that the device or practice existed at their workplaces. Overall, 87.2% (792/928) of teens reported performing cleaning tasks and 38.9% (366/922) of all teens said they had moved or lifted heavy objects weighing fifty pounds or more and 26.2% (249/927) reported having worked at heights above six feet. Of those 689 who worked in places with cash registers, 71.2% reported using them. Likewise, half of all teens working places with power tools (198/417) reported using them, while 44.8% (112/248) in places involving heights had worked at heights without fall protection. As many

as 34.5% of those teens working in places with motor vehicles (n=236), reported having driven a motor vehicle as part of their jobs.

### ***Hazard exposures, training, and supervision:***

**Hazard exposures:** Though we intended to explore specific hazard exposures of teens working in construction the numbers of teens in this business sector was too small for meaningful analyses (n=11). We did, however, examine several specific exposures among those teens working in groceries and food service places (n=395) (Table T6). We found that teens working in this environment experienced considerable exposure to cutting hazards, with 71.2% reporting that they had used sharp knives and 68.2% reporting having used case cutters, box knives, or razor blades and 17.5% had used power slicing tools or grinders. Exposure to burn hazards was also common. More than half (54.6%) of the teens working in grocery and food service environments reported that they had used grills or ovens and more than a third (36.7%) had used deep fat fryers. More than 10% of the teens in these settings had used other equipment that is potentially hazardous, including: food wrapping machines, steam tables, box crushers, balers or compactors, and dough mixing or rolling machines.

Table T7 reports data on a number of other exposure conditions which we asked about frequency of exposures using a five point from: 1= "always"; 2= "often"; 3= "sometimes"; 4= "rarely"; and 5= "never". The five point scale used to collect data was recoded into a dichotomous measure reflecting two values: "Ever" and "Rare or never". The hazard with the most often reported by teen workers was exposure to hot liquids or grease or vicinity to hot burners (43%). The second highest hazard reported was exposure to loud noise (38%). Teen workers also reported exposure to working in the vicinity of heavy equipment (19.8%) and falling objects (15%).

### ***Training and supervision of young workers:***

In addition to learning the frequency of exposure to specific hazards, we were interested in knowing what the supervisory patterns were for teen at work. More than half (54.3%) of teens reported that someone had checked to make sure they were doing their work correctly at least once a day. In addition, we asked the question: "In a typical work week while working at [referent job], how many days do (did) you work some or part of the day without an adult supervisor (age 21+ years) at the worksite?" In response, 26% of teens reported that in a typical week they worked without adult supervision at least one day. It is interesting to note that about 5% of teen workers reported working without supervision at least 5 days per week. We also asked teens how often they were the only person at the worksite during daylight hours (11%) or after dark (for at least half an hour) (9%) at least one day a week (Table T8).

Two thirds (66.6%) of the respondents indicated they had received safety training, most of them via demonstrations. Less prevalent was training by videotape or written instructions. Most the training reportedly occurred on the job (69.3%). Parents were cited as the source of training by 14.1% of the respondents.

Reported content of the training varied. More than 80% of the teens reported that they were taught about paying attending to hazards, using equipment safely, spotting for others, how to report hazards at the workplace, and/or how to avoid getting hurt while working and 73.3% reported being taught about use of protective equipment. Fewer teens indicated they had received training related to violence. While 62.7% reported they had been taught how to deal with sexual harassment and 61.9% on what to do to deal with fights among coworkers, fewer than 60% had received training on what to do if they were threatened or attacked or how to deal with a drunk or angry customer. Only 40.8% reported having been taught what to do in the event of a robbery (Table T12).

### ***Attitudes and beliefs of working teens and their parents about workplace safety:***

**Teens:** More than ninety percent worked in either service (70.3%) or retail (23.3%) sector jobs. For the most part, teens reported that they took jobs to earn extra income (Table T2). For the most part, they did

not believe that they were being exposed to risks for workplace injury, with only 13% indicating that they thought any of their job tasks were “hazardous or dangerous.”

However, teens did indicate that they thought several conditions increased their risk of injury on the job, namely: feeling rushed (73.2%) being tired (71.2%). Most respondents further indicated that “following safety procedures” (90.3%) and “coworkers following safety procedures” (91.8%) helped keep them from getting injured on the job. Nevertheless, over sixty percent of respondents endorsed the item: “accidents at work just happen sometimes and there is little that employees can do to avoid them.” They were divided with respect to the merits of supervision and training as preventive strategies for worker injuries. Sixty-two percent indicated that lack of training interferes with their ability to follow safety procedures on the job while thirty-nine percent indicated that lack of training interferes with the ability to follow safety procedures (Table T11).

**Parents:** Overall, it appears that most parents of working teenagers have little concern about the safety of their teen’s job. On a four point Likert scale from 1=strongly agree to 4=strongly disagree, parents expressed high confidence that their teenagers know how to keep safe on the job (mean = 1.22) and are aware of their rights concerning job safety (mean=1.58) (Table P8). Likewise, when queried about specific concerns about teens working, using a scale of 1=“very concerned”, 2= “somewhat concerned”, and 3=“not at all concerned” parents were not terribly concerned. The lowest mean score was 2.18 for the item addressing a concern about the teen being at work during a robbery. The next lowest mean score (2.31) was on the item asking about concern about teens not having safety training (Table P5). This is consistent with their reported beliefs about the likelihood that their teen would experience a workplace injury. More than 55% indicated that this was “very unlikely” or unlikely (30%). When asked about preventing workplace injury among teens, parents expressed very favorable attitudes to all the strategies mentioned including on-the-job training, safety equipment and clothing, adult supervisors, avoidance of peer pressure, asking questions about tasks and rules, and asking parents to help them look out for safety issues. In addition, parents expressed favorable attitudes about laws that limit the kinds of tasks teens can do and laws limiting the kinds of equipment teens are allowed to use (Table P6).

Parents also were asked a number of questions about teen work hours. Only 16.6% of parents agreed with the statement “I don’t want my teen to work as many hours as s/he does” while 50.9% expressed strong disagreement with the statement (Table P7). Parents were very favorable to laws that restrict teen work hours. When asked about the maximum number of hours that a teen worker under age 18 should be allowed to work, parental responses ranged from 0 to 50 hours per week, with a mean of 17 hours. For teens under the age of 16, parents were evenly divided in their views about what the latest hour of work should be on a school night, with 32.8% saying “earlier than 8 PM”, 30.4% saying “8 PM”, and 31.1% saying “9 PM”. A mere 5.7% indicated a time of 10 PM or later. Parents were, however, willing to accept later work hours for teens age 16 and 17. For this age group, the modal response (41.1%) was “9 PM” while 30.8% indicated they thought 10 PM was the latest hour a teen of this age should work on a school night. Nearly a quarter of the respondents suggested earlier hours of quitting, with 6.6% saying that teens should be done working on a school night before 8 PM and 16.9% saying at “8 PM”.

We asked parents their perceptions about the likelihood that their adolescent could get injured while working. Thirty teen workers reported being injured while working, yet 28 of the 30 parents said it was unlikely that their adolescent would get injured at work. Conversely, out of 104 families in which parents thought their child could get injured, only 2 teen workers reported a actually having had an injury.

We examined the parents’ injury history to establish a base to explain their concern regarding injuries to their children while working. A total of 28% of parents experienced injury while working. Within this group, a majority (86%) expressed that their son/daughter was unlikely to be injured while working.

#### ***Parent attitudes toward laws:***

Several questions addressed parents’ views about child labor and worker safety laws. Overall parents were favorable to laws that restrict teen working late at night on school nights and that limit the total number of daily and weekly hours a teen can work. Seventy-four percent of parents strongly disagreed with the

statement “laws that keep teenagers from working late at night on school nights are a bad idea” and eighty-four percent agreed or strongly agreed with the statement “law should limit the number of daily and weekly hours teenagers can work.” Nevertheless, when asked about their agreement or disagreement with the statement, “parents, not laws, should decide what kinds of work their teenagers can do” 69% expressed agreement (Table P7).

***Parental practices in helping working teens choose jobs, monitor working conditions, and address worker safety concerns:***

***Parent perspectives:*** Parents reported substantial levels of involvement with their teenager workers around issues relating to employment. Nearly all (89.6%) reported that they had helped their teen identify job opportunities or consider questions about work hours (89.3%). Most had also helped with job applications (83.3%), had met the direct supervisor (82.7%), helped the teen consider questions about job tasks (79.9%), prepare for a job interview (78.3%), handle difficult issues other than about safety (70.6%). Among the 63.7% who indicated they had visited the workplace to monitor conditions, the reported a mean number of 8 visits in the prior two month period. Consistent with the low level of concern parents expressed about workplace safety issues for their teens, fewer than half of all parents interviewed indicated they had helped the teen consider questions to ask employers about workplace safety.

Half of all parents interviewed indicated they had helped their teen learn about worker rights, while fewer reporting helping the teen learn about youth work restrictions or helped their teen get more training to do a job. Twenty-nine parents (2.82%) indicated they had helped their teen report a violation to a government agency. A total of 92 respondents indicated their teen had reported safety problems to them. Among these parents, most (73.4%) indicated they had told the teen to talk to his/her supervisor, while 44.9% said they had talked to the supervisor themselves and 39% had visited the worksite to check on safety. Four parents (3.3%) indicated they had reported a safety issue to OSHA.

Parents were also asked hypothetical questions about what they would do if their teen were exposed to workplace hazards (Table P9). On a scale in which 1= “very likely” to 4= “very unlikely,” the item rated with the greatest likelihood was that of encouraging the teenager to talk directly to the supervisor (mean=1.04), followed by telling the teen to get assigned to different duties or quit working for the employer (mean=1.39), telling the child to file a complaint (mean=1.58) and least likely, contacting OSHA or another government agency themselves (mean=1.69).

Parents were confident that their teens wanted them involved in helping with work issues. In fact, 70% disagreed or strongly disagreed with the statement “my teenager doesn’t want my help”.

***Teen perspectives:*** Consistent with these views of their parents, 81.3% of teens responded to a question about how much they cared about what their parents think about the job decisions they make about whether to take or quite a job, indicating that they cared somewhat to a great deal. This was substantially more than the percentage who said they cared about the views of their friends (32.8%) or their teachers (26.5%). Higher proportions of teens indicated that their mother was the person they listened to the most when making job decisions versus their fathers or others (45.1% vs. 14.2% vs. 28.5% respectively) (Table T13).

Teens indicated strongest agreement (“strongly agree” or “agree”) with the statement: “My parents/guardians help me decide whether to get a job or not (76.9%) versus “...deciding whether to work at the particular referent job” (65.9%) versus “...giving them advice about the things they do at the referent job” (64.1%).

Teens’ perceptions of their parents’ views of their work behaviors were fairly accurate. Just over a fifth of teens (21.8%) thought their parents didn’t want them to work as many hours as they do compared to 16.6% of parents indicating they didn’t want their teen to work as many hours as they were working. Few teens (8.9%) believed that their parents thought their work was dangerous and 17.2% indicated their parents thought they should take a different job.

## **Discussion:**

### ***Overview:***

Teen formal employment for wages begins at an early age. Job tenure, as defined by the referent job criteria in our survey, is 11.6 months on average. Thus, counter to the stereotype of teens repeatedly quitting and taking jobs for short periods of time, teens tend to have relatively long tenure in their referent job. Their work hours vary between school year periods and school vacations. Teens worked an average of 15.6 hours per week during school year and 27 hours per week during school vacations.

Many teens worked at night on school nights, including a fifth who indicated that they worked after 11PM on a school night. This suggests the potential for interference with school-work conflict and of possible work-related exposure to violence.

Teen work is complex. Their jobs involve a variety of tasks and different hazard exposures. Given their employment in service and retail, cleaning, lifting, handling cash, working at heights, and using knives, ovens, and fryers are common.

Supervision and training practices vary. The majority of teens reported that a supervisor checks on them at least once a day (54.3%) and that they received some safety training (66.6%). However, some teens work without adult supervision, alone, and receive no safety training. Training related to work-place violence or robbery were absent for 40 to 60 percent of teen respondents.

Though teens did not believe that their jobs were hazardous, over 70% indicated that feeling rushed or being tired increased the risk of injury on the job. Over 60% were fatalistic ("accidents at work just happen") and over 60% indicated that their lack of training interfered with their ability to follow safety procedures on the job. This indicates a gap between abstract and general attitudes about safety and injury. Teens do not think their jobs are hazardous or that they can do anything to prevent accidents, yet they are able to identify specific hazard exposures, job conditions, and training deficiencies that contribute to injury.

Work is a primary arena for them to demonstrate power, competence, and adulthood. Not surprising that they seem themselves as competent and their workplace safe, even though they are exposed to many hazardous and dangerous tasks.

Overall, parents have positive views about teen labor and expressed little concerns about the safety of their teens' jobs. They also expressed positive attitudes about safety training, using safety equipment, and laws that limit teen tasks and equipment. Their attitudes are reflective of a general positive attitude towards teen labor and the idea that their teen knows what to do, when to ask for help, and trust in the teen's employer.

Parents reported substantial involvement in helping their teens find jobs, fill out applications, ask questions about job tasks, and visit the workplace. Parents' involvement in teen job search and employment contributes to their positive view of teen work. Employment is not an singular abstract condition, but a process where parents have been involved, yet where parents are confident about their individual teen's abilities to work safely and about the safety of their teen's workplace. Many have visited the workplace and indicate they are aware of the surroundings. Again, this may be a reflection of the fact that over 90% of this sample worked in retail and service sector jobs.

### ***Limitations:***

The study used a targeted sample and may not represent the universe of working adolescents in the United States. Though others have documented that working teens are from more affluent families than non-working teens<sup>61</sup>, our study did have a higher proportion of affluent families and fewer minority adolescents than may be representative of the working teen population. Our response rate, though not that different from norms for telephone interviews, may reflect response biases. Because this is the first national study of working teens, there is no point of comparison.



The fact that more than 90% of our study population was working in the retail and service sectors does not allow us to examine in more detail hazards and work experiences of teens working in other sectors.

In addition, though we constructed our instrument with face validity and did pilot testing to refine the items, no psychometric properties of the items have been assessed. It is possible that some of our questions do not adequately measure the constructs we intended.

***Implications:***

To develop workplace safety interventions for teenagers will require efforts that address both the teen and parent sense of confidence that work environments and their behaviors are already safe. This suggests that both teens and parents may need to further examine the potential hazards associated with environments presumed to be safe. Examples might include further attention to work without supervision, adequate training, or at night, in addition to use of specific devices and practices.

Further analyses need to examine the extent to which pairs of teens and their parents are consistent in their views of workplace safety and work practices. In addition, we will further analyze data on a state-specific basis to learn how teens and parents understand the child labor laws in their states and the extent to which their confidence in the safety of the work environment is consistent with employers' apparent adherence to state policy. We are also interested in knowing if their patterns of attitudes and beliefs about worker safety vary depending on the demographic characteristics (gender, age, work status, affluence, educational attainment, prior work injury) of either the parent or the child.

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**Table P1. Parent and household demographics, N = 1026**

| Variable               | Demographic characteristics   | N    | %     | Weighted N | Weighted % |
|------------------------|---|------|-------|------------|------------|
| P36                    | Respondent relationship to teen worker:                                     | 1026 | 100   | 1027       | 100        |
| P36=1 or 2             | Mother or stepmother  | 760  | 74.07 | 810        | 78.91      |
| P3=5 or 7 or 9 or 13   | Other adult female (guardian, grandmother, aunt, older sister)              | 9    | .88   | 21         | 2.00       |
| P36=3 or 4             | Father or stepfather  | 256  | 24.95 | 195        | 19.02      |
| P36=6 or 8 or 10 or 12 | Other adult male (guardian, grandfather, uncle, older brother)              | 1    | .10   | 1          | 0.07       |
| P37a-f                 | Age of respondent   | 1025 | 100   | 1026       | 100        |
|                        | <40 years   | 111  | 10.83 | 197        | 19.21      |
|                        | 40-50   | 707  | 68.98 | 648        | 63.20      |
|                        | 51-60   | 192  | 18.73 | 155        | 15.14      |
|                        | >60   | 15   | 1.46  | 26         | 2.45       |
| P38                    | Educational attainment of respondent  | 1025 | 100   | 1025       | 100        |
|                        | < 4 years of college  | 517  | 50.44 | 657        | 64.06      |
|                        | 4 years of college  | 308  | 30.05 | 232        | 22.67      |
|                        | > four years of college   | 200  | 19.51 | 136        | 13.27      |
| P40, 40a               | Race/ethnicity of respondent  | 988  | 100   | 988        | 100        |
|                        | White, non-hispanic   | 924  | 93.52 | 825        | 83.54      |
|                        | White, Hispanic   | 13   | 1.32  | 17         | 1.75       |
|                        | African American, non-hispanic  | 38   | 3.85  | 115        | 11.59      |
|                        | African American, hispanic  | 0    | 0     | 0          | 0          |
|                        | Other, non-hispanic   | 13   | 1.32  | 31         | 3.12       |
|                        | Other, Hispanic   | 0    | 0     | 0          | 0          |
| P42a-f                 | Household income  | 947  | 100   | 947        | 100        |
|                        | < \$40,000/year   | 154  | 16.26 | 437        | 46.10      |
|                        | \$40,000-50,000   | 95   | 10.03 | 90         | 9.50       |
|                        | \$50,001-60,000   | 108  | 11.40 | 80         | 8.46       |
|                        | \$60,00-75,000  | 137  | 14.47 | 112        | 11.82      |
|                        | >\$75,000   | 453  | 47.84 | 228        | 24.12      |
| P33, P34               | Respondent employment status  | 1026 | 100   | 1026       | 100        |
|                        | Not employed  | 155  | 15.11 | 199        | 19.44      |
|                        | Employed <20 hours/week   | 47   | 4.58  | 49         | 4.74       |
|                        | Employed 20-39 hours/week   | 216  | 21.05 | 190        | 18.54      |
|                        | Employed 40+ hours/week   | 608  | 59.26 | 588        | 57.28      |
| P35                    | Respondent ever injured at work badly enough to miss work for a day or more | 1024 | 100   | 1025       | 100        |
|                        | Yes   | 285  | 27.83 | 340        | 33.23      |
|                        | No  | 739  | 72.17 | 683        | 66.77      |



**Table P2. Parental Report of Teen Work Practices**

| Variable | Practice   | N   | %     | Weighted<br>N  | Weighted<br>%    |
|----------|--|-----|-------|----------------|------------------|
| P4 = yes | Worked past 7 PM on school night (1050)                      | 608 | 57.90 | 615            | 58.60            |
| P4a      | Mean school night work hours after 7 PM<br>in last 2 months  | 587 |       | Mean<br>1.9472 | W mean<br>2.0874 |
| P4b=yes  | Worked past 9 PM on school night(601)                        | 269 | 44.76 | 259            | 43.05            |
| P4c      | Mean school night work hours after 9 PM<br>in last 2 months  | 266 |       | Mean<br>1.9135 | W mean<br>2.1646 |
| P4d=yes  | Worked past 11 PM on school night (268)                      | 29  | 10.82 | 32             | 11.83            |
| P4e      | Mean school night work hours after 11 PM<br>in last 2 months | 26  |       | Mean<br>1.6154 | W mean<br>2.0818 |

**Table P3. Parental involvement in teen work**

| Variable    | Parental involvement activity  | N   | %     | Weighted N  | Weighted %    |
|-------------|--|-----|-------|-------------|---------------|
|             | Have you ever helped your working teen:  |     |       |             |               |
| P 24a = yes | Identify job opportunities   | 936 | 90.96 | 922         | 89.58         |
| P24b=yes    | Fill out job application   | 815 | 79.28 | 857         | 83.34         |
| P24c=yes    | Prepare for job interview  | 792 | 76.97 | 806         | 78.32         |
| P24d=yes    | Consider questions to ask employers about workplace safety                         | 454 | 44.25 | 490         | 47.75         |
| P24e=yes    | Consider questions to ask about job tasks  | 823 | 80.14 | 820         | 79.89         |
| P24f=yes    | Consider questions to ask about work hours   | 935 | 90.78 | 920         | 89.32         |
| P24g=yes    | Handle difficult issues other than about safety                                    | 700 | 68.49 | 722         | 70.63         |
| P24h=yes    | Fill out a work permit   | 516 | 52.07 | 526         | 53.07         |
| P5 = yes    | Visited workplace to monitor conditions  | 679 | 64.73 | 669         | 63.75         |
| P5a         | Mean number of times visited in last two months                                    | 669 |       | Mean 5.5845 | W mean 8.2505 |
| P6 = yes    | Met direct supervisor  | 827 | 79.52 | 860         | 82.69         |
| P22 = yes   | Received report from teen about safety problem                                     | 92  | 8.96  | 78          | 7.58          |
| P23 a = yes | Told teen to talk to supervisor/boss   | 75  | 81.52 | 68          | 73.45         |
| P23b = yes  | Talked to supervisor   | 29  | 31.52 | 41          | 44.88         |
| P23c=yes    | Visited worksite to check on safety  | 37  | 40.22 | 36          | 39.00         |
| P23d = yes  | Reported safety issue to OSHA or other agency                                      | 4   | 4.35  | 3           | 3.27          |
| P23e=yes    | Advised teen to quit working for employer  | 20  | 21.74 | 17          | 18.64         |
|             | Have you or another parent/guardian ever:  |     |       |             |               |
| P25a=yes    | ...helped teen quit a job because you were concerned about him/her getting injured | 57  | 5.56  | 82          | 7.93          |
| P25b=yes    | ...Learn about youth work restrictions   | 354 | 34.74 | 368         | 36.12         |
| P25c=yes    | ...Learn about worker rights   | 448 | 43.79 | 517         | 50.56         |
| P25d=yes    | ...Get more training to do a job   | 366 | 35.67 | 395         | 38.50         |
| P25e=yes    | ...Report a violation  | 29  | 2.82  | 39          | 3.75          |

**Table P4. Parental beliefs about the potential consequences of teen work**

| Variable  | Parental beliefs about teen work                                       | N    | Mean score | Mean score, weighted |
|---|--|------|------------|----------------------|
| <i>Beliefs about potentially negative consequences:</i> |  |      |            |                      |
|   | Teens who work:  |      |            |                      |
| P8b   | ...have problems completing school work                                | 1023 | 3.0411     | 2.9458               |
| P8c   | ...are more likely to use drugs/alcohol                                | 1022 | 3.7319     | 3.6798               |
| P8d   | ...have too little time for extracurricular school/church activities   | 1027 | 3.0536     | 3.0015               |
| P8g   | ...don't have enough time to spend with their families                 | 1031 | 2.9166     | 2.9130               |
| P8h   | ...get too tired because of all demands of school/work                 | 1021 | 2.6484     | 2.6055               |
| P8i   | ...are more likely to be victims of violence than teens who don't work | 997  | 3.5436     | 3.5357               |
| <i>Beliefs about potentially positive consequences:</i> |  |      |            |                      |
|   | Teens who work:  |      |            |                      |
| P8a   | ...earn money families need  | 1031 | 2.8147     | 2.5502               |
| P8e   | ...learn valuable job skills   | 1044 | 1.1810     | 1.1363               |
| P8f   | ...are less likely to get in trouble than teens who don't work         | 1024 | 1.4404     | 1.4184               |

**Table P5. Parental concerns about teen worker safety**

| Variable  | Parental concerns about teen worker safety  | N    | Mean score | Mean score, weighted |
|---|---|------|------------|----------------------|
| <i>How concerned are you about your teen:</i>       |   |      |            |                      |
| P12a  | ...not using protective equipment or clothing   | 1037 | 2.5912     | 2.5031               |
| P12b  | ...not having safety training   | 1031 | 2.4693     | 2.3063               |
| P12c  | ...working alone  | 1026 | 2.4722     | 2.3689               |
| P12d  | ...working too late at night  | 1033 | 2.4520     | 2.4286               |
| P12e  | ...getting physically or sexually assaulted   | 1040 | 2.4894     | 2.4039               |
| P12f  | ...being there during a robbery   | 1038 | 2.3061     | 2.1899               |
| P12g  | ...getting behind in school because of job  | 1033 | 2.3954     | 2.3273               |
| P12h  | ...being rushed on the job  | 1031 | 2.6430     | 2.5458               |
| P12i  | ...not getting enough sleep because of his/her job  | 1042 | 2.4952     | 2.4144               |
| P12j  | ...handling hazardous equipment, chemicals, or toxic substances   | 1031 | 2.6679     | 2.5557               |
| P12k  | ...doing hazardous tasks  | 1036 | 2.6161     | 2.5092               |
| <i>Perceived risk of injury to teenager at work</i> |   |      |            |                      |
| P19   | How likely is it that your teen will be injured at work seriously enough that s/he will need medical attention or miss one or more days of school or work in next twelve months | 1032 | 3.4128     | 3.3853               |

**Table P6. Parental beliefs about preventing teen worker injury**

| Variable                   | Parental beliefs about preventing teen worker injury                                | N    | Mean score | Mean score, weighted |
|----------------------------|---|------|------------|----------------------|
| <i>How important is it</i> |   |      |            |                      |
| P13a                       | ...that teens get on-the-job training on how to perform basic job tasks             | 1041 | 1.0307     | 1.0305               |
| P13b                       | ...that teens have safety equipment or safety clothing                              | 1037 | 1.1003     | 1.0915               |
| P13c                       | ...that teens have a qualified adult supervisors                                    | 1039 | 1.1270     | 1.1326               |
| P13d                       | ...that teens avoid peer pressure to act in certain ways                            | 1025 | 1.2107     | 1.1913               |
| P13e                       | ...that teens ask lots of questions about tasks and rules                           | 1036 | 1.1660     | 1.1397               |
| P13f                       | ...that teens have parents or guardians who help them look out for safety issues    | 1037 | 1.1495     | 1.1156               |
| P13g                       | ...that there are laws limiting the kinds of tasks teenagers are allowed to do      | 1038 | 1.2013     | 1.1906               |
| P13h                       | ...that there are laws limiting the kinds of equipment teenagers are allowed to use | 1035 | 1.1855     | 1.1386               |

**Table P7. Parental attitudes and beliefs about teen work hours**

| Variable | Parental involvement activity   | N    | %     | Weighted N   | Weighted %     |
|----------|---|------|-------|--------------|----------------|
| P14      | What is the maximum number of hours teen worker under age 18 should be allowed to during a week when school is in session | 1013 |       | Mean 16.4511 | W mean 17.0911 |
| P16      | Latest hour teen under age 16 should be allowed to work on a school night:  | 994  | 100   | 994          | 100            |
|          | Earlier than 8  | 326  | 32.80 | 326          | 32.82          |
|          | 8 PM  | 287  | 28.87 | 302          | 30.36          |
|          | 9 PM  | 307  | 30.89 | 309          | 31.09          |
|          | 10 PM   | 66   | 6.64  | 53           | 5.32           |
|          | 11 PM   | 7    | .70   | 4            | .36            |
|          | Midnight  | 1    | .10   | 0            | .04            |
| P15      | Latest hour 16-17 year olds should be allowed to work on a school night:  | 1026 | 100   | 1026         | 100            |
|          | Earlier than 8  | 66   | 6.43  | 67           | 6.56           |
|          | 8 PM  | 150  | 14.62 | 173          | 16.84          |
|          | 9 PM  | 418  | 40.74 | 422          | 41.09          |
|          | 10 PM   | 329  | 32.07 | 316          | 30.84          |
|          | 11 PM   | 59   | 5.75  | 46           | 4.47           |
|          | Midnight  | 4    | .39   | 2            | .20            |
| P17a     | I don't want my teen to work as many hours as s/he does:  | 1029 | 100   | 1029         | 100            |
|          | Strongly agree  | 42   | 4.08  | 43           | 4.20           |
|          | Somewhat agree  | 140  | 13.61 | 128          | 12.42          |
|          | Somewhat disagree   | 320  | 31.10 | 334          | 32.51          |
|          | Strongly disagree   | 527  | 51.21 | 524          | 50.87          |
| P18b     | Laws that keep teenagers from working late at night on school nights are a bad idea:                                      | 1030 | 100   | 1030         | 100            |
|          | Strongly agree  | 62   | 6.02  | 81           | 7.90           |
|          | Somewhat agree  | 61   | 5.92  | 65           | 6.31           |
|          | Somewhat disagree   | 126  | 12.23 | 121          | 11.71          |
|          | Strongly disagree   | 781  | 75.83 | 763          | 74.08          |
| P18c     | Laws should limit the number of daily and weekly hours teenagers can work:  | 1026 | 100   | 1026         | 100            |
|          | Strongly agree  | 616  | 60.04 | 661          | 64.43          |
|          | Somewhat agree  | 263  | 25.63 | 211          | 20.53          |
|          | Somewhat disagree   | 88   | 8.58  | 99           | 9.62           |
|          | Strongly disagree   | 59   | 5.75  | 55           | 5.41           |

**Table P8. Parental attitudes about worker safety laws and practices**

| Variable                                       | Parental attitudes about worker safety laws and practices                                    | N    | Mean score | Mean score, weighted |
|--|--|------|------------|----------------------|
| <i>Attitudes specific to their teen worker</i> |  |      |            |                      |
| P17b   | I am concerned that working could be dangerous for my teen                                   | 1036 | 3.4884     | 3.4840               |
| P17c   | I am confident my teenager knows how to keep him/her safe while on the job                   | 1037 | 1.2604     | 1.2253               |
| P17d   | I am confident my teenager know his/her rights when it comes to safety on the job            | 1024 | 1.6895     | 1.5870               |
| <i>Attitudes about teen workers in general</i> |  |      |            |                      |
| P18a   | Accidents at work just happen and there is little that teen employees can do to avoid injury | 1027 | 3.4499     | 3.3934               |
| P18b   | Laws that keep teenagers from working late at night on school nights are a bad idea.         | 1030 | 3.5786     | 3.5198               |
| P18c   | Laws should limit the number of daily and weekly hours teenagers can work                    | 1026 | 1.6004     | 1.5602               |
| P18d   | Parents, not laws, should decide what kinds of work their teenagers can do                   | 1018 | 2.1591     | 2.0407               |
| P18e   | Employers should protect workers by enforcing safety rules                                   | 1033 | 1.0378     | 1.0333               |

**Table P9. Parental beliefs about behaviors in a dangerous situation**

| Variable  | Parental beliefs  | N    | Mean score | Mean score, weighted |
|---|---|------|------------|----------------------|
| <i>If you were concerned about your child's work situation, how likely would you be to:</i> |   |      |            |                      |
| P20b  | ...encourage him/her to talk directly to supervisor   | 1031 | 1.0553     | 1.0426               |
| P20d  | ...tell your child to file a complaint  | 1021 | 1.7346     | 1.5854               |
| P20f  | ...tell your child to either get assigned to different duties or quit working for this employer | 1025 | 1.4156     | 1.3956               |
| P20c  | ...contact OSHA or other government agency yourself   | 1023 | 1.8661     | 1.6964               |
| <i>Regarding child's job safety in general...</i>   |   |      |            |                      |
| P21a  | I don't know enough about my teenager's job to talk to them about safety at work                | 1027 | 3.5871     | 3.5263               |
| P21b  | My teenager doesn't want my help  | 1028 | 3.0204     | 3.1568               |
| P21c  | I think part of a teens' learning is for them to figure out about job safety themselves         | 1025 | 3.0449     | 2.9790               |
| P21d  | I worry that my teen's employer will be upset if I try to get involved                          | 1025 | 3.3912     | 3.3903               |



**Table T1. Teen Worker Demographics, N=1059**

| Variable | Demographic characteristics             | N    | %     | Weighted N | Weighted % |
|----------|---|------|-------|------------|------------|
| AGE2     | Age of teen worker at time of interview | 1059 | 100   | 1058       | 100        |
|          | 14                                      | 26   | 2.46  | 26         | 2.46       |
|          | 15                                      | 73   | 6.89  | 78         | 7.38       |
|          | 16                                      | 259  | 24.46 | 246        | 23.23      |
|          | 17                                      | 404  | 38.15 | 400        | 37.80      |
|          | 18                                      | 297  | 28.05 | 308        | 29.13      |
|          |   |      |       |            |            |
| T48      | Educational attainment of teen worker   | 923  | 100   | 923        | 100        |
|          | 1-11                                    | 682  | 73.89 | 666        | 72.12      |
|          | 12                                      | 211  | 22.86 | 235        | 25.52      |
|          | 13-15                                   | 30   | 3.25  | 22         | 2.37       |
|          |   |      |       |            |            |
| T49, T50 | Race/ethnicity of teen worker           | 882  | 100   | 881        | 100        |
|          | White, non-Hispanic                     | 811  | 91.95 | 740        | 83.89      |
|          | White, Hispanic                         | 17   | 1.93  | 23         | 2.64       |
|          | African American, non-Hispanic          | 38   | 4.31  | 106        | 12.07      |
|          | African American, Hispanic              | 0    | 0     | 0          | 0          |
|          | Other, non-Hispanic                     | 16   | 1.81  | 12         | 1.40       |
|          | Other, Hispanic                         |      |       |            |            |

**Table T2. Teen Work History, N=926**

| Variable                            | Practice   | N       | %     | Weighted N      | Weighted %          |
|-------------------------------------|--|---------|-------|-----------------|---------------------|
| T2                                  | Total months worked at referent job                | 926     |       | Mean<br>11.8105 | Wtd Mean<br>11.6429 |
| T4                                  | Type of business                                   | 911     | 100   | 911             | 100                 |
|                                     | Services   | 662     | 72.67 | 639             | 70.14               |
|                                     | Retail   | 204     | 22.39 | 212             | 23.30               |
|                                     | Construction                                       | 12      | 1.32  | 8               | 0.85                |
|                                     | Manufacturing                                      | 11      | 1.21  | 11              | 1.21                |
|                                     | Transportation                                     | 2       | .22   | 3               | 0.38                |
|                                     | Public Utilities                                   | 4       | .44   | 9               | 0.98                |
|                                     | Wholesale trade                                    | 5       | .55   | 8               | 0.84                |
|                                     | Communication                                      | 11      | 1.21  | 21              | 2.28                |
| T5                                  | Reason for taking job                              | 926     | 100   | 927             | 100                 |
|                                     | Get work experience (1)                            | 58      | 6.26  | 84              | 9.02                |
|                                     | Explore career options (5)                         | 24      | 2.59  | 13              | 1.36                |
|                                     | Earn extra money (2)                               | 531     | 57.34 | 549             | 59.28               |
|                                     | Support child or family (3)                        | 1       | .11   | 1               | 0.14                |
|                                     | Parents wanted me to (4)                           | 5       | .54   | 3               | 0.34                |
|                                     | For fun (6)  | 54      | 5.83  | 41              | 4.40                |
|                                     | Other (7)  | 253     | 27.32 | 236             | 25.46               |
| T44=yes                             | Did teen obtain a work permit?                     | 420/897 | 46.82 | 435             | 48.50               |
| <b>Work during school year</b>      |  |         |       |                 |                     |
| T16=yes                             | Worked during school year                          | 790/926 | 85.31 | 794             | 85.76               |
| T17                                 | No. hours worked in typical school week            | 789     |       | Mean<br>14.7364 | Wtd Mean<br>15.7915 |
| T19=yes                             | Worked on night before school                      | 621/790 | 78.61 | 604             | 76.52               |
| T19a=yes                            | Worked past 7 PM on school night                   | 507/621 | 81.64 | 509             | 82.00               |
| T19a.1                              | Mean school nights after 7 PM on average per week  | 503     |       | Mean<br>2.6282  | Wtd Mean<br>2.8131  |
| T19b=yes                            | Worked past 9 PM on school night                   | 321/507 | 63.31 | 319             | 62.85               |
| T19b.1                              | Mean school nights after 9 PM on average per week  | 319     |       | Mean<br>2.5047  | Wtd Mean<br>2.5936  |
| T19c=yes                            | Worked past 11 PM on school night                  | 70/321  | 21.81 | 65              | 20.20               |
| T19c.1                              | Mean school nights after 11 PM on average per week | 70      |       | Mean<br>1.8571  | Wtd Mean<br>2.1230  |
| <b>Work during school vacations</b> |  |         |       |                 |                     |
| T20=yes                             | Worked during school vacations                     | 105/136 | 77.21 | 104             | 76.57               |
| T21                                 | Mean hours in typical week during vacations        | 102     |       | Mean<br>28.4216 | Wtd Mean<br>27.0486 |

**Table T3. Tasks Done by Teens at Referent Job, N=928**

| Variable                     | Conditions                         | N   | %     | Weighted<br>N | Weighted<br>% |
|------------------------------|------------------------------------|-----|-------|---------------|---------------|
| <i>Tasks at referent job</i> |                                    |     |       |               |               |
| T8                           | <b>First Job Task</b>              | 928 | 100   | 928           | 100           |
|                              | Entertainment and Leisure Services | 102 | 10.99 | 69            | 7.47          |
|                              | Retail Services                    | 293 | 31.57 | 280           | 30.18         |
|                              | Food Services                      | 296 | 31.90 | 337           | 36.34         |
|                              | Clerical and Training Services     | 108 | 11.64 | 106           | 11.39         |
|                              | Other Miscellaneous Services       | 81  | 8.73  | 81            | 8.70          |
|                              | Manufacturing, Construction & Auto | 24  | 2.59  | 19            | 2.04          |
|                              | Agriculture and Landscaping        | 24  | 2.59  | 36            | 3.88          |
|                              |                                    |     |       |               |               |
|                              | <b>Second Job Task</b>             | 767 | 100   | 767           | 100           |
|                              | Entertainment and Leisure Services | 72  | 9.39  | 50            | 6.50          |
|                              | Retail Services                    | 217 | 28.29 | 226           | 29.44         |
|                              | Food Services                      | 289 | 37.68 | 295           | 38.51         |
|                              | Clerical and Training Services     | 77  | 10.04 | 83            | 10.81         |
|                              | Other Miscellaneous Services       | 77  | 10.04 | 71            | 9.30          |
|                              | Manufacturing, Construction & Auto | 19  | 2.48  | 15            | 1.90          |
|                              | Agriculture and Landscaping        | 16  | 2.09  | 27            | 3.53          |
|                              |                                    |     |       |               |               |
|                              | <b>Third Job Task</b>              | 536 | 100   | 537           | 100           |
|                              | Entertainment and Leisure Services | 37  | 6.90  | 29            | 5.39          |
|                              | Retail Services                    | 135 | 25.19 | 141           | 26.34         |
|                              | Food Services                      | 228 | 42.54 | 233           | 43.40         |
|                              | Clerical and Training Services     | 61  | 11.38 | 57            | 10.64         |
|                              | Other Miscellaneous Services       | 43  | 8.02  | 38            | 7.05          |
|                              | Manufacturing, Construction & Auto | 13  | 2.43  | 14            | 2.58          |
|                              | Agriculture and Landscaping        | 19  | 3.54  | 25            | 4.59          |
|                              |                                    |     |       |               |               |
|                              | <b>Fourth Job Task</b>             | 309 | 100   | 309           | 100           |
|                              | Entertainment and Leisure Services | 21  | 6.80  | 24            | 7.83          |
|                              | Retail Services                    | 72  | 23.30 | 68            | 21.88         |
|                              | Food Services                      | 139 | 44.98 | 149           | 48.31         |
|                              | Clerical and Training Services     | 27  | 8.74  | 23            | 7.40          |
|                              | Other Miscellaneous Services       | 29  | 9.39  | 19            | 6.08          |
|                              | Manufacturing, Construction & Auto | 11  | 3.56  | 12            | 3.85          |
|                              | Agriculture and Landscaping        | 10  | 3.24  | 14            | 4.64          |
|                              |                                    |     |       |               |               |
|                              | <b>Fifth Job Task</b>              | 152 | 100   | 152           | 100           |
|                              | Entertainment and Leisure Services | 6   | 3.95  | 5             | 2.94          |
|                              | Retail Services                    | 39  | 25.66 | 39            | 25.86         |
|                              | Food Services                      | 70  | 46.05 | 64            | 42.01         |
|                              | Clerical and Training Services     | 17  | 11.18 | 12            | 8.03          |
|                              | Other Miscellaneous Services       | 9   | 5.92  | 16            | 10.29         |
|                              | Manufacturing, Construction & Auto | 4   | 2.63  | 5             | 3.60          |
|                              | Agriculture and Landscaping        | 7   | 4.61  | 11            | 7.26          |

**Table T4. Selected Work Experiences Reported by Teen Workers at Referent Job**

| Variable   | Working conditions   | n/N     | %     | Weighted<br>n | Weighted<br>% |
|------------|--|---------|-------|---------------|---------------|
| T10a.1=yes | Run a cash register or handled cash  | 487/689 | 70.68 | 491           | 71.24         |
| T10b.1=yes | Driven a motor vehicle as part of job  | 72/236  | 30.51 | 82            | 34.54         |
| T10c=yes   | Been an outside helper on motor vehicle  | 93/928  | 10.02 | 121           | 13.07         |
| T10d.1=yes | Operated a lawn mower  | 37/212  | 17.45 | 47            | 22.05         |
| T10e.1=yes | Operated power tools   | 198/417 | 47.48 | 209           | 50.02         |
| T10f.1=yes | Operated a forklift or other power driven lifting equipment                                    | 49/183  | 26.78 | 56            | 30.42         |
| T10g.1=yes | Operated heavy equipment, machinery for cleaning, landscaping, construction or industrial work | 47/198  | 23.74 | 37            | 18.45         |
| T10h=yes   | Performed cleaning tasks (mopping, scrubbing, etc)   | 792/928 | 85.34 | 809           | 87.21         |
| T10i=yes   | Worked in high places (above 6 feet)   | 249/927 | 26.86 | 243           | 26.16         |
| T10j1=yes  | Worked in high places without fall protection?   | 112/248 | 45.16 | 111           | 44.76         |
| T10k=yes   | Moved or lifted heavy objects (>50 lbs)  | 366/922 | 39.70 | 358           | 38.86         |
| T10l=yes   | Worked as electrician/electrician's helper   | 26/927  | 2.80  | 34            | 3.72          |
| T10m=yes   | Sold things door to door   | 13/928  | 1.40  | 20            | 2.14          |
| T32=yes    | Worked at a place where a gun was kept for protecting workers or property                      | 11/873  | 1.26  | 10            | 1.19          |

**Table T5. Teen Exposures in Construction Work, n=11**

| Variable | Work exposures  | n/N   | %      | Weighted<br>n | Weighted<br>% |
|----------|---|-------|--------|---------------|---------------|
| T12a=yes | Worked in trenches, holes or foundations >4 feet deep | 3/11  | 27.27  | 3             | 23.04         |
| T12b=yes | Worked on open floor joists                           | 3/11  | 27.27  | 3             | 23.04         |
| T12c=yes | Used power nail guns or staple guns                   | 7/11  | 63.64  | 8             | 70.46         |
| T12d=yes | Used explosives                                       | 11/11 | 100.00 | 11            | 100.00        |
| T12e=yes | Worked on the roof                                    | 4/11  | 36.36  | 5             | 46.83         |

**Table T6. Teen Work Exposures in Grocery Store or Food Service, n=395**

| Variable | Work exposures                               | n/N     | %     | Weighted<br>n | Weighted<br>% |
|----------|--|---------|-------|---------------|---------------|
| T11a=yes | Used case cutter, box knife, or razor blades | 261/394 | 66.24 | 269           | 68.24         |
| T11b=yes | Used sharp knives                            | 298/395 | 75.44 | 281           | 71.19         |
| T11c=yes | Used power slicing tool or grinder           | 71/395  | 17.97 | 69            | 17.49         |
| T11e=yes | Used grills or ovens                         | 206/395 | 52.15 | 216           | 54.56         |
| T11f=yes | Used dough mixing or rolling machine         | 51/394  | 12.94 | 46            | 11.67         |
| T11g=yes | Used deep fat fryer                          | 133/395 | 33.67 | 144           | 36.36         |
| T11h=yes | Used food wrapping machine                   | 44/395  | 11.14 | 40            | 10.13         |
| T11i=yes | Used steam table                             | 55/394  | 13.96 | 54            | 13.67         |
| T11j=yes | Used box crusher                             | 41/395  | 10.38 | 54            | 13.57         |
| T11k=yes | Used baler or compactor                      | 44/395  | 11.14 | 44            | 11.06         |

**Table T7. Frequency of Teen Worker Exposures to Specific Hazards in Referent Job (on a scale of 1=always, 2=often, 3=sometimes, 4=rarely, 5=never), N=928**

| Variable | Teen worker exposures  | N   | %     | Weighted N | Weighted % |
|----------|--|-----|-------|------------|------------|
|          | How often have you worked...   |     |       |            |            |
| T13a     | When there were fumes, foul odors, thick smoke                               | 928 |       |            |            |
|          | Sometimes  | 135 | 14.55 | 134        | 14.20      |
|          | Rare or never  | 793 | 85.45 | 794        | 85.80      |
| T13b     | Where there was continuous very loud noise                                   | 928 |       |            |            |
|          | Sometimes  | 307 | 33.08 | 356        | 38.35      |
|          | Rare or never  | 621 | 66.92 | 572        | 61.65      |
| T13c     | Where heavy equipment was operating  | 927 |       |            |            |
|          | Sometimes  | 175 | 18.88 | 183        | 19.78      |
|          | Rare or never  | 752 | 81.12 | 744        | 80.22      |
| T13d     | Where falling objects could hit you  | 927 |       |            |            |
|          | Sometimes  | 158 | 17.04 | 140        | 15.06      |
|          | Rare or never  | 769 | 82.96 | 787        | 84.94      |
| T13e     | Where you could come in contact with a power line                            | 927 |       |            |            |
|          | Sometimes  | 40  | 4.31  | 31         | 3.39       |
|          | Rare or never  | 887 | 95.69 | 896        | 96.61      |
| T13f     | With flammable or explosive substances (e.g. gasoline or petroleum products) | 926 |       |            |            |
|          | Sometimes  | 123 | 13.28 | 117        | 12.68      |
|          | Rare or never  | 803 | 86.72 | 809        | 87.32      |
| T13g     | With pesticides, herbicides, or weed killers                                 | 927 |       |            |            |
|          | Sometimes  | 57  | 6.15  | 53         | 5.69       |
|          | Rare or never  | 870 | 93.85 | 874        | 94.31      |
| T13h     | With solvents or paint thinners  | 925 |       |            |            |
|          | Sometimes  | 85  | 9.19  | 82         | 8.88       |
|          | Rare or never  | 840 | 90.81 | 843        | 91.12      |
| T13i     | Spraying paint   | 928 |       |            |            |
|          | Sometimes  | 43  | 4.63  | 38         | 4.12       |
|          | Rare or never  | 885 | 95.37 | 890        | 95.88      |
| T13j     | With hot liquids, grease, or near hot surfaces that could burn you           | 928 |       |            |            |
|          | Sometimes  | 366 | 39.44 | 402        | 43.37      |
|          | Rare or never  | 562 | 60.56 | 526        | 56.63      |
| T13k     | When you were exposed to needles, blood products, or medical wastes          | 928 |       |            |            |
|          | Sometimes  | 52  | 5.60  | 46         | 4.94       |
|          | Rare or never  | 876 | 94.40 | 882        | 95.06      |

**Table T8. Supervision of Teen Workers at Referent Job, N=922**

| Variable                      | Supervision  | N   | %     | Weighted N | Weighted % |
|-------------------------------|--|-----|-------|------------|------------|
| T22                           | How many days did you work without adult supervisor at the worksite?                         | 922 | 100   | 922        | 100        |
|                               | 0  | 681 | 73.86 | 686        | 74.35      |
|                               | 1  | 77  | 8.35  | 68         | 7.33       |
|                               | 2  | 57  | 6.18  | 39         | 4.23       |
|                               | 3  | 42  | 4.56  | 47         | 5.07       |
|                               | 4  | 24  | 2.60  | 37         | 4.06       |
|                               | 5  | 28  | 3.04  | 37         | 4.03       |
|                               | 6  | 7   | 0.76  | 5          | 0.57       |
|                               | 7  | 6   | 0.65  | 3          | 0.36       |
| T23                           | How many days were you the only person at worksite during daylight hours?                    | 926 | 100   | 925        | 100        |
|                               | 0  | 833 | 89.96 | 826        | 89.25      |
|                               | 1  | 39  | 4.21  | 32         | 3.44       |
|                               | 2  | 21  | 2.27  | 22         | 2.40       |
|                               | 3  | 14  | 1.51  | 19         | 2.06       |
|                               | 4  | 5   | 0.54  | 3          | 0.37       |
|                               | 5  | 8   | 0.86  | 12         | 1.29       |
|                               | 6  | 2   | 0.22  | 1          | 0.07       |
|                               | 7  | 4   | 0.43  | 10         | 1.11       |
| T24                           | How many days were you the only worker at the worksite after dark for at least half an hour? | 926 | 100   | 926        | 100        |
|                               | 0  | 853 | 92.12 | 843        | 91.06      |
|                               | 1  | 29  | 3.13  | 29         | 3.14       |
|                               | 2  | 24  | 2.59  | 19         | 2.10       |
|                               | 3  | 11  | 1.19  | 26         | 2.78       |
|                               | 4  | 5   | 0.54  | 6          | 0.62       |
|                               | 5  | 4   | 0.43  | 3          | 0.31       |
| <b>Supervision practices:</b> |  |     |       |            |            |
| T26                           | How often, if ever, has anyone checked to make sure you were doing your work correctly?      | 926 | 100   | 924        | 100        |
|                               | More than once a day   | 321 | 34.67 | 345        | 37.30      |
|                               | Once a day   | 259 | 27.97 | 250        | 27.01      |
|                               | At least one a week, but not every day   | 208 | 22.46 | 200        | 21.62      |
|                               | Less than once a week  | 94  | 10.15 | 77         | 8.36       |
|                               | Never  | 39  | 4.21  | 46         | 5.01       |
|                               | It varies  | 5   | .54   | 6          | 0.70       |



**Table T9. Teen Injury Experiences on the Job, N=925**

| Variable | Injury experience   | n/N    | %     | Weighted<br>n | Weighted<br>% |
|----------|---|--------|-------|---------------|---------------|
| T28=yes  | Injury severe enough to miss school<br>or work for 1+ day | 30/925 | 6.67  | 32            | 3.48          |
| T28a and | How many times?   | 2/30   | 6.67  | 2             | 5.62          |
| T28b     |   | 1/2    | 50.00 | 1             | 36.91         |
| T2901    | Injury in most recent event                               | 29     |       |               |               |
|          | Minor cut (01)  | 4      | 13.79 | 4             | 13.49         |
|          | Serious cut (02)  | 4      | 13.79 | 1             | 4.76          |
|          | Burns/scalds (not sunburn) (03)                           | 4      | 13.79 | 3             | 10.62         |
|          | Strain/sprain/tear (04)                                   | 6      | 20.69 | 12            | 41.41         |
|          | Sunburn (05)  | 0      | 0     | 0             | 0             |
|          | Bruises/contusions/crushing (06)                          | 5      | 17.24 | 3             | 11.95         |
|          | Fracture/broken bone (07)                                 | 1      | 3.45  | 1             | 2.65          |
|          | Concussion (08)   | 0      | 0     | 0             | 0             |
|          | Dislocation (09)  | 0      | 0     | 0             | 0             |
|          | Eye injury (10)   | 1      | 3.45  | 2             | 8.54          |
|          | Skin rash (11)  | 0      | 0     | 0             | 0             |
|          | Insect sting/bite or snake bite (12)                      | 0      | 0     | 0             | 0             |
|          | Heat stroke/fainting (13)                                 | 1      | 3.45  | 0             | 1.33          |
|          | Other (14)  | 3      | 10.34 | 2             | 5.26          |

**Table T10. Teen Use of Protective Equipment or Clothing, N=926**

| Variable           | Protective equipment  | n/N     | %     | Weighted<br>n | Weighted<br>% |
|--------------------|---|---------|-------|---------------|---------------|
| T30=yes            | Carried mace, pepper spray, noise-maker, knife, club or gun at work to protect self | 14/926  | 1.51  | 15            | 1.67          |
| T311 if yes to T30 |   | 14      | 100   | 13            | 100           |
|                    | Mace  | 5       | 35.71 | 3             | 23.30         |
|                    | Pepper spray  | 2       | 14.29 | 4             | 27.99         |
|                    | Noise maker   | 0       | 0     | 0             | 0             |
|                    | Knife   | 3       | 21.43 | 1             | 9.36          |
|                    | Club or bat   | 2       | 14.29 | 3             | 21.74         |
|                    | Gun   | 2       | 14.29 | 2             | 17.61         |
| T33=yes            | Used protective clothing  | 356/926 | 38.44 | 396           | 42.79         |
| T34, if yes to T33 | First Protective Equipment  | 354     | 100   |               | 100           |
|                    | Head gear   | 3       | 0.85  |               | 0.41          |
|                    | Face mask   | 9       | 2.54  |               | 1.89          |
|                    | Eyes goggles  | 30      | 8.47  |               | 6.90          |
|                    | Ear plugs   | 9       | 2.54  |               | 1.09          |
|                    | Hands and arms protection   | 242     | 68.36 |               | 72.34         |
|                    | Feet and legs protection  | 29      | 8.19  |               | 7.29          |
|                    | Torso protection  | 20      | 5.65  |               | 5.46          |
|                    | Miscellaneous   | 12      | 3.39  |               | 4.62          |
| Pre_cntr           | Total number of protective equipment  | 1059    | 100   |               | 100           |
|                    | 0   | 704     | 66.48 |               | 57.49         |
|                    | 1   | 183     | 17.28 |               | 21.09         |
|                    | 2   | 105     | 9.92  |               | 13.44         |
|                    | 3   | 34      | 3.21  |               | 3.75          |
|                    | 4   | 18      | 1.70  |               | 1.87          |
|                    | 5   | 10      | 0.94  |               | 1.90          |
|                    | 6   | 5       | 0.47  |               | 0.46          |

**Table T11. Teen beliefs about risks in work environment (percent reporting strongly agree, or agree) N=928**

| Variable | Beliefs   | n/N     | %     | Weighted<br>n | Weighted<br>% |
|----------|---|---------|-------|---------------|---------------|
| T35      | Sometimes I will take a risk for the fun of it  | 314/921 | 34.09 | 312           | 33.87         |
| T35a     | Sometimes I find it exciting to do things that may get me in trouble                            | 190/924 | 20.56 | 184           | 19.87         |
| T35b     | Excitement and adventure are more important to me than safety                                   | 123/923 | 13.33 | 129           | 13.99         |
| T36      | Following workplace safety procedures makes it less likely I will be injured on the job         | 853/923 | 92.42 | 833           | 90.30         |
| T36a     | When my coworkers follow workplace safety procedures, I will not get injured on the job         | 851/921 | 92.40 | 846           | 91.81         |
| T36b     | If I am rushed, I am more likely to be injured on the job                                       | 684/922 | 74.19 | 675           | 73.24         |
| T36c     | If I am tired, I am more likely to be injured on the job  | 683/922 | 74.08 | 657           | 71.25         |
| T36d     | Lack of training interferes with my ability to follow safety procedures on the job              | 568/917 | 61.94 | 571           | 62.32         |
| T36e     | Lack of supervision interferes with my ability to follow safety procedures on the job           | 329/922 | 35.68 | 358           | 38.86         |
| T36f     | Accidents at work just happen sometimes and there is little that employees can do to avoid them | 544/920 | 59.13 | 566           | 61.53         |

**Table T12. Types of Work-related Training Received by Teen Workers, N=923**

| Variable  | Training   | n/N     | %     | Weighted<br>n | Weighted<br>% |
|---|--|---------|-------|---------------|---------------|
| <i>Method of training at referent job</i>               |  |         |       |               |               |
| T37=yes   | Have you received any kind of safety training?                 | 583/923 | 63.16 | 614           | 66.56         |
| T37a=yes  | By videotape   | 268/582 | 46.05 | 260           | 44.68         |
| T37b=yes  | Written instructions   | 374/583 | 64.15 | 360           | 61.79         |
| T37c=yes  | Demonstration of how to do the job                             | 524/582 | 90.03 | 544           | 93.47         |
| <i>Content of training at referent job, included...</i> |  |         |       |               |               |
| T37d=yes  | How to avoid getting hurt while working                        | 491/582 | 84.36 | 493           | 84.69         |
| T37e=yes  | How to use protective equipment                                | 402/581 | 69.19 | 426           | 73.30         |
| T37f=yes  | How to use equipment safely                                    | 526/582 | 90.38 | 533           | 91.51         |
| T37g=yes  | How to pay attention to hazards                                | 536/581 | 92.25 | 532           | 91.62         |
| T37h=yes  | How to spot for others   | 463/582 | 79.55 | 468           | 80.45         |
| T37i=yes  | How to report hazards at workplace                             | 518/582 | 89.00 | 520           | 89.27         |
| T37j=yes  | What to do in case of robbery                                  | 247/576 | 42.88 | 235           | 40.78         |
| T37k=yes  | How to deal with angry or drunk customer                       | 342/580 | 58.97 | 346           | 59.72         |
| T37l=yes  | How to deal with arguments or fights among coworkers           | 327/582 | 56.19 | 360           | 61.93         |
| T37m=yes  | What to do if sexually harassed                                | 339/581 | 58.35 | 364           | 62.68         |
| T37n=yes  | What do if attacked or threatened                              | 342/581 | 58.86 | 347           | 59.73         |
| <i>Other information received</i>                       |  |         |       |               |               |
| T 38a=yes   | What teens your age not allowed to do at work                  | 522/759 | 68.77 | 534           | 70.31         |
| T38b=yes  | What to do if in a situation where someone could get hurt      | 549/760 | 72.24 | 544           | 71.62         |
| T38c=yes  | What to do if another worker is injured                        | 558/762 | 73.23 | 566           | 74.24         |
| T38d=yes  | How to report work related injuries or file workers comp claim | 337/761 | 44.28 | 372           | 48.89         |
| <i>Sources of other training received</i>               |  |         |       |               |               |
| T381  |  | 746     | 100   | 746           | 100           |
|   | Training at job  | 491     | 65.82 | 517           | 69.29         |
|   | Media  | 52      | 6.97  | 48            | 6.47          |
|   | School   | 82      | 10.99 | 66            | 8.84          |
|   | Parents or guardians   | 107     | 14.34 | 105           | 14.06         |
|   | Friends not on job   | 14      | 1.88  | 10            | 1.34          |

**TableT13. Teen perception of parental involvement in teen work decisions (percent reporting agree or strongly agree with each statement), N=924**

| Variable  | Parental involvement activity  | N   | %     | Weighted N | Weighted % |
|---|--|-----|-------|------------|------------|
| <i>My parents or guardians help me...</i>   |  |     |       |            |            |
| T45   | Decide whether to get a job or not   | 924 | 100   | 724        | 100        |
|   | Strongly agree   | 391 | 42.32 | 374        | 40.51      |
|   | Agree  | 371 | 40.15 | 336        | 36.36      |
|   | Disagree   | 89  | 9.63  | 108        | 11.64      |
|   | Strongly disagree  | 73  | 7.90  | 106        | 11.49      |
| T45a  | Decide whether to work at referent job   | 924 | 100   | 924        | 100        |
|   | Strongly agree   | 256 | 27.71 | 242        | 26.23      |
|   | Agree  | 368 | 39.83 | 367        | 39.69      |
|   | Disagree   | 148 | 16.02 | 138        | 14.93      |
|   | Strongly disagree  | 152 | 16.45 | 177        | 19.15      |
| T45b  | Give me advice about the things I do at reference job  | 922 | 100   | 921        | 100        |
|   | Strongly agree   | 250 | 27.11 | 291        | 31.61      |
|   | Agree  | 318 | 34.49 | 299        | 32.45      |
|   | Disagree   | 181 | 19.63 | 174        | 18.89      |
|   | Strongly disagree  | 173 | 18.76 | 157        | 17.05      |
| <i>Teen perceptions of parental attitudes about the teen's job. My parents...</i> |  |     |       |            |            |
| T45c  | Don't want me to work as many hours as I do  | 917 | 100   | 917        | 100        |
|   | Strongly agree   | 75  | 8.18  | 101        | 10.99      |
|   | Agree  | 109 | 11.89 | 100        | 10.95      |
|   | Disagree   | 247 | 26.94 | 252        | 27.48      |
|   | Strongly disagree  | 486 | 53.00 | 464        | 50.58      |
| T45d  | Were concerned that working at reference job was dangerous for me  | 922 | 100   | 922        | 100        |
|   | Strongly agree   | 14  | 1.52  | 22         | 2.4        |
|   | Agree  | 57  | 6.18  | 60         | 6.49       |
|   | Disagree   | 108 | 11.71 | 124        | 13.50      |
|   | Strongly disagree  | 743 | 80.59 | 716        | 77.61      |
| T45e  | Thought I should take a different job  | 919 | 100   | 920        | 100        |
|   | Strongly agree   | 40  | 4.35  | 56         | 6.11       |
|   | Agree  | 94  | 10.23 | 102        | 11.06      |
|   | Disagree   | 142 | 15.45 | 129        | 14.01      |
|   | Strongly disagree  | 643 | 69.97 | 633        | 68.83      |
| <i>Whose views are salient to teens as they consider job decisions</i>            |  |     |       |            |            |
| T46   | How much do you care what your parents think about the decisions you make about whether to take or quit a job? | 923 | 100   | 924        | 100        |
|   | 1 Care a great deal  | 280 | 30.34 | 295        | 32.01      |
|   | 2 Care somewhat  | 485 | 52.55 | 455        | 49.25      |
|   | 3 Care very little   | 103 | 11.16 | 90         | 9.70       |
|   | 4 Don't care at all  | 55  | 5.96  | 84         | 9.05       |

**TableT13. Continued**

| Variable | Parental involvement activity   | N   | %     | Weighted<br>N | Weighted<br>% |
|----------|---|-----|-------|---------------|---------------|
| T46a     | How much do you care what your friends think about the decisions you make about whether to take or quit a job?  | 923 | 100   | 923           | 100           |
|          | 1 Care a great deal   | 23  | 2.49  | 25            | 2.70          |
|          | 2 Care somewhat   | 277 | 30.01 | 278           | 30.14         |
|          | 3 Care very little  | 334 | 36.19 | 291           | 31.52         |
|          | 4 Don't care at all   | 289 | 31.31 | 329           | 35.64         |
| T46b     | How much do you care what your teachers think about the decisions you make about whether to take or quit a job? | 921 | 100   | 921           | 100           |
|          | 1 Care a great deal   | 12  | 1.30  | 11            | 1.18          |
|          | 2 Care somewhat   | 202 | 21.93 | 233           | 25.34         |
|          | 3 Care very little  | 274 | 29.75 | 259           | 28.11         |
|          | 4 Don't care at all   | 433 | 47.01 | 418           | 45.37         |
| T47      | Whom do you most listen to when making job decisions?   | 915 | 100   | 915           | 100           |
|          | Mom or female guardian  | 378 | 41.31 | 413           | 45.09         |
|          | Dad or male guardian  | 169 | 18.47 | 130           | 14.23         |
|          | Nobody  | 125 | 13.66 | 114           | 12.51         |
|          | Friend  | 82  | 8.96  | 84            | 9.20          |
|          | Boss/supervisor   | 80  | 8.74  | 81            | 8.84          |
|          | Counselor   | 38  | 4.15  | 47            | 5.15          |
|          | Co-worker   | 14  | 1.53  | 10            | 1.06          |
|          | Sister  | 12  | 1.31  | 16            | 1.77          |
|          | Brother   | 11  | 1.20  | 7             | 0.76          |
|          | Teacher   | 6   | .66   | 13            | 1.40          |



**APPENDICES:**

*Survey Research Unit Survey Documentation*

*Trimming Process*

*Post-stratification Process*

*Screener*

*Parent Instruments*

*Teen Instruments*

*Youth Labor Complete Dataset Description*

*Human subjects; approval letters*



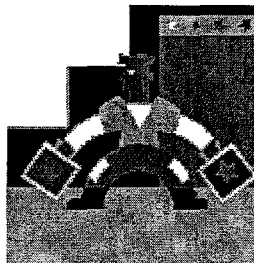


University of North Carolina at Chapel Hill

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**Safety of Youth Employment: National  
Study of Parents and Teens**  
*(The Youth Labor Study)*



Survey Documentation

*December 2003*

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## Overview

The Survey Research Unit (SRU) at the University of North Carolina at Chapel Hill collected 1,059 interviews for UNC's Injury Prevention Research Center (IPRC) addressing labor and safety issues among a national sample of working teens. Piloting and pretesting were conducted elsewhere, so there was no formal review of the instrument by the SRU. The screener was developed in January 2003 and the instrument was programmed into CATI software (BLAISE) in February 2003. Data collection started February 20<sup>th</sup> but the bulk of calling took place between the months of March and August. The project ended in December 2003 with the delivery of a machine-readable dataset with population-based weights, marking nearly a year of collaborative work with the principal investigator Carol Runyan and colleagues at IPRC.

This document is divided into five sections: 1) sample design, selection and eligibility requirements; 2) questionnaire design, recruitment and training; 3) data collection; 4) final response rates; and 5) production of deliverables.

### **1 Sample Design, Selection & Eligibility Requirements**

A probability sample of households in the continental USA was chosen for the 2003 Youth Labor Study (YLS) using a dual frame approach. The basis for selecting a dual frame approach was cost—a pure random digit dialing (RDD) sampling approach would have been cost prohibitive given the screening requirements. Therefore, two sampling frames were used in this investigation: a random digit dialing (RDD) approach and an age-targeted approach. Both frames were purchased from GENESYS Sampling Systems, a sampling firm based out of Fort Washington, Pennsylvania that the SRU has used in previous population surveys. A sample of 18,768 telephone numbers were selected by the GENESYS ID-PLUS RDD methodology that produces a strict single stage, Epsom sample of residential telephone numbers in all states excluding Hawaii and Alaska. A sample of 16,059 list-assisted numbers targeting households with children between the ages of 14 and 18 was also selected. Both frames used a methodology that ensures an equal and known probability of selection for every residential telephone number in each of the sample frames. However, the targeted frame selection rate was much higher than the RDD frame (see Table 1). To control costs, we specified a 90:10 split in the final respondent sample sizes for the two frames, respectively. The cost-serving strategy resulted in sampling rates of 0.000256 for the RDD frame and 0.003845 for the targeted frame.

If a sampled number reached a household, the eligibility of the household was determined. A household was eligible to participate in the study if it had a teen between the ages of 14 and 18 that had worked a job unsupervised by a parent or guardian for at least a 2-month period within the past 12 months. In addition, the teen needed to be at least 14 years old but younger than 18 at the time they worked. If there were more than one eligible teen in the household, then one was randomly

selected to participate. The parent most knowledgeable about the selected teen's job was selected for the parent interview. Non-English speaking households as well as households without telephones were considered ineligible in this study.

## **2 Questionnaire Design, Recruitment & Training**

Questionnaire Design. Development of the survey instruments involved a collaborative effort between IPRC and Battelle, a public health research and evaluation center in Research Triangle Park, North Carolina. The SRU was not involved in questionnaire design or pilot runs of the instrument. We used the pretested forms to produce a computer-assisted telephone interviewing (CATI) instrument. Our instrument incorporated the survey introduction and "front end", which included the call histories and call dispositions used by interviewers to document the outcome of each call attempt, as well as the parent and teen surveys. In programming CATI surveys, SRU programmers use Blaise 4.5 (2002), a software package developed by Statistics Netherlands which is widely used in major survey organizations and is one of only a few available Windows-based CATI packages. With CATI, data are entered directly into the computer by the interviewer, so that interviewing and data entry becomes a single, seamless step. The benefit is twofold: accuracy of data transmission is enhanced and time otherwise spent re-entering data is saved. In addition, we use CATI capabilities to program skip patterns and range checks within the interview to reduce back-end data cleaning. Prior to data collection, SRU management and programming staff extensively reviewed and tested the CATI instrument to ensure that it meets study specifications. The PI also reviewed the CATI instrument prior to field implementation.

Recruitment and Training. Several interviewers were recruited for data collection according to standard SRU procedures. Interviewer recruitment was overseen by supervisory staff and followed the sequence outlined below. First, interviewer employment announcements instructed interested individuals to leave voice mail messages on the SRU's job line, fax a resume, or e-mail one of the calling center supervisors. Callers were screened for voice quality, phone presence and adherence to instructions. Successfully screened applicants were invited to an on-site interview. This part of the recruitment process included a mock telephone interview in which the applicant was required to administer a brief CATI health interview. Those applicants who performed well on the applicant evaluation form, which evaluates telephone manner, computer skills and professional demeanor, were asked to attend general interviewer training.

Prior to data collection, all interviewers completed training for both general and study-specific interviewing procedures. The agenda for general training includes an introduction to the SRU's operation and guidelines as well as University employment procedures and policies. Interviewers are required to sign a statement of confidentiality assuring the SRU that all data collected for the survey will be held in the strictest confidence. Most of general training addresses basic interviewing techniques and CATI skills, including delivering questionnaire introductions,

administering questions in a standardized manner, coding call outcomes, and scheduling callbacks. Techniques for dealing with reluctance and refusal are also presented and covered in the training manual. Training on these issues is accomplished through a variety of training methods such as instruction, discussion, role-playing, and training videos. For example, trainees take part in role-playing to become familiar with and rehearse a variety of refusal situations. Interviewers complete practice interviews at the conclusion of general interviewer training and are then required to pass a quiz covering all aspects of training.

Study-specific training included an in-depth item-by-item review of the survey questionnaire to highlight measurement objectives and specific instructions for administering the survey instrument. Upon completion of study-specific training, interviewers were required to successfully administer a mock interview with a supervisor. This interview was designed to test interviewer aptitude in responding to questions and to assess interviewer knowledge of the survey questionnaire and specific item instructions. Finally, the PI met with interviewers prior to data collection to explain study background and objectives.

### **3 Data Collection**

Data collection took place from February 20, 2003 to September 12, 2003. The SRU has an advanced CATI operation consisting of 24 interviewer workstations and two monitoring stations. Supervisors and clients can silently monitor interviewers' audio and keyed responses from computers in our monitoring room. This monitoring capability helps us to ensure that data collection for each of our studies meets the highest quality standards.

During data collection, interviewing took place Sunday through Saturday. Monday through Thursday calling typically ran from 9:30 am to 11:30 pm. Friday sessions were held between 9:30 am until 5:00pm. Saturday sessions occurred between 9:30 am until 2:30 pm. Sunday shifts typically ran from 2:30 pm to 11:30 pm.

In addition to questionnaire programming, the SRU also utilizes Blaise's call scheduling capabilities to maximize the probability of contacting potential respondents. A central file server takes sample telephone numbers and arranges automatic call scheduling for interviewer administration. The system enables calls to be scheduled so that different times of the day and week are represented. In this study, no cases were withdrawn from calling until a minimum of 10 unsuccessful call attempts were made and there was at least one weekend call, one evening call and one daytime call made. Calls can also be scheduled at times specified by the respondent. This ensures that calls are made at optimum times.

Interviewer Monitoring and Evaluation. SRU supervisors closely monitor data collection to ensure that data are being collected and entered correctly, according to guidelines and policies reviewed in training. All respondents are notified that interviews may be monitored for interviewer training and evaluation purposes.



As part of SRU efforts to maximize data quality, each interviewer is provided a written evaluation every two weeks. Interviewers are evaluated on their interviewing skills, such as reading questions and responses exactly as written, using probing and clarification techniques, and conducting the interview at an appropriate pace. In addition, they are evaluated on study-specific issues and work manner. Study-specific items include knowledge of the study and study goals and the ability to answer study-specific questions clearly. Work manner includes administering a confident, professional interview, using sound judgment, providing accurate information about the call, and accurately recording call outcomes.

Efforts to Maximize Cooperation. Several steps were taken to both reduce the occurrence of refusals and to improve refusal conversion. First, we attempt to minimize refusals by introducing techniques for dealing with reluctance and refusal during general interviewer training. This is often accomplished through role-playing sessions that enable trainees to become familiar with and to rehearse a variety of refusal situations. Second, we held a specialized refusal training session as discussed earlier in this report. Third, upon encountering a refusal, interviewers document the following information for each refusal: reason for the refusal, the point in the interview at which the refusal occurred, and the gender and approximate age of the respondent. Refusal documentation is standard procedure at the SRU because it enables the next interviewer, the refusal converter, to tailor her approach in eliciting participation from the potential respondent, thereby optimizing the likelihood of conversion. Finally, as part of interviewer monitoring, interviewers' individual refusal rates are closely watched. Only experienced refusal converters re-contact respondents who initially refuse.

#### 4 Final Response Rates

Of the 34,827 numbers purchased from GENESYS, all the RDD numbers were placed into calling (18,768), but only 67% of the targeted numbers were used (10,755/16,059). Given that nearly 90% of all completes came from the targeted frame, you can better appreciate the efficiency of this calling frame. As you will see, the response rates in the targeted frame are substantially higher as well.

The call histories of 29,523 numbers that were placed into calling may be characterized by four final outcomes: 1) completed or partial interviews by eligible respondents; 2) non-response or refusal to participate by eligible respondents; 3) ineligibility; or 4) unknown eligibility. (See Table 1 for summary data.)

To be counted as a **complete (I)** or **partial (P)** interview, data had to be collected on an eligible teen or the parent most knowledgeable about that teen's job. There was a rule given by the PI that approximately 50 percent of the instrument needed to be finished in order to be considered a partial interview: Interviews with less than 50 percent of its content missing were discarded. There are three possible outcomes

here: 1) data on teens only (n=928); 2) data on parents only (n=1053); and 3) data on both teen and parents together (n=922). (NOTE: There are a total 1,059 interviews because 131 records are parent only and six records are teen only, so that  $922 + 131 + 6 = 1.059$ .)

There were 603 numbers that resulted in **No interview/Response (NR)** even though it was determined that the household was eligible to participate. Of that number, 448 numbers resulted in direct refusals or break-offs. One-hundred-and-twenty numbers reached households where the respondents were not available to be interviewed during the interview period. In addition, 35 numbers reached households where a medical or cognitive problem precluded interviewing a selected respondent.

**Ineligibility (NE)** was assigned to 21,891 numbers for the following reasons:

- Number has been changed
- Number is no longer in service
- Business number & other nonresidential number
- Phone number reaching a barracks or institution, such as a prison or hospital
- Number not a primary residence (e.g., time-share units, hotel rooms)
- No adult in household
- Respondents unavailable for length of study
- Household does not speak English or have a language impairment to the point that eligibility cannot be established
- No eligible teen (must have worked in past 12 months for at least a two month period unsupervised by a parent or guardian while between the ages of 14 - 17)

**Unknown status** was assigned to all numbers (U=5970) where eligibility could not be ascertained. Such cases occurred when we dialed numbers that resulted in no answers, busy lines, recorded messages, or cases where no contact was made with a household resident.

By using these calling outcomes or dispositions, we can calculate unweighted response rates. Weighted response rates are also given so that you can gauge how the population of interest, on the whole, would have responded if queried. To understand how weighted response rates were calculated, however, you need to know something about the frame from which they were selected. The sampling rate (wG) is simply the rate at which the vendor sampled from the frame. For instance, GENESYS identified 2,797,478 listed households with children between the ages of 14 and 18.

They sent us 16,059 listed phone numbers, so they sampled the frame at a rate of  $wG = 2,797,478 / 16,059 = 174.2$ . This rate has to be adjusted because only 10,755 numbers were placed into calling (actually sampled), so  $wU = 2,797,478 / 10,755 = 260.11$ . The RDD weight, in many cases, also needs to be adjusted and it took the following form:  $[(nG/nU) * wG] = [(18,768/18,768) * 7961] = 7961$ . In the latter case, the sampling rate did not change because we used the entire sample sent to us. These adjusted weights ( $wU$ ) were used in the calculation of the weighted response rate to be described in detail later.

Table 1. Final Call Outcomes and Response Rates.

| CODE | EXPLANATION                                    | RDD<br>NUMBER | TARGETED<br>NUMBER | Unweighted<br>TOTAL | Weighted<br>TOTAL |
|------|--|---------------|--------------------|---------------------|-------------------|
| nG   | Total numbers received                         | 18,768        | 16,059             | 34,827              | na                |
| nU   | Total numbers used                             | 18,768        | 10,755             | 29,523              | na                |
| wG   | Sampling weight                                | 7961          | 174.2              | na                  | na                |
| wU   | Adjusted weight                                | 7961          | 260.11             | na                  | na                |
| I    | Eligible, Interview                            | 94            | 828                | 922                 | na                |
| P    | Eligible, Partial                              | 17            | 120                | 137                 |                   |
| NR   | Eligible, No Interview                         | 102           | 501                | 603                 | na                |
| NE   | Ineligibility                                  | 14,556        | 7335               | 21,891              | na                |
| U    | Unknown Eligibility                            | 3999          | 1971               | 5970                | na                |
| e    | Estimated eligibility in U                     | .014          | .165               | .071                | .017              |
| RR4  | Response Rate <small>estimating e&gt;0</small> | 41.0          | 53.4               | 50.8                | 42.9              |
| RR6  | Response Rate <small>assuming e=0</small>      | 52.1          | 65.4               | 63.7                | 54.5              |

The response rate is basically the number of completed interviews divided by the number of eligible households in the sample. We have calculated our response rates based on the American Association for Public Opinion Research (AAPOR) Standard Definitions (2000). We present two response rate formulas here. Response Rate 4 (RR4) takes the unknown eligibility numbers into account by determining which proportion of them, if contacted, should be eligible. To do this, we must determine “e” or the estimated proportion of cases of unknown eligibility that may be eligible. Looking at the RDD and Targeted samples combined (i.e., the unweighted total column), e is calculated by the following formula:

$$e = \frac{nU - U - NE}{nU - U} = \frac{29,523 - 5,970 - 21,891}{29,523 - 5,970} = 0.071$$

With  $e$  defined, we can calculate RR4:

$$RR4 = (100) \frac{I + P}{I + P + NR + e(U)} = (100) \frac{922 + 137}{922 + 137 + (603) + .071(5970)} = 50.8\%$$

Response Rate 6 (RR6) assumes that  $e = 0$  (i.e., there are no eligible cases among the unknowns). The formula simplifies to:

$$RR6 = (100) \frac{I + P}{I + P + NR} = (100) \frac{922 + 137}{922 + 137 + 603} = 63.7\%$$

The weighted response rate is computed by multiplying the unweighted counts for the targeted and RDD frames by its adjusted weight. The formula is given below, where 1 and 2 subscripts refer to the RDD and targeted frames, respectively:

$$e = \frac{[nU_1(wU_1) + nU_2(wU_2)] - [U_1(wU_1) + U_2(wU_2)] - [NE_1(wU_1) + NE_2(wU_2)]}{[nU_1(wU_1) + nU_2(wU_2)] - [U_1(wU_1) + U_2(wU_2)]}$$

$$e = \frac{[18768(7961) + 10755(260.11)] - [3999(7961) + 1971(260.11)] - [14556(7961) + 7335(260.11)]}{[18768(7961) + 10755(260.11)] - [3999(7961) + 1971(260.11)]} = .017$$

With  $e$  defined, we can calculate the weighted response rate as:

$$RR = (100) \frac{[I1(wU1) + I2(wU2) P1(wU1) + P2(wU2)]}{[I1(wU1) + I2(wU2) P1(wU1) + P2(wU2)] + [NR1(wU1) + NR2(wU2)] + e[U1(wU1) + U2(wU2)]}$$

$$RR=(100) \frac{[94(7961)+828(260.11) + 17(7961) + 120(260.11)]}{[94(7961)+828(260.11)+17(7961)+120(260.11)] + [102(7961)+501(260.11)]+.017[3999(7961)+1971(260.11)]} =42.9\%$$

## 5 Production of Deliverables

From October 2003 through November 2003, SRU staff processed and analyzed data from the surveys. At the end of this phase, the SRU produced one final SAS dataset. Preparation of the SAS dataset first involved the conversion and formatting of CATI data files into a SAS dataset. Data files obtained during data collection were converted from a CATI Blaise format into an ASCII format. ASCII files were then read into SAS to generate a SAS dataset for cleaning and editing. Finally, the SRU cleaned and weighted the data according to the procedures described below.

Procedures for Cleaning and Recoding Data. The first step in data cleaning was to amend the SAS datasets based on interviewer corrections and clarifications recorded during the interview. Once the SAS datasets were modified to include any interviewer corrections, frequency tables were run on all of the variables. The SRU data manager checked for inconsistencies, such as extreme values or high levels of missing data, and then made the appropriate edits, if needed.

Nine records were corrected for errors resulting in miscodes for the number of telephone lines reaching the household. Values in item P43c were replaced with the value of "1" based on information given in P43d. Records affected were id 20049, 20217, 20236, 20251, 20356, 20376, 20450, 20582, and 20722.

Procedures for Weighting Data. Per request of the investigator, we had three kinds of records in our final data set: 1) parent completes, no teen data (n=1053); 2) teen completes, no parent data (n=928); and 3) paired completes, both parent and teen data (n=922). In order to analyze these records, we needed three separate weights; that is, one for parent analysis only, one for teen analysis only, and one for paired analysis only.

The process of weighting involved three main steps: 1) raw weight calculation; 2) trimming of excessive or large weights; and 3) post-stratification adjustment. These steps will be discussed in detail below.

Raw weight calculating. From the pre-adjusted weight ( $w_G$ ), which is based on inverse of the frame sampling rate that GENESYS sent to us, we can get an original weight ( $w_i$ ) for each of the 1059 records we have. Mathematically, we have  $w_i = w_G (n_G/n_U)$ , where  $n_G$  and  $n_U$  are the total numbers of phone numbers purchased and used

for calling, respectively. For the RDD, they are 18,768 and 18,768. For the targeted frame, they are 16,059 and 10,755.

For parent records (n=1053), the raw weights were calculated as:

$$w_i^* = w_i [1 / \# \text{ of phone lines reaching household}]$$

For both paired and teen records, the raw weights were calculated as:

$$w_i^* = w_i [\# \text{ of eligible teens in household} / \# \text{ of phone lines reaching household}]$$

Trimming of large weights. After we get the three sets of raw weights, we calculated their multiplicative effects on the variance of estimates due to variable weights resulting from the sample design. We estimated this effect by determining what's known as Meff:

where,

$$\text{Meff} = 1 + (\text{standard deviation}_{\text{weights}} / \text{mean}_{\text{weights}})^2$$

We found the Meffs in this design to be quite high due mainly to the much higher sampling rate for the targeted frame; specifically, Meff = 6.80 for paired data, 6.13 for parent data; and 6.73 for teen data. Meffs should only range between 1 and 2. The reason for this, we suspect, involves the disproportionate use of two calling frames; specifically, the RDD frame had a much lower sampling rate than the targeted frame so, consequently, the raw weights vary greatly across records. To reduce this variation and hence reduce the Meff on design effect, we use a trimming technique reviewed by Potter (1988) to cut down extreme weights and redistribute them among others so that the sum of the new weights remains the same. Consequently, variation among the weights is reduced and the final weighted estimates are minimally affected. The rule we applied for the trimming was to make the maximum weight no greater than  $K_n$ , where

$$K_n = 6000 = [c * \text{Sum}(\text{rawweight square}) / n]^{0.5}$$

This approach has the effect of trimming most severely those weights whose contribution to the mean square error is greatest. After looking at the distribution of raw weight and its square, we applied the following constants: 1)  $c=4.3257856669$  for the paired data; 2) for  $c=6.06927221$  for the parent data; and 3)  $c=4.2830315269$  for the teen data. The implementation of the trimming procedure involved an iterative process to check the rule " $w=[c * \text{Sum}(\text{weight square}) / n]^{0.5}$ " for each round of new

weights until no single weight violate the rule. Through this trimming process, we reduce the Meffs to 1.31 for paired data, 1.47 for parent data, and 1.31 for teen data which is in the acceptable range. Furthermore, the trials using the new weights produce very similar weighted estimates to the raw weights for a few selected questions of interest. The questions we used were:

*Do you consider any of your job tasks at [REFERENT JOB] to be hazardous or dangerous? (T14)*

*Have you worked at [REFERENT JOB] during school year? (T16)*

*Have you worked (did you work) during school vacation? (T20)*

The estimated proportions of teens that answer 'yes' these questions are in Table 2. As you can see, the trimming procedure was not only effective in reducing Meff but also valid in terms of producing similar weighted estimates. (See Appendix A for details.)

Table 2. Select Estimates using Raw and Trimmed Weights.

| Procedure           | T14   | T16   | T20   |
|---------------------|-------|-------|-------|
| Using raw weights   | 14.89 | 84.28 | 73.24 |
| Constant c trimming | 14.82 | 84.19 | 73.23 |
|                     |       |       |       |

Post-stratification adjustment. The third stage of the weighting process involved a post-stratification adjustment to make our sample a better representative of the population. We used race of household head and household income as the post-stratification variables since they are likely to be predictive of study outcome variables. We used household characteristics since person level data to calibrate our weights were not available for parent, teen, and parent-teen pairs in the target population for this study. To do the post-stratification adjustment, we first need distribution data for the target population. We used the 2002 Current Population Survey as the calibration population. We picked out 4,443 households that had teenagers age between the ages of 15 and 18 that worked during the past year and calculate the weighted frequencies based on head-of-household race and family income. The common computational formula for post-stratification adjustment is:

$$A_h = \Delta_h \left[ \sum_h^H \sum_i^{n_h} \omega_{hi}^* / \sum_i^{n_h} \omega_{hi}^* \right],$$

where,

$\Delta_h = N_h/N$  or the relative frequency for the  $h^{\text{th}}$  adjustment class in the population;

$w_{hi}^*$  is each record's raw weight obtained from previous steps;

$w_{hi}^{*(3)} = A_h (w_{hi}^*)$  or the final adjusted weight (*Formula 1*).

Since we have missing information on race of household head and household income for 142 out of the total 1059 records in our sample, we needed to do some imputation before we could form our weighting adjustment classes. The same method of random allocation is applied to the three types of records we are interested in (i.e., paired, parent only and teen only). The process went like this:

1. First, we got a distribution for all known cells, by race and income.
2. For each record that had a missing field, we generated a random number between 0 and 1.
3. If the record had both missing race and missing income, we assigned it to a race category and an income category by probability proportional to the race-by-income cell percentage of all the known cells.
4. If the record had a known race but a missing income, we assigned it to an income category by probability proportional to the row percentage of the known cells that belongs to the same race category with it.
5. If the record had a missing race but a known income, we assigned it to a race category by probability proportional to the column percentage of the known cell that belongs to the same income category with it.
6. The cross tabulations of race and income before and after imputation are shown in Appendix B.

After the imputation, we formed our adjustment cells for post-stratification to correct for sample imbalances due to serious differential phone coverage and survey nonresponse. Comparing the race (white/nonwhite) by income distributions in our sample to the CPS population frame, we first decided that collapsing should satisfy a minimum sample cell count of 10 and minimum CPS cell count of 80. We got 11 adjustment cells by applying this rule. After computing the final weights according to *Formula 1*, we found the final Meffs for the three sets of data were quite high (Meff =



3.95 for paired data; 4.10 for parent data; & 3.95 for teen data). The reason for this, we believe, is that we have sparse counts in some of the adjustment cells. Therefore, we decided to try another collapsing approach. The rule now was to form nine adjustment cells instead of 11. After computing the final weights, the final Meffs for the three datasets looked better (Meff = 2.90 for paired data, 3.22 for parent data, and 2.89 for teen data). Again, we did some trials using the new weights to produce estimates for the selected questions of interest. The new weights produce very similar weighted estimates to those produced by the adjusted weights computed using 11 adjustment cells (see Table 3). Consequently, we decided to go with the 9 adjustment cells in the post-stratification adjustment process. The estimated proportions of teens that answer 'yes' to the selected questions produced using the three different sets of weights are listed below:

**Table 3. Select Estimates using 9 or 11 Adjustment Cells.**

| Procedure                    | T14   | T16   | T20   |
|------------------------------|-------|-------|-------|
| Pre-adjusted trimmed weights | 14.82 | 84.19 | 73.23 |
| Adjusted using 11 classes    | 12.61 | 84.98 | 72.05 |
| Adjusted using 9 classes     | 13.08 | 84.86 | 71.56 |
|                              |       |       |       |

Summary. The whole process of weighting is a process of trying to achieve a balance in the tradeoff between estimated bias and estimated variance. By attaching each record with a weight, we make our sample more representative of the population, thus we effectively reduce bias. Meanwhile, the variation in the record weights produces a multiplicative factor to the design effect (known as Meff) and makes the variance of the estimate bigger. According to the Mean Square Error view, our weighting process is successful in terms of minimizing the mean square error (which is the sum of bias square and the variance of the estimate) of our study estimates.

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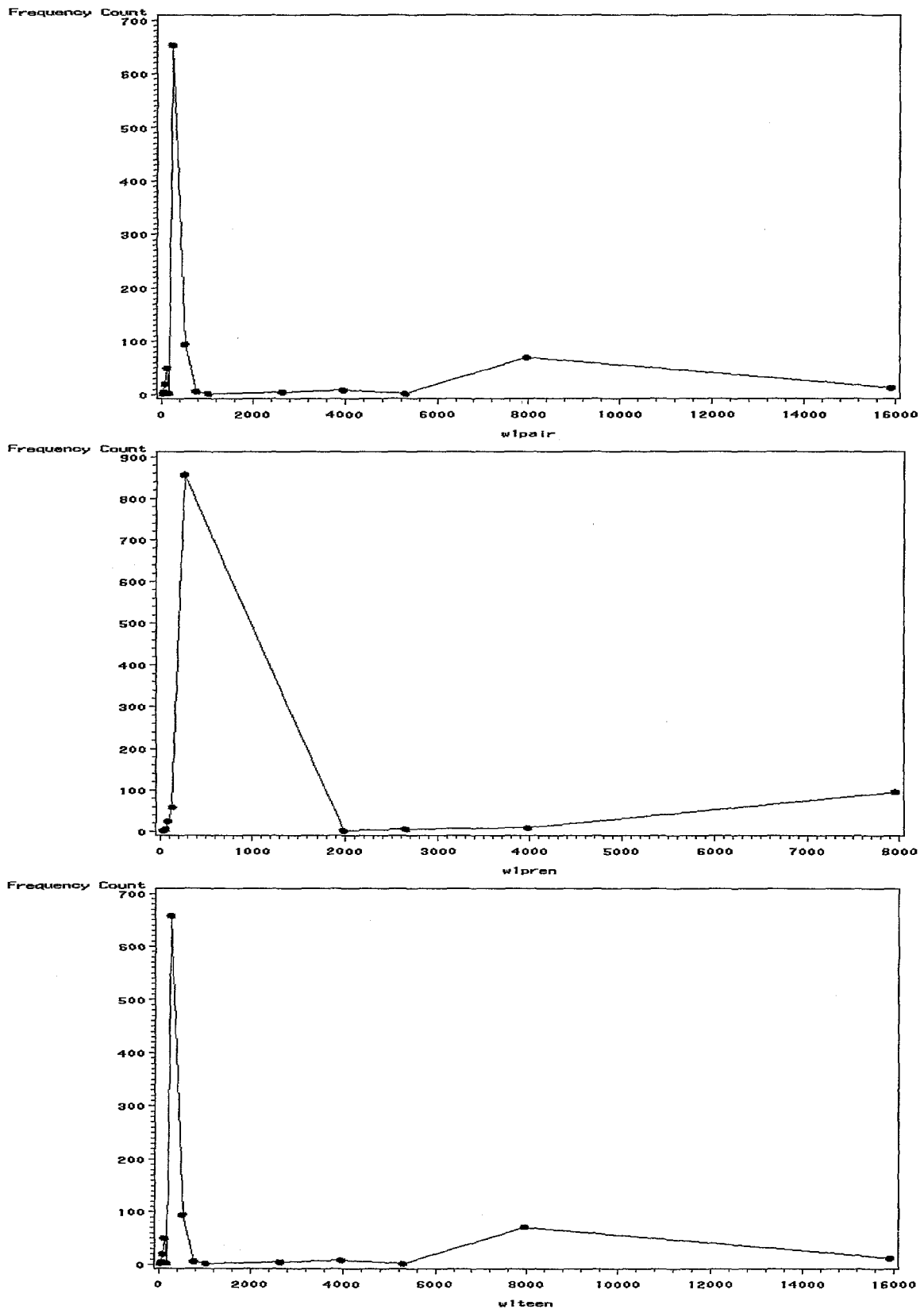
Email: [agans@unc.edu](mailto:agans@unc.edu)

**APPENDIX A**  
**TRIMMING PROCESS**

**Table A1. Raw Weights before Trimming**

| WEIGHT <sub>paired</sub><br>(w1pair) | COUNT <sub>paired</sub> | WEIGHT <sub>parent</sub><br>(w1parent) | COUNT <sub>parent</sub> | WEIGHT <sub>teen</sub><br>(w1teen) | COUNT <sub>teen</sub> |
|--------------------------------------|-------------------------|--|-------------------------|------------------------------------|-----------------------|
| 37.16                                | 1                       | 37.16                                  | 1                       | 37.16                              | 1                     |
| 65.03                                | 3                       | 65.03                                  | 4                       | 65.03                              | 3                     |
| 86.7                                 | 12                      | 86.7                                   | 17                      | 86.7                               | 12                    |
| 130.06                               | 57                      | 130.06                                 | 66                      | 130.06                             | 57                    |
| 173.41                               | 2                       | 260.11                                 | 856                     | 173.41                             | 2                     |
| 260.11                               | 653                     | 1990.25                                | 1                       | 260.11                             | 657                   |
| 520.22                               | 94                      | 2653.67                                | 5                       | 520.22                             | 94                    |
| 780.33                               | 5                       | 3980.5                                 | 8                       | 780.33                             | 5                     |
| 1040.44                              | 1                       | 7961                                   | 95                      | 1040.44                            | 1                     |
| 2653.67                              | 4                       |  |                         | 2653.67                            | 4                     |
| 3980.5                               | 8                       |  |                         | 3980.5                             | 8                     |
| 5307.33                              | 1                       |  |                         | 5307.33                            | 1                     |
| 7961                                 | 69                      |  |                         | 7961                               | 71                    |
| 15922                                | 12                      |  |                         | 15922                              | 12                    |
|                                      |                         |  |                         |                                    |                       |

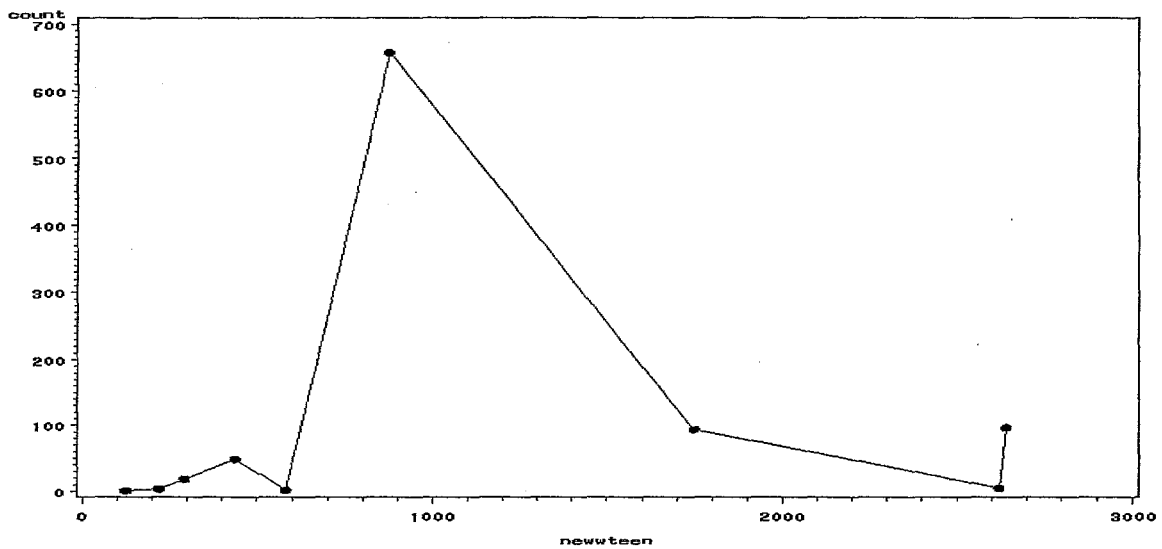
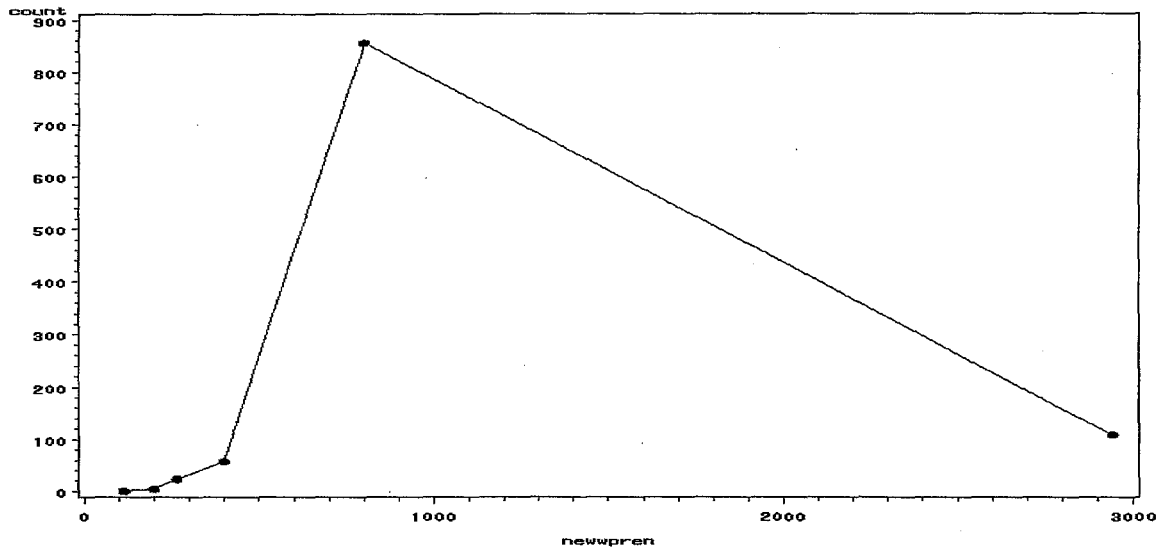
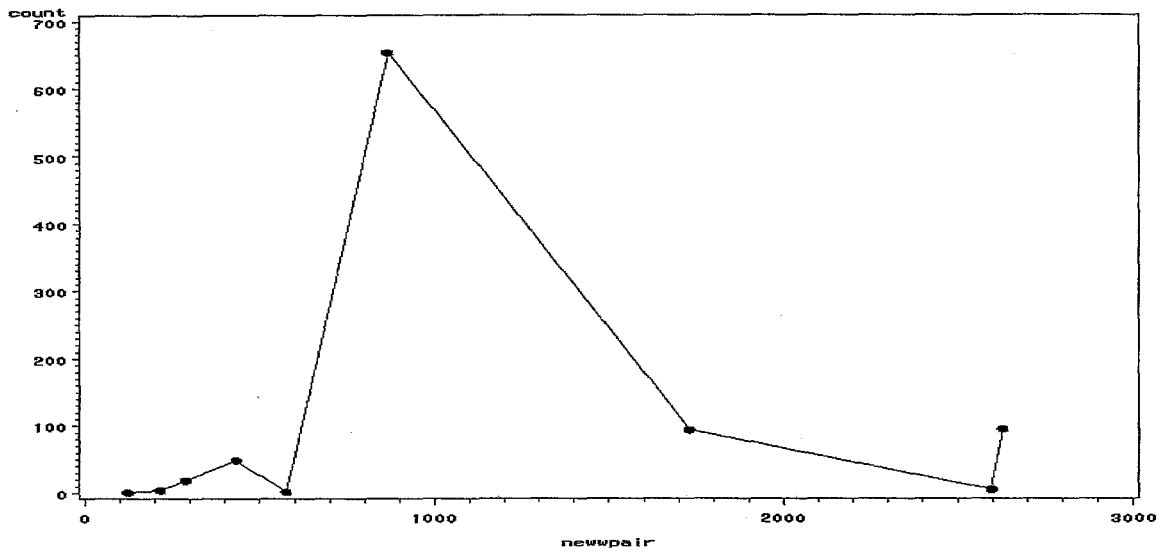
Figure A1. Raw Weights before Trimming



**Table A2. Weights after Trimming using the Constant “c” Rule**

| WEIGHT <sub>paired</sub><br>(newwpair) | COUNT | WEIGHT <sub>parent</sub><br>(newwpren) | COUNT | WEIGHT <sub>teen</sub><br>(newwteen) | COUNT |
|--|-------|--|-------|--------------------------------------|-------|
| 123.66                                 | 1     | 114.24                                 | 1     | 124.91                               | 1     |
| 216.40                                 | 3     | 199.93                                 | 4     | 218.59                               | 3     |
| 288.53                                 | 12    | 266.57                                 | 17    | 291.45                               | 12    |
| 432.80                                 | 57    | 399.85                                 | 66    | 437.18                               | 57    |
| 577.07                                 | 2     | 799.70                                 | 856   | 582.91                               | 2     |
| 865.60                                 | 653   | 2943.01                                | 109   | 874.36                               | 657   |
| 1731.20                                | 94    |  |       | 1748.73                              | 94    |
| 2596.79                                | 5     |  |       | 2623.09                              | 5     |
| 2630.06                                | 95    |  |       | 2643.11                              | 97    |
|  |       |  |       |                                      |       |

Figure A2. Trimmed Weights



**APPENDIX B**  
**POST-STRATIFICATION PROCESS**



**Table B1. Race by Income before Imputation**

| race                              | income |          |          |          |          |          |          |          |          |        |
|-----------------------------------|--------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| Frequency                         |        |          |          |          |          |          |          |          |          |        |
| Percent                           |        |          |          |          |          |          |          |          |          |        |
| Row Pct                           |        |          |          |          |          |          |          |          |          |        |
| Col Pct                           |        |          |          |          |          |          |          |          |          |        |
|                                   |        | <        | \$10,000 | \$20,000 | \$30,000 | \$40,000 | \$50,000 | \$60,000 | >        | Total  |
|                                   |        | \$10,000 | -20,000  | -30,000  | -40,000  | -50,000  | -60,000  | -75,000  | \$75,000 |        |
|                                   | 43     | 0        | 0        | 0        | 6        | 3        | 2        | 1        | 16       | 71     |
|                                   | 4.06   | 0.00     | 0.00     | 0.00     | 0.57     | 0.28     | 0.19     | 0.09     | 1.51     | 6.70   |
|                                   | 60.56  | 0.00     | 0.00     | 0.00     | 8.45     | 4.23     | 2.82     | 1.41     | 22.54    |        |
|                                   | 37.72  | 0.00     | 0.00     | 0.00     | 7.32     | 3.16     | 1.85     | 0.73     | 3.53     |        |
| AFRICAN AMERICAN /BLACK           | 3      | 2        | 1        | 6        | 3        | 5        | 2        | 6        | 10       | 38     |
|                                   | 0.28   | 0.19     | 0.09     | 0.57     | 0.28     | 0.47     | 0.19     | 0.57     | 0.94     | 3.59   |
|                                   | 7.89   | 5.26     | 2.63     | 15.79    | 7.89     | 13.16    | 5.26     | 15.79    | 26.32    |        |
|                                   | 2.63   | 20.00    | 7.14     | 13.04    | 3.66     | 5.26     | 1.85     | 4.38     | 2.21     |        |
| ASIAN                             | 1      | 0        | 1        | 0        | 0        | 1        | 1        | 0        | 3        | 7      |
|                                   | 0.09   | 0.00     | 0.09     | 0.00     | 0.00     | 0.09     | 0.09     | 0.00     | 0.28     | 0.66   |
|                                   | 14.29  | 0.00     | 14.29    | 0.00     | 0.00     | 14.29    | 14.29    | 0.00     | 42.86    |        |
|                                   | 0.88   | 0.00     | 7.14     | 0.00     | 0.00     | 1.05     | 0.93     | 0.00     | 0.66     |        |
| WHITE/ CAUCASIAN                  | 66     | 8        | 12       | 40       | 72       | 86       | 103      | 128      | 422      | 937    |
|                                   | 6.23   | 0.76     | 1.13     | 3.78     | 6.80     | 8.12     | 9.73     | 12.09    | 39.85    | 88.48  |
|                                   | 7.04   | 0.85     | 1.28     | 4.27     | 7.68     | 9.18     | 10.99    | 13.66    | 45.04    |        |
|                                   | 57.89  | 80.00    | 85.71    | 86.96    | 87.80    | 90.53    | 95.37    | 93.43    | 93.16    |        |
| AMERICAN INDIAN OR ALASKAN NATIVE | 1      | 0        | 0        | 0        | 1        | 0        | 0        | 2        | 2        | 6      |
|                                   | 0.09   | 0.00     | 0.00     | 0.00     | 0.09     | 0.00     | 0.00     | 0.19     | 0.19     | 0.57   |
|                                   | 16.67  | 0.00     | 0.00     | 0.00     | 16.67    | 0.00     | 0.00     | 33.33    | 33.33    |        |
|                                   | 0.88   | 0.00     | 0.00     | 0.00     | 1.22     | 0.00     | 0.00     | 1.46     | 0.44     |        |
| Total                             | 114    | 10       | 14       | 46       | 82       | 95       | 108      | 137      | 453      | 1059   |
|                                   | 10.76  | 0.94     | 1.32     | 4.34     | 7.74     | 8.97     | 10.20    | 12.94    | 42.78    | 100.00 |

### Table B2. Race by Income after Imputation

| race                                       | income                     |                             |                             |                             |                             |                                |                                |                                |                |
|--|----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------|--------------------------------|--------------------------------|----------------|
| Frequency                                  |                            |                             |                             |                             |                             |                                |                                |                                |                |
| Percent                                    |                            |                             |                             |                             |                             |                                |                                |                                |                |
| Row Pct                                    |                            |                             |                             |                             |                             |                                |                                |                                |                |
| Col Pct                                    | <\$10,000                  | \$10,000-<br>20,000         | \$20,000-<br>30,000         | \$30,000-<br>40,000         | \$40,000-<br>50,000         | \$50,000-<br>60,000            | \$60,000-<br>75,000            | >\$75,000                      | Total          |
| AFRICAN<br>AMERICAN<br>/BLACK              | 2<br>0.19<br>4.88<br>20.00 | 1<br>0.09<br>2.44<br>5.88   | 7<br>0.66<br>17.07<br>14.00 | 4<br>0.38<br>9.76<br>4.55   | 5<br>0.47<br>12.20<br>4.81  | 4<br>0.38<br>9.76<br>3.17      | 6<br>0.57<br>14.63<br>3.87     | 12<br>1.13<br>29.27<br>2.36    | 41<br>3.87     |
| ASIAN                                      | 0<br>0.00<br>0.00<br>0.00  | 1<br>0.09<br>12.50<br>5.88  | 0<br>0.00<br>0.00<br>0.00   | 0<br>0.00<br>0.00<br>0.00   | 2<br>0.19<br>25.00<br>1.92  | 1<br>0.09<br>12.50<br>0.79     | 0<br>0.00<br>0.00<br>0.00      | 4<br>0.38<br>50.00<br>0.79     | 8<br>0.76      |
| WHITE/<br>CAUCASIAN                        | 8<br>0.76<br>0.80<br>80.00 | 15<br>1.42<br>1.49<br>88.24 | 43<br>4.06<br>4.28<br>86.00 | 82<br>7.74<br>8.17<br>93.18 | 97<br>9.16<br>9.66<br>93.27 | 121<br>11.43<br>12.05<br>96.03 | 147<br>13.88<br>14.64<br>94.84 | 491<br>46.36<br>48.90<br>96.46 | 1004<br>94.81  |
| AMERICAN<br>INDIAN OR<br>ALASKAN<br>NATIVE | 0<br>0.00<br>0.00<br>0.00  | 0<br>0.00<br>0.00<br>0.00   | 0<br>0.00<br>0.00<br>0.00   | 2<br>0.19<br>33.33<br>2.27  | 0<br>0.00<br>0.00<br>0.00   | 0<br>0.00<br>0.00<br>0.00      | 2<br>0.19<br>33.33<br>1.29     | 2<br>0.19<br>33.33<br>0.39     | 6<br>0.57      |
| Total                                      | 10<br>0.94                 | 17<br>1.61                  | 50<br>4.72                  | 88<br>8.31                  | 104<br>9.82                 | 126<br>11.90                   | 155<br>14.64                   | 509<br>48.06                   | 1059<br>100.00 |

**Table B3. Initial HH Head Race by HH Income in CPS**

| race  | income    |           |           |           |           |           |           |          |        |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|--------|
| Frequency   |           |           |           |           |           |           |           |          |        |
| Percent   | Less th   | \$10,000- | \$20,000- | \$30,000- | \$40,000- | \$50,000- | \$60,000- | \$75,000 | Total  |
|   | an \$10,0 | 20,000    | 30,000    | 40,000    | 50,000    | 60,000    | 75,000    | and over |        |
|   | 00        |           |           |           |           |           |           |          |        |
| -----+-----+-----+-----+-----+-----+-----+-----+-----+----- |           |           |           |           |           |           |           |          |        |
| NonWhite  | 130       | 66        | 70        | 67        | 48        | 49        | 34        | 75       | 539    |
|   | 2.93      | 1.49      | 1.58      | 1.51      | 1.08      | 1.10      | 0.77      | 1.69     | 12.13  |
| -----+-----+-----+-----+-----+-----+-----+-----+-----+----- |           |           |           |           |           |           |           |          |        |
| White   | 542       | 260       | 347       | 406       | 377       | 427       | 488       | 1057     | 3904   |
|   | 12.20     | 5.85      | 7.81      | 9.14      | 8.49      | 9.61      | 10.98     | 23.79    | 87.87  |
| -----+-----+-----+-----+-----+-----+-----+-----+-----+----- |           |           |           |           |           |           |           |          |        |
| Total   | 672       | 326       | 417       | 473       | 425       | 476       | 522       | 1132     | 4443   |
|   | 15.12     | 7.34      | 9.39      | 10.65     | 9.57      | 10.71     | 11.75     | 25.48    | 100.00 |

**Table B4. Initial HH Head Race by HH Income in Paired Data**

| race  | income  |           |                 |                 |                 |                 |                 |                 |                   |        |
|---|---------|-----------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------------|--------|
| Frequency   |         |           |                 |                 |                 |                 |                 |                 |                   |        |
| Percent   | Less th | an \$10,0 | \$10,000-20,000 | \$20,000-30,000 | \$30,000-40,000 | \$40,000-50,000 | \$50,000-60,000 | \$60,000-75,000 | \$75,000 and over | Total  |
|   | 00      |           |                 |                 |                 |                 |                 |                 |                   |        |
| +-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+ |         |           |                 |                 |                 |                 |                 |                 |                   |        |
| NonWhite  | 2       | 2         | 6               | 5               | 6               | 5               | 7               | 16              |                   | 49     |
|   | 0.22    | 0.22      | 0.65            | 0.54            | 0.65            | 0.54            | 0.76            | 1.74            |                   | 5.31   |
| +-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+ |         |           |                 |                 |                 |                 |                 |                 |                   |        |
| White   | 7       | 11        | 38              | 68              | 82              | 107             | 134             | 426             |                   | 873    |
|   | 0.76    | 1.19      | 4.12            | 7.38            | 8.89            | 11.61           | 14.53           | 46.20           |                   | 94.69  |
| +-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+ |         |           |                 |                 |                 |                 |                 |                 |                   |        |
| Total   | 9       | 13        | 44              | 73              | 88              | 112             | 141             | 442             |                   | 922    |
|   | 0.98    | 1.41      | 4.77            | 7.92            | 9.54            | 12.15           | 15.29           | 47.94           |                   | 100.00 |

**Table B5. Formation of 11-Class Post-stratification in CPS**

| race      | income    |           |           |           |           |           |           |          |        |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|--------|
| Frequency |           |           |           |           |           |           |           |          |        |
| Percent   | Less th   | \$10,000- | \$20,000- | \$30,000- | \$40,000- | \$50,000- | \$60,000- | \$75,000 | Total  |
|           | an \$10,0 | 20,000    | 30,000    | 40,000    | 50,000    | 60,000    | 75,000    | and over |        |
|           | 00        |           |           |           |           |           |           |          |        |
| NonWhite  | 130       | 66        | 79        | 67        | 48        | 49        | 34        | 75       | 539    |
|           | 2.93      | 1.49      | 1.58      | 1.51      | 1.08      | 1.10      | 0.77      | 1.69     | 12.13  |
| White     | 542       | 260       | 347       | 406       | 377       | 427       | 488       | 1057     | 3904   |
|           | 12.20     | 5.85      | 7.81      | 9.14      | 8.49      | 9.61      | 10.98     | 23.79    | 87.87  |
| Total     | 672       | 326       | 417       | 473       | 425       | 476       | 522       | 1132     | 4443   |
|           | 15.12     | 7.34      | 9.39      | 10.65     | 9.57      | 10.71     | 11.75     | 25.48    | 100.00 |

**Table B6. Formation of 11-Class Post-stratification in Paired Data**

| race      | income    |           |           |           |           |           |           |          |        |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|--------|
| Frequency |           |           |           |           |           |           |           |          |        |
| Percent   | Less th   | \$10,000- | \$20,000- | \$30,000- | \$40,000- | \$50,000- | \$60,000- | \$75,000 | Total  |
|           | an \$10,0 | 20,000    | 30,000    | 40,000    | 50,000    | 60,000    | 75,000    | and over |        |
|           | 00        |           |           |           |           |           |           |          |        |
| NonWhite  | 2         | 2         | 6         | 5         | 6         | 5         | 7         | 16       | 49     |
|           | 0.22      | 0.22      | 0.65      | 0.54      | 0.65      | 0.54      | 0.76      | 1.74     | 5.31   |
| White     | 7         | 11        | 38        | 68        | 82        | 107       | 134       | 426      | 873    |
|           | 0.76      | 1.19      | 4.12      | 7.38      | 8.89      | 11.61     | 14.53     | 46.20    | 94.69  |
| Total     | 9         | 13        | 44        | 73        | 88        | 112       | 141       | 442      | 922    |
|           | 0.98      | 1.41      | 4.77      | 7.92      | 9.54      | 12.15     | 15.29     | 47.94    | 100.00 |

**Table B7. Formation of 9-Class Post-stratification in CPS**

| race     | income | Frequency          |                 |                 |                 |                 |                 |                 |                   | Total          |
|----------|--------|--------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------------|----------------|
|          |        | Less than \$10,000 | \$10,000-20,000 | \$20,000-30,000 | \$30,000-40,000 | \$40,000-50,000 | \$50,000-60,000 | \$60,000-75,000 | \$75,000 and over |                |
| NonWhite |        | 130<br>2.93        | 66<br>1.49      | 70<br>1.58      | 67<br>1.51      | 48<br>1.08      | 49<br>1.10      | 34<br>0.77      | 75<br>1.69        | 539<br>12.13   |
| White    |        | 542<br>12.20       | 260<br>5.85     | 347<br>7.81     | 406<br>9.14     | 377<br>8.49     | 427<br>9.61     | 488<br>10.98    | 1057<br>23.79     | 3904<br>87.87  |
| Total    |        | 672<br>15.12       | 326<br>7.34     | 417<br>9.39     | 473<br>10.65    | 425<br>9.57     | 476<br>10.71    | 522<br>11.75    | 1132<br>25.48     | 4443<br>100.00 |

**Table B8. Formation of 9-Class Post-stratification in Paired Data**

| race     | income | Frequency          |                 |                 |                 |                 |                 |                 |                   | Total         |
|----------|--------|--------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------------|---------------|
|          |        | Less than \$10,000 | \$10,000-20,000 | \$20,000-30,000 | \$30,000-40,000 | \$40,000-50,000 | \$50,000-60,000 | \$60,000-75,000 | \$75,000 and over |               |
| NonWhite |        | 2<br>0.22          | 2<br>0.22       | 6<br>0.65       | 5<br>0.54       | 6<br>0.65       | 5<br>0.54       | 7<br>0.76       | 16<br>1.74        | 49<br>5.31    |
| White    |        | 7<br>0.76          | 11<br>1.19      | 38<br>4.12      | 68<br>7.38      | 82<br>8.89      | 107<br>11.61    | 134<br>14.53    | 426<br>46.20      | 873<br>94.69  |
| Total    |        | 9<br>0.98          | 13<br>1.41      | 44<br>4.77      | 73<br>7.92      | 88<br>9.54      | 112<br>12.15    | 141<br>15.29    | 442<br>47.94      | 922<br>100.00 |

**Table B9. Formation of 9-Class Post-stratification in Parent Data**

| race     | income | Frequency          |                 |                 |                 |                 |                 |                 |                   | Total          |
|----------|--------|--------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------------|----------------|
|          |        | Less than \$10,000 | \$10,000-20,000 | \$20,000-30,000 | \$30,000-40,000 | \$40,000-50,000 | \$50,000-60,000 | \$60,000-75,000 | \$75,000 and over |                |
| NonWhite |        | 2<br>0.19          | 2<br>0.19       | 7<br>0.66       | 6<br>0.57       | 7<br>0.66       | 5<br>0.47       | 8<br>0.76       | 17<br>1.61        | 54<br>5.13     |
| White    |        | 8<br>0.76          | 15<br>1.42      | 42<br>3.99      | 82<br>7.79      | 96<br>9.12      | 120<br>11.40    | 147<br>13.96    | 489<br>46.44      | 999<br>94.87   |
| Total    |        | 10<br>0.95         | 17<br>1.61      | 49<br>4.65      | 88<br>8.36      | 103<br>9.78     | 125<br>11.87    | 155<br>14.72    | 442<br>48.05      | 1053<br>100.00 |

**Table B10. Formation of 9-Class Post-stratification in Teen Data**

| race income |  | Frequency          |                 |                 |                 |                 |                 |                 |                   |
|-------------|--|--------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------------|
| Percent     |  | Less than \$10,000 | \$10,000-20,000 | \$20,000-30,000 | \$30,000-40,000 | \$40,000-50,000 | \$50,000-60,000 | \$60,000-75,000 | \$75,000 and over |
| NonWhite    |  | 2<br>0.22          | 2<br>0.22       | 6<br>0.65       | 5<br>0.54       | 6<br>0.65       | 5<br>0.54       | 7<br>0.75       | 17<br>1.83        |
| White       |  | 7<br>0.75          | 11<br>1.19      | 39<br>4.20      | 68<br>7.33      | 83<br>8.94      | 108<br>11.64    | 134<br>14.44    | 428<br>46.12      |
| Total       |  | 9<br>0.97          | 13<br>1.40      | 45<br>4.85      | 73<br>7.87      | 89<br>9.59      | 113<br>12.18    | 141<br>15.19    | 445<br>47.95      |
|             |  |                    |                 |                 |                 |                 |                 |                 | 928<br>100.00     |

**Table B11. Relative Frequency Check of the 9-Class Post-stratification Adjustment Cells**

| Adjustment Cell | Relative Frequency |                |                |              |
|-----------------|--------------------|----------------|----------------|--------------|
|                 | In CPS             | In Paired Data | In Parent Data | In Teen Data |
| 1               | 9.291872           | 9.289999       | 9.290000       | 9.290001     |
| 2               | 3.466656           | 3.470000       | 3.470000       | 3.470001     |
| 3               | 1.842810           | 1.840000       | 1.840000       | 1.840000     |
| 4               | 26.816772          | 26.819999      | 26.819999      | 26.819998    |
| 5               | 8.529897           | 8.530001       | 8.530000       | 8.530000     |
| 6               | 7.815402           | 7.820000       | 7.820000       | 7.820000     |
| 7               | 8.499891           | 8.500001       | 8.500000       | 8.500000     |
| 8               | 10.712280          | 10.710001      | 10.710000      | 10.710000    |
| 9               | 23.024420          | 23.020000      | 23.020001      | 23.020000    |
| Total           | 100.000000         | 100.000000     | 100.000000     | 100.000000   |

**APPENDIX C**  
**SCREENER**

# FRONTEND: SCREENER AND CONSENT

## Youth Labor Study (YLS)

*Spring 2003*

| LABEL     | VALUE       | ACTION            | TEXT   |
|-----------|-------------|-------------------|--|
| NAME1     | EMPTY       | GOTO<br>PURPOSE1  | Hello, my name is (INTERVIEWER NAME) and I'm calling from the University of North Carolina at Chapel Hill.   |
| PURPOSE1  | 1=YES       | GOTO<br>TOLLFREE1 | We are interviewing parents and teens across America to learn more about teenage job experiences with the aim of reducing teen injury at work.   |
|           | 2=NO        | GOTO<br>HOUSE     | {IF RELUCTANT...We are not advertising or selling anything, this project is sponsored by the Injury Prevention Research Center. If you have concerns about participating or the legitimacy of this study feel free to call our toll free number and ask for Dr. Carol Runyan or Dr. Janet Dal Santo from 8:00 a.m. to 5:00 p.m. Eastern Standard Time, Monday through Friday. Would you like to know the number?<br><br>{IF PARENT INQUIRES ABOUT THE SURVEY MATERIAL, REPLY...The questions pertain to the teen workplace and the laws protecting teens at work.} |
| TOLLFREE1 | EMPTY       |                   | That number is 1-800-871-6420.   |
| HOUSE     | 1=HOUSEHOLD | GOTO<br>AGERANGE  | We would like to know how many households in the U.S. have working teens.<br><br>Is this a household or a business?<br><br>NOTE: HOME BUSINESSES THAT SHARE A LINE WITH A RESIDENCE ARE ELIGIBLE FOR THE STUDY. IF THIS IS THE CASE, ENTER 1.  |
|           | 2=BUSINESS  | END (CODE<br>BNR) | In this study, we are only interviewing households. Thank you for your time and consideration.   |

# **FRONTEND: SCREENER AND CONSENT**

| <b>LABEL</b> | <b>VALUE</b> | <b>ACTION</b>                      | <b>TEXT</b>  |
|--------------|--------------|------------------------------------|--|
| AGERANGE     | 1=YES        | GOTO<br>PARENT1                    | Are there any teenagers 14 and 18 years of age living in this household? THAT IS, TEENS WHO ARE 14, 15, 16, 17 & 18 YEARS OLD.   |
|              | 2=NO         | END (CODE<br>NET)                  | In this study, we are interviewing households with teens between the ages of 14 to 18. Thank you for your time and consideration.  |
| PARENT1      | 1=YES        | GOTO<br>TEENWORK                   | We need to talk to a parent or guardian in the home. Is that you?  |
|              | 2=NO         | GOTO<br>PARENT2                    |  |
| PARENT2      | 1=YES        | GOTO<br>NAME2                      | May I speak with a parent or guardian now?   |
|              | 2=NO         | END (CODE<br>GUN & SET<br>APPTMNT) |  |
| NAME 2       | EMPTY        | GOTO<br>PURPOSE2                   | Hello, my name is (INTERVIEWER). I am calling on behalf of a research study at the University of North Carolina in Chapel Hill.  |
| PURPOSE2     | 1=YES        | GOTO<br>TOLLFREE2                  | We are interviewing parents and teens across America to learn more about teenage job experiences with the aim of reducing teen injury at work.<br><br>{IF RELUCTANT...We are not advertising or selling anything, this project is sponsored by the Injury Prevention Research Center. If you have concerns about participating or the legitimacy of this study feel free to call our toll free number and ask for Dr. Carol Runyan or Dr. Janet Dal Santo from 8:00 a.m. to 5:00 p.m. Eastern Standard Time, Monday through Friday. Would you like to know the number?<br><br>{IF PARENT INQUIRES ABOUT THE SURVEY MATERIAL, REPLY...The questions pertain to the teen workplace and the laws protecting teens at work.} |
|              | 2=NO         | GOTO<br>TEENWORK                   |  |



# **FRONTEND: SCREENER AND CONSENT**

| <b>LABEL</b> | <b>VALUE</b>   | <b>ACTION</b>     | <b>TEXT</b>  |
|--------------|----------------|-------------------|--|
| TOLLFREE2    | EMPTY          |                   | That number is 1-800-871-6420.   |
| TEENWORK     | 1=YES          | GOTO<br>TEEN2MO   | <p>In the past 12 months, has anyone in this household between the ages of 14 and 18 worked for pay outside the home?</p> <p>[THIS DOES NOT INCLUDE WORK ON FARMS OR IN A FAMILY BUSINESS OR THINGS THE TEEN DOES ON THEIR OWN—FOR EXAMPLE, BABYSITTING OR MOWING LAWNS.</p> <p>IT DOES INCLUDE JOBS WHERE THE CHILD IS EMPLOYED BY SOMEONE ELSE.</p> <p>IT'S OKAY TO INCLUDE WORK IN CHILDCARE CENTERS OR LANDSCAPING FIRMS.]</p> |
|              | 2=NO           | END (CODE<br>NWT) | In this study, we are only interviewing working teens between the ages of 14 and 18. Thank you for your time and consideration.  |
| TEEN2MO      | X (0-10 VALUE) |                   | How many teens do you have who worked for at least a 2-month period... in the past 12 months... for the same employer... and were not supervised by a parent or guardian? We want to know about teens who were at least 14... but were younger than 18 at the time they worked.  |
|              | IF X ? 0 THEN  | GOTO<br>VERIFY    |  |
|              | IF X = 0 THEN  | END (CODE<br>NTT) | In this study, we are only interviewing teens who have worked with the same employer for at least 2 months and who were not supervised by a parent or guardian. Thank you for your time and consideration.   |

# **FRONTEND: SCREENER AND CONSENT**

| <b>LABEL</b> | <b>VALUE</b>                       | <b>ACTION</b>     | <b>TEXT</b>   |
|--------------|------------------------------------|-------------------|---|
| VERIFY       | 1=YES                              | GOTO<br>TEEN18?   | [IF X=1]<br>So to verify, you have one teen living in the household... who has worked in the last 12 months at a job... that was not supervised by a parent or guardian... when he or she was at least 14 but younger than 18... and that job was held for at least 2 months. |
|              | 2=NO                               | GOTO<br>AGERANGE  | [IF X>1]<br>So to verify, you have ^X teens living in the household... who have worked in the last 12 months... when they were at least 14 but younger than 18... at a job that lasted at least two months... and were not supervised by a parent or guardian.                |
| TEEN18?      | Z (0-10 VALUE)                     |                   | [IF X=1]<br>Is this teen currently 18 years old?<br>[ENTER 1 FOR YES & 0 FOR NO]  |
|              | IF Z > 0                           | GOTO<br>TEEN17W   |   |
|              | IF Z=0, SET<br>W=0                 | GOTO<br>RANDOM    | [IF X>1]<br>How many of these teens are currently 18 years old? [ENTER NUMBER]  |
| TEEN17W      | W(0-Z VALUE)                       | GOTO<br>VERIFY2   | [IF Z=1]<br>Has the teen worked for a period of at least two months with the same employer while under the age of 18? Again, it cannot be a job supervised by the parent.<br>[ ENTER 1 FOR YES & 0 FOR NO]  |
|              | IF Z = 1 AND<br>X = 1 AND<br>W = 0 | END (CODE<br>NUE) |   |
|              | OR<br><br>IF X=Z AND<br>W = 0      |                   | [IF Z>1]<br>How many of these teens have worked for a period of at least two months with the same employer while he or she was under the age of 18? Again, it cannot be a job supervised by the parent.   |

## FRONTEND: SCREENER AND CONSENT

| LABEL    | VALUE   | ACTION                                | TEXT  |
|----------|---|---------------------------------------|---|
| VERIFY2  | 1=YES<br><br>2=NO                             | GOTO<br>RANDOM<br><br>GOTO<br>TEEN18? | IF [X-(Z-W)]=1<br>Again to verify, you have one teen living in the household ...who has worked in the last 12 months... at a job that was not supervised by a parent or guardian... when he (she) was at least 14 but younger than 18,... and that job was held for at least two months?<br><br>IF [X-(Z-W)]>1<br>Again to verify, you have ^[(X - (Z - W))] teens living in the household... who have worked in the last 12 months ...at a job that was not supervised by a parent or guardian... when they were at least 14 but younger than 18 ...and that job was held for at least 2 months. |
| RANDOM   | BASED ON<br>[ X - (Z-W)]<br>ELIGIBLE<br>TEENS | GOTO<br>TEENNAME                      | The computer has randomly picked the _____ of these eligible teens between the ages of 14 and 18.   |
| TEENNAME | CHARACTER:<br>STRING [20]                     | GOTO<br>GENDER                        | I would like to ask you a few more questions about the eligible teen. To avoid confusion, what is the teen's first name?<br><br>[IF RELUCTANT, TYPE "the eligible teen."]<br><br>[TO ADDRESS CONCERNS: THE NAME IS USED TO CORRECTLY IDENTIFY THE CHOSEN RESPONDENT. BECAUSE NUMBERS ARE BEING DIALED RANDOMLY, THERE IS NO WAY TO CONNECT RESPONSES TO FULL NAMES OR ADDRESSES. ALL RESPONSES ARE COMPLETELY CONFIDENTIAL.]  |
| GENDER   | 1=MALE<br>2=FEMALE                            | GOTO AGE                              | What is ^TEENNAME's gender? [ASK ONLY IF UNCERTAIN]   |

## FRONTEND: SCREENER AND CONSENT

| LABEL   | VALUE                      | ACTION                                  | TEXT   |
|---------|----------------------------|---|--|
| AGE     | 14-18                      | GOTO JOB1                               | How old is ^TEENNAME?  |
| JOB1    | CHARACTER<br>STRING : [20] | GOTO<br>PARENT3                         | <p>[IF AGE 14-17]<br/>What is the most recent job ^TEENNAME has worked in the past year? Again, it must be a job that was unsupervised by a parent and one that [HE/SHE] held for at least two-months.</p> <p>[IF AGE 18]<br/>What is the most recent job ^TEENNAME has worked in the past year while age 17? Again, it must be a job that was unsupervised by a parent and one that [HE/SHE] held for at least two-months.</p> <p>[ ONLY CONSIDER JOBS ^GENDER WORKED FOR AT LEAST A TWO-MONTH PERIOD WHILE AGE 17. IF MORE THAN ONE JOB, CONSIDER THE MOST RECENT THAT MEET ALL CRITERIA.]</p> <p>IF MULTIPLE JOBS AND MORE THAN ONE JOB HAVE THE SAME RECENCY CONSIDER THE JOB WHERE THE TEEN WORKED(S) THE MOST HOURS PER WEEK.</p> <p>[TYPE IN NAME OF EMPLOYER. NOTE THAT THIS WILL BE USED AS THE REFERENT JOB THROUGHOUT THE REST OF THE QUESTIONNAIRE.]</p> |
| PARENT3 | 1=YES<br><br>2=NO          | GOTO<br>CONSENT1<br><br>GOTO<br>PARENT4 | We are interested in talking to the parent or guardian of ^TEENNAME who knows the most about ^GENDER job as a ^JOB1. Is that you?  |

## **FRONTEND: SCREENER AND CONSENT**

| <b>LABEL</b> | <b>VALUE</b> | <b>ACTION</b>                       | <b>TEXT</b>  |
|--------------|--------------|-------------------------------------|--|
| PARENT4      | 1=YES        | GOTO<br>NAME3                       | May I speak with that parent now?  |
|              | 2=NO         | GOTO<br>CONSENTP                    |  |
| CONSENTP     | 1=YES        | GOTO<br>NAME3                       | May I interview ^TEENNAME now? [GO<br>THROUGH CONSENT SCRIPT]  |
|              | 2=NO         | END (CODE<br>GUN & SET<br>APPNTMNT) | [ASK FOR FIRST NAME OF PARENT OR<br>GUARDIAN WHO KNOWS THE MOST ABOUT<br>^TEENNAME JOB AS A ^JOB1 AND SET A<br>CALLBACK TIME]  |
| NAME3        | EMPTY        | GOTO<br>PURPOSE3                    | Hello, my name is (INTERVIEWER NAME) and<br>I'm calling from the University of North Carolina.   |
| PURPOSE3     | 1=YES        | GOTO<br>TOLLFREE3                   | We are interviewing parents and teens across<br>America to learn more about teenage job<br>experiences with the aim of reducing teen injury at<br>work.  |
|              | 2=NO         | GOTO<br>CONSENT1                    | {IF RELUCTANT...We are not advertising or<br>selling anything, this is a legitimate research project<br>sponsored by the Injury Prevention Research<br>Center. If you have concerns about participating or<br>the legitimacy of this study feel free to call our toll<br>free number and ask for Dr. Carol Runyan or Dr.<br>Janet Dal Santo from 8:00 a.m. to 5:00 p.m. Eastern<br>Standard Time, Monday through Friday. Would<br>you like to know the number? |
| TOLLFREE3    | EMPTY        |                                     | IF YES , GIVE NUMBER. 1-800-871-6420   |
| CONSENT1     | EMPTY        | GOTO<br>CONSENT2                    | The information we collect here will be used to<br>reduce teenage injuries on the job. It's known that<br>many teens are injured or die on the job every year.<br>Most of these deaths are preventable with proper<br>information.   |

## FRONTEND: SCREENER AND CONSENT

| LABEL    | VALUE     | ACTION                              | TEXT   |
|----------|-----------|-------------------------------------|--|
| CONSENT2 | EMPTY     | GOTO<br>MONITOR                     | <p>The information that you provide will be instrumental in making jobs safer for teens. The interview will take about 20 minutes of your time and 20 additional minutes of your ^TEENNAME's time.</p> <p>All of the information you give is completely confidential. You and your teen will <u>not</u> be identified in any way. A Human Subjects Review Board at the university has reviewed the study and agrees that there are no risks to either you or your (<b>SELECTED TEEN</b>). You are free to skip questions you prefer not to answer. You may end your participation at any time.</p> |
| MONITOR  | EMPTY     | GOTO<br>SELECT                      | <p>You should also know that my supervisor may monitor this call to evaluate my performance as an interviewer.</p>   |
| SELECT   | 1=PARENT  | GOTO<br>PSTART                      | <p>[IF PARENT ON PHONE, SELECT 1 AND CONTINUE.</p>   |
|          | 2=TEEN    | GOTO<br>TSTART                      | <p>IF PARENT DOES NOT HAVE THE TIME, ASK PERMISSION TO SPEAK WITH ^TEENNAME THEN SELECT 2.</p>   |
|          | 3=REFUSAL | END (CODE<br>SUS & SET<br>CALLBACK) | <p>IF NEITHER RESPONDENTS ARE AVAILABLE, SELECT 3 &amp; SET CALLBACK.]</p> <p style="text-align: center;">* * *</p> <p><u>AFTER COMPLETING PARENT SURVEY</u><br/>We hope you will talk with (<b>SELECTED TEEN</b>) about his/her responses to the questions. If he/she tells you about work conditions that may be hazardous, please look into them. I can give you the number of the person in your state government who is familiar with youth employment and child labor laws. Would you like to know that person's name and telephone number?</p> <p><b>IF YES, GIVE NAME AND NUMBER.</b></p>  |

## **FRONTEND: SCREENER AND CONSENT**

| LABEL | VALUE | ACTION | TEXT  |
|-------|-------|--------|---|
|       |       |        | <p>This person can help you understand child labor laws and violations in your state and the rights of your child on the job. I can also give you the website that provides information on young workers and the name, address, and telephone number of an educational firm that works with parents and teens about work safety. PROVIDE WEBSITE, TELEPHONE NUMBER AND ADDRESS IF ASKED.</p> <p>Website is:<br/> <a href="http://www.osha.gov/SLTC/teenworkers/index.html">http://www.osha.gov/SLTC/teenworkers/index.html</a></p> <p>Educational Development Center, Inc.<br/> 55 Chapel St.<br/> Newton, MA 02158-1060<br/> Tel: 1-800-225-4276</p> <p>Coded if parent or guardian obtained information.</p> <p><u>AT THE END OF THE TEEN INTERVIEW STATE THE FOLLOWING</u></p> <p>If you feel comfortable, we encourage you to talk to your parents about your answers to our questions, especially if things you do/did on the job may be dangerous. If you have questions about these regulations or if you think that your employer may have put you or others in a work situation that you consider dangerous, you can talk to someone in your state government who is familiar with youth employment and child labor laws. Would you like that telephone number? GIVE NUMBER IF ASKED.</p> <p>I can also give you the website that provides information on young workers and the name, address, and telephone number of an educational firm that works with parents and teens about work safety. PROVIDE WEBSITE, TELEPHONE NUMBER AND ADDRESS IF ASKED.</p> <p>Coded if teen obtained information.</p> |

**APPENDIX D**  
**PARENT INSTRUMENT**



| Qx No. | Question and Response Set <sup>1</sup><br>Skip pattern symbol = →   | Comments   |
|--------|---|--|
| P1.    | <p>Is [NAME OF CHILD] working at [REFERENT JOB] now?</p> <p>1= YES→ P3<br/>2= NO → P2<br/>3= REFUSED→ P3<br/>4= DON'T KNOW→ P3</p>  |  |
| P2.    | <p>Why has [NAME OF CHILD] stopped working at [REFERENT JOB]?</p> <p>1= RETURNED TO SCHOOL<br/>2= JOB ENDED/SEASONAL<br/>3= THEY WERE FIRED OR LAID OFF<br/>4= THEY GOT A BETTER/DIFFERENT JOB<br/>5= PARENT MADE THEM QUIT<br/>6= TEEN DIDN'T LIKE THE JOB<br/>7= GOT HURT<br/>8= JOB TOO HARD<br/>9= HOURS WERE WRONG (TOO LONG, TOO SHORT, TOO EARLY, TOO LATE)<br/>10= OTHER REASON (Please specify: <u>P2OTH</u>)<br/>11= REFUSED<br/>12= DON'T KNOW</p> | <ul style="list-style-type: none"> <li>Do not read codes.</li> <li>Code appropriately given the Parent's verbatim response.</li> <li>If unsure, then code 10 (OTHER) and enter the parent's response.</li> </ul> |
| P3.    | <p>In what state did/does [NAME OF CHILD] work _____ (Text w/ auto-completion, if possible)</p>   | <ul style="list-style-type: none"> <li>The CATI contains a pre-coded look-up table of the 50 states and the District of Columbia plus Refused &amp; Don't Know options</li> </ul>                                |
| P4.    | <p>Now I have several questions about the work that [NAME OF CHILD] did/does while working at [REFERENT JOB].</p> <p>During the last two months, while working at [REFERENT JOB], has [NAME OF CHILD] worked on a night before a school day?</p> <p>1= YES → P4a<br/>2= NO → P5<br/>3= REFUSED → P5<br/>4= DON'T KNOW → P5</p>  |  |

<sup>1</sup> CAPS are not to be read to the respondent.

| Qx No. | Question and Response Set<br>Skip pattern symbol = →  | Comments |
|--------|---|----------|
| P4a.   | <p>During the last two months about how many nights each week, on average, has [NAME OF CHILD] worked past 7 pm on a night before a school day?</p> <p>___ (Open numerical format 1-7)<br/> 6= REFUSED<br/> 7 = DON'T KNOW</p>                      |          |
| P4b.   | <p>Has [NAME OF CHILD] worked past 9 pm on a night before a school day?</p> <p>1= Yes → P4c.<br/> 2= No → P5<br/> 3= REFUSED → P5<br/> 4= DON'T KNOW → P5</p>   |          |
| P4c.   | <p>During the last two months, about how many nights each week, on average, has [NAME OF CHILD] worked past 9 pm on a night before a school day?</p> <p>___ (Open numerical format 1-7)<br/> 6= REFUSED<br/> 7 = DON'T KNOW</p>                     |          |
| P4d.   | <p>Has [NAME OF CHILD] worked past 11 pm on a night before a school day?</p> <p>1= Yes → P4e<br/> 2= No → P5<br/> 3= REFUSED → P5<br/> 4= DON'T KNOW → P5</p>   |          |
| P4e.   | <p>During the last two months, about how many nights each week, on average, has [NAME OF CHILD] worked past 11 pm on a night before a school day?</p> <p>___ (Open numerical format 1-7)<br/> 6= REFUSED<br/> 7 = DON'T KNOW</p>                    |          |
| P5.    | <p>While [NAME OF CHILD] has been working at [REFERENT JOB], have you ever visited [HIM/HER] at the work place to check on or monitor the working conditions?</p> <p>1= Yes → P5a.<br/> 2= No → P6<br/> 3= REFUSED → P6<br/> 4= DON'T KNOW → P6</p> |          |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments   |
|--------|--|--|
| P5a.   | While [NAME OF CHILD] has been working at [REFERENT JOB], how many times in the last two months have you visited [HIM/HER] at the work place?<br>__ DAYS (Open numerical format 0-99)<br>88= REFUSED<br>99= DON'T KNOW   |  |
| P6.    | Have you ever met [NAME OF CHILD]'s direct supervisor at [REFERENT JOB]?<br>1= Yes<br>2= No<br>3= REFUSED<br>4= DON'T KNOW   |  |
| P7.    | In general, how familiar are you with problems or difficulties [NAME OF CHILD] has/had at [REFERENT JOB]? Would you say that you are...<br>1= Very familiar<br>2= Somewhat familiar<br>3= Slightly familiar<br>4= Not at all familiar<br>5= REFUSED<br>6= DON'T KNOW   |  |
| P7a    | How involved have you been in giving [NAME OF CHILD] advice about tasks [HE/SHE] performs at [REFERENT JOB]. Would you say you have been...<br>1=Very involved<br>2=Somewhat involved<br>3=Not at all involved<br>4=REFUSED<br>5=DON'T KNOW  |  |
| P8a.   | Many parents identify both pros and cons of their teens working. Think about how much you agree or disagree with each of the following statements.<br><br>Teens like yours who work earn money that their families need for important things. Do you...<br><br>1= Strongly agree<br>2= Somewhat agree<br>3= Somewhat disagree<br>4= Strongly disagree<br>5= REFUSED<br>6= DON'T KNOW | <ul style="list-style-type: none"> <li>• Questions 8a – 8i address the construct of advantages and disadvantages of teen employment.</li> <li>• All 9 questions have the same 4-point agreement scale (e.g., strongly agree, somewhat agree, somewhat disagree, and strongly disagree).</li> </ul> |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments |
|--------|--|----------|
| P8b.   | <p>Teens like yours who work have more problems completing their school work.<br/>Do you...</p> <p>1= Strongly agree<br/>2= Somewhat agree<br/>3= Somewhat disagree<br/>4= Strongly disagree<br/>5= REFUSED<br/>6= DON'T KNOW</p>                                      |          |
| P8c.   | <p>They are more likely to use drugs or alcohol than teens who don't work.</p> <p>1= STRONGLY AGREE<br/>2= SOMEWHAT AGREE<br/>3= SOMEWHAT DISAGREE<br/>4= STRONGLY DISAGREE<br/>5= REFUSED<br/>6= DON'T KNOW</p>   |          |
| P8d.   | <p>They have too little time to spend in extra curricular school activities or in events related to the church or the community.</p> <p>1= STRONGLY AGREE<br/>2= SOMEWHAT AGREE<br/>3= SOMEWHAT DISAGREE<br/>4= STRONGLY DISAGREE<br/>5= REFUSED<br/>6= DON'T KNOW</p> |          |
| P8e.   | <p>They learn valuable job skills.</p> <p>1= STRONGLY AGREE<br/>2= SOMEWHAT AGREE<br/>3= SOMEWHAT DISAGREE<br/>4= STRONGLY DISAGREE<br/>5= REFUSED<br/>6= DON'T KNOW</p>   |          |
| P8f.   | <p>They are less likely to get into trouble than teens who don't work.</p> <p>1= STRONGLY AGREE<br/>2= SOMEWHAT AGREE<br/>3= SOMEWHAT DISAGREE<br/>4= STRONGLY DISAGREE<br/>5= REFUSED<br/>6= DON'T KNOW</p>   |          |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →  | Comments |
|--------|---|----------|
| P8g.   | <p>They don't have enough time to spend with their families.</p> <p>1= STRONGLY AGREE<br/>2= SOMEWHAT AGREE<br/>3= SOMEWHAT DISAGREE<br/>4= STRONGLY DISAGREE<br/>5= REFUSED<br/>6= DON'T KNOW</p>  |          |
| P8h.   | <p>They get too tired because of all the demands of school and work.</p> <p>1= STRONGLY AGREE<br/>2= SOMEWHAT AGREE<br/>3= SOMEWHAT DISAGREE<br/>4= STRONGLY DISAGREE<br/>5= REFUSED<br/>6= DON'T KNOW</p>  |          |
| P8i.   | <p>They are more likely to be victims of violence than teens who don't work.</p> <p>1= STRONGLY AGREE<br/>2= SOMEWHAT AGREE<br/>3= SOMEWHAT DISAGREE<br/>4= STRONGLY DISAGREE<br/>5= REFUSED<br/>6= DON'T KNOW</p>  |          |
| P9a.   | <p>Now I'm going to ask you about tasks that [NAME OF CHILD] may have done while working at [REFERENT JOB]. If these tasks do not apply, simply answer "no". If you don't know or aren't sure, just tell me so.</p> <p>While working at [REFERENT JOB] has [NAME OF CHILD]:</p> <p>Handled cash?</p> <p>1= YES<br/>2= NO<br/>3= REFUSED<br/>4= DON'T KNOW</p> |          |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →  | Comments   |
|--------|---|--|
| P9b.   | Used sharp knives?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW  |  |
| P9c.   | Used a power slicing machine or grinder?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW  |  |
| P9d.   | Done cleaning tasks, including mopping, scrubbing, sweeping, or taking out trash?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW     |  |
| P9e.   | Driven a car or truck while working at [REFERENT JOB]?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW                                | NOTE TO INTERVIEWER THAT THIS DOES NOT INCLUDE DRIVING TO AND FROM WORK. |
| P9f.   | Worked with chemicals that you thought were dangerous?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW                                |  |
| P9g.   | Worked on ladders, roofs, or scaffolding higher than 6 feet ?<br><br>1= YES → P9h<br>2= NO → P9i<br>3= REFUSED → P9i<br>4= DON'T KNOW → P9i |  |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →  | Comments   |
|--------|---|--|
| P9h.   | <p>Was equipment like a harness, railing or wall, used to prevent falls?</p> <p>1= YES<br/>2= NO<br/>3= REFUSED<br/>4= DON'T KNOW</p>   |  |
| P9i.   | <p>Operated heavy equipment or machinery (e.g. forklifts, tractors)?</p> <p>1= YES<br/>2= NO<br/>3= REFUSED<br/>4= DON'T KNOW</p>   |  |
| P9j.   | <p>Moved or lifted heavy objects – by that I mean objects that weigh 50 pounds or more...”</p> <p>1= YES<br/>2= NO<br/>3= REFUSED<br/>4= DON'T KNOW</p>   |  |
| P11.   | <p>Do you consider any of [NAME OF CHILD]'s job tasks at [REFERENT JOB] to be hazardous?</p> <p>1= YES<br/>2= NO<br/>3= REFUSED<br/>4= DON'T KNOW</p>   | <ul style="list-style-type: none"> <li>• “Hazardous” as defined by the parent.</li> </ul>  |
| P12a.  | <p>Now I'm going to list some things that some parents of working teens might worry about. I would like you to tell me how concerned you are about each when you think of [NAME OF CHILD] working at [REFERENT JOB].</p> <p>Not using protective equipment or clothing. Are you ...</p> <p>1= Very concerned<br/>2= Somewhat concerned<br/>3= Not at all concerned<br/>4= REFUSED<br/>5= DON'T KNOW</p> | <ul style="list-style-type: none"> <li>• Questions 15a – 15k address concern about perceived control to perform safe work practices.</li> <li>• All 11 questions use a 3-point Likert scale (very concerned, somewhat concerned, and not at all concerned).</li> </ul> |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments |
|--------|--|----------|
| P12b.  | Not having safety training<br><br>1= Very concerned<br>2= Somewhat concerned<br>3= Not at all concerned<br>4= REFUSED<br>5= DON'T KNOW                           |          |
| P12c.  | Working alone<br><br>1= VERY CONCERNED<br>2= SOMEWHAT CONCERNED<br>3= NOT AT ALL CONCERNED<br>4= REFUSED<br>5= DON'T KNOW  |          |
| P12d.  | Working too late at night<br><br>1= VERY CONCERNED<br>2= SOMEWHAT CONCERNED<br>3= NOT AT ALL CONCERNED<br>4= REFUSED<br>5= DON'T KNOW                            |          |
| P12e.  | Getting physically or sexually assaulted<br><br>1= VERY CONCERNED<br>2= SOMEWHAT CONCERNED<br>3= NOT AT ALL CONCERNED<br>4= REFUSED<br>5= DON'T KNOW             |          |
| P12f.  | Being there during a robbery<br><br>1= VERY CONCERNED<br>2= SOMEWHAT CONCERNED<br>3= NOT AT ALL CONCERNED<br>4= REFUSED<br>5= DON'T KNOW                         |          |
| P12g.  | Getting behind in school work because of his/her job<br><br>1= VERY CONCERNED<br>2= SOMEWHAT CONCERNED<br>3= NOT AT ALL CONCERNED<br>4= REFUSED<br>5= DON'T KNOW |          |



| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments |
|--------|--|----------|
| P12h.  | Being rushed on the job<br><br>1= VERY CONCERNED<br>2= SOMEWHAT CONCERNED<br>3= NOT AT ALL CONCERNED<br>4= REFUSED<br>5= DON'T KNOW  |          |
| P12i.  | Not getting enough sleep because of his/her job<br><br>1= VERY CONCERNED<br>2= SOMEWHAT CONCERNED<br>3= NOT AT ALL CONCERNED<br>4= REFUSED<br>5= DON'T KNOW  |          |
| P12j.  | Handling hazardous equipment, chemicals or toxic substances<br><br>1= VERY CONCERNED<br>2= SOMEWHAT CONCERNED<br>3= NOT AT ALL CONCERNED<br>4= REFUSED<br>5= DON'T KNOW  |          |
| P12k.  | Doing hazardous tasks<br><br>1= VERY CONCERNED<br>2= SOMEWHAT CONCERNED<br>3= NOT AT ALL CONCERNED<br>4= REFUSED<br>5= DON'T KNOW  |          |
| P13a.  | Now I have some general questions about how important you think certain things are in preventing <b>any</b> teenager from being injured on-the-job.<br><br>How important is it...<br><br>...that teens get on-the-job training on how to perform basic job tasks?<br><br>1= Very important<br>2= Somewhat important<br>3= Slightly important<br>4= Not important at all<br>5= REFUSED<br>6= DON'T KNOW |          |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments                                      |
|--------|--|---|
| P13b.  | <p>...that teens have safety equipment or safety clothing?</p> <p>1= Very important<br/>2= Somewhat important<br/>3= Slightly important<br/>4= Not important at all<br/>5= REFUSED<br/>6= DON'T KNOW</p>                           |   |
| P13c.  | <p>...that teens have a qualified adult supervisor?</p> <p>1= VERY IMPORTANT<br/>2= SOMEWHAT IMPORTANT<br/>3= SLIGHTLY IMPORTANT<br/>4= NOT IMPORTANT AT ALL<br/>5= REFUSED<br/>6= DON'T KNOW</p>                                  | - Adult refers to someone over the age of 21. |
| P13d.  | <p>...that teens avoid peer pressure to act in certain ways?</p> <p>1= VERY IMPORTANT<br/>2= SOMEWHAT IMPORTANT<br/>3= SLIGHTLY IMPORTANT<br/>4= NOT IMPORTANT AT ALL<br/>5= REFUSED<br/>6= DON'T KNOW</p>                         |   |
| P13e.  | <p>...that teens ask lots of questions about tasks and rules?</p> <p>1= VERY IMPORTANT<br/>2= SOMEWHAT IMPORTANT<br/>3= SLIGHTLY IMPORTANT<br/>4= NOT IMPORTANT AT ALL<br/>5= REFUSED<br/>6= DON'T KNOW</p>                        |   |
| P13f.  | <p>...that teens have parents or guardians who help them look out for safety issues?</p> <p>1= VERY IMPORTANT<br/>2= SOMEWHAT IMPORTANT<br/>3= SLIGHTLY IMPORTANT<br/>4= NOT IMPORTANT AT ALL<br/>5= REFUSED<br/>6= DON'T KNOW</p> |   |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments  |
|--------|--|---|
| P13g.  | <p>...that there are laws limiting the kinds of tasks teenagers are allowed to do?</p> <p>1= VERY IMPORTANT<br/>2= SOMEWHAT IMPORTANT<br/>3= SLIGHTLY IMPORTANT<br/>4= NOT IMPORTANT AT ALL<br/>5= REFUSED<br/>6= DON'T KNOW</p>   |   |
| P13h.  | <p>...that there are laws limiting the kinds of <u>equipment</u> teenagers are allowed to use?</p> <p>1= VERY IMPORTANT<br/>2= SOMEWHAT IMPORTANT<br/>3= SLIGHTLY IMPORTANT<br/>4= NOT IMPORTANT AT ALL<br/>5= REFUSED<br/>6= DON'T KNOW</p>   |   |
| P14.   | <p>In your opinion, what is the maximum number of hours a teen worker under age 18 and still in school should be allowed to work during a week when school is in session?</p> <p>__ (OPEN NUMERICAL FORMAT, &lt;99)<br/>_88=REFUSED<br/>_99=DON'T KNOW</p>   |   |
| P15.   | <p>In your opinion, what is the latest hour that a 16 or 17 year old should be allowed to work when there is school the next day?</p> <p>1= EARLIER THAN 8 PM<br/>2= 8 PM<br/>3= 9 PM<br/>4= 10 PM<br/>5= 11 PM<br/>6= 12 MIDNIGHT<br/>7= LATER THAN 12 MIDNIGHT, BEFORE 2 AM<br/>8= NO TIME RESTRICTION AT ALL<br/>9= REFUSED<br/>10 = DON'T KNOW</p> | <p>• Do not read responses unless necessary to probe.</p> |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments  |
|--------|--|---|
| P16.   | <p>In your opinion, what is the latest hour that a teen worker <u>under</u> 16 should be allowed to work when there is school the next day?</p> <p>1=EARLIER THAN 8 PM<br/>2=8 PM<br/>3=9 PM<br/>4=10 PM<br/>5=11 PM<br/>6=12 MIDNIGHT<br/>7= LATER THAN 12 MIDNIGHT, BEFORE 2 AM<br/>8= NO TIME RESTRICTION AT ALL<br/>9= REFUSED<br/>10 = DON'T KNOW</p>                                       | <ul style="list-style-type: none"> <li>Do not read responses unless necessary to probe.</li> <li>Emphasize under 16.</li> </ul>   |
| P17a.  | <p>Thinking again about the work [NAME OF CHILD] does at [REFERENT JOB], how strongly do you agree or disagree with each of the following statements about that job.</p> <p>I don't want [NAME OF CHILD] to work as many hours as [HE/SHE] does. Do you...</p> <p>1= Strongly agree<br/>2= Somewhat agree<br/>3= Somewhat disagree<br/>4= Strongly disagree<br/>5= REFUSED<br/>6= DON'T KNOW</p> | <ul style="list-style-type: none"> <li>Questions P17a – P17d address beliefs about safe work practices.</li> <li>These 4 questions use a 4-point Likert scale (e.g. strongly agree, somewhat agree, somewhat disagree, and strongly disagree).</li> </ul> |
| P17b.  | <p>I am concerned that working at [REFERENT JOB] could be dangerous for [NAME OF CHILD]?</p> <p>1= Strongly agree<br/>2= Somewhat agree<br/>3= Somewhat disagree<br/>4= Strongly disagree<br/>5= REFUSED<br/>6= DON'T KNOW</p>   |   |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments |
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| P17c.  | <p>I am confident that my teenager knows how to keep [HIM/HER] self safe while on the job.</p> <p>1= STRONGLY AGREE<br/> 2= SOMEWHAT AGREE<br/> 3= SOMEWHAT DISAGREE<br/> 4= STRONGLY DISAGREE<br/> 5= REFUSED<br/> 6= DON'T KNOW</p>  |          |
| P17d.  | <p>I am confident that my teenager knows [HIS/HER] rights when it comes to safety on the job.</p> <p>1= STRONGLY AGREE<br/> 2= SOMEWHAT AGREE<br/> 3= SOMEWHAT DISAGREE<br/> 4= STRONGLY DISAGREE<br/> 5= REFUSED<br/> 6= DON'T KNOW</p>   |          |
| P18a.  | <p>Now, I'm going to read some general statements about teens and work. Please tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement.</p> <p>Accidents at work just happen and there is little that teen employees can do to avoid injuries.</p> <p>1=STRONGLY AGREE<br/> 2=SOMEWHAT AGREE<br/> 3=SOMEWHAT DISAGREE<br/> 4=STRONGLY DISAGREE<br/> 5=REFUSED<br/> 6=DON'T KNOW</p> |          |
| P18b.  | <p>Laws that keep teenagers from working late at night on school nights are a bad idea.</p> <p>1=STRONGLY AGREE<br/> 2=SOMEWHAT AGREE<br/> 3=SOMEWHAT DISAGREE<br/> 4=STRONGLY DISAGREE<br/> 5=REFUSED<br/> 6=DON'T KNOW</p>   |          |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments  |
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| P18c.  | <p>Laws should limit the number of daily and weekly hours that teenagers can work.</p> <p>1=STRONGLY AGREE<br/>2=SOMEWHAT AGREE<br/>3=SOMEWHAT DISAGREE<br/>4=STRONGLY DISAGREE<br/>5=REFUSED<br/>6=DON'T KNOW</p>   |   |
| P18d.  | <p>Parents, not laws, should decide what kinds of work their teenagers can do.</p> <p>1= STRONGLY AGREE<br/>2= SOMEWHAT AGREE<br/>3= SOMEWHAT DISAGREE<br/>4= STRONGLY DISAGREE<br/>5= REFUSED<br/>6= DON'T KNOW</p>   |   |
| P18e.  | <p>Employers should protect workers by enforcing safety rules.</p> <p>1= STRONGLY AGREE<br/>2= SOMEWHAT AGREE<br/>3= SOMEWHAT DISAGREE<br/>4= STRONGLY DISAGREE<br/>5= REFUSED<br/>6= DON'T KNOW</p>   |   |
| P19.   | <p>Now I'd like you to think about the possibility that your child might get injured while working at [REFERENT JOB]. How likely is it that [NAME OF CHILD] will be injured at [REFERENT JOB] seriously enough that [HE/SHE] will need medical attention or will miss one or more days of school or work during the next 12 months.<br/>Would you say it is...</p> <p>1= Very likely<br/>2= Somewhat likely<br/>3= Somewhat unlikely<br/>4= Very unlikely<br/>5= REFUSED<br/>6= DON'T KNOW</p> | <p>MEDICAL ATTENTION HERE MEANS THAT TEEN SAW A NURSE OR DOCTOR, OR VISITED A CLINIC, EMERGENCY ROOM OR HOSPITAL.</p> |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →  | Comments   |
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| P20a.  | <p>Parents address their child's workplace safety concerns in different ways. For the next series of questions, I'm going to read a list of ways some parents address workplace concerns with their children. For each statement, please tell me how likely it is you would do each of the following things.</p> <p>If you were concerned that the work your teenager was doing might be dangerous, how likely would you be to talk directly to [HIS/HER] supervisor about the problem?</p> <p>1= Very likely<br/>2= Somewhat likely<br/>3= Somewhat unlikely<br/>4= Very unlikely<br/>5= REFUSED<br/>6= DON'T KNOW</p> | <ul style="list-style-type: none"> <li>• Questions 20a - 20f address dealing with workplace safety practices.</li> <li>• All 6 use a 4-point Likert scale (e.g., very likely, somewhat likely, somewhat unlikely, and very unlikely).</li> </ul> |
| P20b.  | <p>If you thought your child's work situation was dangerous, how likely would you be to encourage him/her to talk directly to his/her supervisor about the problem?</p> <p>1= VERY LIKELY<br/>2= SOMEWHAT LIKELY<br/>3= SOMEWHAT UNLIKELY<br/>4= VERY UNLIKELY<br/>5= REFUSED<br/>6= DON'T KNOW</p>   |  |
| P20c.  | <p>How likely would you be to contact OSHA or some other government agency yourself?</p> <p>1= VERY LIKELY<br/>2= SOMEWHAT LIKELY<br/>3= SOMEWHAT UNLIKELY<br/>4= VERY UNLIKELY<br/>5= REFUSED<br/>6= DON'T KNOW</p>  | OCCUPATIONAL<br>SAFETY<br>HEALTH<br>ADMINISTRATION   |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments |
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| P20d.  | <p>How likely would you be to tell your child to file a complaint?</p> <p>1= VERY LIKELY<br/>2= SOMEWHAT LIKELY<br/>3= SOMEWHAT UNLIKELY<br/>4= VERY UNLIKELY<br/>5= REFUSED<br/>6= DON'T KNOW</p>   |          |
| P20e.  | <p>How likely would you be to wait and see if the problem gets better?</p> <p>1= VERY LIKELY<br/>2= SOMEWHAT LIKELY<br/>3= SOMEWHAT UNLIKELY<br/>4= VERY UNLIKELY<br/>5= REFUSED<br/>6= DON'T KNOW</p>   |          |
| P20f.  | <p>How likely would you be to tell your child to either get assigned to different duties or quit working for this employer?</p> <p>1= VERY LIKELY<br/>2= SOMEWHAT LIKELY<br/>3= SOMEWHAT UNLIKELY<br/>4= VERY UNLIKELY<br/>5= REFUSED<br/>6= DON'T KNOW</p>  |          |
| P21a.  | <p>Still thinking about the possibility that your teenager might be in a job that you think is dangerous, how strongly do you agree or disagree with each of these statements about ways you might try to help [HIM/HER]?</p> <p>I don't know enough about my teenager's job to talk to them about safety at work.</p> <p>1= Strongly agree<br/>2= Somewhat agree<br/>3= Somewhat disagree<br/>4= Strongly disagree<br/>5= REFUSED<br/>6= DON'T KNOW</p> |          |



| Qx No. | Question and Response Set<br>Skip pattern symbol = →  | Comments |
|--------|---|----------|
| P21b.  | My teenager doesn't want my help.<br><br>1= STRONGLY AGREE<br>2= SOMEWHAT AGREE<br>3= SOMEWHAT DISAGREE<br>4= STRONGLY DISAGREE<br>5= REFUSED<br>6= DON'T KNOW  |          |
| P21c.  | I think part of teens' learning is for them to figure out about job safety themselves.<br><br>1= STRONGLY AGREE<br>2= SOMEWHAT AGREE<br>3= SOMEWHAT DISAGREE<br>4= STRONGLY DISAGREE<br>5= REFUSED<br>6= DON'T KNOW |          |
| P21d.  | I worry that my teen's employer will be upset if I try to get involved.<br><br>1= STRONGLY AGREE<br>2= SOMEWHAT AGREE<br>3= SOMEWHAT DISAGREE<br>4= STRONGLY DISAGREE<br>5= REFUSED<br>6= DON'T KNOW                |          |
| P22.   | Has [NAME OF CHILD] ever reported a workplace safety problem to you?<br><br>1= YES → Q23a<br>2= NO → Q24a<br>3= DON'T KNOW → Q24a<br>4= REFUSAL → Q24a  |          |
| P23a.  | Following the report, did you do any of the following things?<br><br>Told [HIM/HER] to talk with [HIS/HER] supervisor or boss?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW                                |          |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →  | Comments  |
|--------|---|---|
| P23b.  | <p>Talked directly to a supervisor yourself?</p> <p>1= YES<br/>2= NO<br/>3= REFUSED<br/>4= DON'T KNOW</p>   |   |
| P23c.  | <p>Visited [HIS/HER] work site to check on the safety issue?</p> <p>1= YES<br/>2= NO<br/>3= REFUSED<br/>4= DON'T KNOW</p>   |   |
| P23d.  | <p>Reported the safety issue to OSHA or some other government agency?</p> <p>1= YES<br/>2= NO<br/>3= REFUSED<br/>4= DON'T KNOW</p>  | OCCUPATIONAL<br>SAFETY<br>HEALTH<br>ADMINISTRATION  |
| P23e.  | <p>Advised [HIM/HER] to quit working for this employer?</p> <p>1= YES<br/>2= NO<br/>3= REFUSED<br/>4= DON'T KNOW</p>  |   |
| P24a.  | <p>There are many ways parents might help their children think about decisions related to work?</p> <p>Have you or another parent/guardian ever helped [HIM/HER]...</p> <p>Identify job opportunities?</p> <p>1= YES<br/>2= NO<br/>3= REFUSED<br/>4= DON'T KNOW</p> | <ul style="list-style-type: none"> <li>• Questions 24a – 24n concern helping teens choose/keep a job.</li> <li>• All 14 are Y/N questions.</li> </ul> |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →  | Comments           |
|--------|---|--------------------|
| P24b.  | Fill out a job application?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW                                 | IT MEANS HELPED... |
| P24c.  | Prepare for a job interview?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW                                |                    |
| P24d.  | Consider questions to ask employers about workplace safety?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW |                    |
| P24e.  | Consider questions to ask about job tasks?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW                  |                    |
| P24f.  | Consider questions to ask about work hours?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW                 |                    |
| P24g.  | Handle difficult work issues other than about safety?<br><br>1= YES<br>2= NO<br>4= REFUSED<br>5= DON'T KNOW       |                    |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →  | Comments |
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| P24h.  | Fill out a work permit?<br><br>1= YES → Q24j<br>2= NO → Q24i<br>3=WORK PERMITS ARE NOT<br>REQUIRED→ Q25a<br>4=REFUSED → Q25a<br>5=DON'T KNOW → Q25a   |          |
| P24i.  | Work permits are required in some states and not<br>others, are work permits required in [STATE]?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW   |          |
| P24j.  | Did [NAME OF CHILD] get a work permit to work<br>at [REFERENT JOB]?<br><br>1= YES<br>2= NO<br>3=WORK PERMIT WAS NOT REQUIRED<br>4= REFUSED<br>5= DON'T KNOW   |          |
| P25a.  | Still talking about ways parents might help their<br>children think about decisions related to work, have<br>you or another parent or guardian ever...<br><br>Encouraged [HIM/HER] to quit a job because you<br>were concerned about [HIM/HER] getting injured<br>on the job?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW |          |
| P25b.  | Have you or another parent or guardian ever helped<br>[HIM/HER]...<br><br>Learn about youth work restrictions?<br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW  |          |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →  | Comments   |
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| P25c.  | Learn about worker's rights?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW  |  |
| P25d.  | Get more training to do a job?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW  |  |
| P25e.  | Report a violation about [NAME OF CHILD]'s work to a government agency?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW   |  |
| P26.   | Laws about youth employment vary in different states. In [STATE] where your child works (worked) at [REFERENT JOB], what is the maximum number of hours the state allows a child [under the age 16 IF AGE < 16] [of age 16 or 17 IF AGE = 16] to work in a week during the school year?<br><br>____(OPEN NUMERICAL FORMAT <99)<br>88= REFUSAL<br>99= DON'T KNOW | <ul style="list-style-type: none"> <li>• Questions 27 - 33 address knowledge of worker safety/child labor laws in STATE.</li> <li>• Probe as necessary: "Is it..." READ CATEGORIES until respondent confirms.</li> </ul> |
| P27.   | In [state] where your child works (worked), are teen workers under age 18 allowed to use a power slicing machine?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW   |  |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments  |
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| P28.   | Are they allowed to operate a forklift?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW  |   |
| P29.   | Are youth under age 18 allowed to drive a car as part of their job?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW  |   |
| P30.   | In [STATE], what is the latest hour that teens age 16 or 17 can legally work on a night before a school day?<br><br>__ (OPEN NUMERICAL FORMAT <100)<br>66= NO RESTRICTIONS<br>77= IT VARIES<br>88= REFUSED<br>99= DON'T KNOW     | • Record verbatim response  |
| P31.   | In [STATE], what is the latest hour that teens under age 16 can legally work on a night before a school day?<br><br>__ (OPEN NUMERICAL FORMAT <100)<br>66= NO RESTRICTIONS<br>77= IT VARIES<br>88= REFUSED<br>99= DON'T KNOW     | • Record verbatim response  |
| P32.   | While [NAME OF CHILD] has worked at [REFERENT JOB] has [HE/SHE] ever been injured badly enough on the job to miss a day of work or school or to receive medical attention?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW | INTERVIEWER: MEDICAL TREATMENT HERE MEANS SEEING A NURSE OR DOCTOR, OR VISITING A CLINIC, EMERGENCY ROOM OR HOSPITAL. |

| Qx No.          | Question and Response Set<br>Skip pattern symbol = →   | Comments  |
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| P32.2<br>(P10.) | Thinking about all the jobs your teen has ever held, did any involve selling things door to door?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW  |   |
| P33.            | Finally just a couple of background questions about you.<br><br>Are you employed?<br>1= YES → P34<br>2= NO → P35<br>3= REFUSED → P35<br>4= DON'T KNOW → P35  | <ul style="list-style-type: none"> <li>The last questions collect demographic attributes for stratification.</li> </ul> |
| P34.            | All together, how many hours of paid work do you do in an average week?<br><br>__ (OPEN NUMERICAL FORMAT <1000)<br>888= REFUSED<br>999= DON'T KNOW   |   |
| P35.            | Have <u>you</u> ever been injured badly enough at work that you needed to seek medical attention or miss work for a day or more?<br><br>1= YES<br>2= NO<br>3= REFUSED<br>4= DON'T KNOW   |   |
| P36.            | Now, I have just a few final questions about you.<br><br>What is your relationship to [NAME OF CHILD]?<br><br>01= MOTHER<br>02= STEPMOTHER<br>03= FATHER<br>04= STEPFATHER<br>05= FEMALE GUARDIAN<br>06= MALE GUARDIAN<br>07= GRANDMOTHER<br>08= GRANDFATHER<br>09= AUNT<br>10= UNCLE<br>12= OLDER BROTHER<br>13= OLDER SISTER | <ul style="list-style-type: none"> <li>Read responses only as necessary to clarify</li> </ul>                           |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments  |
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|        | 14= OTHER (Please specify _____)<br>15= REFUSED<br>16= DON'T KNOW  |   |
| P37.   | Is your age under or over 40?<br>_1 UNDER 40 [GO TO P37a]<br>_2 OVER 40 [GO TO P37b]<br>_3 REFUSED [GO TO P38]<br>_4 DON'T KNOW [GOTO P38] |   |
| P37a.  | Is your age under 35?<br>_1 YES [GO TO P38]<br>_2 NO [GO TO P38]<br>_3 REFUSED [GO TO P38]<br>_4 DON'T KNOW [GOTO P38]                     |   |
| P37b.  | Is your age over 45?<br>_1 YES [GO TO P37c]<br>_2 NO [GO TO P38]<br>_3 REFUSED [GO TO P38]<br>_4 DON'T KNOW [GOTO P38]                     |   |
| P37c.  | ...over 50?<br>_1 YES [GO TO P37d]<br>_2 NO [GO TO P38]<br>_3 REFUSED [GO TO P38]<br>_4 DON'T KNOW [GOTO P38]                              |   |
| P37d.  | ...over 55?<br>_1 YES [GO TO P37d]<br>_2 NO [GO TO P38]<br>_3 REFUSED [GO TO P38]<br>_4 DON'T KNOW [GOTO P38]                              |   |
| P37e.  | ...over 60?<br>_1 YES [GO TO P37e]<br>_2 NO [GO TO P38]<br>_3 REFUSED [GO TO P38]<br>_4 DON'T KNOW [GOTO P38]                              |   |
| P37f.  | ...over 65?<br>_1 YES [GO TO P38]<br>_2 NO [GO TO P38]<br>_3 REFUSED [GO TO P38]<br>_4 DON'T KNOW [GOTO P38]                               |   |
| P38.   | What's the highest grade in school that you have completed thus far?<br><br># OF YEARS<br>_88 REFUSED<br>_99 DON'T KNOW                    | 1-11 = Grade & Secondary School;<br>12=HS Graduate<br>13-15 = Some College<br>16 = College Graduate<br>18=Master's degree<br>20=Doctoral degree |



| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments         |
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| P39.   | Who is the head of your household?<br>1= SELF (SKIP TO P40)<br>2= OTHER (SKIP TO P41)<br>3= REFUSED (SKIP TO 43)<br>4= DON'T KNOW (SKIP TO P43)  |                  |
| P40.   | How would you best describe your racial or ethnic background (CHECK ONLY ONE)? LET RESPONDENT VOLUNTEER RACE.<br><br>1=AFRICAN AMERICAN/BLACK<br>2=ASIAN<br>3=HISPANIC (GOTO P40a.)<br>4=WHITE (CAUCASIAN)<br>5=AMERICAN INDIAN OR ALASKAN NATIVE<br>6=NATIVE HAWAIIAN/PACIFIC ISLANDER<br>7=OTHER (SPECIFY: _____ P41OTH _____)<br>8=REFUSED<br>9=DON'T KNOW (PROBE: What's your race?) | USE SILENT CODES |
| P40a.  | Would you consider yourself White Hispanic or Black Hispanic?<br><br>1=WHITE HISPANIC<br>2=BLACK HISPANIC<br>3=REFUSED<br>4=DON'T KNOW   |                  |
| P41.   | What is this person's racial or ethnic background (CHECK ONLY ONE)? LET RESPONDENT VOLUNTEER RACE.<br><br>1=AFRICAN AMERICAN/BLACK<br>2=ASIAN<br>3=HISPANIC (GOTO P41a.)<br>4=WHITE (CAUCASIAN)<br>5=AMERICAN INDIAN OR ALASKAN NATIVE<br>6=NATIVE HAWAIIAN/PACIFIC ISLANDER<br>7=OTHER (SPECIFY: _____)<br>8=REFUSED<br>9=DON'T KNOW (PROBE: What's your race?)                         | USE SILENT CODES |
| P41a.  | Would he or she be considered White Hispanic or Black Hispanic?<br><br>1=WHITE HISPANIC<br>2=BLACK HISPANIC<br>3=REFUSED<br>4=DON'T KNOW   |                  |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →  | Comments |
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| P42.   | Is your total family household income, before taxes,<br>under or over \$20,000?<br><br>1=UNDER 20K [GOTO 42a]<br>2=OVER 20K [GOTO 42b]<br>3=REFUSED [GOTO 43a]<br>4=DON'T KNOW [GOTO 43a] |          |
| P42a.  | Is your total family household income under<br>\$10,000?<br><br>1=YES [GOTO 43a]<br>2=NO [GOTO 43a]<br>3=REFUSED [GOTO 43a]<br>4=DON'T KNOW [GOTO 43a]                                    |          |
| P42b.  | Is your total family household income over<br>\$30,000?<br><br>1=YES [GOTO 42c]<br>2=NO [GOTO 43a]<br>3=REFUSED [GOTO 43a]<br>4=DON'T KNOW [GOTO 43a]                                     |          |
| P42c.  | ...over \$40,000?<br><br>1=YES [GOTO 42d]<br>2=NO [GOTO 43a]<br>3=REFUSED [GOTO 43a]<br>4=DON'T KNOW [GOTO 43a]   |          |
| P42d.  | ...over \$50,000?<br><br>1=YES [GOTO 42e]<br>2=NO [GOTO 43a]<br>3=REFUSED [GOTO 43a]<br>4=DON'T KNOW [GOTO 43a]   |          |
| P42e.  | ...over \$60,000?<br><br>1=YES [GOTO 42f]<br>2=NO [GOTO 43a]<br>3=REFUSED [GOTO 43a]<br>4=DON'T KNOW [GOTO 43a]   |          |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →   | Comments |
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| P42f.  | ...over \$75,000?<br><br>1=YES [GOTO 43a]<br>2=NO [GOTO 43a]<br>3=REFUSED [GOTO 43a]<br>4=DON'T KNOW [GOTO 43a]  |          |
| P43a.  | Does your household have more than one phone number?<br>_1 YES (GO TO P43b)<br>_2 NO (GO TO P44a)<br>_3 REFUSED (GO TO P44a)<br>_4 DON'T KNOW (GO TO P44a)   |          |
| P43b.  | What are those phone numbers used for? (SELECT ALL THAT APPLY.)<br><br>1=CELL PHONE (GO TO P44a)<br>2=DEDICATED FAX LINE (GO TO P44a)<br>3=DEDICATED COMPUTER LINE (GO TO P44a)<br>4=DEDICATED BUSINESS # (GO TO P44a)<br>5=ADDITIONAL LINES (GO TO P43c)<br>6=REFUSED (GO TO P44a)<br>7=DON'T KNOW (GO TO P44a) |          |
| P43c.  | How many additional lines come to your house?<br><br>_ # OF ADDITIONAL LINES (GO TO P43d)<br>_88 REFUSED (GO TO P44a)<br>_99 DON'T KNOW (GO TO P44a)   |          |
| P43d.  | So to verify, you have [VALUE OF (P43C) + 1 ] lines that come to your house?<br>(CELL NUMBERS OR DEDICATED FAX, BUSINESS OR COMPUTER LINES ARE NOT COUNTED HERE.)<br>1=YES (GO TO P44a)<br>2=NO (GO TO P43a)<br>3=REFUSED (GO TO P44a)<br>4=DON'T KNOW (GO TO P44a)  |          |
| P44a.  | During the past 12 months, has your household been without telephone service for 1 week or more?<br>Please do not include cellular phones in your answer?<br>1=YES (GO TO P44b)<br>2=NO (GO TO P45)<br>3=REFUSED (GO TO P45)<br>4=DON'T KNOW (GO TO P45)   |          |

| Qx No. | Question and Response Set<br>Skip pattern symbol = →  | Comments |
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| P44b.  | For how long was your household without telephone service in the past 12 months?<br><br>— ENTER NUMBER—IF 1 WEEK OR LESS,<br>ENTER 0 (GO TO P44c)<br>88=REFUSED<br>99=DON'T KNOW                      |          |
| P44c.  | ENTER TYPE OF TIME PERIOD USED IN P44b?<br><br>1=DAYS<br>2=WEEKS<br>3=MONTH(S)<br>4=REFUSED<br>5=DON'T KNOW   |          |
| P45    | INTERVIEWER : WHAT IS THE<br>RESPONDENT'S ABILITY TO COMMUNICATE<br>(UNDERSTAND AND SPEAK) IN ENGLISH.<br>CODE WITHOUT ASKING<br><br>1= NO DIFFICULTY<br>2= SOME DIFFICULTY<br>3= A LOT OF DIFFICULTY |          |

**APPENDIX E**  
**TEEN INSTRUMENT**

| No.   | Question and Response Set <sup>1</sup>  | Comments  |
|-------|---|---|
| T1a.  | <p>Your parent selected the job at [REFERENT JOB] for us to discuss for this interview.</p> <p>Is this your most recent job in the last 12 months?</p> <p>1=YES<br/>2=NO<br/>3=REFUSED<br/>4=DON'T KNOW</p> | <p>IF NO, EXPLAIN THAT THE FOLLOWING QUESTIONS REFER TO [REFERENT JOB]—THE ONE THE PARENT SELECTED &amp; NOT THE MOST RECENT ONE IF IT DIFFERS.</p> |
| T1a1. | <p>Have (did) you work there at least two months?</p> <p>1=YES<br/>2=NO<br/>3=REFUSED<br/>4=DON'T KNOW</p>  |   |
| T1b.  | <p>Are you still working at [REFERENT JOB]?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |   |
| T1c.  | <p>Were you 16 when you worked at [REFERENT JOB]?</p> <p>1 = YES (GOTO T1d.)<br/>2 = NO (GOTO T2)<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  | Ask only if [AGE] = 16  |
| T1d.  | <p>Were you 16 during the last two months you worked at [REFERENT JOB]?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |   |
| T2.   | <p>How many months in total have you worked (did you work) at [REFERENT JOB]?</p> <p>____ (OPEN NUMERICAL FORMAT &lt;99)</p> <p>88 = REFUSED<br/>99 = DON'T KNOW</p>  | ROUND TO THE NEAREST MONTH  |

<sup>1</sup> CAPS are not read to respondents.

| No.  | Question and Response Set <sup>1</sup>  | Comments  |
|------|---|---|
| T3.  | What state is (was) your job at [reference job] in?<br><br>____ (TEXT w/ AUTOCOMplete)  |   |
| T4.  | How would you best describe the type of business or place where you have (had) this job?<br><br>1 = SERVICES → T4.7<br>2 = RETAIL → T4.8<br>3 = CONSTRUCTION → T5<br>4 = MANUFACTURING → T4.2<br>5 = TRANSPORTATION → T4.3<br>6 = PUBLIC UTILITIES → T5<br>7 = WHOLESALE TRADE → T5<br>8 = COMMUNICATION → T5<br>9 = REFUSED → T5<br>10 = DON'T KNOW → T5 | <u>SERVICES</u> (E.G., PROVIDE SERVICES—RESTAURANTS/FAST FOOD, HOSPITALS, BANKS, HEALTH CLUBS, BEAUTY SHOPS, DAYCARE, LODGING, BAKERIES, ETC.)<br><u>RETAIL</u> (E.G., STORES THAT SELL THINGS TO PEOPLE—CLOTHES, GAS, LUMBER, VIDEOS, HARDWARE, CONVENIENCE ITEMS)<br><u>CONSTRUCTION</u> (E.G., BUILDING HOMES, ROADS, BRIDGES, BUILDINGS & INCLUDES CARPENTRY, PLUMBING, PAINTING, ELECTRICAL SYSTEMS, HEATING & COOLING SYSTEMS)<br><u>MANUFACTURING</u> (E.G., BUSINESSES THAT MAKE THINGS THAT ARE LATER SOLD TO CUSTOMERS—GOODS)<br><u>TRANSPORTATION</u> (E.G., TRANSPORTING PEOPLE & GOODS VIA RAIL, HIGHWAYS, WATERWAYS & AIR)<br><u>PUBLIC UTILITIES</u> (E.G., PROVIDE UTILITIES SUCH AS WATER, GAS AND ELECTRICITY)<br><u>WHOLESALE TRADE</u> (E.G., SELL PRODUCTS IN BULK TO OTHER COMPANIES RATHER THAN DIRECTLY TO THE CUSTOMER)<br><u>COMMUNICATION</u> (E.G., PROVIDE TELEPHONE, RADIO, TV, INTERNET OR OTHER COMMUNICATION SERVICES) |
| T4.2 | What type of manufacturing is/was this business?<br><br>____ (OPEN CHARACTER FORMAT) (GOTO T5)<br><br>RF=REFUSED<br>DK=DON'T KNOW   |   |
| T4.3 | What type of transportation is (was) this business?<br><br>1 = TRUCKING → T5<br>2 = WAREHOUSING → T5<br>3 = OTHER (Please specify: <u>T4.3OTH</u> ) T5<br>4 = REFUSED → T5<br>5 = DON'T KNOW → T5   |   |

| No.    | Question and Response Set <sup>1</sup>   | Comments   |
|--------|--|--|
| 4.7    | <p>What type of services is (was) this business?</p> <p>1 = <b>AUTO REPAIR</b> → T5<br/> 2 = <b>BUSINESS OFFICE/SERVICES</b> → T5<br/> 3 = <b>EDUCATIONAL SERVICES</b> → T4.7.2<br/> 4 = <b>ENGINEERING AND MANAGEMENT SERVICES</b> → T5<br/> 5 = <b>ENTERTAINMENT AND RECREATION FACILITIES</b> → T4.7.8<br/> 6 = <b>FINANCE, INSURANCE &amp; REAL ESTATE</b> → T5<br/> 7 = <b>FOOD / RESTAURANT &amp; FAST FOOD SERVICES</b> → T5<br/> 8 = <b>HEALTH SERVICES</b> → T4.7.1<br/> 9 = <b>HOTELS/MOTELS</b> → T5<br/> 10 = <b>LANDSCAPING</b> → T5<br/> 11 = <b>MEMBERSHIP ORGANIZATIONS (E.G. YMCA)</b> → T5<br/> 12 = <b>PARKING</b> → T5<br/> 13 = <b>PERSONAL SERVICES</b> → T4.7.17<br/> 14 = <b>SOCIAL SERVICES</b> → T4.7.3.<br/> 15 = <b>TEMPORARY PLACEMENT AGENCIES</b> → T5<br/> 16 = <b>OTHER SERVICE (Please specify ____)</b> → T5<br/> 17 = <b>REFUSED</b> → T5<br/> 18 = <b>DON'T KNOW</b> → T5</p> | <ul style="list-style-type: none"> <li>• Response categories are for coding purposes only.</li> <li>• Read categories only if necessary to elicit a response.</li> </ul> |
| T4.7.1 | <p>What type of health services is (was) this business?</p> <p>1 = <b>NURSING HOMES, REHAB CENTERS</b> → T5<br/> 2 = <b>HOSPITALS, INCLUDING EMERGENCY ROOMS AND CLINICS AT HOSPITALS</b> → T5<br/> 3 = <b>CLINIC, DOCTOR'S OFFICE, OTHER OUTPATIENT FACILITY NOT IN HOSPITAL</b> → T5<br/> 4 = <b>OTHER (Please specify: <u>T4.7.0TH</u>)</b> → T5<br/> 5 = <b>REFUSED</b> → T5<br/> 6 = <b>DON'T KNOW</b> → T5</p>   |  |
| T4.7.2 | <p>What type of educational services is/was this business?</p> <p>1 = <b>SCHOOL (INCLUDING PUBLIC OR PRIVATE ELEMENTARY, MIDDLE SCHOOL, HIGH SCHOOL, TECHNICAL SCHOOL, COLLEGE OR UNIVERSITY)</b> → T5<br/> 2 = <b>OTHER (Please specify: <u>T4.7.2OTH</u>)</b> → T5<br/> 3 = <b>REFUSED</b> → T5<br/> 4 = <b>DON'T KNOW</b> → T5</p>  |  |



| No.     | Question and Response Set <sup>1</sup>  | Comments  |
|---------|---|---|
| T4.7.3. | What type of social services is/was this business?<br><br>1= CHILD DAY CARE/PRESCHOOL → T5<br>2= OTHER (Please specify: <u>T4.7.3OTH</u> ) → T5<br>3= REFUSED → T5<br>4 = DON'T KNOW → T5   |   |
| T4.7.8  | What type of recreation and entertainment facilities is/was this business?<br><br>1 = MOVIE THEATER → T5<br>2 = CAMP (SPORTING & RECREATIONAL) → T5<br>3 = PARK → T5<br>4 = CLUB (SPORTS, RECREATIONAL & MEMBERSHIP) → T5<br>5 = SWIMMING (OR WADING) POOL → T5<br>6= BOTANICAL GARDENS→ T5<br>7 = ZOO → T5<br>8 = MUSEUMS (INDOOR OR OUTDOOR, INCLUDING PLANETARIUM) → T5<br>9 = OTHER (Please specify: <u>T4.7.8OTH</u> )<br>10 = REFUSED → T5<br>11 = DON'T KNOW → T5                                      |   |
| T4.7.17 | What type of personal services is/was this business?<br><br>____ (OPEN CHARACTER FORMAT) → T5<br>RF=REFUSED→ T5<br>DK=DON'T KNOW→ T5  | RECORD VERBATIM   |
| T4.8    | What type of retail is (was) the business?<br><br>1 = RETAIL FOOD SERVICES & BAKERIES OR GROCERY STORE OR SUPERMARKET → T5<br>2 = DEPARTMENT STORE → T5<br>3 = VIDEO OR MUSIC STORE → T5<br>4 = CLOTHING STORE → T5<br>5 = GAS STATION/SERVICE STATION → T5<br>6 = CONVENIENCE STORE → T5<br>7 = HARDWARE STORE → T5<br>8 = LUMBER AND BUILDING MATERIAL RETAILING → T5<br>9 = FURNITURE STORE → T5<br>10= MOTOR-VEHICLE DEALER → T5<br>11= LIQUOR STORE → T5<br>12 = MERCHANDISE OR MISCELLANEOUS STORE → T5 | <ul style="list-style-type: none"> <li>• Response categories are for coding purposes only.</li> <li>• Read categories only if necessary to elicit a response.</li> <li>• Check only one.</li> <li>• NOTE: WORKING AT A MCDONALDS AT WALMART OR KMART IS AN EXAMPLE OF RETAIL FOOD SERVICES</li> </ul> |

| No. | Question and Response Set <sup>1</sup>  | Comments  |
|-----|---|---|
|     | 13 = OTHER (Please Specify: <u>T4.8OTH</u> ) → T5<br>14 = REFUSED → T5<br>15 = DON'T KNOW → T5  |   |
| T5. | What was your <u>major</u> reason for taking this job?<br><br>1 = TO GET WORK EXPERIENCE<br>2 = TO EARN EXTRA MONEY<br>3 = TO SUPPORT CHILD OR FAMILY<br>4 = MY PARENTS WANTED ME TO<br>5 = TO EXPLORE CAREER OPTIONS<br>6 = FOR FUN<br>7 = OTHER (PLEASE SPECIFY : _____)<br>8 = REFUSED<br>9 = DON'T KNOW |   |
| T6. | Approximately how many people work(ed) at the same place where you work(ed)?<br><br>____ (OPEN NUMERICAL FORMAT)<br>888888 = REFUSED<br>999999 = DON'T KNOW   | <ul style="list-style-type: none"> <li>• Code without reading.</li> <li>• Probe with categories to elicit a decision.</li> <li>• RESPONDENT SHOULD INCLUDE ALL THE PEOPLE WHO WORK AT THIS BUSINESS LOCATION NOT JUST THE NUMBER WHO WORK(ED) ON THEIR SHIFT AND NOT ALL WHO MAY WORK FOR THE COMPANY IN OTHER SITES. IF THE NUMBER VARIES, ASK THEM TO THINK OF THE USUAL NUMBER.</li> </ul> |
| T7. | At your job are (were) there any workers who have trouble speaking and understanding English – that is, people who can/could only communicate in a different language?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW  |   |
| T8. | What tasks do (did) you do at this job?<br><br>____ (OPEN CHARACTER FORMAT)<br>RF=REFUSED<br>DK=DON'T KNOW<br><br>PROBE FOR MULTIPLE TASKS—10 SLOTS AVAILABLE. PUT SEPARATE TASKS IN SEPARATE SPACES—DO NOT COMBINE.  | Leave 10 open format spaces   |

| No.     | Question and Response Set <sup>1</sup>  | Comments  |
|---------|---|---|
| T9.     | <p>The next set of questions refers to machines, equipment or tools that may be present in a workplace.</p> <p>Is a cash register or cash handling present at [REFERENT JOB]?</p> <p>1 = YES → T10a.1.<br/> 2 = NO → T10b.<br/> 3 = REFUSED → T10b.<br/> 4 = DON'T KNOW → T10b.</p> |   |
| T10a.1. | <p>While working at [REFERENT JOB], have you (did you)...</p> <p>Run a cash register or handled cash?</p> <p>1 = YES<br/> 2 = NO<br/> 3 = REFUSED<br/> 4 = DON'T KNOW</p>   |   |
| T10b.   | <p>Is a motor vehicle present at your workplace? By this we mean company motor vehicles that employees use as part of their job.</p> <p>1 = YES → T10b.1.<br/> 2 = NO → T10c.<br/> 3 = REFUSED → T10c.<br/> 4 = DON'T KNOW → T10c.</p>  |   |
| T10b1.  | <p>While working at [REFERENT JOB], have you (did you)...</p> <p>Driven a motor vehicle as part of your job</p> <p>1 = YES? What type of vehicle? (T10b1OTH)<br/> 2 = NO<br/> 3 = REFUSED<br/> 4 = DON'T KNOW</p>   | <p>Note to Interviewer: MOTOR VEHICLE INCLUDES AUTOMOBILE, TRUCK, TRAILER, SEMI-TRAILER, MOTORCYCLE, OR SIMILAR VEHICLE PROPELLED BY MECHANICAL POWER SUCH AS CARTS USED FOR TRANSPORTING PEOPLE OR GOODS. DOES NOT INCLUDE HEAVY EQUIPMENT LIKE BULLDOZERS, CRANES, DIGGING EQUIPMENT.</p> |

| No.    | Question and Response Set <sup>1</sup>   | Comments  |
|--------|--|---|
| T10c.  | Have you been an outside helper on a motor vehicle?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW  | Note to interviewer:<br>BY OUTSIDE HELPER WE MEAN RIDING ON A<br>MOVING MOTOR VEHICLE OUTSIDE THE CAB<br>IN ORDER TO ASSIST IN TRANSPORTING OR<br>DELIVERING GOODS. |
| T10d.  | Are lawn mowers present where you work?<br><br>1 = YES → T10d1.<br>2 = NO → T10e.<br>3 = REFUSED → T10e.<br>4 = DON'T KNOW → T10e.   |   |
| T10d1. | While working at [REFERENT JOB] have you operated<br>a lawn mower?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW   |   |
| T10e.  | Are power equipment or tools present? For example –<br>power saws, drills, dough mixers and other powered<br>tools or equipment?<br><br>1 = YES → T10e.1.<br>2 = NO → T10f.<br>3 = REFUSED → T10f.<br>4 = DON'T KNOW → T10f. |   |
| T10e1. | Have you operated power equipment or tools?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW  |   |
| T10f.  | Is a forklift or any other power-driven lifting equipment<br>present at your workplace?<br><br>1 = YES → T10f.1.<br>2 = NO → T10g.<br>3 = REFUSED → T10g.<br>4 = DON'T KNOW → T10g.  |   |

| No.    | Question and Response Set <sup>1</sup>  | Comments |
|--------|---|----------|
| T10f1. | <p>While working at [REFERNT JOB] have you (did you) operated a forklift or any other power-driven lifting equipment?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |          |
| T10g.  | <p>Is heavy equipment or machinery such as that used in cleaning, landscaping, construction, or industrial work present at the place where you work? By that we mean floor polishers, bulldozers, tractors, and any such equipment but not the kind of vehicles that are used to transport people or things.</p> <p>1 = YES → T10g.1<br/>2 = NO → T10h.<br/>3 = REFUSED → T10h.<br/>4 = DON'T KNOW → T10h.</p>                              |          |
| T10g1. | <p>While working at [REFERENT JOB], have you (did you) operated any heavy equipment or machinery such as that used in cleaning, landscaping, construction, or industrial work. BY THAT WE MEAN BULLDOZERS, FLOOR POLISHERS, TRACTORS, AND ANY SUCH EQUIPMENT BUT NOT THE KIND OF VEHICLES THAT ARE USED TO TRANSPORT PEOPLE OR THINGS.</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>                                     |          |
| T10h.  | <p>The next set of questions involves general things some teens may have done as part of their job. For each, please tell me whether or not you have done any of these tasks while working at [REFERENT JOB].</p> <p>While working at [REFERENT JOB], have you (did you)...</p> <p>Performed cleaning tasks such as mopping, scrubbing, sweeping, or taking out the trash?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p> |          |

| No.    | Question and Response Set <sup>1</sup>  | Comments   |
|--------|---|--|
| T10i.  | <p>Worked in high places such as on ladders, roofs, or scaffolding higher than 6 feet?</p> <p>1 = YES (Specify: What was it? <u>T10iOTH</u>)? T10j1<br/> 2 = NO? T10k.<br/> 7 = REFUSED? T10k.<br/> 8 = DON'T KNOW? T10k.</p> | <ul style="list-style-type: none"> <li>Scaffolding is any temporary elevated platform (supported or suspended) and its supporting structure used for supporting employees, materials or both.</li> </ul> |
| T10j1. | <p>Have you worked at these heights without equipment such as a harness, railing, or wall to keep you from falling or catch you if you did fall?</p> <p>1 = YES<br/> 2 = NO<br/> 3 = REFUSED<br/> 4 = DON'T KNOW</p>          | <ul style="list-style-type: none"> <li>This question only applicable to respondents who answered "yes" to the previous item.</li> </ul>  |
| T10k.  | <p>Have you moved or lifted heavy objects or persons by yourself? By heavy, we mean objects of 50 pounds or more.</p> <p>1 = YES<br/> 2 = NO<br/> 3 = REFUSED<br/> 4 = DON'T KNOW</p>   |  |
| T10l.  | <p>Worked as an electrician or electrician's helper?</p> <p>1 = YES<br/> 2 = NO<br/> 3 = REFUSED<br/> 4 = DON'T KNOW</p>  |  |
| T10m.  | <p>While working at [REFERENT JOB] have you sold things door to door?</p> <p>1 = YES → T13a (test T11a first)<br/> 2 = NO → T10n.<br/> 3 = REFUSED → T10n.<br/> 4 = DON'T KNOW → T10n.</p>                                    |  |
| T10n.  | <p>Thinking of all the jobs you have held, did any involve selling things door to door?</p> <p>1 = YES<br/> 2 = NO<br/> 3 = REFUSED<br/> 4 = DON'T KNOW</p>   |  |

| No.   | Question and Response Set <sup>1</sup>   | Comments  |
|-------|--|---|
| T11a. | <p>Since you indicated that your job was in a grocery store/food service establishment/retail, the next set of questions deal with things you may have done while working in this type of business.</p> <p>While working at [REFERENT JOB], have you (did you)...</p> <p>Used (use) a case cutter, box knife or razor blades?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p> | <ul style="list-style-type: none"> <li>For Workers in Grocery Stores, Food Service Establishments, and Retail ONLY [IF T4.8 = 1 or if 4.7 = 7]</li> </ul> |
| T11b. | <p>Used (use) sharp knives?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>   |   |
| T11c. | <p>Used (use) a power slicing tool or grinder?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |   |
| T11d. | <p>Sold or served alcohol at places where alcohol is consumed by customers?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>   | INTERVIEWERS: THIS MEANS ALCOHOL IS CONSUMED ON THE PREMISES.   |
| T11e. | <p>Used (use) grills or ovens?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |   |
| T11f. | <p>Used (use) a dough mixing or rolling machine?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |   |

| No.   | Question and Response Set <sup>1</sup>  | Comments   |
|-------|---|--|
| T11g. | Used (use) a deep fat fryer?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW  |  |
| T11h. | Used (use) a food wrapping machine?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW   |  |
| T11i. | Used (use) a steam table?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW   |  |
| T11j. | Used (use) a box crusher?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW   |  |
| T11k. | Used (use) a baler or compactor?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW  |  |
| T12a. | The next set of questions is specific to things you may have done as part of a job in construction.<br><br>Worked (work) in trenches, holes or foundations that are more than <u>4 feet</u> deep?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW | For Teens Working in Construction ONLY.<br>[IF T4=3]<br><br>Skip to Q 13a. for all others. |



| No.   | Question and Response Set <sup>1</sup>   | Comments   |
|-------|--|--|
| T12b. | <p>Worked (work) on open floor joists?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |  |
| T12c. | <p>Used (use) power nail guns or staple guns?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>   |  |
| T12d. | <p>Used (use) explosives?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>   |  |
| T12e. | <p>Put on shingles or other roofing materials?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |  |
| T12f. | <p>Worked (work) on roofs doing other things like installing gutters, air conditioning, or antennae?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |  |
| T13a. | <p>Now I have some questions about how often you have worked (you worked) in different kinds of circumstances at [REFERENT JOB].</p> <p>How often have your worked (did you work) when there were fumes, foul smelling odors or thick smoke? Would you say it is: always, often, sometimes, rarely or never?</p> <p>1 = ALWAYS<br/>2 = OFTEN<br/>3 = SOMETIMES<br/>4 = RARELY<br/>5 = NEVER<br/>6 = REFUSED<br/>7 = DON'T KNOW</p> | <p>TO BE ASKED OF ALL TEENS.</p> <p>DO NOT INCLUDE CIGARETTE SMOKE</p> |

| No.   | Question and Response Set <sup>1</sup>   | Comments |
|-------|--|----------|
| T13b. | <p>What about where there was continuous, very loud noise? Again, is it always, often, sometimes, rarely or never?</p> <p>1 = ALWAYS<br/>2 = OFTEN<br/>3 = SOMETIMES<br/>4 = RARELY<br/>5 = NEVER<br/>6 = REFUSED<br/>7 = DON'T KNOW</p>                 |          |
| T13c. | <p>While working at [REFERENT JOB], how often have you worked (did you work) where heavy equipment was operating?</p> <p>1 = ALWAYS<br/>2 = OFTEN<br/>3 = SOMETIMES<br/>4 = RARELY<br/>5 = NEVER<br/>6 = REFUSED<br/>7 = DON'T KNOW</p>                  |          |
| T13d. | <p>How often have you worked (did you work) where falling objects could hit you?</p> <p>1 = ALWAYS<br/>2 = OFTEN<br/>3 = SOMETIMES<br/>4 = RARELY<br/>5 = NEVER<br/>6 = REFUSED<br/>7 = DON'T KNOW</p>   |          |
| T13e. | <p>While working at [REFERENT JOB], how often have you worked (did you work) where you could come in to contact with a power line?</p> <p>1 = ALWAYS<br/>2 = OFTEN<br/>3 = SOMETIMES<br/>4 = RARELY<br/>5 = NEVER<br/>6 = REFUSED<br/>7 = DON'T KNOW</p> |          |

| No.   | Question and Response Set <sup>1</sup>   | Comments   |
|-------|--|--|
| T13f. | <p>How often have you worked (did you work) where you were working with flammable or explosive substances, such as gasoline or petroleum products?</p> <p>1 = ALWAYS<br/>2 = OFTEN<br/>3 = SOMETIMES<br/>4 = RARELY<br/>5 = NEVER<br/>6 = REFUSED<br/>7 = DON'T KNOW</p> |  |
| T13g. | <p>Still thinking about your work at [REFERENT JOB], how often have you worked (did you work) with pesticides, herbicides, or weed killers?</p> <p>1 = ALWAYS<br/>2 = OFTEN<br/>3 = SOMETIMES<br/>4 = RARELY<br/>5 = NEVER<br/>6 = REFUSED<br/>7 = DON'T KNOW</p>        |  |
| T13h. | <p>Worked with solvents or paint thinners?</p> <p>1 = ALWAYS<br/>2 = OFTEN<br/>3 = SOMETIMES<br/>4 = RARELY<br/>5 = NEVER<br/>6 = REFUSED<br/>7 = DON'T KNOW</p>   |  |
| T13i. | <p>Sprayed paint?</p> <p>1 = ALWAYS<br/>2 = OFTEN<br/>3 = SOMETIMES<br/>4 = RARELY<br/>5 = NEVER<br/>6 = REFUSED<br/>7 = DON'T KNOW</p>  | <p>INTERVIEWER: THIS MEANS SPRAY PAINTING LARGE SURFACES, NOT JUST USING THE CANS OF SPRAY PAINT ON SMALL OBJECTS.</p> |

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| T13j. | <p>How often have you worked (did you work) with hot liquids, grease or near hot surfaces that could burn you?</p> <p>1 = ALWAYS<br/>2 = OFTEN<br/>3 = SOMETIMES<br/>4 = RARELY<br/>5 = NEVER<br/>6 = REFUSED<br/>7 = DON'T KNOW</p> |  |
| T13k. | <p>(HOW OFTEN HAVE YOU)...<br/>been exposed to needles, blood products, or medical wastes?</p> <p>1 = ALWAYS<br/>2 = OFTEN<br/>3 = SOMETIMES<br/>4 = RARELY<br/>5 = NEVER<br/>6 = REFUSED<br/>7 = DON'T KNOW</p>                     |  |
| T14.  | <p>Do you consider any of your job tasks at [REFERENT JOB] to be hazardous or dangerous?</p> <p>1 = YES → T14a.<br/>2 = NO → T15<br/>3 = REFUSED → T15<br/>4 = DON'T KNOW → T15</p>  |  |
| T14a. | <p>Which tasks are those?</p> <p>____ (OPEN CHARACTER FORMAT)<br/>RF=REFUSED<br/>DK=DON'T KNOW<br/>PROBE FOR MORE THAN ONE</p>   | <p>Leave 5 open spaces</p> <p>NOTE: IF MORE THAN 5, ASK FOR THE FIVE MOST DANGEROUS.</p> |
| T15.  | <p>Do you have any pain or physical discomfort after you leave your job for the day?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |  |

| No.     | Question and Response Set <sup>1</sup>   | Comments  |
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| T16.    | <p>Have you worked (Did you work) at [REFERENT JOB] during the school year -- that is, while you were also attending school?</p> <p>1 = YES → T17<br/> 2 = NO → T20<br/> 3 = SCHOOL DROP OUT → T22<br/> 4 = ALREADY GRADUATED → T22<br/> 5 = REFUSED → T20<br/> 6 = DON'T KNOW → T20</p> |   |
| T17.    | <p>During the school year while you were in school, about how many hours did/do you work in a typical week at [REFERENT JOB]?</p> <p>____ (OPEN NUMERICAL FORMAT).<br/> 88 = REFUSED<br/> 99 = DON'T KNOW</p>  | <ul style="list-style-type: none"> <li>• This includes weekend work during weeks when school is in session.</li> <li>• SKIP IF NOT IN SCHOOL WHILE WORKING</li> </ul> |
| T19.    | <p>While working at [REFERENT JOB], have you worked (did you work) on night before a school day?</p> <p>1=YES ? T19a<br/> 2=NO ? T20<br/> 3=REFUSED ? T20<br/> 4= DON'T KNOW ? T20</p>   |   |
| T19a.   | <p>Have you worked (did you work) past 7 pm?</p> <p>1=YES ? T19a.1.<br/> 2=NO ? T20<br/> 3=REFUSED ? T19b.<br/> 4= DON'T KNOW ? T20</p>  |   |
| T19a.1. | <p>About how often have you worked (did you work) past 7 pm when you had school the next day on a night before a school day on average per week?</p> <p>____ (OPEN NUMERICAL FORMAT, &lt;10)<br/> 8 = REFUSED<br/> 9 = DON'T KNOW</p>  |   |
| T19b.   | <p>Have you worked (did you work) past 9 pm at [REFERENT JOB] on a night before a school day?</p> <p>1=YES ? T19b.1.<br/> 2=NO ? T20<br/> 3=REFUSED ? T19c.<br/> 4= DON'T KNOW ? T20</p>   |   |

| No.     | Question and Response Set <sup>1</sup>  | Comments  |
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| T19b.1. | <p>About how many nights per week, on average, have you worked (did you work) past 9 pm?</p> <p>___ NIGHTS PER WEEK<br/>(OPEN NUMERICAL FORMAT, &lt;10)</p> <p>8= REFUSED<br/>9 = DON'T KNOW</p>  |   |
| T19c.   | <p>Have you worked past 11 pm when you worked on a night before a school day?</p> <p>1=YES ? T19c.1.<br/>2=NO ? T20<br/>3=REFUSED ? T20<br/>4= DON'T KNOW ? T20</p>   |   |
| T19c.1. | <p>About how often have you worked past 11 pm?</p> <p>___ NIGHTS PER WEEK<br/>(OPEN NUMERICAL FORMAT)</p> <p>88= REFUSED<br/>99 = DON'T KNOW</p>  |   |
| T20.    | <p>Have you worked (did you work) at [REFERENT JOB] during times when school was not in session -- that is, during school vacations?</p> <p>1 = YES → QT21<br/>2 = NO → T22<br/>3 = REFUSED → T22<br/>84 = DON'T KNOW → T22</p>                               |   |
| T21.    | <p>During school vacations, about how many hours per week do (did) you work in a typical week at [REFERENT JOB]?</p> <p>___ (OPEN NUMERICAL FORMAT)</p> <p>888 = REFUSED<br/>999 = DON'T KNOW</p>   |   |
| T22.    | <p>In a typical work week while working at [REFERENT JOB], how many days do (did) you work some or part of the day without an adult supervisor at the worksite?</p> <p>___ DAYS PER WEEK<br/>(OPEN NUMERICAL FORMAT)</p> <p>8= REFUSED<br/>9 = DON'T KNOW</p> | <p>NOTE TO THE INTERVIEWER:<br/>"ADULT" IS SOMEONE AGE 21 OR OLDER.</p> |

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| T23. | <p>During a typical work week at [REFERENT JOB], how many days per week are (were) you the only person at the worksite during daylight hours?</p> <p>___ DAYS PER WEEK<br/>(OPEN NUMERICAL FORMAT &lt;10)</p> <p>8= REFUSED<br/>9 = DON'T KNOW</p>  |  |
| T24. | <p>How many nights are (were) you the only worker at the worksite after dark for at least half an hour?</p> <p>___ NIGHTS PER WEEK<br/>(OPEN NUMERICAL FORMAT, &lt;10)</p> <p>8= REFUSED<br/>9 = DON'T KNOW</p>   |  |
| T25. | <p>Have you worked "off the clock" in the past two months that you worked at [REFERENT JOB]?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>   | BY "OFF THE CLOCK," WE MEAN YOU WERE NOT GETTING PAID. |
| T26. | <p>At [REFERENT JOB], how often, if ever, has (did) anyone checked (check) to make sure you were doing your work correctly?</p> <p>Would you say...</p> <p>1 = More than once a day<br/>2 = Once a day<br/>3 = At least once a week but not every day<br/>4 = Less than once a week<br/>5 = Never<br/>6 = IT VARIES: (Please specify: <u>T26OTH</u>)<br/>7 = REFUSED<br/>8 = DON'T KNOW</p> | TRY NOT TO USE THE "IT VARIES" CATEGORY.               |
| T27. | <p>While working at [REFERENT JOB], how often have you felt (did you feel) rushed to get your work done?</p> <p>1 = More than once a day<br/>2 = Once a day<br/>3 = At least once a week but not every day<br/>4 = Less than once a week<br/>5 = Never<br/>6 = IT VARIES (Please specify: <u>T27OTH</u>)<br/>7 = REFUSED<br/>8 = DON'T KNOW</p>   | TRY NOT TO USE THE "IT VARIES" CATEGORY.               |

| No.   | Question and Response Set <sup>1</sup>  | Comments  |
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| T28.  | <p>While working at [REFERENT JOB], have you ever been (were you ever) injured badly enough on the job that you had to miss a day of work or school or receive medical treatment?</p> <p>1 = YES → T28a<br/> 2 = NO → T30<br/> 7 = REFUSED → T30<br/> 8 = DON'T KNOW → T30</p>  | INTERVIEWERS: THIS MEANS TREATMENT REQUIRING A VISIT TO A NURSE, DOCTOR, CLINIC, EMERGENCY ROOM OR HOSPITAL NOT TREATMENT BY SELF OR OTHERS WITH FIRST AID. |
| T28a. | <p>Did this happen more than once?</p> <p>1 = YES → T28b<br/> 2 = NO → T30<br/> 7 = REFUSED → T30<br/> 8 = DON'T KNOW → T30</p>   |   |
| T28b. | <p>How many times?</p> <p>__ (OPEN NUMERICAL FORMAT) → T30<br/> 88 = REFUSED → T30<br/> 99 = DON'T KNOW → T30</p>   |   |
| T29.  | <p>Thinking back to the most recent event, what injury or injuries caused you to miss work, school or to need medical care?</p> <p>01 = CUT, SCRAPE OR SPLINTER NOT REQUIRING STITCHES<br/> 02 = DEEP CUT, SPLINTERS, PUNCTURES, &amp; LACERATIONS (STITCHES REQUIRED),<br/> 03 = BURN/SCALDS (NOT SUNBURN)<br/> 04 = STRAIN/SPRAIN/TEAR<br/> 05 = SUNBURN<br/> 06 = BRUISES/CONTUSIONS/CRUSHINGS<br/> 07 = FRACTURED/BROKEN BONE<br/> 08 = CONCUSSION<br/> 09 = DISLOCATION<br/> 10 = EYE INJURY, INCLUDING FOREIGN OBJECT IN EYE<br/> 11 = SKIN RASH<br/> 12 = INSECT STING/BITE OR SNAKE BITE<br/> 13 = HEAT STROKE/FAINTING<br/> 14 = OTHER (PLEASE SPECIFY: <u>T31OTH</u> )<br/> 15 = REFUSED<br/> 16 = DON'T KNOW</p> | SELECT ALL THAT APPLY   |



| No.  | Question and Response Set <sup>1</sup>  | Comments   |
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| T30. | <p>While working at [REFERENT JOB], have you ever carried (did you carry) something to protect yourself like mace, pepper spray, a noise-maker, knife, club or gun at work?</p> <p>1 = YES → T31<br/> 2 = NO → T32<br/> 3 = REFUSED → T32<br/> 4 = DON'T KNOW → T32</p>                           |  |
| T31. | <p>Which did you carry? (CHECK ALL THAT APPLY)</p> <p>1 = Mace<br/> 2 = Pepper spray<br/> 3 = Noise maker<br/> 4 = Knife<br/> 5 = Club (includes bat)<br/> 6 = Gun<br/> 7 = OTHER: Please specify: <u>T31OTH</u><br/> 8 = REFUSED<br/> 9 = DON'T KNOW</p>   |  |
| T32. | <p>Besides any guns that might be carried by security guards or police officers, is (was) there a gun kept at [REFERENT JOB] so workers can (could) protect themselves or property?</p> <p>1 = YES<br/> 2 = NO<br/> 3 = REFUSED<br/> 4 = DON'T KNOW</p>   | This does NOT include guns being sold at the business. |
| T33. | <p>Have you ever used (did you ever use) any type of protective clothing or equipment at [REFERENT JOB]? (For example, steel toe boots, earplugs, safety glasses, cooking mitt, gloves, or back belt)</p> <p>1 = YES → T34<br/> 2 = NO → T35<br/> 3 = REFUSED → T35<br/> 4 = DON'T KNOW → T35</p> |  |

| No.   | Question and Response Set <sup>1</sup>   | Comments                  |
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| T34.  | <p>What type of protective clothing or equipment have you used (did you use) at [REFERENT BUSINESS]?</p> <p>____ [OPEN CHARACTER FORMAT]</p> <p>RF = REFUSED</p> <p>DK = DON'T KNOW</p> <p>PROBE FOR MORE THAN ONE RESPONSE</p>  | Leave 8 open-ended spaces |
| T35.  | <p>Now I have some questions about how you think about risks. Please tell me if you strongly agree, agree, disagree, or strongly disagree with each of the following statements...</p> <p>Sometimes I will take a risk for the fun of it.</p> <p>1 = Strongly agree</p> <p>2 = Agree</p> <p>3 = Disagree</p> <p>4 = Strongly disagree</p> <p>5 = REFUSED</p> <p>6 = DON'T KNOW</p> |                           |
| T35a. | <p>I sometimes find it exciting to do things that may get me into trouble.</p> <p>1 = STRONGLY AGREE</p> <p>2 = AGREE</p> <p>3 = DISAGREE</p> <p>4 = STRONGLY DISAGREE</p> <p>5 = REFUSED</p> <p>6 = DON'T KNOW</p>  |                           |
| T35b. | <p>Excitement and adventure are more important to me than safety.</p> <p>1 = STRONGLY AGREE</p> <p>2 = AGREE</p> <p>3 = DISAGREE</p> <p>4 = STRONGLY DISAGREE</p> <p>5 = REFUSED</p> <p>6 = DON'T KNOW</p>   |                           |

| No.   | Question and Response Set <sup>1</sup>  | Comments |
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| T36.  | <p>This section asks you what you think about safety at work. I am going to read a series of statements about being injured on the job. Please tell me if you strongly agree, agree, disagree, or strongly disagree with each of the following statements.</p> <p>Following workplace safety procedures makes it less likely I will be injured on the job.</p> <p>1 = STRONGLY AGREE<br/> 2 = AGREE<br/> 3 = DISAGREE<br/> 4 = STRONGLY DISAGREE<br/> 5 = REFUSED<br/> 6 = DON'T KNOW</p> |          |
| T36a. | <p>When my coworkers follow workplace safety procedures, I will <b>not</b> get injured on the job.</p> <p>1 = STRONGLY AGREE<br/> 2 = AGREE<br/> 3 = DISAGREE<br/> 4 = STRONGLY DISAGREE<br/> 5 = REFUSED<br/> 6 = DON'T KNOW</p>   |          |
| T36b. | <p>If I am rushed I am more likely to be injured on the job.</p> <p>1 = STRONGLY AGREE<br/> 2 = AGREE<br/> 3 = DISAGREE<br/> 4 = STRONGLY DISAGREE<br/> 5 = REFUSED<br/> 6 = DON'T KNOW</p>   |          |
| T36c. | <p>If I am tired I am <b>more</b> likely to be injured on the job.</p> <p>1 = STRONGLY AGREE<br/> 2 = AGREE<br/> 3 = DISAGREE<br/> 4 = STRONGLY DISAGREE<br/> 5 = REFUSED<br/> 6 = DON'T KNOW</p>   |          |

| No.   | Question and Response Set <sup>1</sup>   | Comments |
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| T36d. | <p>Lack of training interferes with my ability to follow safety procedures on the job.</p> <p>1 = STRONGLY AGREE<br/> 2 = AGREE<br/> 3 = DISAGREE<br/> 4 = STRONGLY DISAGREE<br/> 5 = REFUSED<br/> 6 = DON'T KNOW</p>                |          |
| T36e. | <p>Lack of supervision interferes with my ability to follow safety procedures on the job.</p> <p>1 = STRONGLY AGREE<br/> 2 = AGREE<br/> 3 = DISAGREE<br/> 4 = STRONGLY DISAGREE<br/> 5 = REFUSED<br/> 6 = DON'T KNOW</p>             |          |
| T36f. | <p>Accidents at work just happen sometimes and there is little that employees can do to avoid them.</p> <p>1 = STRONGLY AGREE<br/> 2 = AGREE<br/> 3 = DISAGREE<br/> 4 = STRONGLY DISAGREE<br/> 5 = REFUSED<br/> 6 = DON'T KNOW</p>   |          |
| T37.  | <p>Now I have some questions about training. Have you gotten (did you get) any kind of safety training while working at [REFERENT JOB]?</p> <p>1 = YES → T37a<br/> 2 = NO → T38<br/> 7 = REFUSED → T38<br/> 8 = DON'T KNOW → T38</p> |          |
| T37a. | <p>Thinking about the safety training you received at [REFERENT JOB], how was most of your training done? Did you:</p> <p>Watch a videotape?</p> <p>1 = YES<br/> 2 = NO<br/> 3 = REFUSED<br/> 4 = DON'T KNOW</p>                     |          |

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| T37b. | Get written instructions?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW  |          |
| T37c. | Watch someone else demonstrate how to do the job?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW                                    |          |
| T37d. | Did your training at [REFERENT JOB] include how to avoid getting hurt while working?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW |          |
| T37e. | How to use protective equipment?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW   |          |
| T37f. | How to use equipment safely?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW   |          |
| T37g. | How to pay attention to hazards?<br><br>1 = YES<br>2 = NO<br>3 = REFUSED<br>4 = DON'T KNOW   |          |

| No.   | Question and Response Set <sup>1</sup>  | Comments   |
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| T37h. | <p>How to spot for others—that is, watching out to keep someone else from getting hurt while they are doing something that might be dangerous?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p> | <ul style="list-style-type: none"> <li>When spotting, the worker should not be engaged in any tasks, but watching only. A spotter can also mean a person on foot who is directing a vehicle that is backing up.</li> </ul> |
| T37i. | <p>How to report hazards in the workplace?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>   |  |
| T37j. | <p>What to do in case of a robbery?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |  |
| T37k. | <p>How to deal with an angry or drunk customer?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |  |
| T37l. | <p>How to deal with arguments or fights among coworkers?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>   |  |
| T37m. | <p>What to do in case you are sexually harassed?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>   |  |

| No.   | Question and Response Set <sup>1</sup>   | Comments  |
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| T37n. | <p>What to do if you are attacked or threatened in some other way?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |   |
| T38.  | <p>Have you ever received information (from any of the following sources) about ways to keep you from getting hurt at work?</p> <p><input type="checkbox"/> Training at job<br/><input type="checkbox"/> Media<br/><input type="checkbox"/> School<br/><input type="checkbox"/> Parents or guardians<br/><input type="checkbox"/> Friends not at job<br/><input type="checkbox"/> Other (please specify: <u>T38OTH</u>)<br/><input type="checkbox"/> NOT APPLICABLE<br/><input type="checkbox"/> REFUSED<br/><input type="checkbox"/> DON'T KNOW</p> | <p>IF ANY ARE CHECK ANSWER T38a-T38d<br/>OTHERWISE GOTO T39</p> <p>MEDIA MEANS RADIO, TV, NEWSPAPERS AND MAGAZINES.</p> <p>CHECK ALL THAT APPLY</p> |
| T38a. | <p>In the information you have received, were you told...</p> <p>What things teens your age are not allowed to do at work?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  | Skip T38a. – T38d. if response to T38 was "No".   |
| T38b. | <p>Were you told what to do if you are in a situation where you believe someone could get hurt?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>   |   |
| T38c. | <p>What to do if another worker is injured?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>   |   |

| No.   | Question and Response Set <sup>1</sup>   | Comments |
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| T38d. | <p>How to report work related injuries or file a worker's compensation claim?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>   |          |
| T39.  | <p>Now, I am going to ask you some questions about your knowledge of labor laws.</p> <p>Have you ever heard about laws that limit the kinds of work that teenagers can do?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |          |
| T39a. | <p>Have you ever heard about laws that regulate the hours that teenagers can work (the number of hours and how late teens can work)?</p> <p>1 = YES → T40.<br/>2 = NO → T41<br/>3 = REFUSED → T41<br/>4 = DON'T KNOW → T41</p>   |          |
| T40.  | <p>I am going to read a list of possible sources of information on labor laws in the state where you work (worked) at [REFERENT BUSINESS]. Please answer "yes" or "no" to indicate whether or not you learned about child labor laws from any of these sources.</p> <p>Did you learn about these laws:<br/>At school?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p> |          |
| T40a. | <p>From your parents?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>   |          |



| No.   | Question and Response Set <sup>1</sup>   | Comments |
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| T40b. | <p>From TV, radio, newspapers or magazines?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>   |          |
| T40c. | <p>From your employer?</p> <p>1 = YES<br/>2 = NO<br/>3 = REFUSED<br/>4 = DON'T KNOW</p>  |          |
| T41.  | <p>In [STATE] where you work (worked) at [REFERENT JOB], what is the latest hour teens less than 16 can legally work on a night before a school day?</p> <p>1= EARLIER THAN 8 PM<br/>2= 8 PM<br/>3= 9 PM<br/>4= 10 PM<br/>5= 11 PM<br/>6= 12 MIDNIGHT<br/>7= LATER THAN 12 MIDNIGHT, BEFORE 2 AM<br/>8= NO TIME RESTRICTION AT ALL<br/>9= REFUSED<br/>10=DON'T KNOW</p>          |          |
| T42.  | <p>In [STATE] where you work (worked) at [REFERENT JOB], what is the latest hour teens 16 or 17 years of age can legally work on a night before a school day?</p> <p>1= EARLIER THAN 8 PM<br/>2= 8 PM<br/>3= 9 PM<br/>4= 10 PM<br/>5= 11 PM<br/>6= 12 MIDNIGHT<br/>7= LATER THAN 12 MIDNIGHT, BEFORE 2 AM<br/>8= NO TIME RESTRICTION AT ALL<br/>9= REFUSED<br/>10=DON'T KNOW</p> |          |

| No.   | Question and Response Set <sup>1</sup>  | Comments |
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| T43.  | <p>Now I have some questions about what teens under age 18 are allowed to do in [STATE] where you work (worked) at [REFERENT JOB].</p> <p>Are workers younger than 18 definitely allowed to operate a forklift, definitely not allowed, or are you unsure?</p> <p>1 = DEFINITELY ALLOWED<br/> 2 = DEFINITELY NOT ALLOWED<br/> 3 = NOT SURE IF ALLOWED OR NOT<br/> 4 = REFUSED</p> |          |
| T43a. | <p>What about a worker younger than 18 working on a roof to apply shingles or other roofing materials? Is this definitely allowed or definitely not allowed or something you are unsure about?</p> <p>1 = DEFINITELY ALLOWED<br/> 2 = DEFINITELY NOT ALLOWED<br/> 3 = NOT SURE IF ALLOWED OR NOT<br/> 4 = REFUSED</p>   |          |
| T43b. | <p>What about workers younger than 18 using a power slicing machine?</p> <p>1 = DEFINITELY ALLOWED<br/> 2 = DEFINITELY NOT ALLOWED<br/> 3 = NOT SURE IF ALLOWED OR NOT<br/> 4 = REFUSED</p>   |          |
| T43c. | <p>What about using a power saw?</p> <p>1 = DEFINITELY ALLOWED<br/> 2 = DEFINITELY NOT ALLOWED<br/> 3 = NOT SURE IF ALLOWED OR NOT<br/> 4 = REFUSED</p>   |          |
| T44.  | <p>Do (did) you have a work permit for working at [REFERENT BUSINESS]?</p> <p>1 = YES<br/> 2 = NO<br/> 3 = REFUSED<br/> 4 = DON'T KNOW</p>  |          |

| No.   | Question and Response Set <sup>1</sup>  | Comments |
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| T45.  | <p>Now I'm going to read some statements about parents or guardians. How much do you agree or disagree with each of these statements about <u>your</u> parents or guardians:</p> <p>My parents or guardians have a lot to do with helping me decide whether to get a job or not.</p> <p>1 = Strongly agree<br/> 2 = Agree<br/> 3 = Disagree<br/> 4 = Strongly disagree<br/> 5 = REFUSED<br/> 6 = DON'T KNOW</p> |          |
| T45a. | <p>My parents or guardians helped me decide to work at [REFERENT JOB]?</p> <p>1 = Strongly agree<br/> 2 = Agree<br/> 3 = Disagree<br/> 4 = Strongly disagree<br/> 5 = REFUSED<br/> 6 = DON'T KNOW</p>   |          |
| T45b. | <p>(MY PARENTS OR GUARDIAN)...<br/> give me advice about the things I do at [REFERENT JOB]?</p> <p>1 = STRONGLY AGREE<br/> 2 = AGREE<br/> 3 = DISAGREE<br/> 4 = STRONGLY DISAGREE<br/> 5 = REFUSED<br/> 6 = DON'T KNOW</p>  |          |
| T45c. | <p>(MY PARENTS OR GUARDIAN)...<br/> don't (didn't) want me to work as many hours as I do (did)?</p> <p>1 = STRONGLY AGREE<br/> 2 = AGREE<br/> 3 = DISAGREE<br/> 4 = STRONGLY DISAGREE<br/> 5 = REFUSED<br/> 6 = DON'T KNOW</p>  |          |

| No.   | Question and Response Set <sup>1</sup>   | Comments |
|-------|--|----------|
| T45d. | <p>(MY PARENTS OR GUARDIANS)...<br/>are (were) concerned that working at [referent job] was<br/>(is) dangerous for me?</p> <p>1 = STRONGLY AGREE<br/>2 = AGREE<br/>3 = DISAGREE<br/>4 = STRONGLY DISAGREE<br/>5 = REFUSED<br/>6 = DON'T KNOW</p>           |          |
| T45e. | <p>(MY PARENTS OR GUARDIAN)...<br/>think (thought) I should work in a different job?</p> <p>1 = STRONGLY AGREE<br/>2 = AGREE<br/>3 = DISAGREE<br/>4 = STRONGLY DISAGREE<br/>5 = REFUSED<br/>6 = DON'T KNOW</p>   |          |
| T46.  | <p>How much do you care what your parents think about<br/>the decisions you make about whether to take or quit a<br/>job?</p> <p>1=Care a great deal<br/>2=Care somewhat<br/>3=Care very little<br/>4=Don't care at all<br/>5=REFUSED<br/>6=DON'T KNOW</p> |          |
| T46a. | <p>How much do you care what your friends think about<br/>the decisions you make about whether to take or quit a<br/>job?</p> <p>1=Care a great deal<br/>2=Care somewhat<br/>3=Care very little<br/>4=Don't care at all<br/>5=REFUSED<br/>6=DON'T KNOW</p> |          |

| No.   | Question and Response Set <sup>1</sup>  | Comments   |
|-------|---|--|
| T46b. | <p>How much do you care what your teachers think about the decisions you make about whether to take or quite a job?</p> <p>1=Care a great deal<br/> 2=Care somewhat<br/> 3=Care very little<br/> 4=Don't care at all<br/> 5=REFUSED<br/> 6=DON'T KNOW</p>   |  |
| T47.  | <p>Who, if anyone, do you most listen to when you have decisions to make about your job?</p> <p>1 = MOM (OR FEMALE GUARDIAN)<br/> 2 = DAD (OR MALE GUARDIAN)<br/> 3 = SISTER<br/> 4 = BROTHER<br/> 5 = TEACHER<br/> 6 = FRIEND<br/> 7 = CO-WORKER<br/> 8 = COUNSELOR<br/> 9 = BOSS/SUPERVISOR<br/> 10= NOBODY<br/> 11 = OTHER (SPECIFY: <u>  T47OTH  </u>)<br/> 12 = REFUSED<br/> 13 = DON'T KNOW</p>         | SILENT CODE. READ ONLY IF NECESSARY TO ELICIT A RESPONSE.                  |
| T48.  | <p>What's the highest grade in school that you have completed thus far?</p> <p>_ # OF YEARS<br/> _88 REFUSED<br/> _99 DON'T KNOW</p>  | 1-11 = Grade & Secondary School;<br>12=HS Graduate<br>13-15 = Some College |
| T49.  | <p>How would you best describe your racial or ethnic background (check only one)? LET RESPONDENT VOLUNTEER RACE.</p> <p>1=AFRICAN AMERICAN/BLACK<br/> 2=ASIAN<br/> 3=HISPANIC (GOTO P50.)<br/> 4=WHITE (CAUCASIAN)<br/> 5=AMERICAN INDIAN OR ALASKAN NATIVE<br/> 6=NATIVE HAWAIIAN/PACIFIC ISLANDER<br/> 7=OTHER (SPECIFY: <u>  T49OTH  </u>)<br/> 8=REFUSED<br/> 9=DON'T KNOW (PROBE: What's your race?)</p> |  |

| No.  | Question and Response Set <sup>1</sup>  | Comments |
|------|---|----------|
| T50. | <p data-bbox="212 258 865 327">Would you consider yourself White Hispanic or Black Hispanic?</p> <p data-bbox="212 363 488 394">1=WHITE HISPANIC</p> <p data-bbox="212 396 488 428">2=BLACK HISPANIC</p> <p data-bbox="212 430 375 462">3=REFUSED</p> <p data-bbox="212 464 440 495">4=DON'T KNOW</p> |          |



# Youth Labor Complete Dataset Description

| Variable | Type | Format  | Question  |
|----------|------|---------|---|
| P1       | Num  | TE_6F.  | Is [NAME OF CHILD] working at [REFERENT JOB] now?   |
| P2       | Num  | TE_72F. | Why has [NAME OF CHILD] stopped working at [REFERENT JOB]?  |
| P2OTH    | Char | /       | OTHER REASON: PLEASE SPECIFY  |
| P3       | Num  | TE_5F.  | In what state did [NAME OF CHILD] work?   |
| P4       | Num  | TE_6F.  | During the last two months, while working at [REFERENT JOB], has [NAME OF CHILD] worked on a night before a school day?   |
| P4a      | Num  | /       | During the last two months about how many nights each week, on average, has [NAME OF CHILD] worked past 7 pm on a night before a school day?                                    |
| P4b      | Num  | TE_6F.  | Has [NAME OF CHILD] worked past 9 pm on a night before a school day?  |
| P4c      | Num  | /       | During the last two months, about how many nights each week, on average, has [NAME OF CHILD] worked past 9 pm on a night before a school day?                                   |
| P4d      | Num  | TE_6F.  | Has [NAME OF CHILD] worked past 11 pm on a night before a school day?   |
| P4e      | Num  | /       | During the last two months, about how many nights each week, on average, has [NAME OF CHILD] worked past 11 pm on a night before a school day?                                  |
| P5       | Num  | TE_6F.  | While [NAME OF CHILD] has been working at [REFERENT JOB], have you ever visited [HIM/HER] at the workplace to check on or monitor the working conditions?                       |
| P5a      | Num  | /       | While [NAME OF CHILD] has been working at [REFERENT JOB], how many times in the last two months have you visited [HIM/HER] at the work place?                                   |
| P6       | Num  | TE_6F.  | Have you ever met [NAME OF CHILD] s direct supervisor at [REFERENT JOB]?  |
| P7       | Num  | TE_73F. | In general, how familiar are you with problems or difficulties [NAME OF CHILD] has/had at [REFERENT JOB]? Would you say that you are...   |
| P7a      | Num  | TE_74F. | How involved have you been in giving [NAME OF CHILD] advice about tasks [HE/SHE] performs at [REFERENT JOB] Would you say that you are...                                       |
| P8a      | Num  | TE_13F. | Think about how much you agree or disagree with each of the following statements. Teens like yours who work earn money that their families need for important things. Do you... |
| P8b      | Num  | TE_13F. | Teens like yours who work have more problems completing their schoolwork. Do you...   |
| P8c      | Num  | TE_14F. | They are more likely to use drugs or alcohol than teens who don't work.   |



| Variable | Type | Format  | Question  |
|----------|------|---------|---|
| P8d      | Num  | TE_14F. | They have too little time to spend in extra curricular school activities or in events related to the church or the community.   |
| P8e      | Num  | TE_14F. | They learn valuable job skills.   |
| P8f      | Num  | TE_14F. | They are less likely to get into trouble than teens who don t work.   |
| P8g      | Num  | TE_14F. | They don t have enough time to spend with their families.   |
| P8h      | Num  | TE_14F. | They get too tired because of all the demands of school and work.   |
| P8i      | Num  | TE_6F.  | They are more likely to be victims of violence than teens who don t work.   |
| P9a      | Num  | TE_6F.  | While working at [REFERENT JOB] has [NAME OF CHILD]: Handled cash?  |
| P9b      | Num  | TE_6F.  | Used sharp knives?  |
| P9c      | Num  | TE_6F.  | Used a power slicing machine or grinder?  |
| P9d      | Num  | TE_6F.  | Done cleaning tasks, including mopping, scrubbing, sweeping, or taking out trash?   |
| P9e      | Num  | TE_6F.  | Driven a car or truck while working at [REFERENT JOB]?  |
| P9f      | Num  | TE_6F.  | Worked with chemicals that you thought were dangerous?  |
| P9g      | Num  | TE_6F.  | Worked on ladders, roofs, or scaffolding higher than 6 feet?  |
| P9h      | Num  | TE_6F.  | Was equipment like a harness, railing or wall, used to prevent falls?   |
| P9i      | Num  | TE_6F.  | Operated heavy equipment or machinery (e.g. forklifts, tractors)?   |
| P9j      | Num  | TE_6F.  | Moved or lifted heavy objects - by that I mean objects that weigh 50 pounds or more...  |
| P11      | Num  | TE_17F. | Do you consider any of [NAME OF CHILD] s job tasks at [REFERENT JOB] to be hazardous?   |
| P12a     | Num  | TE_17F. | I would like you to tell me how concerned you are about each when you think of [NAME OF CHILD] working at [REFERENT JOB]. Not using protective equipment or clothing. Are you ... |
| P12b     | Num  | TE_18F. | Not having safety training. Are you ...   |
| P12c     | Num  | TE_18F. | Working alone   |
| P12d     | Num  | TE_18F. | Working too late at night   |
| P12e     | Num  | TE_18F. | Getting physically or sexually assaulted  |
| P12f     | Num  | TE_18F. | Being there during a robbery  |
| P12g     | Num  | TE_18F. | Getting behind in schoolwork because of [HIS/HER] job   |
| P12h     | Num  | TE_18F. | Being rushed on the job   |
| P12i     | Num  | TE_18F. | Not getting enough sleep because of [HIS/HER] job   |
| P12j     | Num  | TE_18F. | Handling hazardous equipment, chemicals or toxic substances   |
| P12k     | Num  | TE_18F. | Doing hazardous tasks   |

| Variable | Type | Format  | Question  |
|----------|------|---------|---|
| P13a     | Num  | TE_19F. | How important is it ... that teens get on-the-job training on how to perform basic job tasks?   |
| P13b     | Num  | TE_19F. | HOW IMPORTANT IS IT ... that teens have safety equipment or safety clothing?  |
| P13c     | Num  | TE_20F. | HOW IMPORTANT IS IT ... that teens have a qualified adult supervisor?   |
| P13d     | Num  | TE_20F. | HOW IMPORTANT IS IT ... that teens avoid peer pressure to act in certain ways?  |
| P13e     | Num  | TE_20F. | HOW IMPORTANT IS IT ... that teens ask lots of questions about tasks and rules?   |
| P13f     | Num  | TE_20F. | HOW IMPORTANT IS IT ... that teens have parents or guardians who help them look out for safety issues   |
| P13g     | Num  | TE_20F. | HOW IMPORTANT IS IT ... that there are laws limiting the kinds of tasks teenagers are allowed to do   |
| P13h     | Num  | TE_20F. | HOW IMPORTANT IS IT ... that there are laws limiting the kinds of equipment teenagers are allowed to use  |
| P14      | Num  | /       | In your opinion, what is the maximum number of hours a teen worker under age 18 and still in school should be allowed to work during a week when school is in session?  |
| P15      | Num  | TE_75F. | In your opinion, what is the latest hour that a 16 or 17 year old should be allowed to work when there is school the next day?  |
| P16      | Num  | TE_76F. | In your opinion, what is the latest hour that a teen worker under 16 should be allowed to work when there is school the next day?   |
| P17a     | Num  | TE_13F. | How strongly do you agree or disagree with each of the following statements about that job. I don't want [NAME OF CHILD] to work as many hours as [HE/SHE] does.  |
| P17b     | Num  | TE_13F. | I am concerned that working at [REFERENT JOB] could be dangerous for [NAME OF CHILD]?   |
| P17c     | Num  | TE_14F. | I am confident that my teenager knows how to keep [HIM/HER] self safe while on the job.   |
| P17d     | Num  | TE_14F. | I am confident that my teenager knows [HIS/HER] rights when it comes to safety on the job.  |
| P18a     | Num  | TE_14F. | Accidents at work just happen and there is little that teen employees can do to avoid injuries.   |
| P18b     | Num  | TE_14F. | Laws that keep teenagers from working late at night on school nights are a bad idea.  |
| P18c     | Num  | TE_14F. | Laws should limit the number of daily and weekly hours that teenagers can work.   |
| P18d     | Num  | TE_14F. | Parents, not laws, should decide what kinds of work their teenagers can do.   |
| P18e     | Num  | TE_14F. | Employers should protect workers by enforcing safety rules  |
| P19      | Num  | TE_15F. | How likely is it that [NAME OF CHILD] will be injured at [REFERENT JOB] seriously enough that [HE/SHE] will need medical attention or will miss one or more days of school or work during the next 12 months. |

| Variable | Type | Format  | Question   |
|----------|------|---------|--|
| P20a     | Num  | TE_15F. | If you were concerned that the work your teenager was doing might be dangerous, how likely would you be to talk directly to [HIS/HER] supervisor about the problem?  |
| P20b     | Num  | TE_16F. | If you thought your child's work situation was dangerous, how likely would you be to encourage [HIM/HER] to talk directly to [HIS/HER] supervisor about the problem? |
| P20c     | Num  | TE_16F. | How likely would you be to contact OSHA or some other government agency yourself?  |
| P20d     | Num  | TE_16F. | HOW LIKELY WOULD YOU BE to tell your child to file a complaint?  |
| P20e     | Num  | TE_16F. | HOW LIKELY WOULD YOU BE to wait and see if the problem gets better?  |
| P20f     | Num  | TE_16F. | HOW LIKELY WOULD YOU BE to tell your child to either get assigned to different duties or quit working for this employer?   |
| P21a     | Num  | TE_13F. | I don't know enough about my teenager's job to talk to them about safety at work.  |
| P21b     | Num  | TE_14F. | My teenager doesn't want my help.  |
| P21c     | Num  | TE_14F. | I think part of teens' learning is for them to figure out about job safety themselves.   |
| P21d     | Num  | TE_14F. | I worry that my teen's employer will be upset if I try to get involved.  |
| P22      | Num  | TE_6F.  | Has [NAME OF CHILD] ever reported a workplace safety problem to you?   |
| P23a     | Num  | TE_6F.  | Did you do any of the following things? Told [HIM/HER] to talk with [HIS/HER] supervisor or boss?  |
| P23b     | Num  | TE_6F.  | Talked directly to a supervisor yourself?  |
| P23c     | Num  | TE_6F.  | Visited [HIS/HER] work site to check on the safety issue?  |
| P23d     | Num  | TE_6F.  | Reported the safety issue to OSHA or some other government agency?   |
| P23e     | Num  | TE_6F.  | Advised [HIM/HER] to quit working for this employer?   |
| P24a     | Num  | TE_6F.  | Have you or another parent/guardian ever helped [HIM/HER]... Identify job opportunities?   |
| P24b     | Num  | TE_6F.  | Fill out a job application?  |
| P24c     | Num  | TE_6F.  | Prepare for a job interview?   |
| P24d     | Num  | TE_6F.  | Consider questions to ask employers about workplace safety?  |
| P24e     | Num  | TE_6F.  | Consider questions to ask about job tasks?   |
| P24f     | Num  | TE_6F.  | Consider questions to ask about work hours?  |
| P24g     | Num  | TE_6F.  | Handle difficult work issues other than about safety?  |
| P24h     | Num  | TE_77F. | Fill out a work permit?  |
| P24i     | Num  | TE_6F.  | Work permits are required in some states and not others. Are work permits required in [STATE]?   |
| P24j     | Num  | TE_78F. | Did [NAME OF CHILD] get a work permit to work at [REFERENT JOB]?   |

| Variable | Type | Format  | Question   |
|----------|------|---------|--|
| P25a     | Num  | TE_6F.  | Have you or another parent or guardian ever ... Encouraged [HIM/HER] to quit a job because you were concerned about [HIM/HER] getting injured on the job?                  |
| P25b     | Num  | TE_6F.  | Learn about youth work restrictions?   |
| P25c     | Num  | TE_6F.  | Learn about worker s rights?   |
| P25d     | Num  | TE_6F.  | Get more training to do a job?   |
| P25e     | Num  | TE_6F.  | Report a violation about [NAME OF CHILD] s work to a government agency?  |
| P26      | Num  | /       | In [STATE] where your child works/worked at [REFERENT JOB], what is the maximum number of hours the state allows a child to work in a week during the school year?         |
| P27      | Num  | TE_6F.  | In [STATE] where your child works (worked), are teen workers under age 18 allowed to use a power slicing machine?  |
| P28      | Num  | TE_6F.  | Are they allowed to operate a forklift?  |
| P29      | Num  | TE_6F.  | Are youth under age 18 allowed to drive a car as part of their job?  |
| P30      | Num  | /       | In [STATE], what is the latest hour that teens age 16-17 can legally work on a night before a school day?  |
| P31      | Num  | /       | In [STATE], what is the latest hour that teens under age 16 can legally work on a night before a school day?   |
| P32      | Num  | TE_6F.  | While [NAME OF CHILD] has worked at [REFERENT JOB] has [HE/SHE] ever been injured badly enough on the job to miss a day of work or school or to receive medical attention? |
| P32_2    | Num  | TE_6F.  | Thinking about all the jobs your teen has held, did any involve selling things door to door?   |
| P33      | Num  | TE_6F.  | Finally just a couple of background questions about you. Are you employed?   |
| P34      | Num  |         | All together, how many hours of paid work do you do in an average week?  |
| P35      | Num  | TE_6F.  | Have you ever been injured badly enough at work that you needed to seek medical attention or miss work for a day or more?  |
| P36      | Num  | TE_79F. | Now, I have just a few final questions about you. What is your relationship to [NAME OF CHILD]?  |
| P36OTH   | Char | /       | ENTER OTHER  |
| P37      | Num  | TE_80F. | Is your age under or over 40?  |
| P37a     | Num  | TE_6F.  | Is your age under 35?  |
| P37b     | Num  | TE_6F.  | Is your age over 45?   |
| P37c     | Num  | TE_6F.  | ... over 50?   |
| P37d     | Num  | TE_6F.  | ... over 55?   |

| Variable | Type | Format  | Question  |
|----------|------|---------|---|
| P37e     | Num  | TE_6F.  | ... 60?   |
| P37f     | Num  | TE_6F.  | ... 65?   |
| P38      | Num  | /       | What is the highest grade in school you have completed thus far?  |
| P39      | Num  | TE_81F. | Who is the head of your household?  |
| P40      | Num  | TE_82F. | How would you best describe your racial or ethnic background (check one only)?  |
| P40a     | Num  | TE_83F. | Would you consider yourself White Hispanic or Black Hispanic  |
| P40OTH   | Char | /       | SPECIFY OTHER RACE:   |
| P41      | Num  | TE_84F. | What is this person's racial or ethnic background (check one only)?   |
| P41a     | Num  | TE_85F. | Would he or she be considered White Hispanic or Black Hispanic  |
| P41OTH   | Char | /       | SPECIFY OTHER RACE:   |
| P42      | Num  | TE_86F. | Is your total family household income, before taxes, under or over \$20,000?  |
| P42a     | Num  | TE_6F.  | Is your total family household income under \$10,000?   |
| P42b     | Num  | TE_6F.  | Is your total family household income over \$30,000?  |
| P42c     | Num  | TE_6F.  | ... \$40,000?   |
| P42d     | Num  | TE_6F.  | ... \$50,000?   |
| P42e     | Num  | TE_6F.  | ... \$60,000?   |
| P42f     | Num  | TE_6F.  | ... \$75,000?   |
| P43a     | Num  | TE_6F.  | Does your household have more than one phone number?  |
| P43b1    | Num  | TE_87F. | What are those phone numbers used for? [SELECT ALL THAT APPLY]  |
| P43b2    | Num  | TE_87F. | What are those phone numbers used for? [SELECT ALL THAT APPLY]  |
| P43b3    | Num  | TE_87F. | What are those phone numbers used for? [SELECT ALL THAT APPLY]  |
| P43b4    | Num  | TE_87F. | What are those phone numbers used for? [SELECT ALL THAT APPLY]  |
| P43b5    | Num  | TE_87F. | What are those phone numbers used for? [SELECT ALL THAT APPLY]  |
| P43b6    | Num  | TE_87F. | What are those phone numbers used for? [SELECT ALL THAT APPLY]  |
| P43b7    | Num  | TE_87F. | What are those phone numbers used for? [SELECT ALL THAT APPLY]  |
| P43c     | Num  | /       | How many additional lines come to your house?   |
| P43d     | Num  | TE_6F.  | So to verify, you have ... lines that come to your house?   |
| P44a     | Num  | TE_6F.  | During the past 12 months, has your household been without telephone service for 1 week or more? Please do not include cellular phones in your answer |
| P44b     | Num  | /       | For how long was your household without telephone service in the past 12 months?  |

| Variable       | Type | Format   | Question  |
|----------------|------|----------|---|
| P44c           | Num  | TE_88F.  | INTERVIEWER: ENTER TYPE OF TIME PERIODS USED IN P44b:   |
| P45            | Num  | TE_89F.  | INTERVIEWER: WHAT IS THE RESPONDENT'S ABILITY TO COMMUNICATE (UNDERSTAND AND SPEAK) IN ENGLISH. CODE WITHOUT ASKING   |
| PF_INFO<br>ASK | Num  | TE_90F.  | We hope you will talk with [NAME OF CHILD] about HIS/HER responses to the questions. If HE/SHE tells you about work conditions that may be hazardous, please look into them. I can give you the number of the person in your state government who is familiar with youth employment and child labor laws. Would you like to know that person's name and telephone number? |
| PF_OSHA<br>ASK | Num  | TE_91F.  | I can also give you the website that provides information on young workers and the name, address, and telephone number of an educational firm that works with parents and teens about work safety. Would you like to know any of this information?  |
| T1a            | Num  | TE_6F.   | Is this your most recent job in the last 12 months?   |
| T1a1           | Num  | TE_6F.   | Have (did) you worked there at least two months?  |
| T1b            | Num  | TE_6F.   | Are you still working at [REFERENT JOB]?  |
| T1c            | Num  | TE_6F.   | Were you 16 when you worked at [REFERENT JOB]?  |
| T1d            | Num  | TE_6F.   | Were you 16 the last 2 months you worked at [REFERENT JOB]?   |
| T2             | Num  | /        | How many months in total have you worked (did you work) at [REFERENT JOB]?  |
| T3             | Num  | TE_5F.   | What state is (was) your job at [REFERENT JOB] in?  |
| T4             | Num  | TE_95F.  | How would you best describe the type of business or place where you have (had) this job?  |
| T4OTH          | Char | /        | SPECIFY OTHER TYPE OF BUSINESS:   |
| T4_2           | Char | /        | What type of manufacturing is (was) this business?  |
| T4_3           | Num  | TE_96F.  | What type of transportation is (was) this business?   |
| T4_3OTH        | Char | /        | SPECIFY OTHER TRANSPORTATION BUSINESS:  |
| T4_7           | Num  | TE_97F.  | What type of services is (was) this business?   |
| T4_7OTH        | Char | /        | SPECIFY OTHER SERVICE:  |
| T4_7_1         | Num  | TE_98F.  | What type of health services is (was) this business?  |
| T4_7_1OTH      | Char | /        | SPECIFY OTHER HEALTH SERVICE:   |
| T4_7_2         | Num  | TE_99F.  | What type of educational services is (was) this business?   |
| T4_7_2OTH      | Char | /        | SPECIFY OTHER EDUCATIONAL SERVICE:  |
| T4_7_3         | Num  | TE_100F. | What type of social services is (was) this business?  |
| T4_7_3OTH      | Char | /        | SPECIFY OTHER SOCIAL SERVICE:   |

| Variable  | Type | Format   | Question  |
|-----------|------|----------|---|
| T4_7_8    | Num  | TE_101F. | What type of recreation and entertainment facilities is (was) this business?  |
| T4_7_8OTH | Char | /        | SPECIFY OTHER RECREATIONAL/ENTERTAINMENT SERVICE:   |
| T4_7_17   | Char | /        | What type of personal services is (was) this business?  |
| T4_8      | Num  | TE_102F. | What type of retail is (was) the business?  |
| T4_8OTH   | Char | /        | SPECIFY OTHER RETAIL BUSINESS:  |
| T5        | Num  | TE_103F. | What is your major reason for taking this job?  |
| T5OTH     | Char | /        | SPECIFY OTHER REASON:   |
| T6        | Num  | /        | Approximately how many people work(ed) at the same place where you work(ed)?  |
| T7        | Num  | TE_6F.   | At your job are (were) there any workers who have trouble speaking and understanding English - that is people who can/could only communicate in a different language? |
| JobTask   | Char | /        | What tasks do (did) you do at this job?   |
| JobTask2  | Char | /        | What tasks do (did) you do at this job?   |
| JobTask3  | Char | /        | What tasks do (did) you do at this job?   |
| JobTask4  | Char | /        | What tasks do (did) you do at this job?   |
| JobTask5  | Char | /        | What tasks do (did) you do at this job?   |
| JobTask6  | Char | /        | What tasks do (did) you do at this job?   |
| JobTask7  | Char | /        | What tasks do (did) you do at this job?   |
| JobTask8  | Char | /        | What tasks do (did) you do at this job?   |
| JobTask9  | Char | /        | What tasks do (did) you do at this job?   |
| JobTask10 | Char | /        | What tasks do (did) you do at this job?   |
| T9        | Num  | TE_6F.   | Is a cash register or cash handling present at [REFERENT JOB]   |
| T10a1     | Num  | TE_6F.   | While working at [REFERENT JOB] have you (did you) ... Run a cash register or handled cash?   |
| T10b      | Num  | TE_6F.   | Is a motor vehicle present at your workplace? By this we mean company motor vehicles that employees use as part of their job.   |
| T10b1     | Num  | TE_6F.   | While working at [REFERENT JOB] , have you (did you) ... Driven a motor vehicle as part of your job?  |
| T10b1OTH  | Char | /        | SPECIFY TYPE OF VEHICLE   |
| T10c      | Num  | TE_6F.   | Have you been an outside helper on a motor vehicle?   |
| T10d      | Num  | TE_6F.   | Are lawnmowers present where you work?  |
| T10d1     | Num  | TE_6F.   | While working at [REFERENT JOB] have you operated a lawn mower?   |



| Variable | Type | Format | Question   |
|----------|------|--------|--|
| T10e     | Num  | TE_6F. | Are power equipment or tools present?  |
| T10el    | Num  | TE_6F. | Have you operated power equipment or tools?  |
| T10f     | Num  | TE_6F. | Is a forklift or any other power-driven lifting equipment present at your workplace?   |
| T10fl    | Num  | TE_6F. | While working at [REFERENT JOB] have you (did you) operated a forklift or any other power-driven lifting equipment?  |
| T10g     | Num  | TE_6F. | Is heavy equipment or machinery such as that used in cleaning, landscaping, construction, or industrial work present at the place where you work?                          |
| T10gl    | Num  | TE_6F. | While working at [REFERENT JOB] have you (did you) operated any heavy equipment or machinery such as that used in cleaning, landscaping, construction, or industrial work? |
| T10h     | Num  | TE_6F. | While working at [REFERENT JOB], have you (did you) ... Performed cleaning tasks such as mopping, scrubbing, sweeping, or taking out the trash?                            |
| T10i     | Num  | TE_6F. | Worked in high places such as on ladders, roofs, or scaffolding higher than 6 feet?  |
| T10il    | Char | /      | SPECIFY HIGH PLACE:  |
| T10jl    | Num  | TE_6F. | Have you worked at these heights without equipment such as a harness, railing, or wall to keep you from falling or catch you if you did fall?                              |
| T10k     | Num  | TE_6F. | Have you moved or lifted heavy objects or persons by yourself? By heavy, we mean objects of 50 pounds or more.   |
| T10l     | Num  | TE_6F. | Worked as an electrician or electrician s helper?  |
| T10m     | Num  | TE_6F. | While working at [REFERENT JOB] have you sold things door to door?   |
| T10n     | Num  | TE_6F. | Thinking of all the jobs you have held, did any involve selling things door to door?   |
| T11a     | Num  | TE_6F. | While working at [REFERENT JOB], have you (did you) ... Used (use) a case cutter, box knife or razor blades?se) a case cutter, box knife or razor blades?                  |
| T11b     | Num  | TE_6F. | Used (use) sharp knives?   |
| T11c     | Num  | TE_6F. | Used (use) a power slicing tool or grinder?  |
| T11d     | Num  | TE_6F. | Sold or served alcohol at places where alcohol is consumed by customers?   |
| T11e     | Num  | TE_6F. | Used (use) grills or ovens?  |
| T11f     | Num  | TE_6F. | Used (use) a dough mixing or rolling machine?  |
| T11g     | Num  | TE_6F. | Used (use) a deep fat fryer?   |
| T11h     | Num  | TE_6F. | Used (use) a food wrapping machine?  |
| T11i     | Num  | TE_6F. | Used (use) a steam table?  |



| Variable       | Type | Format  | Question  |
|----------------|------|---------|---|
| T11j           | Num  | TE_6F.  | Used (use) a box crusher?   |
| T11k           | Num  | TE_6F.  | Used (use) a baler or compactor?  |
| T12a           | Num  | TE_6F.  | Worked (work) in trenches, holes, or foundations that were more than 4 feet deep?   |
| T12b           | Num  | TE_6F.  | Worked (work) on open floor joists?   |
| T12c           | Num  | TE_6F.  | Used (use) power nail guns or staple guns?  |
| T12d           | Num  | TE_6F.  | Used (use) explosives?  |
| T12e           | Num  | TE_6F.  | Put on shingles or other roofing materials?   |
| T12f           | Num  | TE_6F.  | Worked (work) on roofs doing other things like installing gutters, air conditioning, or antennae?   |
| T13a           | Num  | TE_22F. | How often have you worked (did you work) when there were fumes, foul smelling odors, or thick smoke?  |
| T13b           | Num  | TE_22F. | What about where there was continuous, very loud noise?   |
| T13c           | Num  | TE_22F. | While working at [REFERENT JOB], how often have you worked (did you work) where heavy equipment was operating?                                  |
| T13d           | Num  | TE_22F. | While working at [REFERENT JOB], how often have you worked (did you work) where falling objects could hit you?                                  |
| T13e           | Num  | TE_22F. | While working at [REFERENT JOB], how often have you worked (did you work) where you could come into contact with a power line?                  |
| T13f           | Num  | TE_22F. | How often have you worked (did you work) where you were working with flammable or explosive substances, such as gasoline or petroleum products? |
| T13g           | Num  | TE_22F. | Still thinking about your work at [REFERENT JOB], how often have you worked (did you work) with pesticides, herbicides, or weed killers?        |
| T13h           | Num  | TE_22F. | Worked with solvents or paint thinners?   |
| T13i           | Num  | TE_22F. | Sprayed paint?  |
| T13j           | Num  | TE_22F. | How often have you worked (did you work) with hot liquids, grease or near hot surfaces that could burn you?                                     |
| T13k           | Num  | TE_22F. | (HOW OFTEN HAVE YOU) ... been exposed to needles, blood products, or medical wastes while working at [REFERENT JOB]?                            |
| T14            | Num  | TE_6F.  | Do you consider any of your job tasks at [REFERENT JOB] to be hazardous or dangerous?   |
| Hazardous-Task | Char | /       | Which tasks are those?  |

| Variable        | Type | Format   | Question   |
|-----------------|------|----------|--|
| Hazardous-Task2 | Char | /        | Which tasks are those?   |
| Hazardous-Task3 | Char | /        | Which tasks are those?   |
| Hazardous-Task4 | Char | /        | Which tasks are those?   |
| Hazardous-Task5 | Char | /        | Which tasks are those?   |
| T15             | Num  | TE_6F.   | Do you have any pain or physical discomfort after you leave your job for the day?  |
| T16             | Num  | TE_104F. | Have you worked (did you work) at [REFERENT JOB] during the school year -- that is, while you were also attending school?                      |
| T17             | Num  | /        | During the school year while you were in school, about how many hours did (do) you work in a typical week at [REFERENT JOB]?                   |
| T19             | Num  | TE_6F.   | While working at [REFERENT JOB], have you worked (did you work) on a night before a school day?  |
| T19a            | Num  | TE_6F.   | Have you worked (did you work) past 7pm on a night before a school day?  |
| T19a1           | Num  | /        | About how often have you worked (did you work) past 7pm when you had school the next day on a night before a school day on average per week?   |
| T19b            | Num  | TE_6F.   | Have you worked (did you work) past 9pm at [REFERENT JOB] on a night before a school day?  |
| T19b1           | Num  | /        | About how many nights per week, on average, have you worked (did you work) past 9pm?   |
| T19c            | Num  | TE_6F.   | Have you worked (did you work) past 11pm when you worked on a night before a school day?   |
| T19c1           | Num  | /        | About how often have you worked (did you work) past 11pm?  |
| T20             | Num  | TE_6F.   | Have you worked (did you work) at [REFERENT JOB] during times when school was not in session -- that is during school vacation?                |
| T21             | Num  | /        | During school vacations, about how many hours per week do (did) you work in a typical week at [REFERENT JOB]?                                  |
| T22             | Num  | /        | In a typical work week at [REFERENT JOB], how many days do (did) you work some or part of the day without an adult supervisor at the worksite? |
| T23             | Num  | /        | During a typical work week at [REFERENT JOB], how many days per week are (were) you the only person at the worksite during daylight hours?     |

| Variable | Type | Format   | Question   |
|----------|------|----------|--|
| T24      | Num  | /        | How many nights are (were) you the only worker at the worksite after dark for at least half an hour?   |
| T25      | Num  | TE_6F.   | Have you worked off the clock in the last two months that you worked at [REFERENT JOB]?  |
| T26      | Num  | TE_23F.  | At [REFERENT JOB], how often, if ever, has anyone checked (did anyone check) to make sure you were doing your work correctly?  |
| T26OTH   | Char | /        | SPECIFY HOW IT VARIES  |
| T27      | Num  | TE_23F.  | While working at [REFERENT JOB], how often have you felt (did you feel) rushed to get your work done?  |
| T27OTH   | Char | /        | SPECIFY HOW IT VARIES  |
| T28      | Num  | TE_6F.   | While working at [REFERENT JOB], have you ever been (were you ever) injured badly enough on the job that you had to miss a day of work or school or receive medical treatment? |
| T28a     | Num  | TE_6F.   | Did it happen more than once?  |
| T28b     | Num  | /        | How many times?  |
| T2901    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2902    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2903    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2904    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2905    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2906    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2907    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2908    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2909    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |

| Variable | Type | Format   | Question   |
|----------|------|----------|--|
| T2910    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2911    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2912    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2913    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2914    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2915    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T2916    | Num  | TE_105F. | (Thinking back to the most recent event,) What injury or injuries caused you to miss work or school or to need medical care?   |
| T290TH   | Char | /        | SPECIFY OTHER INJURY:  |
| T30      | Num  | TE_6F.   | While working at [REFERENT JOB], have you ever carried (did you carry) something to protect yourself like mace, pepper spray, a noise maker, knife, club, or gun at work?        |
| T311     | Num  | TE_106F. | Which did you carry?   |
| T312     | Num  | TE_106F. | Which did you carry?   |
| T313     | Num  | TE_106F. | Which did you carry?   |
| T314     | Num  | TE_106F. | Which did you carry?   |
| T315     | Num  | TE_106F. | Which did you carry?   |
| T316     | Num  | TE_106F. | Which did you carry?   |
| T317     | Num  | TE_106F. | Which did you carry?   |
| T318     | Num  | TE_106F. | Which did you carry?   |
| T319     | Num  | TE_106F. | Which did you carry?   |
| T310TH   | Char | /        | SPECIFY OTHER WEAPON   |
| T32      | Num  | TE_6F.   | Besides any guns that might be carried by security guards or police officers, is (was) there a gun kept at [REFERENT JOB] so workers can (could) protect themselves or property? |

| Variable         | Type | Format  | Question  |
|------------------|------|---------|---|
| T33              | Num  | TE_6F.  | Have you ever used (did you ever use) any type of protective clothing or equipment at [REFERENT JOB]?   |
| Protective-Equip | Char | /       | What type of protective clothing or equipment have you used (did you use) at [REFERENT JOB]?  |
| Protective-Equi2 | Char | /       | What type of protective clothing or equipment have you used (did you use) at [REFERENT JOB]?  |
| Protective-Equi3 | Char | /       | What type of protective clothing or equipment have you used (did you use) at [REFERENT JOB]?  |
| Protective-Equi4 | Char | /       | What type of protective clothing or equipment have you used (did you use) at [REFERENT JOB]?  |
| Protective-Equi5 | Char | /       | What type of protective clothing or equipment have you used (did you use) at [REFERENT JOB]?  |
| Protective-Equi6 | Char | /       | What type of protective clothing or equipment have you used (did you use) at [REFERENT JOB]?  |
| Protective-Equi7 | Char | /       | What type of protective clothing or equipment have you used (did you use) at [REFERENT JOB]?  |
| Protective-Equi8 | Char | /       | What type of protective clothing or equipment have you used (did you use) at [REFERENT JOB]?  |
| T35              | Num  | TE_13F. | Please tell me if you strongly agree, agree, disagree, or strongly disagree with each of the following statements ... Sometimes I will take a risk for the fun of it. |
| T35a             | Num  | TE_14F. | I sometimes find it exciting to do things that may get me into trouble.   |
| T35b             | Num  | TE_14F. | Excitement and adventure are more important to me than safety.  |
| T36              | Num  | TE_14F. | Following workplace safety procedures makes it less likely I will be injured on the job.  |
| T36a             | Num  | TE_14F. | When my coworkers follow workplace safety procedures, I will not get injured on the job.  |
| T36b             | Num  | TE_14F. | If I am rushed I am more likely to be injured on the job.   |
| T36c             | Num  | TE_14F. | If I am tired I am more likely to be injured on the job.  |
| T36d             | Num  | TE_14F. | Lack of training interferes with my ability to follow safety procedures on the job.   |
| T36e             | Num  | TE_14F. | Lack of supervision interferes with my ability to follow safety procedures on the job.  |
| T36f             | Num  | TE_14F. | Accidents at work just happen sometimes and there is little that employees can do to avoid them.  |

| Variable | Type | Format   | Question   |
|----------|------|----------|--|
| T37      | Num  | TE_6F.   | Now I have some questions about training. Have you gotten (did you get) any kind of safety training while working at [REFERENT JOB]            |
| T37a     | Num  | TE_6F.   | How was most of your training done? Did you ... Watch a videotape?   |
| T37b     | Num  | TE_6F.   | Get written instructions?  |
| T37c     | Num  | TE_6F.   | Watch someone else demonstrate how to do the job?  |
| T37d     | Num  | TE_6F.   | Did your training at [REFERENT JOB] include how to avoid getting hurt while working?   |
| T37e     | Num  | TE_6F.   | How to use protective equipment?   |
| T37f     | Num  | TE_6F.   | How to use equipment safely?   |
| T37g     | Num  | TE_6F.   | How to pay attention to hazards?   |
| T37h     | Num  | TE_6F.   | How to spot for others -- that is, watching out to keep someone else from getting hurt while they are doing something that might be dangerous? |
| T37i     | Num  | TE_6F.   | How to report hazards in the workplace?  |
| T37j     | Num  | TE_6F.   | What to do in case of a robbery?   |
| T37k     | Num  | TE_6F.   | How to deal with an angry or drunk customer?   |
| T37l     | Num  | TE_6F.   | How to deal with arguments or fights among coworkers?  |
| T37m     | Num  | TE_6F.   | What to do in case you are sexually harassed?  |
| T37n     | Num  | TE_6F.   | What to do if you are attacked or threatened in some other way?  |
| T381     | Num  | TE_107F. | Have you ever received information (from any of the following sources) about ways to keep you from getting hurt at work?                       |
| T382     | Num  | TE_107F. | Have you ever received information (from any of the following sources) about ways to keep you from getting hurt at work?                       |
| T383     | Num  | TE_107F. | Have you ever received information (from any of the following sources) about ways to keep you from getting hurt at work?                       |
| T384     | Num  | TE_107F. | Have you ever received information (from any of the following sources) about ways to keep you from getting hurt at work?                       |
| T385     | Num  | TE_107F. | Have you ever received information (from any of the following sources) about ways to keep you from getting hurt at work?                       |
| T386     | Num  | TE_107F. | Have you ever received information (from any of the following sources) about ways to keep you from getting hurt at work?                       |

| Variable | Type | Format   | Question   |
|----------|------|----------|--|
| T387     | Num  | TE_107F. | Have you ever received information (from any of the following sources) about ways to keep you from getting hurt at work?                                       |
| T388     | Num  | TE_107F. | Have you ever received information (from any of the following sources) about ways to keep you from getting hurt at work?                                       |
| T389     | Num  | TE_107F. | Have you ever received information (from any of the following sources) about ways to keep you from getting hurt at work?                                       |
| T380TH   | Char | /        | SPECIFY OTHER INFORMATION SOURCE:  |
| T38a     | Num  | TE_6F.   | In the information you have received, were you told ... What things teens your age are not allowed to do at work?  |
| T38b     | Num  | TE_6F.   | Were you told what to do if you are in a situation where you believe someone could get hurt?   |
| T38C     | Num  | TE_6F.   | What to do if another worker is injured?   |
| T38d     | Num  | TE_6F.   | How to report work related injuries or file a worker s compensation claim?   |
| T39      | Num  | TE_6F.   | Have you ever heard about laws that limit the kinds of work that teenagers can do?   |
| T39a     | Num  | TE_6F.   | Have you ever heard about laws that regulate the hours that teenagers can work (the number of hours and how late teens can work)?                              |
| T40      | Num  | TE_6F.   | Please answer "yes" or "no" to indicate whether or not you learned about child labor laws from any of these sources. Did you learn about these laws:At school? |
| T40a     | Num  | TE_6F.   | From your parents?   |
| T40b     | Num  | TE_6F.   | From TV, radio, newspapers, or magazines?  |
| T40d     | Num  | TE_6F.   | From your employer?  |
| T41      | Num  | TE_108F. | In [STATE] where you work (worked) at [REFERENT JOB], what is the latest hour teens less than 16 can legally work on a night before a school day?              |
| T42      | Num  | TE_109F. | In [STATE] where you work (worked) at [REFERENT JOB], what is the latest hour teens 16 or 17 years of age can legally work on a night before a school day?     |
| TQ43     | Num  | TE_25F.  | Are workers younger than 18 definitely allowed to operate a forklift, definitely not allowed, or are you unsure?   |
| T43a     | Num  | TE_25F.  | What about a worker younger than 18 working on a roof to apply shingles or other roofing materials?  |
| T43b     | Num  | TE_25F.  | What about workers younger than 18 using a power slicing machine?  |
| T43c     | Num  | TE_25F.  | What about using a power saw?  |



| Variable | Type | Format   | Question  |
|----------|------|----------|---|
| T44      | Num  | TE_6F.   | Do (did) you have a work permit for working at [REFERENT JOB]?  |
| T45      | Num  | TE_13F.  | How much do you agree or disagree with each of these statements about your parents or guardians:<br>My parents or guardians have a lot to do with helping me decide whether to get a job or not.  |
| T45a     | Num  | TE_13F.  | My parents or guardians helped me decide to work at [REFERENT JOB].   |
| T45b     | Num  | TE_14F.  | (MY PARENTS OR GUARDIANS) ... give me advice about the things I do at [REFERENT JOB].   |
| T45c     | Num  | TE_14F.  | (MY PARENTS OR GUARDIANS) ... don't (didn't) want me to work as many hours as I do (did).   |
| T45d     | Num  | TE_14F.  | (MY PARENTS OR GUARDIANS) ... are (were) concerned that working at [REFERENT JOB] is (was) dangerous for me.  |
| T45e     | Num  | TE_14F.  | (MY PARENTS OR GUARDIANS) ... think (thought) I should work in a different job.   |
| T46      | Num  | TE_26F.  | How much do you care what your parents think about the decisions you make about whether to take or quit a job?  |
| T46a     | Num  | TE_26F.  | How much do you care what your friends think about the decisions you make about whether to take or quit a job?  |
| T46b     | Num  | TE_26F.  | How much do you care what your teachers think about the decisions you make about whether to take or quit a job?   |
| T47      | Num  | TE_110F. | Who, if anyone, do you most listen to when you have decisions to make about your job?   |
| T47OTH   | Char | /        | SPECIFY OTHER PERSON:   |
| T48      | Num  | /        | What is the highest grade in school you have completed thus far?  |
| T49      | Num  | TE_111F. | How would you best describe your racial or ethnic background?   |
| T49a     | Num  | TE_112F. | Would you consider yourself White Hispanic or Black Hispanic  |
| T49OTH   | Char | /        | SPECIFY OTHER RACE:   |
| TEEN2MO  | Num  | /        | How many teens do you have who worked for at least a 2-month period in the past 12 months ... for the same employer ... and were not supervised by a parent or guardian? We want to know about teens who were at least 14 but were younger than 18 at the time they worked. |
| TEENN2   | Char | /        | To avoid confusion, what is the teen's first name?  |
| VERSEX   | Num  | TE_66F.  | WHAT IS [NAME OF CHILD]'s GENDER  |
| AGE2     | Num  | /        | How old is [NAME OF CHILD]?   |
| JOB14_17 | Char | /        | What is the most recent job [NAME OF CHILD] has worked in the past year?  |
| JOB18    | Char | /        | What is the most recent job [NAME OF CHILD] has worked in the past year while age 17?   |
| ID       | Num  | /        | Identification number (Unique subject ID)   |



| Variable | Type | Format | Question                                       |
|----------|------|--------|--|
| FRAME    | Num  | /      | Sampling frame: 1=RDD, 2=Targeted              |
| W1PAIR   | Num  | /      | Raw record weight for paired analysis          |
| W1PREN   | Num  | /      | Raw record weight for parent only analysis     |
| W1TEEN   | Num  | /      | Raw record weight for teen only analysis       |
| W1TPAIR  | Num  | /      | Final adjusted weight for paired analysis      |
| W1TPREN  | Num  | /      | Final adjusted weight for parent only analysis |
| W1TTEEN  | Num  | /      | Final adjusted weight for teen only analysis   |

# Contents of Formats Catalog

| Variables | Format/Value | Label                |
|-----------|--------------|----------------------|
| P3, T3    | TE 5F.       |                      |
|           | 1            | ALABAMA              |
|           | 2            | ALASKA               |
|           | 3            | ARIZONA              |
|           | 4            | ARKANSAS             |
|           | 5            | CALIFORNIA           |
|           | 6            | COLORADO             |
|           | 7            | CONNECTICUT          |
|           | 8            | DELAWARE             |
|           | 9            | DISTRICT OF COLUMBIA |
|           | 10           | FLORIDA              |
|           | 11           | GEORGIA              |
|           | 12           | GUAM                 |
|           | 13           | HAWAII               |
|           | 14           | IDAHO                |
|           | 15           | ILLINOIS             |
|           | 16           | INDIANA              |
|           | 17           | IOWA                 |
|           | 18           | KANSAS               |
|           | 19           | KENTUCKY             |
|           | 20           | LOUISIANA            |
|           | 21           | MAINE                |
|           | 22           | MARYLAND             |
|           | 23           | MASSACHUSETTS        |
|           | 24           | MICHIGAN             |
|           | 25           | MINNESOTA            |

| Variables | Format/Value | Label          |
|-----------|--------------|----------------|
| P3, T3    | 26           | MISSISSIPPI    |
|           | 27           | MISSOURI       |
|           | 28           | MONTANA        |
|           | 29           | NEBRASKA       |
|           | 30           | NEVADA         |
|           | 31           | NEW HAMPSHIRE  |
|           | 32           | NEW JERSEY     |
|           | 33           | NEW MEXICO     |
|           | 34           | NEW YORK       |
|           | 35           | NORTH CAROLINA |
|           | 36           | NORTH DAKOTA   |
|           | 37           | OHIO           |
|           | 38           | OKLAHOMA       |
|           | 39           | OREGON         |
|           | 40           | PENNSYLVANIA   |
|           | 41           | PUERTO RICO    |
|           | 42           | RHODE ISLAND   |
|           | 43           | SOUTH CAROLINA |
|           | 44           | SOUTH DAKOTA   |
|           | 45           | TENNESSEE      |
|           | 46           | TEXAS          |
|           | 47           | UTAH           |
|           | 48           | VERMONT        |
|           | 49           | VIRGINIA       |
|           | 50           | WASHINGTON     |
|           | 51           | WEST VIRGINIA  |
|           | 52           | WISCONSIN      |
|           | 53           | WYOMING        |

| Variables   | Format/Value   | Label             |
|---|----------------|-------------------|
| P1, P4, P4b, P4d, P5, P6, P9a-P11, P22-P24g, P24i, P25a-e, P27-P29, P32, P32_2, P33, P35, P37a-f, P42a-f, P43a, P43d, P44a, T1a-d, T7, T9, T10a1-b1, T10c-T10i, T10j1-T12f, T14, T15, T19, T19a, T19b, T19c, T20, T25, T28, T28a, T30, T32, T33, T37-T37n, T38a-T40d, T44 | <b>TE_6F.</b>  |                   |
|   | 1              | YES               |
|   | 2              | NO                |
|   | 3              | REFUSED           |
|   | 4              | DON T KNOW        |
| P8a, P8b, P17a, P17b, P21a, T35, T45, T45a  | <b>TE_13F.</b> |                   |
|   | 1              | Strongly agree    |
|   | 2              | Somewhat agree    |
|   | 3              | Somewhat disagree |
|   | 4              | Strongly disagree |
|   | 5              | REFUSED           |
| P8c-i, P17c, P17d, P18a-e, P21b-d, T35a-b, T36-36f, T45b-e  | 6              | DON T KNOW        |
|   | <b>TE_14F.</b> |                   |
|   | 1              | STRONGLY AGREE    |
|   | 2              | SOMEWHAT AGREE    |
|   | 3              | SOMEWHAT DISAGREE |
|   | 4              | STRONGLY DISAGREE |
|   | 5              | REFUSED           |
|   | 6              | DON T KNOW        |

| Variables                       | Format/Value | Label                |
|---------------------------------|--------------|----------------------|
| P19, P20a                       | TE_15F.      |                      |
|                                 | 1            | Very likely          |
|                                 | 2            | Somewhat likely      |
|                                 | 3            | Somewhat unlikely    |
|                                 | 4            | Very unlikely        |
|                                 | 5            | REFUSED              |
| P20b, P20c, P20d,<br>P20e, P20f | 6            | DON T KNOW           |
|                                 | TE_16F.      |                      |
|                                 | 1            | VERY LIKELY          |
|                                 | 2            | SOMEWHAT LIKELY      |
|                                 | 3            | SOMEWHAT UNLIKELY    |
|                                 | 4            | VERY UNLIKELY        |
| P12a, P12b                      | 5            | REFUSED              |
|                                 | 6            | DON T KNOW           |
|                                 | TE_17F.      |                      |
|                                 | 1            | Very concerned       |
|                                 | 2            | Somewhat concerned   |
|                                 | 3            | Not at all concerned |
| P12c-P12k                       | 4            | REFUSED              |
|                                 | 5            | DON T KNOW           |
|                                 | TE_18F.      |                      |
|                                 | 1            | VERY CONCERNED       |
|                                 | 2            | SOMEWHAT CONCERNED   |
|                                 | 3            | NOT AT ALL CONCERNED |
|                                 | 4            | REFUSED              |
|                                 | 5            | DON T KNOW           |

| Variables  | Format/Value | Label                |
|------------|--------------|----------------------|
| P13a, P13b | TE_19F.      |                      |
|            | 1            | Very important       |
|            | 2            | Somewhat important   |
|            | 3            | Slightly important   |
|            | 4            | Not important at all |
|            | 5            | REFUSED              |
|            | 6            | DON T KNOW           |
| P13c-P13h  | TE_20F.      |                      |
|            | 1            | VERY IMPORTANT       |
|            | 2            | SOMEWHAT IMPORTANT   |
|            | 3            | SLIGHTLY IMPORTANT   |
|            | 4            | NOT IMPORTANT AT ALL |
|            | 5            | REFUSED              |
|            | 6            | DON T KNOW           |
| T13a-T13k  | TE_22F.      |                      |
|            | 1            | ALWAYS               |
|            | 2            | OFTEN                |
|            | 3            | SOMETIMES            |
|            | 4            | RARELY               |
|            | 5            | NEVER                |
|            | 6            | REFUSED              |
|            | 7            | DON T KNOW           |

| Variables       | Format/Value | Label                                  |
|-----------------|--------------|--|
| T26, T27        | TE_23F.      |  |
|                 | 1            | More than once a day                   |
|                 | 2            | Once a day                             |
|                 | 3            | At least once a week but not every day |
|                 | 4            | Less than once a week                  |
|                 | 5            | Never                                  |
|                 | 6            | IT VARIES: (Please Specify: _____)     |
|                 | 7            | REFUSED                                |
| TQ43, T43a-c    | 8            | DON T KNOW                             |
|                 | TE_25F.      |  |
|                 | 1            | DEFINITELY ALLOWED                     |
|                 | 2            | DEFINITELY NOT ALLOWED                 |
|                 | 3            | NOT SURE IF ALLOWED OR NOT             |
|                 | 4            | REFUSED                                |
| T46, T46a, T46b | TE_26F.      |  |
|                 | 1            | Care a great deal                      |
|                 | 2            | Care somewhat                          |
|                 | 3            | Care very little                       |
|                 | 4            | Don t care at all                      |
|                 | 5            | REFUSED                                |
|                 | 6            | DTK                                    |
| VERSEX          | TE_66F.      |  |
|                 | 1            | MALE                                   |
|                 | 2            | FEMALE                                 |

| Variables | Format/Value | Label   |
|-----------|--------------|---|
| P2        | TE_72F.      |   |
|           | 1            | RETURNED TO SCHOOL  |
|           | 2            | JOB ENDED/SEASONAL  |
|           | 3            | THEY WERE FIRED OR LAID OFF                                 |
|           | 4            | THEY GOT A BETTER/DIFFERENT JOB                             |
|           | 5            | PARENT MADE THEM QUIT                                       |
|           | 6            | TEEN DIDN T LIKE THE JOB                                    |
|           | 7            | GOT HURT  |
|           | 8            | JOB TOO HARD  |
|           | 9            | HOURS WERE WRONG (TOO LONG, TOO SHORT, TOO EARLY, TOO LATE) |
|           | 10           | OTHER REASON  |
|           | 11           | REFUSED   |
|           | 12           | DON T KNOW  |
| P7        | TE_73F.      |   |
|           | 1            | Very familiar   |
|           | 2            | Somewhat familiar   |
|           | 3            | Slightly familiar   |
|           | 4            | Not at all familiar   |
|           | 5            | REFUSED   |
| P7a       | TE_74F.      |   |
|           | 1            | Very involved   |
|           | 2            | Somewhat involved   |
|           | 3            | Not at all involved   |
|           | 4            | REFUSED   |
|           | 5            | DTK   |



| Variables | Format/Value | Label                               |
|-----------|--------------|-------------------------------------|
| P15       | TE_75F.      |                                     |
|           | 1            | EARLIER THAN 8 PM                   |
|           | 2            | 8 PM                                |
|           | 3            | 9 PM                                |
|           | 4            | 10 PM                               |
|           | 5            | 11 PM                               |
|           | 6            | 12 MIDNIGHT                         |
|           | 7            | LATER THAN 12 MIDNIGHT, BEFORE 2 AM |
|           | 8            | NO TIME RESTRICTION AT ALL          |
|           | 9            | REFUSED                             |
|           | 10           | DON T KNOW                          |
| P16       | TE_76F.      |                                     |
|           | 1            | EARLIER THAN 8 PM                   |
|           | 2            | 8 PM                                |
|           | 3            | 9 PM                                |
|           | 4            | 10 PM                               |
|           | 5            | 11 PM                               |
|           | 6            | 12 MIDNIGHT                         |
|           | 7            | LATER THAN 12 MIDNIGHT, BEFORE 2 AM |
|           | 8            | NO TIME RESTRICTION AT ALL          |
|           | 9            | REFUSED                             |
|           | 10           | DON T KNOW                          |
| P24h      | TE_77F.      |                                     |
|           | 1            | YES                                 |
|           | 2            | NO                                  |
|           | 3            | WORK PERMITS ARE NOT REQUIRED       |
|           | 4            | REFUSED                             |
|           | 5            | DON T KNOW                          |

| Variables | Format Value | Label                        |
|-----------|--------------|------------------------------|
| P24j      | TE_78F.      |                              |
|           | 1            | YES                          |
|           | 2            | NO                           |
|           | 3            | WORK PERMIT WAS NOT REQUIRED |
|           | 4            | REFUSED                      |
| P36       | 5            | DON T KNOW                   |
|           | TE_79F.      |                              |
|           | 1            | MOTHER                       |
|           | 2            | STEPMOTHER                   |
|           | 3            | FATHER                       |
|           | 4            | STEPFATHER                   |
|           | 5            | FEMALE GUARDIAN              |
|           | 6            | MALE GUARDIAN                |
|           | 7            | GRANDMOTHER                  |
|           | 8            | GRANDFATHER                  |
|           | 9            | AUNT                         |
|           | 10           | UNCLE                        |
|           | 11           | OLDER BROTHER                |
|           | 12           | OLDER SISTER                 |
|           | 13           | OTHER                        |
| P37       | 14           | REFUSED                      |
|           | 15           | DON T KNOW                   |
|           | TE_80F.      |                              |
|           | 1            | UNDER 40                     |
|           | 2            | OVER 40                      |
|           | 3            | REFUSED                      |
|           | 4            | DON T KNOW                   |

| Variables | Format/Value   | Label   |
|-----------|----------------|---|
| P39       | <b>TE_81F.</b> |   |
|           | 1              | SELF  |
|           | 2              | OTHER   |
|           | 3              | REFUSED   |
| P40       | 4              | DON T KNOW  |
|           | <b>TE_82F.</b> |   |
|           | 1              | AFRICAN AMERICAN/BLACK                            |
|           | 2              | ASIAN   |
|           | 3              | HISPANIC  |
|           | 4              | WHITE/CAUCASIAN                                   |
|           | 5              | AMERICAN INDIAN OR ALASKAN NATIVE                 |
|           | 6              | NATIVE HAWAIIAN / PACIFIC ISLANDER                |
|           | 7              | OTHER (SPECIFY _____)                             |
|           | 8              | REFUSED   |
|           | 9              | DON T KNOW (PROBE: "What s your race?")           |
|           | <b>TE_83F.</b> |   |
| P40a      | 1              | WHITE HISPANIC                                    |
|           | 2              | BLACK HISPANIC                                    |
|           | 3              | REFUSED   |
|           | 4              | DON T KNOW  |
| P41       | <b>TE_84F.</b> |   |
|           | 1              | AFRICAN AMERICAN/BLACK                            |
|           | 2              | ASIAN   |
|           | 3              | HISPANIC  |
|           | 4              | WHITE/CAUCASIAN                                   |
|           | 5              | AMERICAN INDIAN OR ALASKAN NATIVE                 |
|           | 6              | NATIVE HAWAIIAN / PACIFIC ISLANDER                |
|           | 7              | OTHER (SPECIFY _____)                             |
|           | 8              | REFUSED   |
|           | 9              | DON T KNOW (PROBE: "What is this person s race?") |
|           |                |   |

| Variables | Format/Value | Label                     |
|-----------|--------------|---------------------------|
| P41a      | TE_85F.      |                           |
|           | 1            | WHITE HISPANIC            |
|           | 2            | BLACK HISPANIC            |
|           | 3            | REFUSED                   |
| P42       | 4            | DON T KNOW                |
|           | TE_86F.      |                           |
|           | 1            | UNDER \$20,000            |
|           | 2            | OVER \$20,000             |
| P43b1-b7  | 3            | REFUSED                   |
|           | 4            | DON T KNOW                |
|           | TE_87F.      |                           |
|           | 1            | CELL PHONE                |
| P44c      | 2            | DEDICATED FAX LINE        |
|           | 3            | DEDICATED COMPUTER LINE   |
|           | 4            | DEDICATED BUSINESS NUMBER |
|           | 5            | ADDITIONAL LINES          |
| P45       | 6            | REFUSED                   |
|           | 7            | DON T KNOW                |
|           | TE_88F.      |                           |
|           | 1            | DAYS                      |
| P44c      | 2            | WEEKS                     |
|           | 3            | MONTH(S)                  |
|           | 4            | REFUSED                   |
|           | 5            | DON T KNOW                |
| P45       | TE_89F.      |                           |
|           | 1            | NO DIFFICULTY             |
|           | 2            | SOME DIFFICULTY           |
|           | 3            | A LOT OF DIFFICULTY       |

| Variables  | Format/Value | Label  |
|------------|--------------|--|
| PF_INFOASK | TE_90F.      |  |
|            | 1            | YES  |
|            | 2            | NO   |
| PF_OSHAASK | TE_91F.      |  |
|            | 1            | YES  |
|            | 2            | NO   |
| T4         | TE_95F.      |  |
|            | 1            | SERVICES (E.G., PROVIDE SERVICES-RESTAURANTS/FASTFOOD, HOSPITALS, BANKS, HEALTH CLUBS, BEAUTY SHOPS, DAYCARE, LODGING, BAKERIES, ETC.)                   |
|            | 2            | RETAIL (E.G., STORES THAT SELL THINGS TO PEOPLE-CLOTHES, GAS, LUMBER, VIDEOS, HARDWARE, CONVENIENCE ITEMS)   |
|            | 3            | CONSTRUCTION (E.G., BUILDING HOMES, ROADS, BRIDGES, BUILDINGS; AND INCLUDES CARPENTRY PLUMBING, PAINTING, ELECTRICAL SYSTEMS, HEATING & COOLING SYSTEMS) |
|            | 4            | MANUFACTURING (E.G., BUSINESSES THAT MAKE THINGS THAT ARE LATER SOLD TO CUSTOMERS-GOODS)   |
|            | 5            | TRANSPORTATION (E.G., TRANSPORTING PEOPLE AND GOODS VIA RAIL, HIGHWAYS, WATERWAYS, AND AIR)  |
|            | 6            | PUBLIC UTILITIES (E.G., PROVIDE UTILITIES SUCH AS WATER, GAS, AND ELECTRICITY)   |
|            | 7            | WHOLESALE TRADE (E.G., SELL PRODUCTS IN BULK TO OTHER COMPANIES RATHER THAN DIRECTLY TO THE CUSTOMER)  |
|            | 8            | COMMUNICATION (E.G., PROVIDE TELEPHONE, RADIO, TV, INTERNET, OR OTHER COMMUNICATION SERVICES)  |
|            | 9            | REFUSED  |
|            | 10           | DON'T KNOW   |

| Variables | Format/Value | Label                                   |
|-----------|--------------|---|
| T4_3      | TE_96F.      |   |
|           | 1            | TRUCKING                                |
|           | 2            | WAREHOUSING                             |
|           | 3            | OTHER (Please Specify: _____)           |
|           | 4            | REFUSED                                 |
| T4_7      | 5            | DON T KNOW                              |
|           | TE_97F.      |   |
|           | 1            | AUTO REPAIR                             |
|           | 2            | BUSINESS/OFFICE SERVICES                |
|           | 3            | EDUCATIONAL SERVICES                    |
|           | 4            | ENGINEERING AND MANAGEMENT SERVICES     |
|           | 5            | ENTERTAINMENT AND RECREATION FACILITIES |
|           | 6            | FINANCE, INSURANCE & REAL ESTATE        |
|           | 7            | FOOD/ RESTAURANT & FAST FOOD SERVICES   |
|           | 8            | HEALTH SERVICES                         |
|           | 9            | HOTELS/MOTELS                           |
|           | 10           | LANDSCAPING                             |
|           | 11           | MEMBERSHIP ORGANIZATIONS (E.G. YMCA)    |
|           | 12           | PARKING                                 |
|           | 13           | PERSONAL SERVICES                       |
|           | 14           | SOCIAL SERVICES                         |
|           | 15           | TEMPORARY PLACEMENT AGENCIES            |
|           | 16           | OTHER SERVICE (Please Specify: _____)   |
|           | 17           | REFUSED                                 |
|           | 18           | DON T KNOW                              |

| Variables | Format/Value    | Label   |
|-----------|-----------------|---|
| T4_7_1    | <b>TE_98F.</b>  |   |
|           | 1               | NURSING HOMES, REHAB CENTERS  |
|           | 2               | HOSPITALS, INCLUDING EMERGENCY ROOMS AND CLINICS AT HOSPITALS   |
|           | 3               | CLINIC, DOCTOR S OFFICE, OTHER OUTPATIENT FACILITY NOT IN HOSPITAL  |
|           | 4               | OTHER (Please Specify: _____)   |
|           | 5               | REFUSED   |
| T4_7_2    | 6               | DON T KNOW  |
|           | <b>TE_99F.</b>  |   |
|           | 1               | SCHOOL (INCLUDING PUBLIC OR PRIVATE ELEMENTARY, MIDDLE SCHOOL, HIGH SCHOOL, TECHNICAL SCHOOL, COLLEGE, OR UNIVERSITY) |
|           | 2               | OTHER (Please Specify: _____)   |
|           | 3               | REFUSED   |
|           | 4               | DON T KNOW  |
| T4_7_3    | <b>TE_100F.</b> |   |
|           | 1               | CHILD DAY CARE/PRESCHOOL  |
|           | 2               | OTHER (Please Specify: _____)   |
|           | 3               | REFUSED   |
| T4_7_8    | 4               | DON T KNOW  |
|           | <b>TE_101F.</b> |   |
|           | 1               | MOVIE THEATER   |
|           | 2               | CAMP (SPORTING & RECREATIONAL)  |
|           | 3               | PARK  |
|           | 4               | CLUB (SPORTS, RECREATIONAL & MEMBERSHIP)  |
|           | 5               | SWIMMING (OR WADING) POOL   |
|           | 6               | BOTANICAL GARDENS   |
|           | 7               | ZOO   |
|           | 8               | MUSEUMS (INDOOR OR OUTDOOR, INCLUDING PLANETARIUM)  |
|           | 9               | OTHER (Please Specify: _____)   |
|           | 10              | REFUSED   |
|           | 11              | DON T KNOW  |

| Variables | Normal Value    | Label   |
|-----------|-----------------|---|
| T4_8      | <b>TE_102F.</b> |   |
|           | 1               | RETAIL FOOD SERVICES & BAKERIES OR GROCERY STORE OR SUPERMARKET |
|           | 2               | DEPARTMENT STORE  |
|           | 3               | VIDEO OR MUSIC STORE  |
|           | 4               | CLOTHING STORE  |
|           | 5               | GAS STATION/SERVICE STATION                                     |
|           | 6               | CONVENIENCE STORE   |
|           | 7               | HARDWARE STORE  |
|           | 8               | LUMBER AND BUILDING MATERIAL RETAILING                          |
|           | 9               | FURNITURE STORE   |
|           | 10              | MOTOR-VEHICLE DEALER  |
|           | 11              | LIQUOR STORE  |
|           | 12              | MERCHANDISE OR MISCELLANEOUS STORE                              |
|           | 13              | OTHER (Please Specify: _____)                                   |
|           | 14              | REFUSED   |
|           | 15              | DON T KNOW  |
| T5        | <b>TE_103F.</b> |   |
|           | 1               | TO GET WORK EXPERIENCE  |
|           | 2               | TO EARN EXTRA MONEY   |
|           | 3               | TO SUPPORT CHILD OR FAMILY                                      |
|           | 4               | MY PARENTS WANTED ME TO   |
|           | 5               | TO EXPLORE CAREER OPTIONS                                       |
|           | 6               | FOR FUN   |
|           | 7               | OTHER (Please Specify: _____)                                   |
|           | 8               | REFUSED   |
|           | 9               | DON T KNOW  |



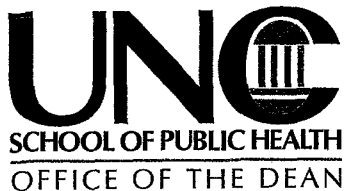
| Variables   | Format/Value    | Label   |
|-------------|-----------------|---|
| T16         | <b>TE_104F.</b> |   |
|             | 1               | YES   |
|             | 2               | NO  |
|             | 3               | SCHOOL DROPOUT  |
|             | 4               | ALREADY GRADUATED   |
|             | 5               | REFUSED   |
| T2901-T2916 | 6               | DON T KNOW  |
|             | <b>TE_105F.</b> |   |
|             | 1               | CUT, SCRAPE, OR SPLINTER NOT REQUIRING STITCHES                     |
|             | 2               | DEEP CUT, SPLINTERS, PUNCTURES, AND LACERATIONS (STITCHES REQUIRED) |
|             | 3               | BURN/SCALDS (NOT SUNBURN  |
|             | 4               | STRAIN/SPRAIN/TEAR  |
|             | 5               | SUNBURN   |
|             | 6               | BRUISES/CONTUSIONS/CRUSHINGS  |
|             | 7               | FRACTURED/BROKEN BONE   |
|             | 8               | CONCUSSION  |
|             | 9               | DISLOCATION   |
|             | 10              | EYE INJURY, INCLUDING FOREIGN OBJECT IN EYE                         |
|             | 11              | SKIN RASH   |
|             | 12              | INSECT STING, BITE, OR SNAKE BITE                                   |
|             | 13              | HEAT STROKE/FAINTING  |
|             | 14              | OTHER (Please Specify: _____)                                       |
|             | 15              | REFUSED   |
|             | 16              | DON T KNOW  |

| Variables | Format/Value    | Label                               |
|-----------|-----------------|-------------------------------------|
| T311-T319 | <b>TE_106F.</b> |                                     |
|           | 1               | Mace                                |
|           | 2               | Pepper Spray                        |
|           | 3               | Noise Maker                         |
|           | 4               | Knife                               |
|           | 5               | Club (includes bat)                 |
|           | 6               | Gun                                 |
|           | 7               | OTHER (Please Specify: _____)       |
|           | 8               | REFUSED                             |
| T381-T389 | 9               | DON T KNOW                          |
|           | <b>TE_107F.</b> |                                     |
|           | 1               | Training at job                     |
|           | 2               | Media                               |
|           | 3               | School                              |
|           | 4               | Parents or guardians                |
|           | 5               | Friends not at job                  |
|           | 6               | OTHER (Please Specify: _____)       |
|           | 7               | NOT APPLICABLE                      |
| T41       | 8               | REFUSED                             |
|           | 9               | DON T KNOW                          |
|           | <b>TE_108F.</b> |                                     |
|           | 1               | EARLIER THAN 8 PM                   |
|           | 2               | 8 PM                                |
|           | 3               | 9 PM                                |
|           | 4               | 10 PM                               |
|           | 5               | 11 PM                               |
|           | 6               | 12 MIDNIGHT                         |
|           | 7               | LATER THAN 12 MIDNIGHT, BEFORE 2 AM |
|           | 8               | NO TIME RESTRICTION AT ALL          |
|           | 9               | REFUSED                             |
|           | 10              | DON T KNOW                          |

| Variables | Format/Value    | Label                               |
|-----------|-----------------|-------------------------------------|
| T42       | <b>TE_109F.</b> |                                     |
|           | 1               | EARLIER THAN 8 PM                   |
|           | 2               | 8 PM                                |
|           | 3               | 9 PM                                |
|           | 4               | 10 PM                               |
|           | 5               | 11 PM                               |
|           | 6               | 12 MIDNIGHT                         |
|           | 7               | LATER THAN 12 MIDNIGHT, BEFORE 2 AM |
|           | 8               | NO TIME RESTRICTION AT ALL          |
|           | 9               | REFUSED                             |
|           | 10              | DON T KNOW                          |
| T47       | <b>TE_110F.</b> |                                     |
|           | 1               | MOM (OR FEMALE GUARDIAN)            |
|           | 2               | DAD (OR MALE GUARDIAN)              |
|           | 3               | SISTER                              |
|           | 4               | BROTHER                             |
|           | 5               | TEACHER                             |
|           | 6               | FRIEND                              |
|           | 7               | CO-WORKER                           |
|           | 8               | COUNSELOR                           |
|           | 9               | BOSS/SUPERVISOR                     |
|           | 10              | NOBODY                              |
|           | 11              | OTHER (SPECIFY: _____)              |
|           | 12              | REFUSED                             |
|           | 13              | DON T KNOW                          |

| Variables | Format/Value | Label                                   |
|-----------|--------------|---|
| T49       | TE_111F.     |   |
|           | 1            | AFRICAN AMERICAN/BLACK                  |
|           | 2            | ASIAN                                   |
|           | 3            | HISPANIC                                |
|           | 4            | WHITE (CAUCASIAN)                       |
|           | 5            | AMERICAN INDIAN OR ALASKAN NATIVE       |
|           | 6            | NATIVE HAWAIIAN / PACIFIC ISLANDER      |
|           | 7            | OTHER (SPECIFY _____)                   |
|           | 8            | REFUSED                                 |
|           | 9            | DON'T KNOW (PROBE: "What s your race?") |
| T49a      | TE_112F.     |   |
|           | 1            | WHITE HISPANIC                          |
|           | 2            | BLACK HISPANIC                          |
|           | 3            | REFUSED                                 |
|           | 4            | DON'T KNOW                              |





TO: Carol W. Runyan  
DEPARTMENT: Health Behavior and Health Education  
ADDRESS: Injury Prevention Res. Ct  
CB #7505  
Chase Hall  
DATE: 09/27/2002  
FROM: *Linda S. Adair*  
Linda S. Adair, Chair  
UNC School of Public Health Institutional Review Board  
IRB NUMBER: 97-265  
EXPIRATION DATE: 10/12/2003  
TITLE: Safety of Youth Employment: A National Study of Parents  
and Teens  
SUBJECT: Expedited Protocol Approval Notice--Renewal

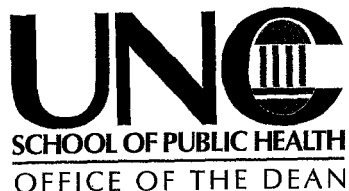
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The renewal to your research project has been reviewed under an expedited procedure because it does not represent any change in risk to human subjects. This project is approved for human subjects research, and is valid through the expiration date above.

NOTE:

(1) This Committee complies with the requirements found in Part 56 of the 21 Code of Federal regulations and Part 46 of the 45 Code of Federal regulations. Assurance Number: M-1390, IRB No. IRB00000540.

(2) Re-review of this proposal is necessary if (a) any significant alterations or additions to the proposal are made, OR (b) you wish to continue research beyond the expiration date.



TO: Carol W. Runyan  
DEPARTMENT: Health Behavior and Health Education  
ADDRESS: Injury Prevention Research Center  
CB #7505  
Chase Hall  
DATE: 09/26/2003  
FROM: *Linda S. Adair*  
Linda S. Adair, PhD, Chair  
UNC School of Public Health Institutional Review Board  
IRB NUMBER: 97-265  
EXPIRATION DATE: 10/12/2004  
TITLE: Safety of Youth Employment: A National Study of Parents  
and Teens  
SUBJECT: Expedited Protocol Approval Notice--Renewal

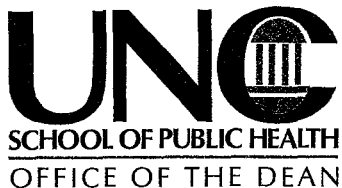
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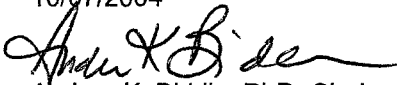
The renewal of your research project has been reviewed under an expedited procedure because it involves only minimal risk to human subjects. This project is approved for human subjects research, and is valid through the expiration date above.

NOTE:

(1) This Committee complies with the requirements found in Part 56 of the 21 Code of Federal regulations and Part 46 of the 45 Code of Federal regulations. Federalwide Assurance Number: FWA-4801, IRB No. IRB00000540.

(2) Re-review of this proposal is necessary if (a) any significant alterations or additions to the proposal are made, OR (b) you wish to continue research beyond the expiration date.



TO: Carol W. Runyan  
DEPARTMENT: Health Behavior and Health Education  
ADDRESS: Injury Prevention Res. Ct  
CB #7505  
Chase Hall  
DATE: 10/07/2004  
FROM:   
Andrea K. Biddle, PhD, Chair  
Public Health IRB, Office of Human Research Ethics  
IRB NUMBER: 97-265  
EXPIRATION DATE: 10/12/2005  
TITLE: Safety of Youth Employment: A National Study of Parents  
and Teens  
SUBJECT: Expedited Protocol Approval Notice--Renewal

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The renewal of your research project has been reviewed under an expedited procedure because it involves only minimal risk to human subjects. This project is approved for human subjects research, and is valid through the expiration date above.

NOTE:

(1) This Committee complies with the requirements found in Part 56 of the 21 Code of Federal regulations and Part 46 of the 45 Code of Federal regulations. Federalwide Assurance Number: FWA-4801, IRB No. IRB540.

(2) Re-review of this proposal is necessary if (a) any significant alterations or additions to the proposal are made, OR (b) you wish to continue research beyond the expiration date.