

Pretesting the American Time Use Survey

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Background

NORC is assisting the Bureau of Labor Statistics (BLS) in testing and refining the survey instrument and other materials for the American Time Use Survey (ATUS). The ATUS, expected to be launched in January 2003, will be the first continuous, nationally representative survey of time use to be conducted in the United States.

The time use interview is a 20 – 35 minute telephone interview. The core of the interview consists of the *time diary*, which collects information about the respondent's activities the day before the interview, and a series of *summary questions* on paid work, childcare and absences from home. During the time diary portion of the interview, respondents report on their activities, the duration of these activities, where they were and who they were with. The time diary covers the respondent's activities during a *designated day*, which is the day before they are interviewed. The designated day spans from 4 a.m. the day before to 4 a.m. the day of the interview. Following the time diary, three series of summary questions capture additional information about *work* and *childcare* activities that may have been reported in the time diary, and about *absences from home* that occurred in the month prior to the interview¹. The challenge of administering the ATUS lies in its conversational format. The time diary is primarily an unscripted interview. Depending on the activities the respondent reports, the interviewer will probe for further information to arrive at a level of detail that can be fully and accurately coded.

ATUS respondents typically report time use information from memory. However, economists, survey methodologists and other experts with whom BLS consulted have suggested that having respondents record activities in a diary during their designated day could enhance data quality in the ATUS. This advance diary would be used to facilitate recall of activities and durations of these activities during the telephone interview. In this paper we report the results of a split-ballot study of the effects of advance diaries on the quality of the time use data.

NORC and BLS conducted a split-ballot test in which respondents were randomly assigned to the diary or the no-diary condition. Respondents selected for the diary condition were mailed a diary, advance letter, and brochure in advance of the telephone interview and asked to record their activities in the diary on the appropriate day. Respondents in the no-diary condition received the advance letter and brochure but did not receive a diary. The testing addressed several key issues:

- Are response rates affected by having to keep the diary?
- Are there differences in data quality based on whether respondents keep a diary?
Improvement in data quality may be manifested in:
 - Higher number of activities reported

¹ For a more detailed description of the structure of the American Time Use Survey see Schwartz, Lisa K. (2002). The American Time Use Survey: Cognitive pretesting. The Monthly Labor Review, 125(2) 34-44.

- Greater variety of activities reported
 - Lower number of gaps (don't know) in the time diary
 - Fewer rounded time estimates
- What operational issues arise with the use of advance diaries?

Methodology

Sample

Respondents were recruited from a sample of 8000 residential telephone numbers drawn from the 48 contiguous states. Household members ages 15 and over were eligible to participate in the survey.

To test whether it would be effective to have respondents record their day's activities in a paper diary, respondents in the experiment were assigned to one of two diary conditions. Prior to screening, telephone numbers were assigned in alternating order to one of the diary conditions:

Diary Condition

- Diary
- No diary

People's activities may vary depending on whether they work, whether there are children in the household, and the particular day of the week. To test the effects of these factors on the effectiveness of the diary, respondents were screened and selected to represent each of the following groups:

Employment Status

- Employed
- Not employed (including unemployed and not in the labor force)

Household Type

- Youngest child in the household aged 12 years old or younger
- Youngest child in the household between the ages of 13 and 17 years
- No children in household

Day of Week

- Weekday (respondent is interviewed about any day Monday through Friday)
- Weekend (respondent is interviewed about Saturday or Sunday)

A complete crossing of diary condition x employment status x household type x day of week yields 24 sample cells to fill. Residential households were screened and a member of the household who fulfilled the recruiting requirements was invited to participate in the survey.

Interviewer/Coders

Ten interviewers were trained to screen households, conduct the time use interviews and code the data. Training was conducted over six days in NORC's downtown Chicago telephone center. After training, interviewers practiced screening and interviewing in mock interviews. Interviewers were tested on screening and on interviewing and were "checked out" by their supervisor before they could begin screening respondents, conducting time use interviews, and coding data.

Procedure

The time use interview was modified slightly for respondents who kept an advance diary. This modification is described in detail below. Other than the modified interview, procedures followed for the diary and no-diary groups were identical. The household screening, time diary and summary questions were all programmed in Blaise. The components of the complete instrument were programmed by the U.S. Census Bureau. NORC assumed the task of integrating the separate components to have a complete instrument for production.

Time Use Interview. The time use interview consists of several sections. The NORC version of the instrument differed slightly from the full version of the time use interview. Since NORC was not interviewing CPS respondents, some sections of the questionnaire relevant only to CPS respondents were not asked. A set of questions verifying diary use and debriefing questions concerning the advance diary were included for respondents selected to complete the advance diary.

Below is a sketch of the sections of the interview:

- Section 1 Screening
The household is contacted, interviewer gains cooperation and screens the household to determine an eligible respondent. Interviewer sets appointment for the time use interview. Advance materials are sent.
- On the day of the interview, the interviewer reviews the household information with the respondent and obtains further information about employment status.
- Section 2 Time Diary
Respondents report on their activities, the duration of these activities, where they were and who they were with. The time diary covers the respondent's activities during their *designated day*, which is the day before they are interviewed. The designated day spans from 4 a.m. the day before to 4 a.m. the day of the interview.
- Section 3 Summary Questions
The summary questions capture additional information about *work* and *childcare* activities, and about *absences from home* that occurred in the month prior to the interview.

Section 4 Advance Diary Debriefing Questions

In this section of the questionnaire, respondents who received an advance diary were asked about how they used the diary and whether they felt the diary was helpful.

Section 5 Demographics

Respondents were asked about their education and race/ethnicity. (Age, gender, and employment status were collected as part of screening.)

Households were first screened to determine an eligible respondent in the household. Once that person agreed to the interview and scheduled an appointment for an interview, the advance diary for the diary respondents was explained. By waiting until the end of the screening interview to explain the diary, the two groups were kept as comparable as possible. Any differences in completing the scheduled time use interview can then be more definitively attributed to diary condition. All respondents were offered an incentive of \$25 for participating in the survey.

After screening, a mailing was sent to the eligible household member who was scheduled to complete the time use interview. All respondents received a letter and brochure describing the study and reminding them of their interview day and time. Respondents in the advance diary condition also received a paper diary on which to record their activities on the designated day, the day before their scheduled interview.

Advance Diary. The diary was one page, printed on the front and back. Respondents were prompted to write down the first thing they did on the designated day, along with the start and stop time and total duration of the activity. In lines that follow, respondents recorded additional daily activities. The advance letter accompanying the diary instructed respondents to use the diary as follows:

“The diary you have received is a memory aid, intended to provide a sketch of your day. You do not need to record your daily activities in specific detail. Rather, use the diary to keep track of your major activities throughout the day and the different places in which you engage in these activities. Please be sure to note the time your activity begins and ends so we are able to see how long each activity lasts. Also, it’s critical that you only use the diary on the day and date shown on the diary. During a telephone interview, the interviewer will work with you to gather details to develop a more complete picture of your day.”

On the day of the interview, the interviewer called the respondent at the scheduled time. Since the advance materials contained important confidentiality information (and the advance diary for the diary respondents), all respondents were asked whether they received the advance materials before the interview began. Respondents who did not receive the advance materials, or advance diary respondents who either did not complete the advance diary or completed it for the wrong day, were rescheduled for another

interview day. Advance materials sent out again. (If at the rescheduled interview, the respondent was found not to have received the materials again or not to have completed the advance diary again, the interview proceeded anyway. The required confidentiality information was read over the phone; respondents in the diary condition who should have completed a diary became “crossover” cases and were interviewed as if they were in the non-diary condition.)

Different interview procedures for advance diary respondents. The time use interview was almost identical for the diary and no-diary respondents. For the respondents in the diary condition, the procedures differed only slightly. For respondents who completed the diary, before beginning the telephone time diary interview, the interviewer asked the respondent to list all the activities and times that the respondent had recorded on his/her advance diary. Ideally, this information from the advance diary would have been recorded directly into the time diary in the Blaise instrument. However, the instrument was not designed to accommodate gaps in reported activities and durations. For example, the respondent cannot report what s/he did between 4:00 a.m. and 6:00 a.m. and then jump to 11:00 a.m. The instrument requires that the activities and durations between 6:00 a.m. and 11:00 a.m. be entered first. As a solution to this problem, the diary information was recorded on paper, then entered in the Blaise instrument in the correct sequence as the telephone interview was completed. At appropriate points during the interview, the interviewer would refer to the activities/times that the respondent had recorded in the paper diary. (For example, “I have recorded that at 10:00 a.m. you watched television for 45 minutes. Is that what you did next?”) The interviewer would confirm the information recorded in the advance diary and fill in any gaps as needed.

Results

Respondents. A total of 485 respondents completed a time use interview. Table 1 below shows the number of respondents of each type who completed the survey.

Table 1: Number of cases in each Diary x Employment X Day of Week X Household Type cell

		Diary				No Diary				Row Totals
		Employed		Not Employed		Employed		Not Employed		
		Week day	Week end	Week day	Week end	Week day	Week End	Week Day	Week end	
Household Type	Children ages 12 and under	30	15	11	5	55	13	17	12	158
	Children ages 13 to 17	12	6	6	0	15	4	3	4	50
	No children	45	24	44	19	67	17	41	20	277
Column Totals		87	45	61	24	137	34	61	36	485
		132		85		171		97		
		217				268				
		485								

Use of the diary. A total of 212 of the 217 respondents in the diary condition had filled out an advance diary. In the analyses reported below, the no-diary group includes the five respondents who were originally assigned to the diary condition, but did not complete their diaries after two attempts. Diary respondents reported entering an average of 13.2 activities in the diary.

The respondents who completed the advance diary were asked about how they used the diary and how effortful and how helpful it was. Most respondents said they completed the diary for all or most of the day, with the remaining stating they kept the diary for only some of the day. When asked whether keeping the diary was a lot of effort, some effort, not much effort, or no effort at all, most respondents thought completing the diary was not much or no effort at all. When asked whether keeping the diary was very helpful, somewhat helpful, not very helpful, or not helpful at all, most respondents said it was very helpful.

Table 2: Filling out the diary

For how much of the day did you fill out the diary?	Percent
All	69.3
Most	26.4
Some	4.3

Table 3: Effort to complete the diary

How much effort was it to keep the diary?	Percent
A lot of effort	2.4
Some effort	19.3
Not much effort	53.3
No effort at all	24.5

Table 4: Helpfulness of the diary

How helpful was it to keep the diary?	Percent
Very helpful	69.8
Somewhat helpful	25.0
Not very helpful	2.4
Not helpful at all	2.8

Ideally, respondents would have carried the diary with them and recorded activities as they were completed. Fewer than half of respondents did this. About thirty percent waited until later in the day to sit down and fill out the diary; about 13% filled it out right before the interview (and about 10% used another strategy for completing the diary). Thus, over half of respondents recorded activities and durations from memory, that is, at some point after the activities took place. Yet, the fact that most diary respondents recorded their activities on the same day they occurred (76.9%) was expected to help

recall a great deal, compared to the no-diary condition. For most of the diary users, same day recall should provide superior data compared to next-day recall.

Table 5: Use of the diary

How the diary was used...	Percent
Carried it with me, wrote down things as I did them.	46.7
Waited until later in the day to write down what I remembered doing.	30.2
Filled it out today before appointment.	12.7
Other	10.4

Effects of the Advance Diary on Quality of the Data

Respondents who completed the advance diary seemed to feel that the advance diary was helpful in completing the time use interview. Now we turn to the data to see if they support the conclusion that the advance diary enhances quality of the time use data.

Response rates. We hypothesized that the extra burden of completing an advance diary could lower response rates. It is important to note that because we were working to fill quotas, traditional calculations of response rates are difficult to apply. First, the cells were specified to such a level of detail that interviewers were required to screen a large number of cases in order to find a respondent who met the eligibility of requirements for a specific cell. In addition, since the goal was to fill quota cells, little effort was devoted to refusal conversion or to repeating attempts to reach someone at a household. Therefore, we assessed response by comparing the proportion of completed interviews to scheduled interviews in the diary and no-diary conditions.

As discussed previously, sampled telephone numbers were assigned in equal numbers for the diary and no-diary conditions. Since respondents in the diary condition were not told about the advance diary until after they had scheduled an interview, we assumed that diary condition would not affect cooperation at the screening/scheduling stage. Indeed, as Table 6 below shows, approximately equal numbers of respondents in each condition agreed to do the survey and scheduled an interview. However, far fewer completed interviews resulted in the diary condition ($t(782) = 4.1, p < .01$). This finding suggests that being asked to complete the advance diary does lower response rates to the survey.

Table 6: Response rates

	Diary	No Diary
Interview Scheduled	395	389
Interview Completed	217* (54.9%)	268 (68.9%)

* Note that 5 respondents in the diary condition did not complete the diary after two scheduled interviews. They “crossed over” into the no- diary condition.

Number of activities, variety of activities, gaps in the diary. If completing the advance diary aids in memory of daily activities, we would expect that respondents in the diary condition report more total activities. Overall, respondents reported an average of 29.0 activities during the time use interview. This is consistent with the number of activities generally reported by respondents in other tests of the survey. However, it was found that the mean number of activities reported by respondents in the diary condition was slightly lower than for no-diary cases (28.1 vs. 29.8); this difference was marginally significant ($F(1,483) = 3.60, p < .06$).

Table 7: Mean number of activities reported

Used Diary	No Diary
28.1	29.8

If the advance diary improves data quality, we would expect that the variety of activities reported would be higher in the diary condition. Activities from the time diary were coded using a three-tiered coding lexicon. The first tier consists of 18 broad categories of activities; the second and third tiers provide for more detailed coding of activities. As a preliminary analysis of the variety of activities, we looked at the frequency of activities in each of these 18 categories (plus additional categories for Don’t Know and activities shorter than five minutes). As the data show, there seems to be no overall difference in the variety of activities reported by diary and no-diary respondents.

Another measure of data quality is the number of gaps (in which respondents cannot remember the activity). We would expect the number of gaps to be lower in the diary condition. As the frequency distribution shows, the frequency of gaps in the diaries was extremely low for both groups.

Table 8: Percent distribution of activities across first-tier categories.

	Used Diary	No Diary
Personal Care	16.9	15.6
Household Activities	17.7	16.1
Caring For & Helping HH Members	4.5	6.6
Caring for & Helping NonHH Members	1.0	0.6
Work & Work-Related Activities	4.8	4.9
Education	0.5	0.6
Consumer Purchases	3.6	3.5
Professional & Personal Care Services	0.5	1.0
Household Services	0.3	0.3
Child & Adult Care Services (Paid)	0.1	0.0
Gov't Services & Civic Obligations	0.3	0.1
Eating & Drinking	8.2	7.8
Socializing, Relaxing, & Leisure	15.6	15.0
Sports & Exercise	0.7	1.2
Religious & Spiritual Activities	1.4	1.2
Volunteer Activities	0.4	0.2
Letters, Phone Calls, & Internet	3.3	3.1
Traveling	17.5	18.9
Don't Know	0.0	0.1
Activities Shorter Than 5 Minutes	2.8	3.2

Time estimates. Respondents were asked to estimate the start/stop time or the duration of every activity they reported. In cognitive pretesting, respondents have noted the difficulty of estimating times accurately. One way in which inaccuracy might be reflected in the data is in the rounding of reported times. For example, an activity that actually took 25 minutes might be reported as having taken half an hour. If the advance diary improves the quality of time estimates, we may observe fewer rounded estimates of activity durations for diary respondents.

To address this question, we defined a rounded time estimate as one in which the reported duration of an activity was 15, 30, or 45 minutes or 1, 2 or 3 hours.

Table 9: Percent rounded time estimates

Used Diary	No Diary
38.8	37.4

As the data show, there is little difference by diary condition in the proportion of durations that are rounded time estimates.

Operational Issues

Since all respondents were to receive a mailing prior to completing the survey, having to send an advance diary did not add much complication to survey operations. However, if advance diary respondents did not complete the diary on the first try, they were asked to reschedule and an additional mailing was sent out. Of the 217 respondents assigned to the diary condition, 45 (21%) did not complete the diary and had to reschedule their appointments and have another mailing sent out. Since the pretest respondents received an incentive for participating, we might expect that without the incentive, the percentage of respondents requiring a second mailing would be even higher. Further, given the lower response rate in the diary condition, additional mailings and efforts at gaining cooperation would likely be needed if respondents are required to complete the advance diary before the time use interview.

Conclusions

The split-ballot experiment shows that using an advance diary does not improve data quality in the time use survey. Using the advance diary results in....

- Lower response rates
- Slightly fewer activities reported
- No difference in variety of activities
- No difference in gaps in diary
- No difference in rounding of time estimates

Why does the advance diary not improve data quality? It may have to do with the advance diary procedures used. First, respondents were instructed to record “major activities.” At the end of the interview the diary respondents were asked which activities they would have forgotten had they not used the diary. They reported on average that there were about 3.5 activities they would have forgotten to report. That is, respondents were not recording much information that they would have otherwise forgotten and having recorded major activities does not seem to facilitate recall of other activities.

A second factor that may explain the lack of improved data quality with the advance diary is that smaller activities sometimes occur in the middle of major activities. For example, in the middle of watching a television show one can spend five minutes talking on the telephone or preparing a snack. Thus, smaller activities embedded within the major activities that respondents recorded in the advance diary could be missed. Advance diary respondents who have already recorded their major activities may have a

harder time reporting such small activities in part because the interviewer will not probe further unless an activity was reported to last two or more hours. In addition, the recall task may be quite different for the diary and no-diary respondents. In the no-diary condition, respondents may be engaged in more effortful recall since they are trying to recall and report activities and activity start/stop times as they complete the telephone interview. The additional cognitive processing that no-diary respondents engage in may help generate reports of smaller, incidental activities that come to mind. In contrast, diary respondents may be engaging in less effortful recall because for portions of their day they are simply referring to the activities and start/stop times they had already recorded.

Recommendations

In future testing, it may be possible to test different diary procedures. For example, respondents could be instructed to record activities at a greater level of detail and to record the types of activities that they would forget to report. However, this would greatly increase respondent burden and would likely lower response rates even more. Alternatively, different interviewing techniques could elicit reports of embedded activities in the major activities that respondents reported in their advance diaries. Again, this change in protocol would likely increase interview time and respondent burden. As we continue our data analyses we will explore other ways in which using an advance diary may have affected the quality of the time use data. However, our initial findings recommend against requiring respondents to complete an advance diary in the American Time Use Survey.

American Time Use Survey
Time Diary and Summary Questions

Interviewer Id: _____
Case ID: _____

PAPER DIARY

#	start	stop	Primary Activity	Where	Who	For Job?	For Main?	For Other?	For Pay?	CC HH	CC NON HH	CC Other
1.	4:00											
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												

Continue listing activities until 4:00 a.m. next day.

PAID WORK SUMMARY QUESTIONS

PW_LEAD	<p>Because so much of our time is spent working, I'd like to ask you a few questions to make sure that this survey doesn't miss any of your work activities.</p>
PWCK1	<p>Interviewer check item. Do not read:</p> <p>Is respondent a multiple jobholder?</p> <p><input type="checkbox"/> Yes – Go to PWMJ1</p> <p><input type="checkbox"/> No – Go to PW1</p>
PW1	<p>Of all the activities you mentioned, which were done as part of your job? Please do not include getting ready for work or commuting.</p> <p>To select activities, enter <1> in the corresponding rows in the column labeled "For job."</p> <p>Enter <97> in the first row of the "For job" column if there were no activities done as part of the respondent's job.</p> <p>Go to PWCK2</p>
PWMJ1	<p>Of all the activities you mentioned, which were done as part of your MAIN job? Please do not include getting ready for work or commuting.</p> <p>To select activities, enter <1> in the corresponding rows in the column labeled "For Main."</p> <p>Enter <97> in the first row of the "For Main" column if there were no activities done as part of the respondent's job.</p> <p>Go to PWOJ1</p>
PWOJ1	<p>Were any of the activities you mentioned done as part of your other job?</p> <p><input type="checkbox"/> Yes – Which ones?</p> <p><input type="checkbox"/> No</p> <p>To select activities, enter <1> in the corresponding rows in the column labeled "For Other."</p> <p>Enter <97> in the first row of the "For Other" column if there were no activities done as part of the respondent's job.</p> <p>Go to PWCK2</p>

PWCK2	<p>Interviewer check item. Do not read:</p> <p>Were any activities selected in PW1 or PWMJ1 or PWOJ1?</p> <p><input type="checkbox"/> Yes - Go to PW2</p> <p><input type="checkbox"/> No - Go to PW3</p>
PW2	<p>You told me about the activities that were done as part of your job(s). Were there any other activities that you were paid for or will be paid for? Please do not include paid time off.</p> <p><input type="checkbox"/> Yes - Which ones?</p> <p><input type="checkbox"/> No</p> <p>To select activities, enter <1> in the corresponding rows in the column labeled “For Pay.”</p> <p>Enter <97> in the first row of the “Pay” column if there were no activities done as part of the respondent’s job.</p> <p>Go to CC_CK1</p>
PW3	<p>Were there any activities that you were paid for or will be paid for? Please do not include paid time off.</p> <p><input type="checkbox"/> Yes - Which ones?</p> <p><input type="checkbox"/> No</p> <p>To select activities, enter <1> in the corresponding rows in the column labeled “For Pay.”</p> <p>Enter <97> in the first row of the “Pay” column if there were no activities done as part of the respondent’s job.</p> <p>Go to CC_CK1</p>

Go to Child Care Summary Questions on next page

CHILD CARE SUMMARY QUESTIONS

CC_CK1	<p>Interviewer check item. Do not read:</p> <p>Are there children <13 and 13 or older in the household?</p> <p><input type="checkbox"/> Yes - Use [Fill:] in CC_LEAD. <input type="checkbox"/> No - Do NOT use [Fill: } in CC_LEAD</p>
CC_LEAD	<p>Now I'd like to talk with you in a little more detail about childcare. Childcare activities are often missed in a survey like this because children can be in your care even while you are doing other things. [Fill: For the purposes of this survey, we're only going to talk about care for children 12 years old and younger.]</p> <p>Go to CC_CK2</p>
CC_CK2	<p>Interviewer check item. Do not read:</p> <p>Is there a child in the household 12-years old or younger OR is there a nonhousehold child < 13 reported in the "Who" column in the time diary?</p> <p><input type="checkbox"/> Yes - Go to CC1 <input type="checkbox"/> No - Go to CC_CK3</p>
CC1	<p>I'd like you think back over the day yesterday. Which child got up first? [read names of household children < 13 and/or nonhousehold child < 13 in "Who" column in time diary]</p> <p>Enter name of child: _____</p>
CC2	<p>At what time yesterday did [Fill: name of child in CC1] get up?</p> <p>Enter time (AM/PM): _____</p>
CC3	<p>Which child went to bed last? [Read names of household children < 13 and/or nonhousehold child < 13 in "Who" column in time diary]</p> <p>Enter name of child: _____</p>
CC4	<p>At what time did [Fill: name of child in CC3] go to bed?</p> <p>Enter time (AM/PM): _____</p>

CC5	<p>Okay, a child was awake between [Fill: insert value from CC2] and [Fill: insert value from CC4]. At which times or during which activities during that time period was/were [Read names of household children < 13 and/or nonhousehold child < 13 in “Who” column in time diary] in your care?</p> <p>To select activities, enter <1> in the corresponding rows in the column labeled “CC HH.” – Go to CC_CK3</p> <p>Enter <97> in the first row of the “CC HH” column if there were no childcare activities. – Go to CC5_CK</p>
CC5_CK	<p>Interviewer check item. Do not read:</p> <p>Why were no activities selected even though there are children in the household?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No secondary child care activities <input type="checkbox"/> Respondent didn’t know <input type="checkbox"/> Respondent refused to answer <p>Go to CC_CK3</p>
CC_CK3	<p>Interviewer check item. Do not read:</p> <p>Does the respondent have a child < 13 who does not live in the household and who was not reported in the “Who” column in the time diary?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes - Go to CC6 <input type="checkbox"/> No - Go to CC8
CC6	<p>Now I’d like to ask about children who don’t live with you. During any part of the day yesterday, was/were [Fill: names of nonhousehold children < 13] in your care?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes - Go to CC7 <input type="checkbox"/> No - Go to CC8
CC7	<p>At which times or during which activities was/were [Fill: names of nonhousehold children < 13] in your care?</p> <p>To select activities, enter <1> in the corresponding rows in the column labeled “CC NON HH.” – Go to CC8</p> <p>Enter <97> in the first row of the “CC NON HH” column if there were no childcare activities. – Go to CC7_CK</p>

CC7_CK	<p>Interviewer check item. Do not read:</p> <p>Why were no activities selected even though the respondent said that a nonhousehold child was in his/her care?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No secondary child care activities <input type="checkbox"/> Respondent didn't know <input type="checkbox"/> Respondent refused to answer. <p>Go to CC8</p>
CC8	<p>[Fill: Other than [read names of household children < 13 and own nonhousehold children < 13] During any part of the day yesterday was a child who is 12-years old or younger in your care? Please do not include any paid childcare.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes - When was that? <input type="checkbox"/> No <p>To select activities, enter <1> in the corresponding rows in the column labeled "CC Other." – Go to CC9</p> <p>Enter <97> in the first row of the "CC Other" column if there were no childcare activities. - Go to TRV_INTRO</p>
CC9	<p>Is that child/Are those children related to you?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Some are, some are not.

Go to Absences From Home Summary Questions on next page

ABSENCES FROM HOME SUMMARY QUESTIONS

TRV_INTR O	Now I'd like to ask you a few, very general questions about times when you may have been away from home for business, vacation or other sorts of trips.
TRV1	<p>In the month of [Fill: preceding month], how many times were you away from home for 2 or more nights in a row?</p> <p>Enter number: _____</p>
TRV_CHK1	<p>Interviewer check item. Do not read:</p> <p>If TRV1 = 0 - Go to DIARYCK If TRV1 = 1 - Go to TRV2 If TRV1 > 1 - Go to TRV2 and use [Fill:]</p>
TRV2	<p>[Fill: Let's start with the most recent trip you took in [month]./Okay, now let's talk about the next most recent trip in [month].] What was the main purpose of that trip? Was it vacation or visiting others, business or work, or something else?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vacation or visiting friends or relatives - Go to TRV5 <input type="checkbox"/> Business or work - Go to TRV5 <input type="checkbox"/> Something else - Go to TRV3 <input type="checkbox"/> Multiple purposes - Go to TRV4
TRV3	<p>Interviewer item. Do not read:</p> <p>Enter reason for trip.</p> <ul style="list-style-type: none"> <input type="checkbox"/> School-related activities <input type="checkbox"/> Weddings or funerals <input type="checkbox"/> Medical reasons <input type="checkbox"/> Other/specify _____ <p>Go to TRV5</p>

TRV4	<p>Interviewer item. Do not read:</p> <p>Mark all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vacation or visiting friends or relatives <input type="checkbox"/> Business or work <input type="checkbox"/> School-related activities <input type="checkbox"/> Weddings or funerals <input type="checkbox"/> Medical reasons <input type="checkbox"/> Other/specify _____ <p>Go to TRV5</p>
TRV5	<p>How many nights were you away for that trip?</p> <p>Enter number: _____</p> <p>If TRV1 > 1 -- Go to TRV2 for next trip. If no more trips - Go to DIARYCK</p>
DIARYCK	<p>Interviewer check item. Do not read:</p> <p>Is this an advance diary case?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes - Go to FORGOT <input type="checkbox"/> No - Go to EDUC
FORGOT	<p>Would you have forgotten any of the activities you reported if you hadn't written them down in the advance diary aid?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes - Go to WHICH <input type="checkbox"/> No - Go to HELPFUL

	<ul style="list-style-type: none"><input type="checkbox"/> Less than high school diploma<input type="checkbox"/> High school diploma or GED<input type="checkbox"/> Some college, no degree<input type="checkbox"/> Bachelor's degree or higher
ETHNICITY	<p>Are Spanish, Hispanic or Latino?</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No

RACE	<p>Please select one or more categories to describe your race. Are you -</p> <ul style="list-style-type: none"> <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or other Pacific Islander <input type="checkbox"/> Other/specify _____
THANKYOU	Thank you very much for your participation in this important survey.
COMPLETE	<p>Interviewer item.</p> <p>Indicate whether interview was completed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed interview. <input type="checkbox"/> Completed screener, interview scheduled. <input type="checkbox"/> Not screened.
EDITCASE	<p>Interviewer item.</p> <p>Please edit the diary before exiting the case.</p>
EDITCASE	<p>Interviewer item.</p> <p>Was the case edited?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes. <input type="checkbox"/> No, needs doing <input type="checkbox"/> No, not necessary