

**National Longitudinal Surveys**  
**NLS Handbook, 2005**

## National Longitudinal Surveys

# NLS Handbook, 2005

The NLS Handbook provides an introduction to and overall picture of the 7 cohorts that make up the National Longitudinal Surveys: NLSY97, NLSY79 and children, Mature Women, Young Women, Older Men, and Young Men. It is particularly useful for those who are unfamiliar with the surveys and their data. Each cohort-specific chapter of the Handbook is accompanied by detailed tables that provide users with information about many of the variables contained in each of the surveys over time.

Chapter 1: The NLS (6 pages) [[PDF](#) 37 KB]

Chapter 2: The NLSY97 (27 pages) [[PDF](#) 132 KB]  
[Table 2.8](#). Selected NLSY97 variables by survey round

Chapter 3: The NLSY79 (19 pages) [[PDF](#) 355 KB]  
[Table 3.6](#). Selected variables by survey round: NLSY79

Chapter 4: Children of the NLSY79 (24 pages) [[PDF](#) 146 KB]  
[Table 4.6](#). Selected variables by survey round: Children (birth to age 14) of the NLSY79  
[Table 4.7](#). Selected variables by survey round: Young adult children (age 15 and older) of the NLSY79

Chapter 5: The NLS Original Cohorts: Mature and Young Women (27 pages) [[PDF](#) 198 KB]  
[Table 5.6](#). Selected variables by survey round: Mature Women  
[Table 5.7](#). Selected variables by survey round: Young Women

Chapter 6: The NLS Original Cohorts: Older and Younger Men (19 pages) [[PDF](#) 132 KB]  
[Table 6.4](#). Selected variables by survey round: Older Men  
[Table 6.5](#). Selected variables by survey round: Young Men

Chapter 7: A Sampler of NLS Research (10 pages) [[PDF](#) 59 KB]

Chapter 8: NLS Data Sets and Documentation (14 pages) [[PDF](#) 105 KB]

Chapter 9: Confidentiality and Consent (11 pages) [[PDF](#) 34 KB]

Chapter 10: For More Information (4 pages) [[PDF](#) 34 KB]

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## THE NLS

The National Longitudinal Surveys (NLS), sponsored by the U.S. Bureau of Labor Statistics (BLS), are a set of surveys designed to gather information at multiple points in time on the labor market experiences of groups of men and women. Each of the cohorts has been selected to represent all people living in the United States at the initial interview date and born during a given period. This selection allows weighted conclusions to be drawn about the sample group that can be generalized to represent the experiences of the larger population of U.S. residents born during the same period. Sample design procedures ensure that the labor market experiences of blacks, Hispanics, youths, women, and the economically disadvantaged can be examined. The NLS program also includes surveys of the children born to women who participate in the National Longitudinal Survey of Youth 1979 (NLSY79). Detailed information is gathered biennially on the child's home environment and cognitive, socioemotional, and physiological development; as they get older, these young adults report on their education, workforce participation, and fertility. This unique set of na-

tional surveys offers researchers the opportunity to study large panels of men, women, and children over significant segments of their lives.

### The NLS samples

Each of the NLS cohorts consists of 5,000 or more original members, some of whom have been surveyed over several decades. Table 1.1 summarizes the NLS cohorts, the sizes of the original samples, the span of years over which each group has been interviewed, and the current interview status of each group.

### Development of the NLS

The National Longitudinal Surveys of Labor Market Experience began in the mid-1960s. The Office of Manpower Policy, Evaluation, and Research of the U.S. Department of Labor contracted with the Center for Human Resource Research (CHRR) at The Ohio State University to conduct longitudinal studies of the labor market experiences of four population groups:

**Table 1.1. The NLS: Survey groups, sample sizes, interview years, and survey status**

| Survey group        | Age cohort                | Birth year cohort | Original sample     | Initial year / latest year | Number of surveys | Number at last interview | Status     |
|---------------------|---------------------------|-------------------|---------------------|----------------------------|-------------------|--------------------------|------------|
| Older men           | 45–59                     | 4/1/06–3/31/21    | 5,020               | 1966 / 1990                | 13                | <sup>1</sup> 2,092       | Ended      |
| Mature women        | 30–44                     | 4/1/22–3/31/37    | 5,083               | 1967 / 2003                | 21                | 2,237                    | Ended      |
| Young men           | 14–24                     | 4/1/41–3/31/52    | 5,225               | 1966 / 1981                | 12                | 3,398                    | Ended      |
| Young women         | 14–24                     | 1943–1953         | 5,159               | 1968 / 2003                | 22                | 2,859                    | Ended      |
| NLSY79              | 14–21                     | 1957–1964         | <sup>2</sup> 12,686 | 1979 / 2004                | 21                | <sup>3</sup> 7,724       | Continuing |
| NLSY79 children     | birth–14                  | —                 | <sup>4</sup> —      | 1986 / 2004                | 10                | <sup>3</sup> 3,190       | Continuing |
| NLSY79 young adults | <sup>5</sup> 15 and older | —                 | <sup>4</sup> —      | 1994 / 2004                | 6                 | <sup>3</sup> 4,238       | Continuing |
| NLSY97              | 12–16                     | 1980–1984         | 8,984               | 1997 / 2004                | 8                 | <sup>6</sup> 7,756       | Continuing |

<sup>1</sup>Interviews in 1990 also were conducted with 2,206 widows or other family members of deceased respondents.

<sup>2</sup>After dropping the military (in 1985) and economically disadvantaged nonblack/non-Hispanic oversamples (in 1991), the sample contains 9,964 respondents eligible for interview.

<sup>3</sup>The latest sample size available is from the 2002 survey.

<sup>4</sup>The size of the NLSY79 child sample depends on the number of children born to female NLSY79 respondents, attrition over

time, and the gradual aging of the children into the young adult sample. The size of the young adult sample depends on the number of children who reach age 15 in each survey year. Information about the number interviewed in each survey is available in chapter 4.

<sup>5</sup>In 1998 only, the young adults eligible for interview were limited to those ages 15 to 20.

<sup>6</sup>The latest sample size available is from round 7.

- Men 45 to 59 years of age—referred to as the “NLS of Older Men”—first conducted in 1966
- Women 30 to 44 years of age—the “NLS of Mature Women”—first conducted in 1967
- Young men 14 to 24 years of age—the “NLS of Young Men”—first conducted in 1966
- Young women 14 to 24 years of age—the “NLS of Young Women”—first conducted in 1968

These four groups of Americans, known collectively as the “Original Cohorts” of the NLS, were selected because each faced important labor market decisions of special concern to policymakers. The Older Men respondents faced decisions about the timing and extent of their labor force withdrawal at retirement age. Mature Women were experiencing a return to the labor force as their children became independent. As the Young Men and Young Women completed their schooling, they began careers or joined the military, married, and started families.

The initial plan called for six interviews over a 5-year period with a nationally representative sample of approximately 5,000 individuals in each group. As the 5-year period ended, relatively high retention rates and the widespread interest generated by these data led to the decision to continue the surveys.

On the basis of a survey of all known NLS data users and the recommendations of a panel of experts convened by the Department of Labor, policymakers decided in 1977 to continue the surveys of the four original cohorts. The Older Men and Young Men cohorts were administered until 1990 and 1981, respectively. The Mature Women and Young Women cohorts were discontinued after the 2003 interviews.

The Department of Labor also decided in 1977 to begin a new longitudinal study of young men and women. This study would replicate the surveys of young men and women that began in the 1960s. The new longitudinal study would help policymakers and researchers evaluate the expanded employment and training programs for youths legislated by the 1977 amendments to the Comprehensive Employment and Training Act (CETA).

This new survey would include a national probability sample of civilian young women and men born in the years 1957 through 1964. The survey included supplemental samples of blacks, Hispanics, and economically disadvantaged non-black/non-Hispanics to facilitate more reliable statistical analyses of these groups. The U.S. Department of Defense provided funding to select an additional sample of young persons serving in the Armed Forces and interview them. The sample of civilian and military youths, called the National Longitudinal Survey of Youth 1979 (NLSY79), was interviewed for the first time in early 1979, when the respondents were ages 14 to 22. The cohort was interviewed annually until 1994 and has been interviewed biennially since then.

The military sample was dropped after the 1984 interviews, and the sample of economically disadvantaged non-black/non-Hispanic respondents was dropped after the 1990 interviews.

The “Children of the NLSY79” began in 1986 and further enhanced the NLS program. With funding from the National Institute of Child Health and Human Development (NICHD) and a number of private foundations, detailed information on the development of children born to NLSY79 women has supplemented the data on mothers and children collected during the main NLSY79. During the biennial interviews of the Children of the NLSY79, interviewers administer a battery of child cognitive, socioemotional, and physiological assessments to NLSY79 mothers and their children. Since 1994, children age 15 and older during the survey year—the “Young Adults”—have replied to a separate survey that contains questions similar to those asked of their mothers. The complete child sample statistically represents the children of women born during the years 1957 to 1964 who resided in the United States in 1978.

In 1997, data collection began for another NLS cohort. The National Longitudinal Survey of Youth 1997 (NLSY97) documents the transition from school to work for a nationally representative sample born in the years 1980 through 1984 (who were ages 12 to 17 during the first round of annual interviews). The NLSY97 includes supplemental samples of blacks and Hispanics to facilitate more reliable statistical analyses of these groups. The NLSY97 enables researchers to examine the transition of these youths from school to the labor market and into adulthood. Information from the NLSY97 allows researchers to compare the progress of this cohort with that of other NLS cohorts.

### Purposes and content of the surveys

The primary purpose of the NLS is to collect data on the labor force experiences of adults and young adults. In addition, the surveys have regularly gathered information about a range of factors potentially affecting labor market attachment, including investments in education and training, geographic region of residence, the influence of parents, marital status and family responsibilities, socioeconomic status, work-related attitudes and aspirations, health problems, and job discrimination.

With the advent of the NLSY79 in the late 1970s, the content of the surveys expanded to reflect the interests of governmental agencies other than the Department of Labor. Support from the U.S. Department of Defense made possible the 1979–84 interviews of 1,280 youths enlisted in the military. In 1980, the Departments of Defense and Labor jointly sponsored the administration of the *Armed Services Vocational Aptitude Battery (ASVAB)* to the civilian and military NLSY79 samples. (The Department of Defense sponsored a similar administration of the ASVAB for the NLSY97 cohort

in 1997.) The U.S. Department of Justice sponsored a series of delinquency questions included in the 1980 administration of the NLSY79.

Beginning in 1979, a 5-year cooperative effort of the National Center for Research in Vocational Education and CHRR resulted in a survey of the high schools of civilian NLSY79 respondents and the collection of detailed transcript information on potential high school graduates. In 1981, the National Institute of Education sponsored a set of time-use questions. The National Institute on Alcohol Abuse and Alcoholism and the National Institute on Drug Abuse have provided funding in a number of years to include questions on alcohol and substance abuse. NICHD has provided funds for the assessments of the children born to female NLSY79 respondents, the development of the fertility and childcare components of the NLSY79, the young adult survey, and a survey conducted in 1995–96 of the schools attended by the children of female NLSY79 respondents.

The 1989 NLS of Mature Women pension matching project was funded by BLS in conjunction with the Women’s Bureau and the Pension and Welfare Benefits Administration (now called the Employee Benefits Security Administration) of the U.S. Department of Labor, the Social Security Administration, and the National Institute on Aging. The Social Security Administration also provided financial support for interviews with the Mature Women. The National Institute on Aging funded the 1990 survey of living Older Men respondents and the family members of deceased respondents.

The U.S. Department of Education provided funding for the 1996 and 2000 surveys of high schools that were conducted as part of the NLSY97. The Department of Education also provided funding for the collection and coding of high school transcripts for NLSY97 respondents and to include questions in the NLSY97 about school-to-work programs. The U.S. Department of Justice’s Office of Juvenile Justice and Delinquency Prevention has provided funding to include questions in the NLSY97 about criminal and antisocial behavior. NICHD has provided funding to include ques-

tions in the NLSY97 about health, fertility, and social relationships.

Figure 1.1 presents a summary of the topics covered by NLS data. The core repeating modules are supplemented with topical series administered to particular cohorts during selected survey years. All topics are not necessarily available for all survey years or all cohorts; consult the cohort-specific chapters in this *Handbook* or each cohort-specific user’s guide for more information.

The broad range of NLS data, the topical expansion of the surveys, and the replication of cohorts across time make the NLS a rich information source for the continued study of many issues. These include life-cycle changes, the family, the aging process, retirement decisions, geographic and occupational mobility, and a host of other topics.

While the NLS data can be used for cross-sectional studies, the longitudinal nature of the data offers significant advantages to researchers interested in causal processes. Event histories covering topics such as employment, education, marriage, and childbearing support a variety of methodological approaches to research. The frequent overlap in data content among cohorts, coupled with the variety of age ranges covered by the different samples, invites cross-cohort comparisons and studies of social change.

For nearly four decades, NLS data have served as an important tool for economists, sociologists, and other researchers interested in the study of earnings, job search and separation, labor supply, labor market inequities, and human capital investments. Researchers also have used these data to study the impact of governmental policies and programs and the effect of various social-psychological factors on labor force participation.

Annotated citations for research using the NLS cohorts are available for review via an Internet bibliographic database ([www.nlsbibliography.org](http://www.nlsbibliography.org)). The continued relevance of the NLS for the research community in general, and for policymakers at the Federal, State, and local levels, is evident in the high number of citations added to the list each year. See chapter 7 for more information.

**Figure 1.1. NLS data content: Core and supplemental data collections**

| Core data collections  | Supplemental data collections  |
|--|--|
| Labor market experiences<br>Training investments<br>Schooling information<br>Health conditions<br>Household composition<br>Marital histories, children, and dependents<br>Family assets and income<br>Geographic residence and environmental characteristics | Family background and demographic characteristics<br>Child development<br>School records, aptitude, and intelligence scores<br>Attitudes, aspirations, and psychological well-being<br>Military experiences<br>Work-related discrimination<br>Retirement plans, pension eligibility, and pension plans<br>Volunteer and leisure-time activities<br>Alcohol, cigarette, and substance use<br>Delinquent and criminal activities and arrest records<br>Household chores, childcare, and care of ill and disabled persons |

BLS publishes summaries of NLS data in news releases, *Monthly Labor Review* articles, and other reports.

### NLS data sets

The cohort-specific data files summarized in figure 1.2 are available to the public. Each file contains the cumulative record of each respondent through the current release date.

In addition to the main data files, other special data files are available (figure 1.3). These files, designed to be used primarily in conjunction with variables from a cohort's main file, have been constructed from data collected during the main surveys, from supplementary questionnaire data, or from external data sources.

Chapters 2 through 6 of this handbook discuss in detail each NLS cohort and the contents of the data files; information on accessing the data files is found in chapter 8.

### Project administration

Responsibility for the administration of the NLS resides with BLS, an agency of the U.S. Department of Labor. Established in 1884, BLS is responsible for the analysis and publication of data on employment and unemployment, prices and living conditions, compensation and working conditions, productivity, occupational safety and health, and employment projections. Its mission is to promote the development of the U.S. labor force by gathering information and disseminating it to policymakers and the public so that they can make more informed, and thus more efficient, choices.

The NLS program supports BLS in this mission. Direction for the NLS is the responsibility of the Director of the National Longitudinal Surveys program. BLS contracts with CHRR to manage the NLS program, share in the design of the survey instruments, disseminate the data, and provide user services. The National Opinion Research Center (NORC) at the University of Chicago works with CHRR to collect data and assist with questionnaire design for the NLSY79, NLSY79 Children and Young Adult surveys, and the NLSY97. The U.S. Census Bureau collected data for the now-discontinued surveys of Mature Women, Young Women, Older Men, and Young Men through a series of interagency agreements with the Department of Labor.

The NLS Technical Review Committee, an advisory body that consists of approximately 15 academic and government researchers in economics, sociology, demography, child development, and survey methodology, provides valuable advice on ways to keep the NLS program useful and relevant for researchers and policymakers. The committee advises the NLS contractors regarding questionnaire design, potential survey topics, research uses, methodological issues, data distribution, and user services.

BLS oversees all aspects of the work undertaken by the other organizations involved in the program. For more information about the NLS program, visit the NLS Internet site at [www.bls.gov/nls](http://www.bls.gov/nls). You also can contact BLS by e-mail at [NLS\\_Info@bls.gov](mailto:NLS_Info@bls.gov) or by telephone at (202) 691-7410.

**Figure 1.2. NLS main data files**

| Cohort       | Period           | File contents  |
|--------------|------------------|--|
| Older Men    | 1966–83 and 1990 | Provides the longitudinal record of each respondent for the 1966–83 and 1990 interview years. Includes information collected during the 1990 interviews with the widows or other family members of deceased sample members and cause of death information collected from State vital records departments.  |
| Mature Women | 1967–2003        | Contains the longitudinal record of each respondent for the 1967–2003 interviews. Supplemental pension plan data are described in figure 1.3.  |
| Young Men    | 1966–81          | Includes the longitudinal record of each respondent for the 1966–81 interview years. Includes information from the separately administered 1968 survey of high schools attended by respondents in this cohort.   |
| Young Women  | 1968–2003        | Contains the longitudinal record of each respondent for the 1968–2003 interviews. Includes information from the separately administered 1968 survey of high schools attended by respondents in this cohort.  |
| NLSY79       | 1979–2002        | Provides the longitudinal record of each respondent for the 1979–2002 interviews. Includes information from the separately fielded 1980 high school survey, the 1980 ASVAB administration, and the 1980-83 transcript data collections. Supplementary data for this cohort can be found in the special data files discussed in figure 1.3.   |
| NLSY97       | Rounds 1-7       | Contains the record of each youth for all survey rounds. Includes information from each youth interview, as well as the round 1 parent interview and the round 1 screener, household roster, and nonresident roster questionnaire. Initial data from the round 1 ASVAB administration also are included in this data set. Supplementary data for this cohort can be found in the special data files discussed in figure 1.3. |

### Current status and changes in technology

As the NLS program nears the end of its fourth decade, interviews for the twenty-first round of the NLSY79 ended in the winter of 2005, as did the tenth survey of the children of the NLSY79 and the sixth survey of the NLSY79 Young Adults. The next administration of these surveys is scheduled for 2006. The eighth round of the NLSY97 ended in early summer of 2005, and the ninth round is scheduled to begin in the fall of 2005. The surveys of Mature Women and Young Women ended following the 2003 interviews.

Technological advances have affected the mode of NLS interviews and the media through which NLS data are distributed. The paper-and-pencil survey administrations, used since the inception of the surveys, have been replaced with computer-assisted personal interviews (CAPI). The 1993 survey of the NLSY79 marked the first time that computer-assisted interviews were administered to the full sample of NLSY79 respondents. This event completed a 5-year effort by BLS, CHRR, and NORC to improve the quality and timeli-

ness of NLS data releases. Analyses of two NLSY79 CAPI experiments conducted during 1989 and 1990 suggested higher data quality, improvements in data transfer, and lower data processing costs for CAPI interviews (Baker and Bradburn, 1992; Bradburn, Frankel, et al., 1992; Olsen, 1991; Speizer and Dougherty, 1991). Computer-assisted survey interviewing software also has been used in all rounds of the NLSY97 and was used in the interviews with the NLS of Mature Women and Young Women from 1995 to 2003.

In the NLSY97, questions on sensitive topics such as criminal activity, drug use, and sexual behavior are administered through the use of audio computer-assisted self-interview (ACASI) technology. This technology enables respondents to enter their answers to potentially sensitive questions directly into a computer without an interviewer knowing the responses. Respondents can choose to read the questions from the computer screen or, if they prefer, use headphones to listen to a recording of someone reading the questions as they appear on the screen. With the ACASI

**Figure 1.3. NLS special data files**

| Cohort                            | Period     | File contents   |
|-----------------------------------|------------|---|
| Mature Women Pension Plan File    | 1989       | Includes detailed information on the characteristics of 815 pension plans for which respondents or their husbands were eligible in 1989. These data were coded using the protocol developed for the <i>Survey of Consumer Finances</i> and include plan definitions, benefit formulas, and eligibility requirements.  |
| NLSY79 Children and Young Adults  | 1986-2002  | Contains information about the children born to female NLSY79 respondents. Data were collected during the biennial assessments of each child, which began in 1986, and during interviews of young adults (age 15 and older) beginning in 1994. Information on prenatal care, maternal and child health, household composition, and maternal work history collected during the main surveys of the NLSY79 also is included on the child files. |
| NLSY79 Work History               | 1979-2002  | Provides a constructed week-by-week longitudinal record of labor force activity for each respondent from January 1978 through the 2002 interview date. Three arrays provide information on the respondent's labor force and military status, usual hours worked, and dual jobs for those respondents working at more than one job during any of the survey weeks. The work history data set also includes all main file data.                 |
| NLSY79 Geocode                    | 1979-2002  | Identifies the State, county, and metropolitan statistical area of each NLSY79 respondent's current residence; provides selected environmental data for the respondent's county or metropolitan area of current residence. The geocode data also includes all main file data.   |
| NLSY79 Young Adult Geocode        | 1994-2002  | Identifies the State, county, and metropolitan statistical area of each NLS79 respondent's current residence; provides selected environmental data for the respondent's county or metropolitan area of current residence. The geocode data set also includes all of the child and young adult main data.  |
| NLSY79 Women Support Network File | 1983-85    | Includes details on the geographic proximity of relatives, friends, and acquaintances of female NLSY79 respondents who were interviewed during 1983-85.   |
| NLSY97 Event History              | Rounds 1-7 | Contains constructed event history variables regarding respondents' employment, schooling, marriages and cohabitations, and participation in government assistance programs. The data set also includes all main file data.   |
| NLSY97 Geocode                    | Rounds 1-7 | Identifies the State, county, and metropolitan statistical area of each NLSY97 respondent's current residence; provides selected environmental data for the respondent's county or metropolitan area of current residence. The geocode data also includes all main file and event history data.   |

technology, respondents are more likely to answer sensitive questions truthfully than if they were asked to report their answers to an interviewer. Compared with paper-and-pencil self-administered questionnaires, ACASI technology improves response quality by reducing data-entry errors, permitting more complex questionnaire design and minimizing errors due to respondent literacy problems or visual impairment.

NLS data sets can be downloaded for free from the Internet at [www.bls.gov/nls](http://www.bls.gov/nls). For a fee, users can order a CD that includes data for all NLS cohorts. The file downloads and cross-cohort CD include Windows software with a user-friendly interface that allows users to peruse the variables for a given cohort, select variables of interest, and create ASCII extract files. The software also provides the information needed to read these data files into SAS, SPSS, or STATA applications.

### Organization of this *Handbook*

The rest of this publication comprises nine chapters:

- Chapters 2 through 6 contain overviews of the NLSY97, the NLSY79, the NLSY79 children and young adults, the Mature and Young Women, and the Older and Young Men. Each chapter provides information on the samples, the interviews, and the major data elements available for each cohort.
- Chapter 7 presents a sampling of recent research based on data from the NLS.
- Chapter 8 describes the NLS data sets, the search and extraction software, and the comprehensive documentation available to researchers.
- Chapter 9 explains the procedures that have been implemented to protect respondent confidentiality and obtain the informed consent of respondents to participate in each survey.
- Chapter 10 directs readers to other publications, manuals, and reports that provide more information on the NLS.

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## THE NLSY97

The National Longitudinal Survey of Youth 1997 (NLSY97) documents the transition from school to work and from adolescence to adulthood. The survey sample is designed to represent U.S. residents in 1997 who were born during the years 1980 through 1984. The majority of the oldest cohort members (age 16 as of December 31, 1996) were still in secondary school during the first survey round and the youngest respondents (age 12) had not yet entered the labor market. The original sample includes 8,984 respondents.

The NLSY97 collects extensive information on respondents' labor market behavior and educational experiences. The survey also includes data on the youths' family and community backgrounds to help researchers assess the impact of schooling and other environmental factors on these labor market entrants. Data from the NLSY97 also aid in determining how youths' experiences relate to establishing careers, participating in government programs, and forming families. Finally, information from the NLSY97 allows researchers to compare the progress of this cohort with that of other NLS cohorts.

### Chapter organization

This chapter first discusses the sample for the NLSY97 cohort. Next, some of the mechanics of the interviews are described. The chapter then provides details about the various instruments that were used in the round 1 (1997) survey—the screener, household roster, and nonresident roster questionnaire; the youth questionnaire; the parent questionnaire; and the computer adaptive form of the *Armed Services Vocational Aptitude Battery (CAT-ASVAB)*—and about the instruments used in subsequent rounds. The final section describes the major data elements of the NLSY97.

### The NLSY97 samples

During the initial NLSY97 interview period, interviewers visited randomly selected households to identify all youths eligible for the NLSY97. All household residents ages 12 to 16 as of December 31, 1996, were considered eligible; the sample included those who usually resided in a household in the sample area but were away at school or college, as well as those in a hospital, correctional facility, or other type of institution. If an eligible youth lived in the household, the interviewer also asked one of the youth's parents (including

nonbiological parents) to participate.

To select the sample of 8,984 respondents, interviewers screened 75,291 households in 147 primary sampling units that did not overlap. (A primary sampling unit is a metropolitan area or, in nonmetropolitan areas, a single county or group of counties.) Two samples were drawn—a cross-sectional sample representing the U.S. population born in the years 1980 through 1984 and supplemental samples of the black and Hispanic population born in those years. The supplemental samples facilitate more reliable statistical analyses of these groups. Individual sample weights created by the National Opinion Research Center (NORC) at the University of Chicago permit comparisons between the full NLSY97 sample, which includes both the cross-sectional sample and the supplemental samples, and the national population in the same age range. Table 2.1 profiles the NLSY97 sample during rounds 1 through 7 by sex, race, and ethnicity, and cross-sectional or supplemental sample assignment.

### Multiple-respondent households

In the NLSY97 cohort, 8,984 respondents originated from 6,819 unique households. Because the sample design selected all household residents in the appropriate age range, 1,862 households included more than one NLSY97 respondent. Table 2.2 lists the numbers of respondents living in multiple-respondent households during the initial survey round. Sibling was the most common relationship between multiple respondents living in the same household during the initial round. Table 2.3 provides the subset of respondents living with at least one sibling. The NLSY97 does not contain nationally representative samples of siblings of all ages and living arrangements; users should exercise caution when generalizing from the findings of NLSY97 sibling studies. No spouse pairs were present in the data during round 1.

### The NLSY97 interviews

The NLSY97 uses a computer-assisted personal interviewing (CAPI) system, which automatically guides respondents down certain question paths and loops depending on their age and responses to previous questions. A set of checks within the CAPI system lowers the probability of inconsistent data, both during an interview and over time, relative to the results of paper-and-pencil interviews. For example, if a

**Table 2.1. NLSY97 sample sizes by sex, race and ethnicity, and subsample**

|         |        | Total sample | Cross-sectional sample |                       |                     |          |       | Supplemental sample |                     |          |       |
|---------|--------|--------------|------------------------|-----------------------|---------------------|----------|-------|---------------------|---------------------|----------|-------|
|         |        |              | Total                  | Nonblack non-Hispanic | Black, non-Hispanic | Hispanic | Mixed | Total               | Black, non-Hispanic | Hispanic | Mixed |
| Round 1 | Male   | 4,599        | 3,459                  | 2,413                 | 537                 | 469      | 40    | 1,140               | 632                 | 508      | —     |
|         | Female | 4,385        | 3,289                  | 2,252                 | 544                 | 452      | 41    | 1,096               | 622                 | 472      | 2     |
| Round 2 | Male   | 4,283        | 3,213                  | 2,238                 | 504                 | 433      | 38    | 1,070               | 599                 | 471      | —     |
|         | Female | 4,103        | 3,066                  | 2,095                 | 517                 | 417      | 37    | 1,037               | 584                 | 451      | 2     |
| Round 3 | Male   | 4,170        | 3,144                  | 2,193                 | 490                 | 422      | 39    | 1,026               | 572                 | 454      | —     |
|         | Female | 4,039        | 3,029                  | 2,076                 | 503                 | 412      | 38    | 1,010               | 568                 | 441      | 1     |
| Round 4 | Male   | 4,117        | 3,098                  | 2,153                 | 485                 | 423      | 37    | 1,019               | 580                 | 439      | —     |
|         | Female | 3,964        | 2,957                  | 2,027                 | 489                 | 402      | 39    | 1,007               | 570                 | 435      | 2     |
| Round 5 | Male   | 3,989        | 3,012                  | 2,110                 | 455                 | 411      | 36    | 977                 | 541                 | 436      | —     |
|         | Female | 3,894        | 2,907                  | 1,991                 | 478                 | 401      | 37    | 987                 | 558                 | 427      | 2     |
| Round 6 | Male   | 3,998        | 2,996                  | 2,083                 | 466                 | 411      | 36    | 1,002               | 567                 | 435      | —     |
|         | Female | 3,900        | 2,903                  | 1,973                 | 486                 | 408      | 36    | 997                 | 569                 | 426      | 2     |
| Round 7 | Male   | 3,929        | 2,952                  | 2,060                 | 460                 | 396      | 36    | 977                 | 555                 | 422      | —     |
|         | Female | 3,827        | 2,831                  | 1,916                 | 482                 | 396      | 37    | 996                 | 565                 | 429      | 2     |

NOTE: This table was created using the following variables: KEY!RACE\_ETHNICITY (R14826.), KEY!SEX (R05363.),

CV\_SAMPLE\_TYPE (R12358.), and RNI (R25102., R38277., etc.).

**Table 2.2. Round 1 distribution of NLSY97 respondents by household type**

| Household type             | Respondents | Households |
|----------------------------|-------------|------------|
| 1 respondent               | 4,957       | 4,957      |
| Total multiple respondents | 4,027       | 1,862      |
| 2 respondents              | 3,192       | 1,596      |
| 3 respondents              | 705         | 235        |
| 4 respondents              | 100         | 25         |
| 5 respondents              | 30          | 6          |
| Total                      | 8,984       | 6,819      |

**Table 2.3. Round 1 distribution of NLSY97 sibling groups**

| Sibling groups          | Respondents |
|-------------------------|-------------|
| No siblings in survey   | 5,129       |
| Total multiple siblings | 3,855       |
| 2 siblings              | 3,134       |
| 3 siblings              | 627         |
| 4 siblings              | 84          |
| 5 siblings              | 10          |
| Total                   | 8,984       |

NOTE: In this table, siblings include biological, adoptive, half, and step relationships.

respondent who reported being enrolled in the 10th grade stated that he or she already had completed the 12th grade, the program prompts the interviewer to ask the respondent either to correct the information or to explain the apparent inconsistency.

Use of the CAPI system also allowed for a “screen and go” method of screening the households in 1997. If the screener identified an eligible youth in the household, the program automatically transferred selected data (for example, basic demographic information and a roster of household members) into the parent and youth questionnaires for verification and use during the interview. As a result, the interviewer could administer the parent or the youth portion of the NLSY97 immediately.

Questions on sensitive topics such as criminal activity, drug use, and sexual behavior are administered in the NLSY97 through the use of audio computer-assisted self-interview (ACASI) technology. This technology enables respondents to enter their answers to potentially sensitive questions directly into a computer without an interviewer knowing the responses. Respondents can choose to read the questions from the computer screen or, if they prefer, use headphones to listen to a recording of someone reading the questions as they appear on the screen. With the ACASI technology, respondents are more likely to answer sensitive questions truthfully than if they were asked to report their answers to an interviewer. Compared with paper-and-pencil self-administered questionnaires, ACASI technology improves re-

**Table 2.4. NLSY97 sample sizes, retention rates, and fielding periods**

| Round | Fielding period                          | Cross-sectional sample |                | Supplemental sample |                | Total sample   |                |
|-------|--|------------------------|----------------|---------------------|----------------|----------------|----------------|
|       |  | Total                  | Retention rate | Total               | Retention rate | Total          | Retention rate |
| 1     | February–October 1997 and March–May 1998 | 6,748                  | —              | 2,236               | —              | 8,984          | —              |
| 2     | October 1998–April 1999                  | 6,279                  | 93.0           | 2,107               | 94.2           | 8,386          | 93.3           |
| 3     | October 1999–April 2000                  | 6,173                  | 91.5           | 2,036               | 91.1           | 8,209          | 91.4           |
| 4     | November 2000–May 2001                   | 6,055                  | 89.7           | 2,026               | 90.6           | 8,081          | 89.9           |
| 5     | November 2001–May 2002                   | 5,919                  | 87.7           | 1,964               | 87.8           | 7,883          | 87.7           |
| 6     | November 2002–May 2003                   | 5,899                  | 87.4           | 1,999               | 89.4           | 7,898          | 87.9           |
| 7     | November 2003–July 2004                  | 5,783                  | 85.7           | 1,973               | 88.2           | 7,756          | 86.3           |
| 8     | November 2004–July 2005                  | <sup>1</sup> —         | <sup>1</sup> — | <sup>1</sup> —      | <sup>1</sup> — | <sup>1</sup> — | <sup>1</sup> — |

NOTE: Retention rate is defined as the percentage of base-year respondents who were interviewed in a given survey year; deceased respondents are included in the calculations.

<sup>1</sup>The sample sizes for round 8 are not yet available at the printing of this *Handbook*.

**Table 2.5. NLSY97 interview mode**

| Round | Personal |       | Telephone |      | Not available |              | Interviewed | Not interviewed |      |
|-------|----------|-------|-----------|------|---------------|--------------|-------------|-----------------|------|
| 1     | 8,700    | 96.8% | 284       | 3.2% | 0             | —            | 8,984       | —               | —    |
| 2     | 7,924    | 94.5  | 460       | 5.5  | 2             | <sup>1</sup> | 8,386       | 598             | 6.7% |
| 3     | 7,552    | 92.0  | 656       | 8.0  | 1             | <sup>1</sup> | 8,209       | 775             | 8.6  |
| 4     | 7,372    | 91.2  | 707       | 8.7  | 2             | <sup>1</sup> | 8,081       | 903             | 10.1 |
| 5     | 7,215    | 91.5  | 665       | 8.4  | 3             | <sup>1</sup> | 7,883       | 1,101           | 13.6 |
| 6     | 6,614    | 83.8  | 1,283     | 16.2 | 1             | <sup>1</sup> | 7,898       | 1,086           | 13.8 |
| 7     | 6,825    | 88.0  | 929       | 12.0 | 2             | <sup>1</sup> | 7,756       | 1,228           | 15.5 |

NOTE: Telephone was also the mode of interview for 223 of the parent interviews conducted in round 1.

<sup>1</sup>Less than 0.05%

sponse quality by reducing data-entry errors, permitting more complex questionnaire design, and minimizing errors due to respondent literacy problems or visual impairment.

The NLSY97 is an annual survey, but there was a longer gap between rounds 1 and 2 than between other rounds. Most respondents in round 2 were surveyed about 18 months after their first interview. Table 2.4 provides information about fielding periods and retention rates for each survey. Table 2.5 lists the mode of interview (in person or by telephone) and completion rates for each survey year.

### Sampling weights

The NLSY97 is a complex longitudinal survey composed of multiple nationally representative samples. Because of this complexity, the staff members working with NLSY97 data create a set of cross-sectional weights for each survey round. Using these weights provides a simple method that analysts may use to correct the raw data for the complex survey de-

sign in a particular year. If an analyst is using data from multiple rounds of the survey, the survey weight developed for any particular round will provide an accurate adjustment so long as the test for inclusion also is based on data from the same round.

If a research project spans multiple survey rounds, one can create a custom set of survey weights that adjust both for the complexity of the survey design and for the use of data from multiple rounds. The custom weighting program can be found by going to the NLS Web site ([www.bls.gov/nls](http://www.bls.gov/nls)), clicking on the description of the NLSY97 cohort, and then clicking on the link to “create a set of custom weights.”

After round 1, initial sampling weights for the entire sample were constructed to adjust for differential nonresponse and for the black and Hispanic oversamples. These weights provide researchers with an estimate of the number of individuals in the United States represented by each respondent’s answers. NORC calculates the weights

after each survey round to account for noninterviews in that round. Sampling weights for each round can be found in the NLSY97 data set. Researchers should be aware that the weights for rounds 1 through 3 were recalculated to improve the efficiency of sample estimates. The previously released weights are correct, but the new weights will result in smaller standard errors for sample estimates. For more information, see O’Muircheartaigh and Pedlow (2000).

### Survey instruments and special data collections

This section describes the various NLSY97 instruments, as well as special data collections conducted in conjunction with the surveys. First, the main questionnaire and household income update are discussed. In addition to the main questionnaire, the initial NLSY97 round used the screener, household roster, and nonresident roster questionnaire and the parent questionnaire. Special data collections included two surveys of high schools that were conducted in 1996 and 2000, the administration of the *CAT-ASVAB* that took place during round 1, and the collection and coding of high school transcripts.

**Youth questionnaire.** This questionnaire focuses in great detail on the schooling and employment activities of the respondent; it also collects extensive data on the respondent’s financial characteristics, family background, interaction with a nonresident parent(s), social behavior, and health status. In round 1, many topics in the youth questionnaire solicited past and current information. In rounds 2 and beyond, the questionnaires repeat some items asked in previous rounds and also include some additional questions. The major data elements section of this chapter describes the contents of this instrument.

**Household income update.** If a youth respondent lived with a parent or guardian, this self-administered paper update was completed by the parent figure in rounds 1 through 5. (See the income section of this chapter for more details.) This instrument collected income information about the parent and the parent’s spouse or partner. The parent who signed the youth’s interview consent form completed the household income update; if the youth did not live with a parent or guardian, no household income update form was administered.

**Screener, household roster, and nonresident roster questionnaire.** In round 1, an initial 3-minute screener collected the name and birth date or age of each household resident. If a household contained an NLSY97-eligible youth (born in 1980 through 1984), interviewers then administered an extensive two-part roster. The household roster section collected information on all members of the respondent’s household, and the nonresident roster portion gathered data on those

members of the respondent’s immediate family (for example, parents, siblings, spouse, or children) who lived elsewhere. For each household resident or nonresident relative, these rosters collected demographic information, marital status, educational attainment, and employment status. The major data elements section of this chapter details the contents of this questionnaire. Users should keep in mind that screening interviews were conducted only in round 1. However, the youth survey updates some of this information in later rounds, as described in the major data elements section.

**Parent questionnaire.** Also conducted only in round 1, this interview asked one parent of each youth to participate. Potential responding parents, selected during the screener portion of the interview, were limited to those who resided in the same household as the youth. Figure 2.1 presents the preordered list used to choose the preferred responding parent. For example, the biological mother was chosen before the biological father, and so forth. If the youth did not live with a parent-type figure or lived with a guardian or parent not listed (for example, a foster parent with whom the youth had lived for less than 2 years), then no parent questionnaire was administered. Note that, due to nonresponse, not all youths with an eligible parent will have a completed parent interview.

The resident parent or guardian provided extensive personal background information, including marital and employment histories. The responding parent also answered questions about the family in general, as well as aspects of his or her NLSY97-eligible children’s lives. Although parent interviews were conducted only in round 1, a few questions in the youth questionnaire update some basic information in subsequent rounds. The major data elements section of this chapter describes the data collected in the parent question-

**Figure 2.1. Resident parental hierarchy**

|    |  |
|----|--|
| 1  | Biological mother  |
| 2  | Biological father  |
| 3  | Adoptive mother  |
| 4  | Adoptive father  |
| 5  | Stepmother   |
| 6  | Stepfather   |
| 7  | Guardian, relative   |
| 8  | Foster parent, youth lived with for 2 or more years              |
| 9  | Other nonrelative, youth lived with for 2 or more years          |
| 10 | Mother-figure, relative  |
| 11 | Father-figure, relative  |
| 12 | Mother-figure, nonrelative, youth lived with for 2 or more years |
| 13 | Father-figure, nonrelative, youth lived with for 2 or more years |

naire, as well as parent information updated in the youth questionnaires.

Interviews are available for 6,124 parents; 7,942 youth respondents have information available from a parent interview. Table 2.6 shows the number of youths by age who had a parent participate in the round 1 survey.

**School surveys.** In the fall of 1996, all public and private schools that had a 12th grade and that were located in one of the NLSY97 primary sampling units received school survey questionnaires. Researchers should note that the round 1 school survey was a “school census,” or a census of schools in the sampling areas, rather than a survey of only those schools attended by respondents. This mail survey asked school administrators to provide detailed data on the characteristics of the school. Nearly 7,500 schools received questionnaires; the response rate for this survey was 72 percent.

School characteristics include the type of school (for example, public, private), the grades offered by the school, the length of the school day, and the facilities available at the school (for example, a health clinic, computer center, cafeteria). The survey obtained data on staff characteristics such as the number of full-time and part-time teachers, the sex and racial and ethnic composition of the teachers, and the proportion of teachers with more than a bachelor’s degree.

School administrators also provided information on the characteristics of the student body. Questions in this section include the average daily attendance rate, total enrollment, and sex and racial and ethnic composition of the students. The survey asked about programs available to students—such as gifted and talented enrichment, dropout prevention, job placement, and summer school—and about the number of reported incidents of gang activity, vandalism, weapons possession, and alcohol or drug use.

Data on the 1996 graduating class include the percentage who took national college entrance exams (for example, the SAT and *American College Test* [ACT]), the average scores on these tests, and the percentage of graduates who enrolled in postsecondary education or entered the Armed Forces. Finally, the survey asked whether students must

pass a standardized test to graduate and the total number of credits needed to graduate.

The 2000 school survey included all the schools in the original 1996 sample, plus vocational high schools in those original primary sampling units (vocational schools were not included in the 1996 survey), plus high schools that NLSY97 respondents had attended after moving to a residence outside of the primary sampling unit in which they had lived at the time the NLSY97 sample was selected. The 2000 school survey began with questions about the school and its overall offerings: grade levels, school type, tuition, program offerings, computer and other facilities, and sources of Federal funding. Faculty-related questions asked about the number of teachers with different education and experience levels, any staff development requirements, basic demographics, and the salary schedule. Questions about the student body captured basic demographics, special education and Limited English Proficiency (LEP) enrollments, and remedial and accelerated program offerings, as well as percentages of students involved in such activities as athletics, truancy, and illegal activities. The survey also asked about the academic requirements of the high school’s curriculum and academic outcomes of its graduates.

The career preparation section began with items about how schools help students prepare for careers, how schools support teachers in professional development, and how enrollments have changed in various career preparation programs since the 1994–95 school year. A battery of questions asked about the existence of, enrollment in, duration of, and targeting of several different career preparation programs. More than 9,600 schools received questionnaires; the response rate for the 2000 school survey was 71 percent.

School survey data are not available in the main file or geocode data sets. Access to these data is restricted because of confidentiality concerns. For more information about how to request access to the school survey data, interested researchers should see the NLS Web page at [www.bls.gov/bls/blsresda.htm](http://www.bls.gov/bls/blsresda.htm). These data files are available for use only at the BLS National Office in Washington, DC, on statistical research projects approved by BLS.

**Table 2.6. NLSY97 youths and youths with parent interview by age**

| Age (birth year) | Total number of youths | Youths with parent interview |
|------------------|------------------------|------------------------------|
| 12 (1984)        | 1,771                  | 1,583                        |
| 13 (1983)        | 1,807                  | 1,615                        |
| 14 (1982)        | 1,841                  | 1,595                        |
| 15 (1981)        | 1,874                  | 1,668                        |
| 16 (1980)        | 1,691                  | 1,481                        |
| Total            | 8,984                  | 7,942                        |

**The CAT-ASVAB.** Over the summer and fall of 1997 and the winter of 1998, NLSY97 respondents took the computer adaptive version of the *Armed Services Vocational Aptitude Battery* (CAT-ASVAB). The CAT-ASVAB comprises 12 separate tests, listed in figure 2.2.

The U.S. Department of Defense, which funded the administration of the CAT-ASVAB for NLSY97 respondents, administered the tests to two additional samples of youths. The first group consisted of a nationally representative sample of students who were expected to be in the 10th through 12th grades in the fall of 1997. This sample included many of the youths who participated in the NLSY97. The

second group was a nationally representative sample of people who were 18 to 23 years old (as of June 1, 1997), the principal age range of potential military recruits. The Department of Defense used data for this older group to establish national norms for the score distribution of the *ASVAB* and the *Armed Forces Qualification Test (AFQT)*, which is based on a formula that includes the scores for the first four tests of the *ASVAB*.

The NLSY97 data file includes *ASVAB* scores but does not include an official *AFQT* score. The Department of Defense chose not to calculate *AFQT* scores for the NLSY97 sample because of doubts about whether the national norms for 18- to 23-year-olds are appropriate for test-takers who are younger. As a substitute for the *AFQT* score, NLS staff members devised a formula for an “*ASVAB Math/Verbal* score” that is believed to approximate closely the formula that the Department of Defense used to estimate *AFQT* scores for the sample of 18- to 23-year-olds. The formula devised by NLS staff has been used to create a variable on the NLSY97 data file that is similar to the *AFQT* scores. Although the formula is similar to the *AFQT* score that the Department of Defense generated for the NLSY79 cohort, the NLSY97 variable reflects research done by NLS program staff and is not specifically endorsed by the Department of Defense. For more information about the *ASVAB Math/Verbal* score, consult the *NLSY97 User’s Guide* and Appendix 10 in the *NLSY97 Codebook Supplement*.

**High school transcripts.** In the spring of 2000, high school transcripts were collected for NLSY97 respondents born in 1980 and 1981 who provided written permission to contact their schools. A second phase of collecting high school transcripts began in 2004 and included respondents born in 1982 through 1984 who had provided written permission to contact their schools. Transcripts also were collected during the second phase for some respondents born in 1980 and 1981 whose transcripts were not obtained during the first phase. The high schools, both public and private, were asked to provide the respondent’s transcript, along with course descriptions and information about the school’s grading scale. Transcript information was coded using the Classification of Secondary School Coding system. The collection and coding of high school transcripts concluded in the spring of 2005, and transcript information is available on the NLSY97 data file for 6,232 respondents, or about 69 percent of the 8,984 respondents who participated in the initial round of the NLSY97. The respondents for whom transcripts were not obtained mainly include those who did not sign written consent forms to contact their schools, respondents whose schools would not or could not provide transcripts, and respondents who were home-schooled and thus did not have transcripts.

### Major data elements

This section briefly describes the major data elements for the NLSY97. The main questionnaire; the parent questionnaire; and the screener, household roster, and nonresident roster questionnaire collected data during the 1997 survey round. Only the main questionnaire is currently administered. A household income update collected income data from one of the respondent’s parents in rounds 2-5. The following listing is not comprehensive and data elements are not necessarily present for all respondents in an age bracket. Prospective users should examine the detailed variable table at the end of this chapter, which presents a more comprehensive look at the types of variables available on the NLSY97 data files. To find out whether the specific variables of interest are available for the age(s) and respondent universe(s) of interest, users should consult the *NLSY97 User’s Guide* (available at [www.bls.gov/nls](http://www.bls.gov/nls)), acquire copies of the NLSY97 data-collection instruments, and browse the documentation files contained in the NLSY97 data set.

Data elements for the NLSY97 are discussed in the order presented in figure 2.3. Unless otherwise noted, the following data elements come from the youth questionnaire.

**Figure 2.2. Contents of the CAT-ASVAB**

|    |                                     |
|----|-------------------------------------|
| 1  | Arithmetic reasoning                |
| 2  | Mathematical knowledge              |
| 3  | Word knowledge                      |
| 4  | Paragraph comprehension             |
| 5  | Assembling objects (a spatial test) |
| 6  | General science                     |
| 7  | Coding speed                        |
| 8  | Automobile information              |
| 9  | Shop information                    |
| 10 | Numerical operations                |
| 11 | Mechanical comprehension            |
| 12 | Electronics information             |

**Figure 2.3. Data elements in the NLSY97**

|    |   |
|----|---|
| 1  | Employment                                |
| 2  | Schooling                                 |
| 3  | Training                                  |
| 4  | Income, assets, and program participation |
| 5  | Family formation                          |
| 6  | Family background                         |
| 7  | Expectations                              |
| 8  | Attitudes, behaviors, and time use        |
| 9  | Health                                    |
| 10 | Environmental variables                   |
| 11 | Event history variables                   |

### 1. *Employment*

Designed to capture each youth's earliest experiences in the labor market, the NLSY97 includes three categories of labor market activity: Employee jobs (those in which the respondent had an ongoing association with a particular employer) held since the age of 14, freelance or self-employment jobs, and gaps between jobs. A freelance job is defined as any job for which the respondent performed tasks for a number of people but did not have a specific boss, such as babysitting or mowing lawns. In rounds 1 and 4, respondents also reported their work experience in the week before the survey. The data file includes a week-by-week longitudinal work record for each respondent from his or her 14th birthday through the most recent survey date; this record is described in the Event History data element.

**Employee jobs.** The set of questions on employee jobs asks respondents age 14 and older at the time of the survey (all respondents beginning in round 3) about jobs held since their 14th birthday. The youth reports information about the job at the time he or she started working, such as the usual number of hours worked per week; the regular rate of pay (amount per month, per week, per day, or per hour); and the amount of nonwage, nonsalary pay (overtime, tips, incentive pay, and so forth). The youth also provides a description of the industry and occupation of the job. These items are coded according to the U.S. Census Bureau's 2002 system of industry and occupation codes. The survey solicits the same information as of the stop date or interview date for all employee jobs lasting more than 13 weeks to capture changes that occurred during the youth's tenure.

All respondents who report a gap of a week or more at an employee job (other than paid vacations or sick leave) answer a follow-up question about the reason (for example, on strike, on unpaid vacation) for that gap. Respondents also state the number of weeks spent looking for work or on layoff during that gap. Any respondent classified as not looking for work provides the reason for not looking (such as not wanting to work or being on vacation).

Respondents who report a job that ended after their 16th birthday (or those who are currently 16 or older and report an ongoing job) answer an additional series of questions. This information includes the class of worker (government, private, nonprofit, unpaid worker in a business owned by a family member, Armed Forces), the type of benefits offered (medical, dental, unpaid maternity leave, and so on), and the number of paid vacation or sick days per year to which the respondent is entitled at the time of the survey or the job's end date. Other questions in this section ask about the respondent's regular work shift; collective-bargaining status; the sex, race, and age of the respondent's immediate supervisor; the number of employees working at the same location as the respondent; and the number of employees at

all locations. The survey also collects data on the respondent's general satisfaction with the job and the reason for leaving a past job.

In round 4, several questions were added to identify more effectively self-employment jobs for this and future rounds. Respondents age 18 or older who had preexisting freelance jobs that met the definition of self-employment (they held the job when age 16 or older and earned \$200 or more per week) were routed into the regular employer section. For each job, they were questioned about the industry, occupation, and the number of people who worked for them. If respondents reported that the job had ended, they stated the reason (for example, end of seasonal-type work or return to school). Prior to round 4, all self-employment questions were included with freelance jobs.

One special type of employee job included in the NLSY97 is military service. Youths in the service report their branch of the military, pay grade, military occupation, and specific military level (regular forces, reserves, or the National Guard), as well as whether they left their term of service early. A separate variable to identify military jobs is available in the YEMP roster.

**Freelance jobs.** In rounds 1 through 3, respondents age 14 and older at the time of the survey (all respondents beginning in round 3) were questioned on the freelance jobs they held since their 14th birthday. This changed in round 4, when only respondents born in 1983–84 answered questions in the freelance jobs section; in round 5, this universe was restricted to respondents born in 1984. For all freelance jobs, the youth stated the start and stop dates (month and year). The questions on freelance employment gathered information about the usual number of hours the respondent worked per week, the usual weekly earnings, the total number of days worked per week (weekdays/weekend days), and the number of hours per weekday/weekend worked.

The freelance section in rounds 1 through 3 asked additional questions of self-employed respondents, defined as those who are age 16 or older and who usually earn \$200 or more per week in a freelance job. The youth defined his or her industry and occupation and stated the number of people who worked for him or her. Finally, those who reported that the job had ended provided the reason (for example, end of seasonal-type work or return to school). The freelance section continued to ask these questions in rounds 4 and 5 for the youngest respondents. Beginning in round 4, older respondents reported these data as part of the self-employment questions in the regular employment section, as described above.

**Employment for youths ages 12 and 13.** In rounds 1 and 2, respondents ages 12 and 13 provided information about all jobs held since the age of 12 (without explicitly distinguish-

ing between employee and freelance jobs). The type of information collected for each job was the same as that described above in the freelance section for youths age 14 and older. Because every respondent had reached age 14 by the round 3 field period, they all answered separate questions about employee and freelance jobs.

**Work experience in the week before the survey.** Using questions from the *Current Population Survey (CPS)*, the round 1 and round 4 surveys asked respondents age 15 and older about their labor force status (for example, working, looking for work, unable to work) in the week before the current interview. Employed respondents detailed the characteristics of their current job(s), such as usual number of hours on the main job, number of hours on all other jobs, number of overtime hours, reason for working part time, and so forth. Youths classified as not working reported job search activities during the previous month. Users should note that the questions were included only in rounds 1 and 4.

**Gaps between jobs.** Any youth age 14 or older who reports a period during which he or she is not working at an employee job states the number of weeks spent during that time searching for another employee job or, if the youth went through the freelance section, working at a freelance job. Those who do not report search activity during a specific period answer questions about the reason why no search activity was undertaken (for example, did not want to work, had health problems, was on vacation). The survey also collects data on the type of search activity in which the youth participated—for example, contacted an employer directly, contacted an employment agency, or placed an ad.

## 2. Schooling

The schooling section of the youth questionnaire contains questions on the respondent's educational attainment, experiences, and coursework. The round 1 parent questionnaire also solicited information concerning the youth's past and current schooling experiences.

The schooling section first asks about the respondent's current enrollment status. Youths who report that they are not enrolled provide their reason(s) for leaving school and the date at which this separation occurred. The respondents also state the highest grade level they have attended and the highest grade level they have completed. In addition, the survey asks all youths if they were ever suspended from school. Those who have been suspended state the grade level(s) in which this occurred and the duration of each grade's total suspensions. Any grades that the respondent skipped or repeated also are recorded.

In round 1, all youths in the 12th grade or lower during the fall 1996 school term answered questions about that term, including the number of days the youth was absent, whether

the youth had something of value stolen, and whether the youth was involved in a physical fight.

Interviewers administered the *Peabody Individual Achievement Test (PIAT) Math Assessment* to youths enrolled in the 9th or a lower grade during round 1. In rounds 2 through 5, administration of the *PIAT* was restricted to respondents who were 12 years old as of December 31, 1996, and who were enrolled in the 9th or a lower grade during round 1, providing several scores for respondents born in 1984. (The *PIAT* was given to respondents in round 6 only if they were 12 years old as of December 31, 1996, and were currently in high school at the survey date.) Researchers can potentially combine these test scores with information on math courses the youth took to assess correlations between curriculum and math performance.

**High school.** If a respondent was enrolled in high school, the survey collected information on the expected graduation date. Those who had left high school since the last interview stated whether they had received a regular high school diploma or a GED and the overall marks they had received during high school.

Respondents who had attended the 9th or a higher grade provided information about the overall marks they had received in 8th grade and about their course of study in high school (for example, college preparatory, vocational). The respondents then listed the types of math, science, and other courses taken from 7th grade through high school; information about whether each course was an honors course also was recorded.

Standardized achievement test scores were collected for youths in the 9th grade or higher in round 1 and in the 11th grade or higher in rounds 2 through 7. If respondents meeting these eligibility requirements had taken the SAT or ACT, they reported the highest score received on each component of the SAT and the highest total ACT score. In round 1, eligible respondents reported whether they had taken an Advanced Placement (AP) test, their grade when the test was taken, the subject of the test, and the highest AP score they had ever received. Rounds 2 through 7 recorded only the subject of any AP tests taken by youths meeting the eligibility requirements.

**School-based learning programs.** The survey instrument contains questions on school-based learning programs (apprenticeships, cooperative education, internships, mentoring, technical preparatory, and the like). Respondents who participated in these programs in high school answer questions about the program's characteristics, such as the type of program, time spent at the worksite, whether the respondent was paid, and the rate of pay. Other questions ask whether the youth took any classes at the worksite and whether the employer wrote an evaluation of the youth.

*Parent questionnaire.* The round 1 interview asked the responding parent about the youth's current enrollment status and grade level. The responding parent also provided information about all schools the youth had attended since the 7th grade (including home schooling) and about gaps in enrollment of 1 month or more. The "school finder" aided in obtaining and verifying the name and address of each school.<sup>1</sup>

This section also inquired about any academic classes the youth took during a school break in the 9th or a higher grade and the reason for taking the classes. For youths who had been only home schooled since the 7th grade, the parent stated whether the youth had ever taken the SAT, ACT, or AP tests; the year in which the youth took the tests; and the highest score received. Additional educational information collected from the responding parent included whether the child had ever been enrolled in Head Start, whether he or she had ever repeated or skipped a grade, and the age at which the youth had entered 1st grade.

*College.* The survey contains a number of questions related to college experiences. This section asks youths who report being enrolled in college for the number of years attended at any college (either 2-year or 4-year colleges) and the number of colleges attended. Information collected includes whether the college is publicly supported, the type of degree sought and received, the total credits required to graduate, and the tuition and fees. The youth also reports on sources and amounts of financial aid received while at each college. For each completed college term, the survey gathers data on the number of college credits the respondent took and earned and the respondent's grade-point average, primary and secondary major, and full- or part-time status. Finally, respondents report the name and address of each college; survey staff use this information to provide the Integrated Postsecondary Education Data System (IPEDS) Code of each institution. IPEDS codes are available only in the geocode data; see chapter 8 of this *Handbook* for more details about this restricted-use data set.

*College Choice.* This survey collects information on the different colleges to which the respondent applied. The respondent reports the range of schools applied to by distinguishing between "safety" and "low chance" schools. Data on the types of scholarships and financial aid offered to the respondent by each institution also is provided. The identity of the schools applied to is available only on the restricted-access geocode data file.

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<sup>1</sup> The school finder is a record of the names and addresses of primary and secondary schools located in the United States. This information is taken from the "National Education Database," provided under copyright by Quality Education Data (QED), Inc.

### 3. Training

Respondents age 16 and older as of the interview date report on their participation in training programs. These questions solicit information about the youth's reasons for participating in each program; the type of certification the youth earned, if any; and the program's length, contents, completion status, and source of funding. If the respondent states that the training was for a specific employer, follow-up questions ask about the occupation for which the training program prepared the respondent and the reason for enrolling in the training program. The survey gathers data about services provided, such as job search assistance. Finally, if the respondent reported receiving a GED in the schooling section, the training section asks follow-up questions about whether any training programs were part of obtaining that GED.

### 4. Income, assets, and program participation

This section describes the data collected on the financial characteristics of the respondent. Similar data, described under family background in this section, also are gathered for certain adults in the youth's household. Users should note that, through round 5, a number of questions in these sections of the questionnaire were addressed only to independent youths. Independent youths are those who meet at least one of the following criteria: Are age 18 or older, have a child, have ever been married or are currently in a marriage-like relationship, are no longer enrolled in school or are enrolled in a 4-year college, or report not living with any parent or parent figure. As of round 6, all respondents were 18 years of age and eligible for the full income section.

*Income.* The survey asks all respondents about their income from wages, salaries, and parental allowance during the calendar year before the survey round. Independent youths additionally report in detail on other income received in the same year, such as self-employment income, child support, interest or dividend payments, or income from rental properties. These youths also list the income of their spouse or partner.

*Parent questionnaire.* In round 1, the NLSY97 collected data from the responding parent on the 1996 earnings and income of the youth. In addition, parents reported on the amount of financial support given to independent youths still living in the household.

*Assets.* In rounds 1 through 3, independent youths provided information about current asset holdings. Topics of the questions included the market value of any residence or business, whether the respondent paid property taxes in the previous year, the average amount spent on utilities per month, and the amount owed on motor vehicles. Other ques-

tions asked about the respondent's current checking and savings account balances, the value of various assets such as stocks or certificates of deposit, and the amount of any loans of at least \$200 that the youth had received in the last calendar year.

Beginning with round 4, the questions in the asset section remain the same, but the universe for the asset section is more limited. Respondents answer these questions only at specific points: the first interview in which they meet criteria to be considered independent if they are less than 18 years old, the first interview after they turn age 18, and the first interview after they reach age 20. Respondents will continue to answer these questions at regular intervals in future rounds.

**Program participation.** This section questions independent youths about their participation in government programs. Included are specific questions (number of spells, duration of each spell, amount of benefit, and so on) regarding a number of government assistance programs such as Unemployment Compensation; Aid to Families with Dependent Children (AFDC)/Temporary Assistance for Needy Families (TANF)/Aid to Dependent Children (ADC); the Women, Infants, and Children (WIC) program; and Food Stamps. Youths also are asked whether they lived in public housing.

**Welfare Knowledge.** This section, included only in round 7, gauged the respondent's knowledge of welfare programs. The respondent was presented with a hypothetical family. Based on the family's income and number of children, the respondent was asked to state the type and amount of aid benefits for which the family would be eligible. The respondent was also questioned on the time limits for these programs. The data from this section are available only on the restricted-access geocode data file. The questions in this section were asked only of female respondents in certain States.

### 5. Family formation

**Marriage.** Respondents who were at least 16 years old by the end of the previous calendar year provide information about their history of marriage and marriage-like relationships. Along with the legal status and length of each relationship, this section gathers information about the age, highest grade completed, employment status, and race/ethnicity of each spouse or partner not listed on the household roster. For each relationship, the youth also reports changes in the relationship status, such as separation, divorce, or marriage. In round 1 and rounds 4 through 7, respondents who were currently married or involved in a marriage-like relationship answered questions about the qual-

ity of that relationship. Round 1 questions asked about the frequency of specific behaviors, such as how often the spouse or partner screams or yells, criticizes the respondent's ideas, blames the respondent for his or her problems, and vice versa. A shorter series of questions in rounds 4 through 7 collected the respondents' rating of the overall levels of caring, closeness, and conflict between themselves and their spouse or partner.

**Fertility.** A series of questions asks respondents who report having given birth to, fathered, or adopted a child about their children. This section collects the number, sex, and age of all biological and adopted children, including children who are deceased or have been given up for adoption. Fertility data also include characteristics of the child's other biological parent (if that person is not a current spouse or cohabiting partner), such as race, age, and highest grade completed, and the type of relationship the respondent had with that person (married, dating, separated, or other). If that person is a current spouse or cohabiting partner, the same information is collected in the household information or marriage section of the questionnaire. Finally, the fertility questions solicit information about the biological parents' legal responsibility or custody rights with respect to the child.

A set of questions in rounds 4 through 7 addressed only male respondents who had fathered a child. First—if the mother was not the spouse or cohabiting partner—the respondent provided current information about the mother of each child, such as her enrollment and employment status, program participation status, and income. He also stated whether he currently had a close relationship with the mother. In addition, these male respondents provided information about child support. Respondents first reported the amount of support awarded in a child support agreement and then stated whether they had provided additional informal support, such as performing household repairs, buying clothes for the child, or buying household items or gifts for anyone in the household, in the past 12 months. In rounds 5, 6 and 7, questions about the father of their children and child support details also were asked of female respondents.

Beginning in round 4, the survey asked about the relationship a male respondent had with each of his children. Respondents reported whether they participated in prenatal activities such as going with the mother to the doctor, buying things before the baby was born, and being present at the delivery. If the respondent had seen the child in the past month, he stated how often he performed activities such as bathing or dressing the child, preparing a meal for the child, or reading books to the child.

Information on other pregnancies is gathered in the self-administered section of the questionnaire. Female respondents report the number of pregnancies that did not result in live births, their age at the time of each such pregnancy, the

month and year in which each pregnancy ended, and the outcome of each pregnancy. Male respondents state the number of times they have gotten someone pregnant, the number of pregnancies that ended in a live birth, and the number of pregnancies that ended in abortion or miscarriage.

**Child care.** A new section added to the survey in round 5 gathered details about the childcare used by female respondents who have children. The respondent is first asked for the total hours in a typical week during which she works for pay, attends school or training, or commutes. Then, she reports the childcare situation in which her children spend most of these hours: In the care of a spouse or partner, relative, or sibling; in self-care; in nonrelative care; at family daycare; at a childcare center; or in formal schooling. For each type of care the respondent reports, the following details are collected: The person responsible for transporting the child, traveling time, amount paid for the childcare, whether an outside source (for example, an employer or other agency outside the household) contributes all or part of the payment, and the number of hours spent in each type of care. Hypothetical questions also are posed to these respondents and to childless female youths born in 1983 or 1984 concerning relatives who live close by and the amount respondents would expect to pay or be willing to pay for care at the nearest childcare center. The round 6 and round 7 surveys have a less extensive series of questions on childcare. Female respondents who have children are asked for the number of hours they are at work, school, or training in a typical week. The series continues by ascertaining the type of childcare used in a typical week for all children, the amount paid weekly for that care, and whether an outside employer or other entity paid for all or part of the childcare.

## 6. Family background

**Parent's background.** Questions in the round 1 parent questionnaire determined the responding parent's nationality, month and year of birth, birthplace, and religious preference. In addition, the survey collected information about the responding parent's number of siblings, whether he or she had lived with both biological parents while growing up, and the ages and highest grade completed of his or her parents. The responding parent also reported these data for his or her current spouse. If the youth had been in contact with a nonresident biological parent since the age of 10, the same set of questions sought information about that nonresident parent.

**Parent's history.** In the round 1 parent questionnaire, interviewers collected historical data on the responding parent's employment history since the parent's 18th birthday or the youth's date of birth, whichever was earlier. For each spell of

employment lasting at least 3 months, the responding parent was asked about the usual number of hours he or she worked per week. In a similar fashion, this section established a marital or partner history for the responding parent, with questions seeking information on the length of the marriage and the employment status of the spouse during the marriage. Next, a number of questions recorded the history of participation in various government programs such as AFDC/TANF, Medicaid, Supplemental Security Income (SSI), and WIC.

**Parent's current status.** The round 1 parent questionnaire obtained detailed information on the status of the respondents' parents, as described below. In subsequent rounds, limited data are collected in the youth questionnaire and parental household income update (rounds 2 through 5).

**Youth questionnaire.** Demographic data from the household roster section of the questionnaire are available for parents who lived in the same household as the youth; the household information section below describes these data in detail. The round 2 youth questionnaire asked respondents who were classified as independent (see the income section above) or who were age 14 or older by the end of 1997 to report the 1997 earnings of each parent. In rounds 3 through 7, all respondents reported each parent's earnings in calendar year before the survey round.

**Household income update.** In rounds 2 through 5, the resident parent of a dependent youth respondent completed this self-administered paper supplement. The supplement collected information on the income during the previous year of the respondent's parent and the parent's current spouse or partner.

**Parent questionnaire.** In round 1, the youth's responding parent stated his or her present employment status, marital status, highest grade completed, and participation in government programs. Information on the resident parent's earnings and income in 1996 was gathered; similar questions summarized the same information with regard to the responding parent's spouse. This section of the parent questionnaire also elicited information on the asset and debt holdings of the responding parent and his or her spouse. Additional questions asked about the amount received from government programs in the previous year.

Parents who had a youth ages 12 to 14 answered a series of questions on the parent's attitude toward self (for instance, "always optimistic about the future" or "hardly ever expect things to go my way"), toward certain behaviors, and toward the relationship with his or her partner. The responding parent also provided information on religious beliefs and practices.

Interviewers also collected information on the general health and the presence of any longstanding health problems of the responding parent and his or her spouse. The responding parent stated his or her own height and weight and those of his or her partner. If the youth was adopted, the responding parent reported the height and weight (if known) of the youth's biological parents.

**Youth demographic characteristics.** Several demographic details have been collected about youth respondents. In round 1, respondent birthdates were collected in the household screener and later verified by the youth and responding parent. This birth date information is used in each round to create a variable indicating the respondent's age as of the interview date. The youth's sex, race, and Hispanic ethnicity also were reported in the round 1 household screener.

**Residential history.** Information about the respondent's residences has been collected in each round of the survey. In round 1, the parent questionnaire and the screener, household roster, and nonresident roster questionnaire gathered these data; some of the information is updated in the main questionnaires in subsequent rounds.

**Youth questionnaire.** In rounds 2 through 7, the survey instruments collected information on the changes in the respondent's living and custodial situations since the last interview. These questions ask about the dates of each move to a new State, city, or county and about the parent figures with whom the respondent has lived since the last interview date.

**Parent questionnaire.** The round 1 parent questionnaire queried the responding parent about whom the youth had lived with since birth. For adopted youths, information includes whether the youth had ever lived with either biological parent. For each youth not living with both biological parents, the survey asked whether the responding parent held legal responsibility for or legal custody of the youth. If only the youth's biological mother was listed on the birth certificate, follow-up questions determined whether the biological father had been legally identified through a blood test, court ruling, signed legal document, or other means.

**Screener, household roster, and nonresident roster questionnaire.** Information included the distance the youth lived from his or her biological parents (if they were alive) or the date on which each of the youth's biological parents died.

**Household environment.** Respondents born in 1982 through 1984 have answered a brief series of questions about their household environment in each survey round. Depending on the round, these questions include whether the

respondent's household was conducive to studying in the past month and the number of days in a typical week on which the family interacts. The round 1 survey also asked these same respondents to report the number of days in a typical week on which the youth heard gunshots in the neighborhood. In addition, in each round, respondents answer various questions about knowing or being the victim of a crime.

**Household information.** Data about other residents in the respondent's household were collected in the screener, household roster, and nonresident roster questionnaire in round 1; similar questions are included in the youth questionnaire in later survey rounds.

**Youth questionnaire.** In surveys after round 1, the first section of the youth questionnaire identifies the youth's resident and nonresident parents and establishes the relationship to the youth of all nonrelative household residents. The current marital status of each nonresident parent is collected, while follow-up questions verify demographic data (such as marital status, age, and race or ethnicity) on each household occupant from the previous round and record any changes. For each occupant, this section also asks about enrollment status, highest grade completed, and the highest degree each has completed if currently enrolled (already collected in a previous round for those not currently enrolled). Current labor force status is collected for residents age 16 and older. In rounds 2 through 7, independent respondents provided information about the previous year's earnings for household residents age 14 or older.

**Screener, household roster, and nonresident roster questionnaire.** In round 1, this instrument collected the demographic and relationship information for household occupants described in the above paragraph. For each resident age 16 or older, the roster also asked for the number of weeks the resident had worked in 1996 and the usual hours worked per week during that period.

The questions in the nonresident roster section of this instrument determined the relationship to the youth of any key nonresident relatives (biological, step-, or adoptive parents; siblings; spouses; children; or other parent of youth's children) and gathered the information summarized in table 2.7. Note that, while it was not collected directly, the sex of nonresident relatives can be inferred from relationship codes for parents, spouses, siblings, and children.

**Parent questionnaire.** In round 1, the responding adult provided information on the 1996 earnings (self-employment earnings and earnings from an employee job) and income of each household member age 14 and older.

### 7. Expectations

The round 1 survey asked respondents who were age 15 or older by the end of the previous calendar year to assess the probability of certain events occurring in their lives over the next year, by the time they turn 20, and by the time they reach 30. The list included events such as working more than 20 hours per week, serving time in prison, and earning a 4-year college degree. The round 4 survey asked all respondents similar questions about the likelihood of events taking place over the next year and within the next 5 years; the round 5 questions refer to several different periods.

*Parent questionnaire.* In round 1, responding parents of youths age 15 and older answered a similar set of questions about events that might occur in the youth's life.

### 8. Attitudes, behaviors, and time use

*Attitudes.* Respondents report in each round on their contact with any absent parents and, in rounds 1 through 4 and 6, state their perception of the amount of supportiveness displayed by each parent figure. Also collected in rounds 1 through 3 and 5 from respondents born in 1982 through 1984 were data on the youths' opinions about their parent(s) (for example, want to be like him or her, enjoy spending time with him or her). In rounds 1 through 5, respondents' beliefs about their parents' knowledge of their activities were reported. Younger respondents provide further information about their parents' relationship with spouses or partners and about contact between biological parents who live separately.

One question was included in rounds 1 through 3 for respondents who were born in 1982 through 1984 and was

addressed to all respondents in rounds 4 and 6. It asked youths whom they would turn to for help with a personal problem (for example, parent, sibling, friend, counselor). Round 6 also asked respondents about their best friend. If this person was someone other than a parent, spouse, cohabitating partner, sexual partner, or other parent of the youth's child, a separate question collected demographic data about the individual. If the best friend was anyone other than a parent, respondents reported their frequency of contact with this person and how often they had asked for advice about decisions or relationships since the last interview. The Domains of Influence section, newly introduced in round 7, collects information about the identity of the persons who offer each respondent advice on financial issues, employment, education, training, and personal relationships.

Several series of questions address respondent perceptions about different aspects of society. Each round of the survey asks about the respondent's perception of the criminal justice system and the odds of being caught and punished for a hypothetical crime. In round 1, a series of questions asked respondents about the activities of their peers, including the percentage of students in their grade they believe to be involved in a gang, an organized sport, or volunteer work. The series also addressed peer behavior, such as the percentage of students the respondents believe smoke cigarettes, drink alcohol, or use drugs. In addition, respondents reported their attitudes toward their teachers and perceptions of the school environment (for example, whether the respondent considers school a safe place) during the round 1 survey.

The religiosity of the youth respondent also has been included in the surveys. In round 1, respondents reported

**Table 2.7. Data collected for nonresident relatives in NLSY97 round 1**

| Relationship                   | Sex | Race | Age | Marital status | Educational status | Employment status |
|--------------------------------|-----|------|-----|----------------|--------------------|-------------------|
| Biological parent              |     | *    | *   | *              | *                  | *                 |
| Adoptive parent <sup>1</sup>   |     | *    | *   | *              | *                  | *                 |
| Stepparent <sup>1</sup>        |     |      |     |                | *                  |                   |
| Full-sibling <sup>2</sup>      | *   |      | *   |                | *                  |                   |
| Half-sibling <sup>2</sup>      | *   |      | *   |                | *                  |                   |
| Spouse of youth                |     |      |     |                | *                  | *                 |
| Children of youth <sup>3</sup> | *   |      |     |                | *                  |                   |
| Parent of youth's children     |     |      |     | *              |                    |                   |

<sup>1</sup>Information on nonresident stepparents or adoptive parents is collected only if those parents live with one of the youth's biological parents.

<sup>2</sup>Data on full- and half-siblings are gathered only if those sib-

lings do not live with either of the youth's nonresident biological parents. Coresident siblings appear on the household roster.

<sup>3</sup>This information is collected only if the NLSY97 youth is aged 14 or older.

their religious preference. Rounds 4 through 7 asked about the frequency of their attendance at religious worship services, and round 6 also included a series about religious beliefs. Religiosity information also is collected for household members, the youth's parents, and the youth's spouse or partner.

**Behaviors.** A series of questions on health-related behaviors in each survey asks youths whether they have ever smoked cigarettes, consumed alcohol, or used illegal drugs, as well as whether and how often they have engaged in these activities within the past month. This section also solicits data on the age at which these activities first occurred. The survey collects delinquency information from respondents age 16 or younger who have run away from home and from all respondents who have carried a handgun or joined a gang. Respondents answer questions about their participation in criminal activities, such as assault, theft, battery, or carrying a handgun, and arrests or punishment resulting from these activities.

Besides answering questions concerning delinquent behavior, respondents are also asked about their social behavior. All respondents are questioned about how often they date and the number of different people they have dated. Round 7 also included a more extensive series about the current or most recent person the respondent had dated. Respondents age 14 or older as of the end of the previous calendar year (all respondents in round 3 and beyond) provide information on their sexual activity. Questions include frequency of sexual intercourse and birth control use.

Youths born in 1983 or 1984 answered a series of questions in rounds 1 through 5 on how decisions concerning their activities were made (for example, who determined how late the youth could stay out at night, who determined the type of TV shows and movies the youth could watch). If the youth reported that the parents made the rules or that the parents and the youth jointly decided, follow-up questions asked about the number of times the youth had broken the rules in the last 30 days.

**Parent questionnaire.** Responding parents of youths ages 12 or 13 answered a similar series of questions on control and autonomy during the initial interview. Follow-up questions asked about the number of times the youth broke the rules in the last 30 days.

**Time use.** In the series of questions on time use in rounds 1 through 3, respondents who were not in school or employed and were at least age 16 (round 1) or at least age 15 (rounds 2 and 3) reported details about the way they spent a typical day. Information collected included the time at which they usually wake up each day, whether they go to a place on a regular basis, and the time at which they leave for and return

from that place. In round 1, youths ages 12 to 14 assessed the amount of time they spent in the prior week doing homework, watching television, reading, or taking extra classes or lessons.

### 9. Health

Every round collects basic data on respondents' health status. All respondents provide information about their general health and state their height and weight. They also report a perception of their weight (for example, very underweight, slightly overweight, about the right weight), as well as any action they are taking concerning their weight (for instance, trying to lose, trying to gain, trying to stay the same). The round 1 questionnaire asked respondents to report whether they had entered puberty and, if so, their age at onset; this information is updated in subsequent rounds if puberty was not attained at the previous interview.

More detailed data were gathered in rounds 1 and 6. The initial interview asked youths who were born in 1983 or 1984 about their practices with regard to health-related behaviors such as seatbelt use, nutrition, and exercise. In addition, these youths stated their opinions about whether smoking cigarettes or drinking alcohol contributes to certain health problems (getting AIDS, getting heart disease, harming an unborn child, and so forth). Also in round 1, the health section questioned youths not living with their parents about their health insurance coverage (for example, covered by job, covered by military-related plan, not covered).

In round 6, respondents reported their health practices in a typical week (for example, nutrition, exercise, sleep, computer and television use) in a series similar to the one in round 1. This series of questions also asked how many times in the past month the youth had driven after drinking or had ridden with a driver who had been drinking. Next, the youth answered questions (similar to those asked of parents in round 1) concerning any chronic health conditions or problems, including the age at which a condition was first noticed and whether the condition currently limits activities. Two new health series were also part of round 6. The first asked about when the respondent was ill or injured in the past year, the length of time since the last routine checkup, and healthcare coverage over the past year. Finally, the other new series questioned the youth about various traumatic events that had occurred in the past 5 years. This list included the death of a close relative, being the victim of a violent crime, periods of homelessness, hospitalization of a household member, adult household members being in jail or unemployed, and a parent's divorce.

**Parent questionnaire.** The responding parent also answered questions about the youth's health during the first survey round. In particular, this section questioned the parent about whether the youth suffers from or takes medication for any

chronic health problems such as mental retardation, blindness, cancer, or asthma. Follow-up questions determined the condition, the age of the youth when the condition was first noticed, and whether the condition currently limited the youth. Parents reported on the youth's health insurance coverage for youths who lived at home. Finally, if the youth was born in 1983, the responding parent stated his or her perception of the health effects of drinking alcohol.

### 10. Environmental variables

The NLSY97 main data set includes several created variables that describe the respondent's permanent residence. The main variables indicate whether the respondent lives in an urban or rural area, whether the respondent lives in a metropolitan statistical area, and in which census region the respondent resides. In addition, an unemployment rate variable reports the unemployment rate (within a 3-percentage-point range) for the respondent's local labor market. These variables permit researchers to obtain general information about the geographic area without having access to the restricted-use geocode data set.

### 11. Event history variables

These special created variables summarize the timing of a variety of major life events for each respondent. The event history variables are divided into four major sections. The first section contains the employment status (working for employer number 1, unemployed, out of the labor force, and so on) of each respondent for each week from the respondent's 14th birthday to the interview date.

The variables for marital status, the second topic, cover the respondent's marital or cohabitation status during each month from the respondent's 14th birthday to the month of the most recent interview. Possible status labels are never married and not cohabiting, never married and cohabiting, married, legally separated, divorced, or widowed.

Variables on program participation status, the third topic, are similar in structure to those for marital status. For each month since the respondent's 14th birthday, these variables indicate whether the respondent was receiving economic assistance such as unemployment compensation, AFDC, or Food Stamps.

The fourth event history topic concerns the respondent's schooling experiences. Unlike the other constructions, this section provides some information on a yearly basis beginning with each youth's date of birth. Beginning in round 2, data also are provided in monthly variables to capture information for each month from the respondent's interview date in round 1 to the current interview date.

These event history arrays are not included on the initial main data release, but are located on the subsequent event history and geocode releases. In these data sets, the variables can be found by searching for question names that

begin with "EMP\_" for employment status, "MAR\_" for marital status, and "SCH\_" for schooling experiences. Researchers may access the program participation status variables by searching for question names that begin with "WKCOMP\_," "UNEMP\_," "AFDC\_," "FDST\_," "WIC\_," or "OTHER\_," depending on the program of interest.

### Data files and documentation

Data for the NLSY97 are distributed in three data sets:

- (1) NLSY97 Main Files—includes main interview data and created variables;
- (2) NLSY97 Event History Data—includes all main file data plus created event history variables; and
- (3) NLSY97 Geocode Data—in addition to restricted-release geographic information, includes main file and event history data.

Each data set includes documentation files and is accompanied by search and extraction software that enables users to easily peruse, select, and extract variables. Chapter 8 provides more technical information on the NLS data format and extraction software, as well as descriptions of supplementary documentation items available for the NLSY97.

### Reference

O'Muircheartaigh, C. and Pedlow, S. "Combining Samples vs. Cumulating Cases: A Comparison of Two Weighting Strategies in the NLSY97." *Proceedings of the Section on Survey Research Methods*, American Statistical Association (2000): 319–24.

### Selected variables by age and instrument: NLSY97

Table 2.8 depicts selected variables from the NLSY97 interviews. The first column of the table lists some of the variables included in the survey. Codes in the following columns indicate which survey instrument yielded the information (Y = *Youth Questionnaire*; P = *Parent Questionnaire*; S = *Screeener, Household Roster, and Nonresident Roster Questionnaire*; and U = *Household Income Update*).

As appropriate, age restrictions are noted in parentheses; the applicable dates for the restrictions are provided at the beginning of each section or within the description of the question. Age restrictions for each round refer to the youth's age as of December 31, 1996, unless otherwise noted in the table. Other restrictions not mentioned here may apply to some variables; users should refer to the codebook or to the *NLSY97 User's Guide* (available at [www.bls.gov/nls](http://www.bls.gov/nls)) for more information. "Y" used in variable descriptions stands for "youth respondent." Users should be aware that, in some instances, the variable descriptions in the table represent a group of questions and not single response items.

**Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997**

| Variable   | Round 1     | Round 2     | Round 3     | Round 4     | Round 5 | Round 6 | Round 7 | Round 8 |
|--|-------------|-------------|-------------|-------------|---------|---------|---------|---------|
| <b>I. EMPLOYMENT, UNEMPLOYMENT, AND JOB SEARCH (age restrictions as of interview date)</b>   |             |             |             |             |         |         |         |         |
| <b>A. Current Population Survey (CPS): Week before survey</b>  |             |             |             |             |         |         |         |         |
| Labor force and employment status  | Y $\geq$ 15 |             |             | Y $\geq$ 15 |         |         |         |         |
| Worked for profit or pay; worked at unpaid position in family business or farm   | Y $\geq$ 15 |             |             | Y $\geq$ 15 |         |         |         |         |
| Hours per week worked or usually worked at main job  | Y $\geq$ 15 |             |             | Y $\geq$ 15 |         |         |         |         |
| Hours per week worked at main job last week  | Y $\geq$ 15 |             |             | Y $\geq$ 15 |         |         |         |         |
| Number of overtime hours   | Y $\geq$ 15 |             |             | Y $\geq$ 15 |         |         |         |         |
| Reason worked part time  | Y $\geq$ 15 |             |             | Y $\geq$ 15 |         |         |         |         |
| Reason absent from work  | Y $\geq$ 15 |             |             | Y $\geq$ 15 |         |         |         |         |
| Actual weeks or expected duration of layoff  | Y $\geq$ 15 |             |             | Y $\geq$ 15 |         |         |         |         |
| Disability prevents Y from working or accepting work   | Y $\geq$ 15 |             |             | Y $\geq$ 15 |         |         |         |         |
| Length of time spent looking for work  | Y $\geq$ 15 |             |             | Y $\geq$ 15 |         |         |         |         |
| Search methods used in last 4 weeks  | Y $\geq$ 15 |             |             | Y $\geq$ 15 |         |         |         |         |
| Is Y searching for part-time or full-time job  | Y $\geq$ 15 |             |             | Y $\geq$ 15 |         |         |         |         |
| <b>B. Characteristics of employee jobs (starting in round 4, also self-employed jobs of youths age 18 at end of prior calendar year)</b> |             |             |             |             |         |         |         |         |
| <b>1. Jobs of any length</b>   |             |             |             |             |         |         |         |         |
| Who helped Y find job  | Y $\geq$ 14 |             |             |             |         |         |         |         |
| Job start and stop dates   | Y $\geq$ 14 | Y $\geq$ 14 | Y           | Y           | Y       | Y       | Y       | Y       |
| Industry and occupation at start date  | Y $\geq$ 14 | Y $\geq$ 14 | Y           | Y           | Y       | Y       | Y       | Y       |
| Rate of pay at start date  | Y $\geq$ 14 | Y $\geq$ 14 | Y           | Y           | Y       | Y       | Y       | Y       |
| Usual hours per week worked  | Y $\geq$ 14 | Y $\geq$ 14 | Y           | Y           | Y       | Y       | Y       | Y       |
| Overtime rate of pay at start date   | Y $\geq$ 14 | Y $\geq$ 14 | Y           | Y           | Y       | Y       | Y       | Y       |
| Weeks Y had worked as of job's stop date   | Y $\geq$ 14 | Y $\geq$ 14 | Y           | Y           | Y       | Y       | Y       | Y       |
| Class of worker  | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y       | Y       | Y       | Y       |
| Y covered by collective bargaining (all jobs in round 1)   | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y       | Y       | Y       | Y       |
| Reason for gap during employment   | Y $\geq$ 14 | Y $\geq$ 14 | Y           | Y           | Y       | Y       | Y       | Y       |
| Did Y look for work during gap   | Y $\geq$ 14 | Y $\geq$ 14 | Y           | Y           | Y       | Y       | Y       | Y       |
| Age, race, and sex of immediate supervisor (all jobs in round 1)   | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y       | Y       | Y       | Y       |
| Shift worked (all jobs in round 1)   | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y       | Y       | Y       | Y       |
| Size of employer (number of employees/locations/people worked for Y) (all jobs in round 1)   | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y       | Y       | Y       | Y       |
| Benefits available at employer (all jobs in round 1)   | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y       | Y       | Y       | Y       |
| Reason for leaving job or reason self-employment job ended   | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y       | Y       | Y       | Y       |
| General job satisfaction (all jobs in round 1)   | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y       | Y       | Y       | Y       |
| <b>2. Jobs lasting more than 13 weeks</b>  |             |             |             |             |         |         |         |         |
| Y covered by collective bargaining (all jobs in round 1)   | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y $\geq$ 16 | Y       | Y       | Y       | Y       |

**Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997**

| Variable   | Round 1 | Round 2 | Round 3 | Round 4      | Round 5      | Round 6 | Round 7 | Round 8 |
|--|---------|---------|---------|--------------|--------------|---------|---------|---------|
| Age, race, and sex of immediate supervisor (all jobs in round 1)                           | Y≥16    | Y≥16    | Y≥16    | Y≥16         | Y            | Y       | Y       | Y       |
| Shift worked (all jobs in round 1)   | Y≥16    | Y≥16    | Y≥16    | Y≥16         | Y            | Y       | Y       | Y       |
| Size of employer (number of employees/locations/people worked for Y) (all jobs in round 1) | Y≥16    | Y≥16    | Y≥16    | Y≥16         | Y            | Y       | Y       | Y       |
| Benefits available at employer (all jobs in round 1)                                       | Y≥16    | Y≥16    | Y≥16    | Y≥16         | Y            | Y       | Y       | Y       |
| General job satisfaction (all jobs in round 1)   | Y≥16    | Y≥16    | Y≥16    | Y≥16         | Y            | Y       | Y       | Y       |
| Occupation and industry at current or stop date  | Y≥14    | Y≥14    | Y       | Y            | Y            | Y       | Y       | Y       |
| Rate of pay at current or stop date  | Y≥14    | Y≥14    | Y       | Y            | Y            | Y       | Y       | Y       |
| Overtime rate of pay at current or stop date   | Y≥14    | Y≥14    | Y       | Y            | Y            | Y       | Y       | Y       |
| Usual hours per week at current or stop date   | Y≥14    | Y≥14    | Y       | Y            | Y            | Y       | Y       | Y       |
| <b>C. Characteristics of freelance jobs (any length)<sup>1</sup></b>                       |         |         |         |              |              |         |         |         |
| Type and duration of freelance job(s)  | Y       | Y       | Y       | Y            | Y            |         |         |         |
| Who helped Y find job  | Y       |         |         |              |              |         |         |         |
| Usual hours worked per week  | Y       | Y       | Y       | Y            | Y            |         |         |         |
| Number of weekdays, weekends worked  | Y       | Y       | Y       | Y            | Y            |         |         |         |
| Number of days per week usually worked   | Y       | Y       | Y       | Y            | Y            |         |         |         |
| Hours per day worked on weekdays, weekends   | Y       | Y       | Y       | Y            | Y            |         |         |         |
| Usual weekly earnings  | Y       | Y       | Y       | Y            | Y            |         |         |         |
| Number of weeks worked at job  | Y       | Y       | Y       | Y            | Y            |         |         |         |
| <b>1. Self-employment jobs for youths earning \$200 or more per week</b>                   |         |         |         |              |              |         |         |         |
| Industry and occupation  | Y≥16    | Y≥16    | Y≥16    | <sup>2</sup> | <sup>2</sup> |         |         |         |
| Number of people who worked for Y  | Y≥16    | Y≥16    | Y≥16    | <sup>2</sup> | <sup>2</sup> |         |         |         |
| Reason job ended   | Y≥16    | Y≥16    | Y≥16    | <sup>2</sup> | <sup>2</sup> |         |         |         |
| <b>D. Military (Youths age 16 and older who report an ongoing job)</b>                     |         |         |         |              |              |         |         |         |
| Branch of Armed Forces   |         | Y       | Y       | Y            | Y            | Y       | Y       | Y       |
| Current or most recent military occupation   |         | Y       | Y       | Y            | Y            | Y       | Y       | Y       |
| Current pay grade or pay grade when entered  |         |         | Y       | Y            | Y            | Y       | Y       | Y       |
| <b>E. Periods not working at an employee job</b>   |         |         |         |              |              |         |         |         |
| Start and stop date of period not working  | Y≥14    | Y≥14    | Y       | Y            | Y            | Y       | Y       | Y       |
| Number of weeks on layoff  | Y≥14    | Y≥14    | Y       | Y            | Y            | Y       | Y       | Y       |
| Number of weeks unemployed   | Y≥14    | Y≥14    | Y       | Y            | Y            | Y       | Y       | Y       |
| Number of weeks out of labor force   | Y≥14    | Y≥14    | Y       | Y            | Y            | Y       | Y       | Y       |
| Number of weeks actively looking for work  | Y≥14    | Y≥14    | Y       | Y            | Y            | Y       | Y       | Y       |

<sup>1</sup> In rounds 1 and 2, the survey collected characteristics of freelance jobs for youths ages 14 or older (as of the interview date) and characteristics of all jobs for youths ages 12 and 13. The round 3 survey gathered characteristics of freelance jobs for all youths. Round 4 included freelance jobs for youths born in 1983 or 1984. Round 5 included freelance jobs only for youths born in 1984.

<sup>2</sup> Youths age 16 or older at the interview date but younger than 18 at the end of the previous calendar year answer these questions. Older youths report information on self-employment jobs in the regular employee jobs section.



**Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997**

| Variable  | Round 1 | Round 2 | Round 3 | Round 4 | Round 5 | Round 6 | Round 7 | Round 8 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>C. College</b>   |         |         |         |         |         |         |         |         |
| Number of colleges or universities attended                                 | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Type of college Y currently attending (2-year or 4-year; public or private) | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Y currently full- or part-time student                                      | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Cost of attendance at Y's college   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Type and amount of educational loans or financial aid                       | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Type of diploma/degree/certificate working toward                           | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Type of degree received   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Number of credits required for Y's degree                                   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| College credits Y earned before college                                     | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Method of earning college credits before college                            | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Date and terms Y enrolled   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Number of credits enrolled for or earned per term                           | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Grade point average (GPA) in each term                                      | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Field of study in each term   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Terms in which Y took remedial math or English course                       | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| <b>D. College Choice</b>  |         |         |         |         |         |         |         |         |
| Colleges applied to (geocode only)  |         |         |         |         |         |         | Y       | Y       |
| Location of colleges applied to (geocode only)                              |         |         |         |         |         |         | Y       | Y       |
| Amount and type of financial aid and scholarships offered                   |         |         |         |         |         |         | Y       | Y       |
| <b>III. TRAINING (age restrictions as of interview date)</b>                |         |         |         |         |         |         |         |         |
| Type(s) of training program(s)  | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Number and duration of training programs                                    | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Type of degree/certificate/journeyman's card                                | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Hours per day and days per week Y usually in training                       | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Method of financing training program  | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Amount of training allowance (government program)                           | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Skills learned in program   | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Services provided by program  | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Participate in job search assistance training                               | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Training related to specific employer                                       | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Job or occupation Y in training program to acquire                          | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Reason for enrolling in training program if employer paid                   | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Did Y complete training program   | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |

**Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997**

| Variable   | Round 1 | Round 2 | Round 3 | Round 4 | Round 5 | Round 6 | Round 7 | Round 8 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>IV. INCOME, ASSETS, AND PROGRAM PARTICIPATION</b>   |         |         |         |         |         |         |         |         |
| <b>A. Income (all questions except wages/salary and parental allowance asked only of independent youths)</b> |         |         |         |         |         |         |         |         |
| Previous year's income from wages or salary (collected separately for Y and spouse)                          | Y,P     | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Previous year's income from farm or own business (collected separately for Y and spouse)                     | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Previous year's income from child support  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Previous year's interest or dividend payments  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Previous year's income from estates/trusts/annuities/inheritance   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Previous year's income from rental properties  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Previous year's income from parental transfers other than allowance  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Previous year's income from other sources  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Previous year's income from parental allowance   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Previous year's income paid to parents   | Y,P     |         |         |         |         |         |         |         |
| Y or spouse/partner claimed Earned Income Tax Credit (EITC) on previous tax return                           | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| <b>B. Assets (all questions asked only of independent youths)<sup>3</sup></b>                                |         |         |         |         |         |         |         |         |
| Market value of Y's residence or business  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Amount of rent/mortgage/land contract/loans  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Improvements to property since last interview  |         | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Y paid property taxes  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Average amount spent on utilities per month  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Value of Y's stock or mutual funds   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Value of Y's retirement plan   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Y's current checking and savings balance   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Value of certificates of deposit/bonds/bills   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Value of real estate   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Value of business or professional practice   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Value of and amount owed on motor vehicles   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Estimated net value of Y's household furnishings   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Value of other assets  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Amount of loans (\$200 or more) Y received   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Amount owed on other types of debt   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Value of assets owned solely by spouse/partner   |         | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Amount of college loans  |         |         |         |         |         |         | Y       | Y       |

<sup>3</sup> Youths are asked these asset questions in the first interview after they become independent, turn age 18, and turn age 20. They will continue to be asked periodically in future rounds.

**Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997**

| Variable   | Round 1 | Round 2 | Round 3 | Round 4 | Round 5 | Round 6 | Round 7 | Round 8 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>C. Program participation (all questions asked only of independent youths) (asked of Y and spouse jointly except where noted)</b>                                  |         |         |         |         |         |         |         |         |
| Number and duration of unemployment compensation spells, income per week each spell (Y and spouse collected separately)  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Number and duration of workers' compensation spells, income per week each spell (Y and spouse collected separately)  | Y       | Y       | Y       | Y       | Y       |         |         |         |
| Source of workers' compensation payments   | Y       | Y       | Y       | Y       | Y       |         |         |         |
| Income from workers' compensation, amount received (Y and spouse collected separately)   |         |         |         |         |         | Y       | Y       | Y       |
| Number and duration of AFDC/TANF/ADC spells, income per month each spell   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Persons covered under the AFDC/TANF/ADC program  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Number and duration of Food Stamp (FS) spells, value of FS received per month each spell   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Persons covered under the FS program   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Number and duration of WIC spells, income per month each spell   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Persons covered under the WIC program  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Number and duration of Low-Income Home Energy Assistance Program spells, income per spell  | Y       |         |         |         |         |         |         |         |
| Number and duration of other welfare spells, income per month each spell   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Persons covered under other welfare programs   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Y lives in public housing or receives rental vouchers  | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| <b>D. Welfare Knowledge (geocode release- selected respondents only)</b>   |         |         |         |         |         |         |         |         |
| Words used by Y to describe assistance programs  |         |         |         |         |         |         | Y       |         |
| Y's knowledge of assistance program eligibility  |         |         |         |         |         |         | Y       |         |
| Y's knowledge of assistance program benefits   |         |         |         |         |         |         | Y       |         |
| Y's knowledge of assistance program time limits  |         |         |         |         |         |         | Y       |         |
| <b>V. FAMILY FORMATION (age restrictions as of end of previous calendar year—12/31/96 in round 1, 12/31/97 in round 2, and so on)</b>                                |         |         |         |         |         |         |         |         |
| <b>A. Marital history</b>  |         |         |         |         |         |         |         |         |
| Spells Y married or lived with sexual partner  | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Y's current marital status   | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Duration of Y's and partner's cohabitation   | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Current partner's age, race, highest grade completed, degree earned, and labor market status (from household roster; only in rounds 2 through 6 if new to household) | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Demographic characteristics of noncurrent partner (new since last interview)   | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Partner's religion   | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |

**Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997**

| Variable  | Round 1 | Round 2 | Round 3 | Round 4 | Round 5 | Round 6 | Round 7 | Round 8 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|
| Partner enrolled in government program  | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Changes in relationship status  | Y≥16    | Y≥16    | Y≥16    | Y≥16    | Y       | Y       | Y       | Y       |
| Y's and partner's relationship quality (questions vary)   | Y≥16    |         |         | Y≥16    | Y       | Y       | Y       | Y       |
| <b>B. Fertility and children</b>  |         |         |         |         |         |         |         |         |
| Number, sex, and ages of biological children  | S,Y     | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Number, sex, and ages of adopted children <sup>4</sup>  | S,Y     | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Number and outcome of pregnancies not ending in live births   | Y≥14    | Y≥14    | Y       | Y       | Y       | Y       | Y       | Y       |
| Current residence of live biological or adopted children <sup>4</sup>   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Y has legal responsibility for or custody of biological or adopted child <sup>4</sup>   | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Male youths: has Y gotten someone pregnant, number, outcome   |         | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Male youths: quality of relationship with child's mother  |         |         |         | Y       | Y       | Y       | Y       | Y       |
| Female youths: quality of relationship with child's father  |         |         |         |         | Y       | Y       | Y       | Y       |
| Male youths: current economic status of child's mother, amount of informal child support  |         |         |         | Y       | Y       | Y       | Y       | Y       |
| Female youths: current economic status of child's father, amount of informal child support  |         |         |         |         | Y       | Y       | Y       | Y       |
| Male youths: contact with resident and nonresident children   |         |         |         | Y       | Y       | Y       | Y       | Y       |
| Race, age, highest grade completed, welfare reciprocity, school enrollment, religion, and labor force status of other parent at conception (if not already collected in household roster or marriage section) | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| <b>C. Childcare</b>   |         |         |         |         |         |         |         |         |
| <b>1. Female youths with at least one resident child under the age of 13</b>  |         |         |         |         |         |         |         |         |
| Hours spent at work, at school, at training, or commuting in a typical week   |         |         |         |         | Y       | Y       | Y       | Y       |
| Type of childcare   |         |         |         |         | Y       | Y       | Y       | Y       |
| Hours spouse/partner cared for child  |         |         |         |         | Y       |         |         |         |
| Specify relatives who care for child, location of this care   |         |         |         |         | Y       |         |         |         |
| Hours spent in each type of childcare   |         |         |         |         | Y       |         |         |         |
| Payment details (total amount, amount of funding from outside source)   |         |         |         |         | Y       | Y       | Y       | Y       |
| Who most often dropped off and picked up child at childcare, travel time  |         |         |         |         | Y       |         |         |         |
| <b>2. Female youths with children who did not use child care</b>  |         |         |         |         |         |         |         |         |
| Number of relatives living close to youth's home  |         |         |         |         | Y       |         |         |         |

<sup>4</sup> In round 1, information on adopted children was collected only if such children were reported on the household or nonresident rosters; otherwise, an age filter made these questions impossible to reach. In rounds 2 through 4, these questions were asked only of respondents who reported an adopted child on the household or nonresident roster or who were age 17 or older as of the end of the previous calendar year.

**Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997**

| Variable  | Round 1 | Round 2 | Round 3 | Round 4 | Round 5 | Round 6 | Round 7 | Round 8 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|
| These relatives able to care for child without or with pay, amount would need   |         |         |         |         | Y       |         |         |         |
| Amount expect to pay or be willing to pay for outside care provider   |         |         |         |         | Y       |         |         |         |
| <b>3. Female youths without children who were born in 1983 or 1984</b>  |         |         |         |         |         |         |         |         |
| Number of relatives living close to Y's home  |         |         |         |         | Y       |         |         |         |
| Any relatives be able to care for child   |         |         |         |         | Y       |         |         |         |
| Amount expect to pay or be willing to pay for outside care provider   |         |         |         |         | Y       |         |         |         |
| <b>VI. FAMILY BACKGROUND (age restrictions as of 12/31/1996)</b>  |         |         |         |         |         |         |         |         |
| <b>A. Parent history and current status</b>   |         |         |         |         |         |         |         |         |
| Parent nationality  | P       |         |         |         |         | Y       | Y       | Y       |
| Parent birthplace/date of birth   | P       |         |         |         |         |         |         |         |
| Parent religious affiliation when growing up and currently  | P       |         |         |         |         |         |         |         |
| Reason parent did not live with both biological parents   | P       |         |         |         |         |         |         |         |
| Parents' number of siblings   | P       |         |         |         |         |         |         |         |
| Type of community when parent was age 14  | P       |         |         |         |         |         |         |         |
| Y's parents' parents' birth year and highest grade completed  | P       |         |         |         |         |         |         |         |
| Language spoken by parent at the time of the survey   | P       |         |         |         |         |         |         |         |
| Highest grade parent completed  | P,S     |         |         |         |         |         |         |         |
| Highest degree received   |         |         |         |         |         | Y       | Y       | Y       |
| Number and duration of parents' previous marriages  | P       |         |         |         |         |         |         |         |
| Parent employment history (dates, hours per week worked)  | P       |         |         |         |         |         |         |         |
| Parents' earnings in last calendar year (in rounds 1 and 2, independent youths and youths age 14 or older as of previous calendar year) | P,Y     | Y,U     | Y,U     | Y,U     | Y,U     | Y       | Y       | Y       |
| Parents' participation in and income from government program  | P       |         |         |         |         |         |         |         |
| Parent income from all other sources  | P       | U       | U       | U       | U       |         |         |         |
| Value of parents' IRA or prepaid tuition accounts   | P       |         |         |         |         |         |         |         |
| Value of parents' assets  | P       |         |         |         |         |         |         |         |
| Amount of parents' debt   | P       |         |         |         |         |         |         |         |
| Parents' height and weight  | P       |         |         |         |         |         |         |         |
| Parents' longstanding health problem  | P       |         |         |         |         |         |         |         |
| Parent's attitude toward self   | P=12-14 |         |         |         |         |         |         |         |
| Parent's attitude toward certain behaviors  | P=13    |         |         |         |         |         |         |         |
| Parent's attitude toward relationship with partner  | P=12-14 |         |         |         |         |         |         |         |
| <b>B. Youth history</b>   |         |         |         |         |         |         |         |         |
| Country/state of birth  |         |         |         |         | Y       | Y       | Y       | Y       |

**Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997**

| Variable  | Round 1 | Round 2 | Round 3 | Round 4 | Round 5 | Round 6 | Round 7 | Round 8 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|
| Citizenship status  |         |         |         |         | Y       | Y       | Y       | Y       |
| Age when first came to United States  |         |         |         |         | Y       | Y       | Y       | Y       |
| Which parent(s) Y lives with  | P       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Custody arrangements  | P       | Y       | Y       | Y       | Y       | Y       |         |         |
| Number of residential moves away from parent  | P       |         |         |         |         |         | Y       | Y       |
| Y has adoptive parent(s)  | P       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Is Y legally adopted, year adoption occurred  | P       |         |         |         |         |         |         |         |
| Did Y ever live with biological parent  | P       |         |         |         |         |         | Y       | Y       |
| Distance from biological mother/father  | S       |         |         |         |         |         |         |         |
| Date biological mother/father died  | S       |         |         |         |         |         |         |         |
| Y ever in Head Start  | P       |         |         |         |         |         |         |         |
| Y at childcare from birth to age 5  | P       |         |         |         |         |         |         |         |
| Y's biological father legally identified by medical test, signed legal or nonlegal document                                   | P       |         |         |         |         |         |         |         |
| <b>C. Household environment</b>   |         |         |         |         |         |         |         |         |
| Y's house conducive to studying, had computer in the past month   | Y≤14    | Y≤14    | Y≤14    | Y       | Y≤13    | Y       | Y       |         |
| Days per week Y's family interrelates   | Y≤14    | Y≤14    | Y≤14    | Y≤14    |         |         |         |         |
| Days per week Y's family completes housework  | Y≤14    |         |         |         |         |         |         |         |
| Days per week Y hears gunshots in the neighborhood  | Y≤14    |         |         |         |         |         |         |         |
| Y was victim of crime before age 12   | Y       |         |         |         |         |         |         |         |
| Y was victim of crime between ages 12 and 18 (if not already answered) (age restrictions as of end of previous calendar year) |         | Y≥18    | Y≥18    | Y≥18    | Y≥18    | Y≥18    | Y≥18    |         |
| Specific traumatic events (past 5 years)  |         |         |         |         |         | Y       |         |         |
| <b>D. Household information</b>   |         |         |         |         |         |         |         |         |
| Relationship of other household occupants to Y  | S       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Relationship of nonresident relatives to Y  | S       |         |         |         |         |         |         |         |
| Household occupants' demographics (age, sex, race, ethnicity, marital status)   | S       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Nonresident demographics (age, sex, race, ethnicity, marital status)  | S       |         |         |         |         |         |         |         |
| Current labor force status: household occupants age 16 and older  | S       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Employment status in 1996: nonresident spouse, biological or adoptive parent  | S       |         |         |         |         |         |         |         |
| Current or most recent occupation, weeks worked in past year: household occupants age 16 and older                            | S       |         |         |         |         |         |         |         |
| Current enrollment status, highest degree and grade completed: household occupants  | S       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Highest grade completed: nonresidents   | S       |         |         |         |         |         |         |         |

**Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997**

| Variable   | Round 1   | Round 2  | Round 3  | Round 4  | Round 5  | Round 6 | Round 7 | Round 8 |
|--|-----------|----------|----------|----------|----------|---------|---------|---------|
| Income received, all sources: household occupants age 14 and older (independent youths)  | P,Y       | Y        | Y        | Y        | Y        | Y       | Y       | Y       |
| Type of dwelling   | S         | Y        | Y        | Y        | Y        | Y       | Y       | Y       |
| <b>VII. EXPECTATIONS (age restrictions as of 12/31/96)</b>   |           |          |          |          |          |         |         |         |
| Situations parent expects Y to be in during next year, by age 20, and by age 30  | P≥15      |          |          |          |          |         |         |         |
| Situations Y expects to be in during next year, by age 20, and by age 30 in round 1; by next year and in 5 years for round 4; various times in round 5 | Y≥15      |          |          | Y        | Y        |         |         |         |
| <b>VIII. ATTITUDES, BEHAVIORS, AND TIME USE</b>  |           |          |          |          |          |         |         |         |
| <b>A. Attitudes (age restrictions as of 12/31/96)</b>  |           |          |          |          |          |         |         |         |
| Y's perception of teachers, school discipline, school safety   | Y         |          |          |          |          |         |         |         |
| Percent of peers Y believes participate in various activities  | Y         |          |          |          |          |         |         |         |
| Percent of peers Y believes have had sexual intercourse  | Y≥15      |          |          |          |          |         |         |         |
| Y's contact with absent parent   | Y         | Y        | Y        | Y<14     | Y<14     | Y≥13    | Y       | Y       |
| Y's opinion of parent's supportiveness, permissiveness   | Y         | Y        | Y        | Y        |          | Y≥13    |         |         |
| Y's opinion of resident/biological mother, resident/biological father  | Y=12-14   | Y=12-14  | Y=12-14  |          | Y        |         | Y       |         |
| Belief about parent's knowledge of Y's activities  | Y=12-14   | Y=12-14  | Y=12-14  | Y=12-14  | Y        |         | Y       |         |
| Frequency of contact between Y's parents, level of friendliness and hostility  | Y=12-14   | Y=12, 13 | Y=12, 13 | Y=12-14  |          | Y       |         |         |
| Y's opinion of parents' relationship behaviors   | Y=12-14   | Y=12-14  | Y=12-14  | Y=12-14  | Y=12-14  | Y<13    |         |         |
| How much say Y has in making rules   | P,Y=12,13 | Y=12, 13 | Y=12, 13 | Y=12, 13 | Y=12, 13 |         |         |         |
| Y's communication with and advice from parent figures  |           |          |          | Y        | Y        | Y≥13    | Y       | Y       |
| Whom Y would turn to for help with a problem   | Y≤14      | Y≤14     | Y≤14     | Y        |          | Y       |         | Y       |
| Religious identification and attendance (questions vary)   | Y         |          |          | Y        | Y        | Y       | Y       | Y       |
| Y's perception of criminal justice system  | Y         | Y        | Y        | Y        | Y        | Y       | Y       |         |
| Y's perception of own personality traits (series shortened in R7)  |           |          |          |          |          | Y≤14    | Y≤14    |         |
| Series about Y's best friend   |           |          |          |          |          | Y       |         | Y       |
| Frequency of family rituals and holidays   |           |          |          |          | Y        |         | Y       |         |
| Persons Y turns to for advice on relationships   |           |          |          |          |          |         | Y       |         |
| Persons Y turns to for advice on education, employment, and finances   |           |          |          |          |          |         | Y       |         |
| <b>B. Behaviors (age restrictions as of previous calendar year—12/31/96 in round 1, 12/31/97 in round 2, and so forth)</b>                             |           |          |          |          |          |         |         |         |
| Dating: Age first dated, frequency of dating, number of people dated   | Y         | Y        | Y        | Y        | Y        |         |         |         |
| More detailed dating series about most recent partner  |           |          |          |          |          | Y       | Y       | Y       |
| Age first had sexual intercourse   | Y≥14      | Y≥14     | Y        | Y        | Y        | Y       | Y       | Y       |

**Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997**

| Variable   | Round 1     | Round 2        | Round 3        | Round 4        | Round 5        | Round 6        | Round 7        | Round 8        |
|--|-------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Number of sexual partners  | Y $\geq$ 14 | Y $\geq$ 14    | Y              | Y              | Y              | Y              | Y              | Y              |
| Characteristics of first and most recent sexual partner or experience                    |             |                |                | Y              | Y              | Y              | Y              | Y              |
| Risky sexual behaviors   |             |                |                | Y              | Y              | Y              | Y              | Y              |
| Type and use of birth control (condom use, other)  | Y $\geq$ 14 | Y $\geq$ 14    | Y              | Y              | Y              | Y              | Y              | Y              |
| Amount of cigarettes/alcohol/marijuana in past month                                     | Y           | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Age of first cigarette/alcohol/marijuana use   | Y           | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Age first used/frequency of use of other drugs such as cocaine, crack, heroin            |             | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Age first time/number of times ever ran away (age restriction as of last interview date) | Y           | Y $\leq$ 16    |                |
| Age Y first carried a handgun  | Y           | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Y carried a handgun to school in the last month  | Y           | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Age Y joined a gang  | Y           | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Type of crimes Y committed   | Y           | Y              | Y              | Y              | Y              | Y              | Y              | Y <sup>6</sup> |
| Age when Y committed crime first time  | Y           |                |                |                |                |                |                |                |
| Number of crimes committed in the previous year or since last interview                  | Y           | Y              | Y              | Y              | Y              | Y              | Y              | Y <sup>6</sup> |
| Amount from selling illegal drugs or merchandise   | Y           | Y              | Y              | Y              | Y              | Y              | Y              | Y <sup>6</sup> |
| Number of times Y arrested   | Y           | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Date of Y's first or most recent arrest  | Y           | Y <sup>5</sup> |
| Offense charged with for each arrest   | Y           | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Y convicted or plead guilty for each arrest  | Y           | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Facility, duration of sentence   | Y           | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Y's Internet experience and current access to the Internet                               |             |                |                |                |                |                | Y              | Y              |
| <b>C. Time use (age restrictions as of 12/31/96)</b>                                     |             |                |                |                |                |                |                |                |
| Time spent on homework (weekends/weekdays)   | Y=12-14     |                |                |                |                |                |                |                |
| Time in extra classes, reading, watching TV (weekends/weekdays)                          | Y=12-14     |                |                |                |                |                |                |                |
| Time Y usually gets up (not enrolled or employed youths)                                 | Y $\geq$ 16 | Y $\geq$ 15    | Y $\geq$ 15    |                |                |                |                |                |
| Place Y goes to on a regular basis, time goes and returns (not enrolled or employed)     | Y $\geq$ 16 | Y $\geq$ 15    | Y $\geq$ 15    |                |                |                |                |                |
| <b>IX. HEALTH (age restrictions as of 12/31/96)</b>                                      |             |                |                |                |                |                |                |                |
| Y's general health   | Y,P         | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Mental health in past month (series)   |             |                |                | Y              |                | Y              |                | Y              |
| Y practices health-related behaviors (details vary, shortened in R7)                     | Y=13        |                |                |                |                | Y              | Y              |                |

<sup>5</sup> First commission of a crime and first arrest information were collected in a later round only if not available from a previous round.<sup>6</sup> Questions were asked only to those previously arrested and the control group.



## Selected NLSY97 Variables by Survey Round

| Variable   | R1   | R2  | R3  | R4  | R5 | R6 | R7 | R8 | R9 | R10 |
|--|------|-----|-----|-----|----|----|----|----|----|-----|
| <b>I. EMPLOYMENT, UNEMPLOYMENT, AND JOB SEARCH (age restrictions as of interview date)</b>   |      |     |     |     |    |    |    |    |    |     |
| <b>A. Current Population Survey (CPS): Week before survey</b>  |      |     |     |     |    |    |    |    |    |     |
| Labor force and employment status  | Y≥15 |     |     | ≥15 |    |    |    |    |    | *   |
| Worked for profit or pay; worked at unpaid position in family business or farm   | Y≥15 |     |     | ≥15 |    |    |    |    |    | *   |
| Hours per week worked or usually worked at main job  | Y≥15 |     |     | ≥15 |    |    |    |    |    | *   |
| Hours per week worked at main job last week  | Y≥15 |     |     | ≥15 |    |    |    |    |    | *   |
| Number of overtime hours   | Y≥15 |     |     | ≥15 |    |    |    |    |    | *   |
| Reason worked part time  | Y≥15 |     |     | ≥15 |    |    |    |    |    | *   |
| Reason absent from work  | Y≥15 |     |     | ≥15 |    |    |    |    |    | *   |
| Actual weeks or expected duration of layoff  | Y≥15 |     |     | ≥15 |    |    |    |    |    | *   |
| Disability prevents Y from working or accepting work   | Y≥15 |     |     | ≥15 |    |    |    |    |    | *   |
| Length of time spent looking for work  | Y≥15 |     |     | ≥15 |    |    |    |    |    | *   |
| Search methods used in last 4 weeks  | Y≥15 |     |     | ≥15 |    |    |    |    |    | *   |
| Is Y searching for part-time or full-time job  | Y≥15 |     |     | ≥15 |    |    |    |    |    | *   |
| <b>B. Characteristics of employee jobs (starting in round 4, also self-employed jobs of youths age 18 at end of prior calendar year)</b> |      |     |     |     |    |    |    |    |    |     |
| <b>1. Jobs of any length</b>   |      |     |     |     |    |    |    |    |    |     |
| Who helped Y find job  | Y≥14 |     |     |     |    |    |    |    |    |     |
| Job start and stop dates   | Y≥14 | ≥14 | *   | *   | *  | *  | *  | *  | *  | *   |
| Industry and occupation at start date  | Y≥14 | ≥14 | *   | *   | *  | *  | *  | *  | *  | *   |
| Rate of pay at start date  | Y≥14 | ≥14 | *   | *   | *  | *  | *  | *  | *  | *   |
| Usual hours per week worked  | Y≥14 | ≥14 | *   | *   | *  | *  | *  | *  | *  | *   |
| Overtime rate of pay at start date   | Y≥14 | ≥14 | *   | *   | *  | *  | *  | *  | *  | *   |
| Weeks Y had worked as of job's stop date   | Y≥14 | ≥14 | *   | *   | *  | *  | *  | *  | *  | *   |
| Class of worker  | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Y covered by collective bargaining (all jobs in R 1)   | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Reason for gap during employment   | Y≥14 | ≥14 | *   | *   | *  | *  | *  | *  | *  | *   |
| Did Y look for work during gap   | Y≥14 | ≥14 | *   | *   | *  | *  | *  | *  | *  | *   |
| Age, race, and sex of immediate supervisor (all jobs in R 1)   | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Shift worked (all jobs in R 1)   | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Size of employer (# employees/locations/people worked for Y) (all jobs in R 1)   | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Benefits available at employer (all jobs in R 1)   | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Reason for leaving job or reason self-employment job ended   | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| General job satisfaction (all jobs in R 1)   | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| <b>2. Jobs lasting more than 13 weeks</b>  |      |     |     |     |    |    |    |    |    |     |
| Y covered by collective bargaining (all jobs in R 1)   | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Age, race, and sex of immediate supervisor (all jobs in R 1)   | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Shift worked (all jobs in R 1)   | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |

**Table codes:** For round 1, Y=Youth Questionnaire, P=Parent Questionnaire, S=Screeners, Household Roster, and Nonresident Roster Questionnaire. An asterisk in subsequent rounds indicates the variable was present in the youth questionnaire. A number with the symbol ≥ or = in front of it (such as ≥15) indicates the question was asked in the youth questionnaire to an age-restricted subsample. In rounds 2–5, U=Household Income Update.

## Selected NLSY97 Variables by Survey Round

| Variable   | R1   | R2  | R3  | R4           | R5           | R6  | R7  | R8  | R9           | R10          |
|--|------|-----|-----|--------------|--------------|-----|-----|-----|--------------|--------------|
| Size of employer (# employees/locations/people worked for Y) (all jobs in R 1) | Y≥16 | ≥16 | ≥16 | ≥16          | *            | *   | *   | *   | *            | *            |
| Benefits available at employer (all jobs in R 1)                               | Y≥16 | ≥16 | ≥16 | ≥16          | *            | *   | *   | *   | *            | *            |
| General job satisfaction (all jobs in R 1)                                     | Y≥16 | ≥16 | ≥16 | ≥16          | *            | *   | *   | *   | *            | *            |
| Occupation and industry at current or stop date                                | Y≥14 | ≥14 | *   | *            | *            | *   | *   | *   | *            | *            |
| Rate of pay at current or stop date  | Y≥14 | ≥14 | *   | *            | *            | *   | *   | *   | *            | *            |
| Overtime rate of pay at current or stop date                                   | Y≥14 | ≥14 | *   | *            | *            | *   | *   | *   | *            | *            |
| Usual hours per week at current or stop date                                   | Y≥14 | ≥14 | *   | *            | *            | *   | *   | *   | *            | *            |
| Volunteer work: frequency and reason   |      |     |     |              |              |     |     |     | *            | *            |
| <b>C. Characteristics of freelance jobs (any length)<sup>1</sup></b>           |      |     |     |              |              |     |     |     |              |              |
| Type and duration of freelance job(s)  | Y    | *   | *   | *            | *            |     |     |     |              |              |
| Who helped Y find job  | Y    |     |     |              |              |     |     |     |              |              |
| Usual hours worked per week  | Y    | *   | *   | *            | *            |     |     |     |              |              |
| Number of weekdays, weekends worked  | Y    | *   | *   | *            | *            |     |     |     |              |              |
| Number of days per week usually worked   | Y    | *   | *   | *            | *            |     |     |     |              |              |
| Hours per day worked on weekdays, weekends                                     | Y    | *   | *   | *            | *            |     |     |     |              |              |
| Usual weekly earnings  | Y    | *   | *   | *            | *            |     |     |     |              |              |
| Number of weeks worked at job  | Y    | *   | *   | *            | *            |     |     |     |              |              |
| <b>1. Self-employment jobs for youths earning \$200 or more per week</b>       |      |     |     |              |              |     |     |     |              |              |
| Industry and occupation  | Y≥16 | ≥16 | ≥16 | <sup>2</sup> | <sup>2</sup> | ≥16 | ≥16 | ≥16 | <sup>2</sup> | <sup>2</sup> |
| Number of people who worked for Y  | Y≥16 | ≥16 | ≥16 | <sup>2</sup> | <sup>2</sup> | ≥16 | ≥16 | ≥16 | <sup>2</sup> | <sup>2</sup> |
| Reason job ended   | Y≥16 | ≥16 | ≥16 | <sup>2</sup> | <sup>2</sup> | ≥16 | ≥16 | ≥16 | <sup>2</sup> | <sup>2</sup> |
| <b>D. Military (Youths age 16 and older who report an ongoing job)</b>         |      |     |     |              |              |     |     |     |              |              |
| Branch of Armed Forces   |      | *   | *   | *            | *            | *   | *   | *   | *            | *            |
| Current or most recent military occupation                                     |      | *   | *   | *            | *            | *   | *   | *   | *            | *            |
| Current pay grade or pay grade when entered                                    |      |     | *   | *            | *            | *   | *   | *   | *            | *            |
| <b>E. Periods not working at an employee job</b>                               |      |     |     |              |              |     |     |     |              |              |
| Start and stop date of period not working                                      | Y≥14 | ≥14 | *   | *            | *            | *   | *   | *   | *            | *            |
| Number of weeks on layoff  | Y≥14 | ≥14 | *   | *            | *            | *   | *   | *   | *            | *            |
| Number of weeks unemployed   | Y≥14 | ≥14 | *   | *            | *            | *   | *   | *   | *            | *            |
| Number of weeks out of labor force   | Y≥14 | ≥14 | *   | *            | *            | *   | *   | *   | *            | *            |
| Number of weeks actively looking for work                                      | Y≥14 | ≥14 | *   | *            | *            | *   | *   | *   | *            | *            |
| Methods of job search used   | Y≥14 | ≥14 | *   | *            | *            | *   | *   | *   | *            | *            |
| Main reason did not look for work  | Y≥14 | ≥14 | *   | *            | *            | *   | *   | *   | *            | *            |
| <b>II. SCHOOLING (age restrictions as of 12/31/96)</b>                         |      |     |     |              |              |     |     |     |              |              |
| Y's educational history (number of schools, type) (since last interview)       | P    | *   | *   | *            | *            | *   | *   | *   | *            | *            |

<sup>1</sup> In rounds 1 and 2, the survey collected characteristics of freelance jobs for youths ages 14 or older (as of the interview date) and characteristics of all jobs for youths ages 12 and 13. The round 3 survey gathered characteristics of freelance jobs for all youths. Round 4 included freelance jobs for youths born in 1983 or 1984. Round 5 included freelance jobs only for youths born in 1984.

<sup>2</sup> Youths age 16 or older at the interview date but younger than 18 at the end of the previous calendar year answer these questions. Older youths report information on self-employment jobs in the regular employee jobs section.





## Selected NLSY97 Variables by Survey Round

| Variable  | R1 | R2 | R3 | R4 | R5 | R6 | R7 | R8 | R9 | R10 |
|---|----|----|----|----|----|----|----|----|----|-----|
| Y or spouse/partner claimed Earned Income Tax Credit (EITC) on previous tax return  | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| <b>B. Assets (all questions asked only of independent youths)<sup>3</sup></b>   |    |    |    |    |    |    |    |    |    |     |
| Market value of Y's residence or business   | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Amount of rent/mortgage/land contract/loans   | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Improvements to property since last interview   |    | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Y paid property taxes   | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Average amount spent on utilities per month   | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Value of Y's stock or mutual funds  | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Value of Y's retirement plan  | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Y's current checking and savings balance  | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Value of certificates of deposit/bonds/bills  | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Value of real estate  | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Value of business or professional practice  | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Value of and amount owed on motor vehicles  | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Estimated net value of Y's household furnishings  | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Value of other assets   | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Amount of loans (\$200 or more) Y received  | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Amount owed on other types of debt  | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Value of assets owned solely by spouse/partner  |    | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Amount of college loans   |    |    |    |    |    |    | *  | *  | *  | *   |
| <b>C. Program participation (all questions asked only of independent youths) (asked of Y and spouse jointly except where noted)</b> |    |    |    |    |    |    |    |    |    |     |
| # and duration of unemployment compensation spells, income per week each spell (Y and spouse collected separately)                  | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| # and duration of workers' compensation spells, income per week each spell (Y and spouse collected separately)                      | Y  | *  | *  | *  | *  |    |    |    |    |     |
| Source of workers' compensation payments  | Y  | *  | *  | *  | *  |    |    |    |    |     |
| Income from workers' compensation, amount received (Y and spouse collected separately)  | Y  |    |    |    |    | *  | *  | *  | *  | *   |
| # and duration of AFDC/TANF/ADC spells, income per month each spell   | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Persons covered under the AFDC/TANF/ADC program   | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| # and duration of Food Stamp (FS) spells, value of FS received per month each spell   | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Persons covered under the FS program  | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| # and duration of WIC spells, income per month each spell   | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| Persons covered under the WIC program   | Y  | *  | *  | *  | *  | *  | *  | *  | *  | *   |
| # and duration of Low-Income Home Energy Assistance Program spells, income per spell  | Y  |    |    |    |    |    |    |    |    |     |

<sup>3</sup> Youths are asked these asset questions in the first interview after they become independent, turn age 18, and turn age 20. They will continue to be asked periodically in future rounds.

## Selected NLSY97 Variables by Survey Round

| Variable  | R1   | R2  | R3  | R4  | R5 | R6 | R7 | R8 | R9 | R10 |
|---|------|-----|-----|-----|----|----|----|----|----|-----|
| # and duration of other welfare spells, income per month each spell   | Y    | *   | *   | *   | *  | *  | *  | *  | *  | *   |
| Persons covered under other welfare programs  | Y    | *   | *   | *   | *  | *  | *  | *  | *  | *   |
| Y lives in public housing or receives rental vouchers   | Y    | *   | *   | *   | *  | *  | *  | *  | *  | *   |
| <b>D. Welfare Knowledge (geocode release- selected respondents only)</b>  |      |     |     |     |    |    |    |    |    |     |
| Words used by Y to describe assistance programs   |      |     |     |     |    |    | *  |    |    |     |
| Y's knowledge of assistance program eligibility   |      |     |     |     |    |    | *  |    |    |     |
| Y's knowledge of assistance program benefits  |      |     |     |     |    |    | *  |    |    |     |
| Y's knowledge of assistance program time limits   |      |     |     |     |    |    | *  |    |    |     |
| <b>V. FAMILY FORMATION (age restrictions as of end of previous calendar year—12/31/96 in rd 1, 12/31/97 in rd 2, and so on)</b>           |      |     |     |     |    |    |    |    |    |     |
| <b>A. Marital history</b>   |      |     |     |     |    |    |    |    |    |     |
| Spells Y married or lived with sexual partner   | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Y's current marital status  | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Duration of Y's and partner's cohabitation  | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Current partner's age, race, highest grade completed, degree earned, and labor market status (from HH roster; only in R 2-6 if new to HH) | Y    | *   | *   | *   | *  | *  | *  | *  | *  | *   |
| Demographic characteristics of noncurrent partner (new since last interview)  | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Partner's religion  | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Partner enrolled in government program  | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Changes in relationship status  | Y≥16 | ≥16 | ≥16 | ≥16 | *  | *  | *  | *  | *  | *   |
| Y's and partner's relationship quality (questions vary)   | Y≥16 |     |     | ≥16 | *  | *  | *  | *  | *  | *   |
| <b>B. Fertility and children</b>  |      |     |     |     |    |    |    |    |    |     |
| Number, sex, and ages of biological children  | S, Y | *   | *   | *   | *  | *  | *  | *  | *  | *   |
| Number, sex, and ages of adopted children <sup>4</sup>  | S, Y | *   | *   | *   | *  | *  | *  | *  | *  | *   |
| Number and outcome of pregnancies not ending in live births   | Y≥14 | ≥14 | *   | *   | *  | *  | *  | *  | *  | *   |
| Current residence of live biological or adopted children <sup>4</sup>   | Y    | *   | *   | *   | *  | *  | *  | *  | *  | *   |
| Y has legal responsibility for or custody of biological or adopted child <sup>4</sup>   | Y    | *   | *   | *   | *  | *  | *  | *  | *  | *   |
| Male youths: has Y gotten someone pregnant, number, outcome   |      | *   | *   | *   | *  | *  | *  | *  | *  | *   |
| Male youths: quality of relationship with child's mother  |      |     |     | *   | *  | *  | *  | *  | *  | *   |
| Female youths: quality of relationship with child's father  |      |     |     |     | *  | *  | *  | *  | *  | *   |
| Male youths: current economic status of child's mother, amount of informal child support  |      |     |     | *   | *  | *  | *  | *  | *  | *   |
| Female youths: current economic status of child's father, amount of informal child support  |      |     |     |     | *  | *  | *  | *  | *  | *   |

<sup>4</sup> In round 1, information on adopted children was collected only if such children were reported on the household or nonresident rosters; otherwise, an age filter made these questions impossible to reach. In rounds 2 through 4, these questions were asked only of respondents who reported an adopted child on the household or nonresident roster or who were age 17 or older as of the end of the previous calendar year.





## Selected NLSY97 Variables by Survey Round

| Variable   | R1          | R2        | R3        | R4      | R5      | R6        | R7 | R8 | R9 | R10 |
|--|-------------|-----------|-----------|---------|---------|-----------|----|----|----|-----|
| Household occupants' demographics (age, sex, race, ethnicity, marital status)  | S           | *         | *         | *       | *       | *         | *  | *  | *  | *   |
| Nonresident demographics (age, sex, race, ethnicity, marital status)   | S           |           |           |         |         |           |    |    |    |     |
| Current labor force status: household occupants age 16 and older   | S           | *         | *         | *       | *       | *         | *  | *  | *  | *   |
| Employment status in 1996: nonresident spouse, biological or adoptive parent   | S           |           |           |         |         |           |    |    |    |     |
| Current or most recent occupation, weeks worked in past year: HH occupants 16 and older  | S           |           |           |         |         |           |    |    |    |     |
| Current enrollment status, highest degree and grade completed: household occupants   | S           | *         | *         | *       | *       | *         | *  | *  | *  | *   |
| Highest grade completed: nonresidents  | S           |           |           |         |         |           |    |    |    |     |
| Income received, all sources: household occupants age 14 and older (independent youths)  | P, Y        | *         | *         | *       | *       | *         | *  | *  | *  | *   |
| Type of dwelling   | S           | *         | *         | *       | *       | *         | *  | *  | *  | *   |
| <b>VII. EXPECTATIONS (age restrictions as of 12/31/96)</b>   |             |           |           |         |         |           |    |    |    |     |
| Situations parent expects Y to be in during next year, by age 20, and by age 30  | P $\geq$ 15 |           |           |         |         |           |    |    |    |     |
| Situations Y expects to be in during next year, by age 20, and by age 30 in R 1; by next year and in 5 years for R 4; various times in R 5 | Y $\geq$ 15 |           |           | *       | *       |           |    |    |    |     |
| <b>VIII. ATTITUDES, BEHAVIORS, AND TIME USE</b>  |             |           |           |         |         |           |    |    |    |     |
| <b>A. Attitudes (age restrictions as of 12/31/96)</b>  |             |           |           |         |         |           |    |    |    |     |
| Y's perception of teachers, school discipline, school safety   | Y           |           |           |         |         |           |    |    |    |     |
| Percent of peers Y believes participate in various activities  | Y           |           |           |         |         |           |    |    |    |     |
| Percent of peers Y believes have had sexual intercourse  | Y $\geq$ 15 |           |           |         |         |           |    |    |    |     |
| Y's contact with absent parent   | Y           | *         | *         | <14     | <14     | $\geq$ 13 | *  | *  | *  | *   |
| Y's opinion of parent's supportiveness, permissiveness   | Y           | *         | *         | *       |         | $\geq$ 13 |    |    |    |     |
| Y's opinion of resident/biological mother, resident/biological father  | Y=12-14     | =12-14    | =12-14    |         | *       |           | *  |    |    |     |
| Belief about parent's knowledge of Y's activities  | Y=12-14     | =12-14    | =12-14    | =12-14  | *       |           | *  |    |    |     |
| Frequency of contact between Y's parents, level of friendliness and hostility  | Y=12-14     | =12, 13   | =12, 13   | =12-14  |         | *         |    |    |    |     |
| Y's opinion of parents' relationship behaviors   | Y=12-14     | =12-14    | =12-14    | =12-14  | =12-14  | <13       |    |    |    |     |
| How much say Y has in making rules   | P, Y=12, 13 | =12, 13   | =12, 13   | =12, 13 | =12, 13 |           |    |    |    |     |
| Y's communication with and advice from parent figures  |             |           |           | *       | *       | $\geq$ 13 | *  | *  |    |     |
| Whom Y would turn to for help with a problem   | Y $\leq$ 14 | $\leq$ 14 | $\leq$ 14 | *       |         | *         |    | *  |    | *   |
| Religious identification and attendance (questions vary)   | Y           |           |           | *       | *       | *         | *  | *  | *  | *   |
| Y's perception of criminal justice system  | Y           | *         | *         | *       | *       | *         | *  |    |    |     |

## Selected NLSY97 Variables by Survey Round

| Variable   | R1   | R2  | R3  | R4  | R5  | R6  | R7  | R8 | R9 | R10 |
|--|------|-----|-----|-----|-----|-----|-----|----|----|-----|
| Y's perception of own personality traits (series shortened in R7)  |      |     |     |     |     | ≤14 | ≤14 |    |    |     |
| Series about Y's best friend   |      |     |     |     |     | *   |     | *  |    |     |
| Frequency of family rituals and holidays   |      |     |     |     | *   |     | *   |    | *  |     |
| Persons Y turns to for advice on relationships   |      |     |     |     |     |     | *   |    | *  |     |
| Persons Y turns to for advice on education, employment, and finances (not finance in R9)                                   |      |     |     |     |     |     | *   |    | *  |     |
| Persons Y turns to for advice on work issues   |      |     |     |     |     |     |     |    |    | *   |
| Series about R's time and how it is spent  |      |     |     |     |     |     |     |    |    | *   |
| Y's opinions on government responsibility  |      |     |     |     |     |     |     |    |    | *   |
| <b>B. Behaviors (age restrictions as of previous calendar year—12/31/96 in round 1, 12/31/97 in round 2, and so forth)</b> |      |     |     |     |     |     |     |    |    |     |
| Dating: Age first dated, frequency of dating, # of people dated  | Y    | *   | *   | *   | *   |     |     |    |    |     |
| More detailed dating series about most recent partner  |      |     |     |     |     | *   | *   | *  | *  | *   |
| Age first had sexual intercourse   | Y≥14 | ≥14 | *   | *   | *   | *   | *   | *  | *  | *   |
| # of sexual partners   | Y≥14 | ≥14 | *   | *   | *   | *   | *   | *  | *  | *   |
| Characteristics of first and most recent sexual partner or experience  |      |     |     | *   | *   | *   | *   | *  | *  | *   |
| Risky sexual behaviors   |      |     |     | *   | *   | *   | *   | *  | *  | *   |
| Type and use of birth control (condom, other)  | Y≥14 | ≥14 | *   | *   | *   | *   | *   | *  | *  | *   |
| Amount of cigarettes/alcohol/marijuana in past month   | Y    | *   | *   | *   | *   | *   | *   | *  | *  | *   |
| Age of first cigarette/alcohol/marijuana use   | Y    | *   | *   | *   | *   | *   | *   | *  | *  |     |
| Age first used/frequency of use of other drugs such as cocaine, crack, heroin  |      | *   | *   | *   | *   | *   | *   | *  | *  |     |
| Age first time/# of times ever ran away (age restriction as of last interview date)  | Y    | ≤16 | ≤16 | ≤16 | ≤16 | ≤16 | ≤16 |    |    |     |
| Age Y first carried a handgun  | Y    | *   | *   | *   | *   | *   | *   | *  | *  |     |
| Y carried a handgun in the last month  | Y    | *   | *   | *   | *   | *   | *   | *  | *  | *   |
| Age Y joined a gang  | Y    | *   | *   | *   | *   | *   | *   | *  | *  |     |
| Type of crimes Y committed   | Y    | *   | *   | *   | *   | *   | *   | 6  | *  | *   |
| Age when Y committed crime first time  | Y    |     |     |     |     |     |     |    |    |     |
| Number of crimes committed in the previous year or since last interview  | Y    | *   | *   | *   | *   | *   | *   | 6  | *  | *   |
| Amount from selling illegal drugs or merchandise   | Y    | *   | *   | *   | *   | *   | *   | 6  | *  | *   |
| # of times Y arrested  | Y    | *   | *   | *   | *   | *   | *   | *  | *  | *   |
| Date of Y's first or most recent arrest  | Y    | 5   | 5   | 5   | 5   | 5   | 5   | 5  | *  | *   |
| Offense charged with for each arrest   | Y    | *   | *   | *   | *   | *   | *   | *  | *  | *   |
| Y convicted or plead guilty for each arrest  | Y    | *   | *   | *   | *   | *   | *   | *  | *  | *   |
| Facility, duration of sentence   | Y    | *   | *   | *   | *   | *   | *   | *  | *  | *   |
| Y's Internet experience and current access to the Internet   |      |     |     |     |     |     | *   | *  | *  | *   |

<sup>5</sup> First commission of a crime and first arrest information were collected in a later round only if not available from a previous round.

<sup>6</sup> Questions were asked only to those previously arrested and the control group.

### Selected NLSY97 Variables by Survey Round

| Variable   | R1      | R2  | R3  | R4 | R5 | R6  | R7 | R8 | R9 | R10 |
|--|---------|-----|-----|----|----|-----|----|----|----|-----|
| <b>C. Time use (age restrictions as of 12/31/96)</b>                                 |         |     |     |    |    |     |    |    |    |     |
| Time spent on homework (weekends/weekdays)   | Y=12-14 |     |     |    |    |     |    |    |    |     |
| Time in extra classes, reading, watching TV (weekends/weekdays)                      | Y=12-14 |     |     |    |    |     |    |    |    |     |
| Time Y usually gets up (not enrolled or employed youths)                             | Y≥16    | ≥15 | ≥15 |    |    |     |    |    |    |     |
| Place Y goes to on a regular basis, time goes and returns (not enrolled or employed) | Y≥16    | ≥15 | ≥15 |    |    |     |    |    |    |     |
| <b>IX. HEALTH (age restrictions as of 12/31/96)</b>                                  |         |     |     |    |    |     |    |    |    |     |
| Y's general health   | Y, P    | *   | *   | *  | *  | *   | *  | *  | *  | *   |
| Mental health in past month (series)   |         |     |     | *  |    | *   |    | *  |    | *   |
| Y practices health-related behaviors (details vary, shortened in R7)                 | Y=13    |     |     |    |    | *   | *  |    |    |     |
| Y's opinion on effects of smoking or drinking  | Y=13    |     |     |    |    | =13 |    |    |    |     |
| Y's height and weight  | Y       | *   | *   | *  | *  | *   | *  | *  | *  | *   |
| Y's perception about weight  | Y       | *   | *   | *  | *  | *   | *  | *  | *  | *   |
| Y's health insurance coverage  | Y,P     |     |     |    |    | *   | *  | *  | *  | *   |
| Y diagnosed with chronic health condition  | P       |     |     |    |    | *   |    |    |    |     |
| Age first noticed health condition   | P       |     |     |    |    | *   |    |    |    |     |
| Health condition limits school or work activities                                    | P       |     |     |    |    | *   |    |    |    |     |
| Visits to doctor in past 12 months   |         |     |     |    |    | *   | *  | *  | *  | *   |
| Knowledge of pregnancy and birth control   | Y=13    |     |     |    |    | =13 |    |    |    |     |
| Has Y entered puberty and age at onset   | Y       | *   | *   | *  | *  | *   | *  | *  | *  | *   |
| <b>X. POLITICAL PARTICIPATION</b>  |         |     |     |    |    |     |    |    |    |     |
| Interested in government and public affairs  |         |     |     |    |    |     |    | *  |    | *   |
| Voter registration   |         |     |     |    |    |     |    | *  |    | *   |
| Did Y vote in recent election  |         |     |     |    |    |     |    | *  |    | *   |
| <b>XI. ENVIRONMENTAL VARIABLES (in main data set)</b>                                |         |     |     |    |    |     |    |    |    |     |
| Dates of residential moves to new State/city/county (since last interview)           |         | *   | *   | *  | *  | *   | *  | *  | *  | *   |
| Current residence urban or rural   | Y       | *   | *   | *  | *  | *   | *  | *  | *  | *   |
| Current residence in metropolitan statistical area                                   | Y       | *   | *   | *  | *  | *   | *  | *  | *  | *   |
| Region of residence  | Y       | *   | *   | *  | *  | *   | *  | *  | *  | *   |

## THE NLSY79

The NLSY79 is a nationally representative sample of 12,686 young men and women who were 14 to 22 years of age when first surveyed in 1979. During the years since that first interview, these young people typically have finished their schooling, moved out of their parents' homes, made decisions on continuing education and training, entered the labor market, served in the military, married, and started families of their own. Data collected from the NLSY79 respondents chronicle these changes, providing researchers with a unique opportunity to study in detail the life-course experiences of a large group of adults representative of all men and women born in the late 1950s and early 1960s and living in the United States when the survey began.

The cohort was interviewed annually through 1994. Since 1994, the survey has been administered biennially. Interviewing for round 21 of the NLSY79 began in January 2004 and ended in the winter of 2005. This chapter reflects the contents of the round 21 interview, although data for that survey will not be available to the public until early 2006.

Since 1986, detailed information on the development of children born to women in the NLSY79 cohort has supplemented the data on mothers and children collected during the main NLSY79. Chapter 4 describes the biennial surveys of this group, referred to as the "Children of the NLSY79."

### Chapter organization

This chapter supplies an overview of the main NLSY79 cohort and the types of data present within this data set. It provides information about the main and supplemental NLSY79 samples and includes a discussion of multiple-respondent households in the NLSY79, an important feature of the original sampling design. This chapter also gives information on interviews with the NLSY79 men and women, as well as information relevant to assessing how attrition has affected the sample sizes over time. Major data elements for the NLSY79 are then highlighted. The chapter concludes with a brief summary of the data files and documentation available for the NLSY79.

### The NLSY79 samples

The NLSY79 sample design enables researchers to analyze the disparate life course experiences of groups such as women, Hispanics, blacks, and the economically disadvan-

taged. Three subsamples make up the NLSY79:

- A cross-sectional sample of 6,111 youths designed to be representative of noninstitutionalized civilian youths living in the United States in 1979 and born between January 1, 1957, and December 31, 1964 (ages 14 to 21 as of December 31, 1978)
- A supplemental sample of 5,295 youths designed to oversample civilian Hispanic, black, and economically disadvantaged nonblack/non-Hispanic youths living in the United States during 1979 and born between January 1, 1957, and December 31, 1964
- A military sample of 1,280 youths designed to represent the population born between January 1, 1957, and December 31, 1961 (ages 17 to 21 as of December 31, 1978), and enlisted in one of the four branches of the active military forces as of September 30, 1978

All members of the cross-sectional sample and the Hispanic and black supplemental samples have been eligible for interviewing during each round of the NLSY79. Funding constraints limited the numbers of military sample members interviewed after 1984 and of economically disadvantaged nonblack/non-Hispanic supplemental sample members interviewed after 1990. (See table 3.1.)

### Multiple-respondent households

In accordance with the NLSY79 sample design, all eligible individuals ages 14 to 21 who resided in a surveyed household at the end of 1978 were selected as respondents. As a result, the 11,406 civilian respondents interviewed in 1979 originated from 7,490 unique households; 2,862 households included more than one NLSY79 respondent.

At the time the surveys began, the primary types of relationships between respondents living in multiple-respondent households were those of spouse and biological, step-, or adopted sibling. Table 3.2 lists the number of cohort members living in multiple-respondent households during the initial survey by type of relationship.

### The NLSY79 interviews

Interviews with NLSY79 respondents were conducted on an annual basis from 1979 through 1994. After 1994, the survey

was placed on a biennial schedule. The original interview schedule, calling for primarily in-person interviews, was maintained from 1979 to 1986. In 1987, budget constraints dictated that almost 86 percent of respondents participated in a more limited telephone interview, while others were administered the shortened survey in person. Personal interviews were again the dominant type of interview for the 1988 round through the 2000 interview. Telephone efforts again became a major part of the field strategy beginning with the 2002 interview.

From 1979 to 1986, NLSY79 interviews generally were conducted in the first half of the year. Beginning in 1987, the fielding period was shifted to the summer and fall months. This continued until the 2002 survey when the fielding began in January with a telephone effort. Researchers should carefully note interview dates and fielding periods when using variables that may be affected by the time of year of the interview.

In 1993, computer-assisted personal interviewing (CAPI) replaced the traditional paper-and-pencil interview (PAPI)

**Table 3.1. Distribution of NLSY79 respondents by sample type, race, and sex**

| Sample type   | 1979   | 1984   | 1990             | 1994  | 2000  | 2002  |
|---|--------|--------|------------------|-------|-------|-------|
| Total sample  | 12,686 | 12,069 | 10,436           | 8,891 | 8,033 | 7,724 |
| Cross-sectional sample                              | 6,111  | 5,814  | 5,498            | 5,457 | 4,949 | 4,775 |
| Males   | 3,003  | 2,839  | 2,664            | 2,648 | 2,356 | 2,270 |
| Nonblack/non-Hispanic                               | 2,439  | 2,303  | 2,157            | 2,150 | 1,926 | 1,852 |
| Black   | 346    | 329    | 318              | 310   | 272   | 268   |
| Hispanic  | 218    | 207    | 189              | 188   | 158   | 150   |
| Females   | 3,108  | 2,975  | 2,834            | 2,809 | 2,593 | 2,505 |
| Nonblack/non-Hispanic                               | 2,477  | 2,365  | 2,271            | 2,243 | 2,065 | 1,999 |
| Black   | 405    | 393    | 365              | 363   | 343   | 328   |
| Hispanic  | 226    | 217    | 198              | 203   | 185   | 178   |
| Supplemental sample                                 | 5,295  | 5,040  | 4,755            | 3,256 | 2,921 | 2,792 |
| Males   | 2,576  | 2,442  | 2,280            | 1,599 | 1,412 | 1,353 |
| Economically disadvantaged<br>nonblack/non-Hispanic | 742    | 699    | 664              | 1—    | 1—    | 1—    |
| Black   | 1,105  | 1,055  | 979              | 973   | 847   | 828   |
| Hispanic  | 729    | 688    | 637              | 626   | 565   | 524   |
| Females   | 2,719  | 2,598  | 2,475            | 1,657 | 1,509 | 1,440 |
| Economically disadvantaged<br>nonblack/non-Hispanic | 901    | 851    | 819              | 1—    | 1—    | 1—    |
| Black   | 1,067  | 1,034  | 984              | 987   | 912   | 879   |
| Hispanic  | 751    | 713    | 672              | 670   | 597   | 561   |
| Military sample                                     | 1,280  | 1,215  | <sup>2</sup> 183 | 178   | 163   | 157   |
| Males   | 824    | 774    | 168              | 164   | 152   | 147   |
| Nonblack/non-Hispanic                               | 609    | 575    | 70               | 68    | 64    | 61    |
| Black   | 162    | 151    | 68               | 62    | 61    | 60    |
| Hispanic  | 53     | 48     | 30               | 34    | 27    | 26    |
| Females   | 456    | 441    | 15               | 14    | 11    | 10    |
| Nonblack/non-Hispanic                               | 342    | 331    | 7                | 7     | 6     | 6     |
| Black   | 89     | 86     | 5                | 5     | 3     | 3     |
| Hispanic  | 25     | 24     | 3                | 2     | 2     | 1     |

<sup>1</sup>The economically disadvantaged nonblack/non-Hispanic supplemental sample was dropped after the 1990 interview.

<sup>2</sup>After the military sample was dropped in 1985, 201 sample

members were retained for continued interviewing; 183 of these respondents were interviewed in 1990.

**Table 3.2. Number of NLSY79 civilian respondents by type of multiple-respondent household (1979)**

| Type of household | Number of respondents |
|-------------------|-----------------------|
| Sibling           | 5,914                 |
| Two siblings      | 3,398                 |
| Three siblings    | 1,743                 |
| Four siblings     | 624                   |
| Five siblings     | 125                   |
| Six siblings      | 24                    |
| Spouse            | 334                   |

NOTE: Siblings may be biological, step, or adopted. Some households may include both siblings and spouses, as well as respondents with other relationships not presented in this table.

instruments used during the 1979–92 interviews. Experimental CAPI administrations had taken place during the 1989 and 1990 interviews, with documented improvements in data quality. (See Baker and Bradburn, 1992; Bradburn, Frankel et al., 1992; Olsen, 1991; Speizer and Dougherty, 1991.) For the 2004 interview, Web-based survey instruments were used for the first time in conducting telephone interviews.

Table 3.3 presents the type of survey (personal or telephone) and the completion rate for each year. Table 3.4 lists the number of interviewed respondents by sample type and the resulting retention rates for each NLSY79 round.

### Attrition and sample drops

As table 3.4 shows, retention rates for NLSY79 respondents considered eligible for interview remained close to 90 percent during the first 16 interview rounds and were approximately 85 percent for rounds 17 and 18. Retention rate, expressed as a percentage, is calculated by dividing the number of respondents interviewed by the number of respondents remaining eligible for interview. All base-year respondents, including those reported as deceased, are considered eligible for interview; those sample types that have been permanently dropped from the sample are not considered eligible for interview. In the round 20 (2002) survey, 7,724 civilian and military respondents out of the 9,964 eligible were interviewed, for an overall retention rate of 77.5 percent.

The number of respondents interviewed also can be expressed as a percentage of the number of base-year respondents not known to be deceased. This number, called response rate, is reported for each survey in table 3.5. As of 2002, 346 respondents (more than 3 percent of the respondents eligible for interview) had been reported as deceased. Thus, the response rate for those believed to be alive is 80.9 percent.

Funding constraints required that selected respondents in the military and supplemental subsamples be dropped from interviewing following the 1984 and 1990 surveys, respectively. After the 1984 survey, interviewing ceased for 1,079 members of the military subsample; 201 respondents were retained for continued interviewing and were randomly selected from the entire military sample. After the 1990 survey, all 1,643 economically disadvantaged nonblack/non-Hispanic respondents in the supplemental sample were dropped from the interview rolls.

### Sampling weights

The NLSY79 is a complex longitudinal survey composed of multiple nationally representative samples. Because of this complexity, the staff members working with NLSY79 data create a set of cross-sectional weights for each survey round. Using these weights provides a simple method that analysts may use to correct the raw data for the complex survey design in a particular year. If an analyst is using data from multiple rounds of the survey, the survey weight developed for any particular round will provide an accurate adjustment so long as the test for inclusion also is based data from the same round.

If a research project spans multiple survey rounds, one can create a custom set of survey weights that adjust both for the complexity of the survey design and for the use of data from multiple rounds. The custom weighting program can be found by going to the NLS Web site ([www.bls.gov/nls](http://www.bls.gov/nls)), clicking on the description of the NLSY79 cohort, and then clicking on the link to “create a set of custom weights.”

After the initial round, sampling weights were constructed to adjust for differential nonresponse and for the black, Hispanic, and economically disadvantaged oversamples. These weights provide the researcher with an estimate of the number of individuals in the United States who are represented by each respondent’s answers. The sampling weights are recalculated after each survey to account for noninterviews.

### Major data elements

Each round of the NLSY79 contains core sets of questions on the following topics: Labor market experiences, training investments, schooling, family income, health conditions, geographic residence and environmental characteristics, household composition, and marital and fertility histories. Although the surveys have collected information on these topics on a regular basis, users should note that the number of questions on a given topic, as well as the wording and universe(s) for each question, may differ from year to year.

In selected years, the surveys have included additional sets of questions on a variety of factors potentially affecting labor force attachment. The initial survey, for example, collected information on each respondent’s family background,

Table 3.3. NLSY79 interview schedule

| Year | Personal                   |              | Telephone    |             | Not available |              | Interviewed | Not interviewed  |      |
|------|----------------------------|--------------|--------------|-------------|---------------|--------------|-------------|------------------|------|
| 1979 | 11,863                     | 93.5%        | 548          | 4.3%        | 275           | 2.2%         | 12,686      | —                | —    |
| 1980 | 11,493                     | 94.7         | 648          | 5.3         | 0             | —            | 12,141      | 545              | 4.3% |
| 1981 | 11,541                     | 94.6         | 654          | 5.4         | 0             | —            | 12,195      | 491              | 3.9  |
| 1982 | 11,066                     | 91.3         | 1,054        | 8.7         | 3             | <sup>1</sup> | 12,123      | 563              | 4.4  |
| 1983 | 11,897                     | 97.3         | 324          | 2.7         | 0             | —            | 12,221      | 465              | 3.7  |
| 1984 | 11,422                     | 94.6         | 646          | 5.4         | 1             | <sup>1</sup> | 12,069      | 617              | 4.9  |
| 1985 | 9,941                      | 91.3         | 953          | 8.7         | 0             | —            | 10,894      | <sup>2</sup> 713 | 6.1  |
| 1986 | 9,726                      | 91.3         | 929          | 8.7         | 0             | —            | 10,655      | 952              | 8.2  |
| 1987 | 1,126                      | 10.7         | 8,998        | 85.8        | 361           | 3.4          | 10,485      | 1,122            | 9.7  |
| 1988 | 9,494                      | 90.7         | 920          | 8.8         | 51            | 0.5          | 10,465      | 1,142            | 9.8  |
| 1989 | PAPI: 8,832<br>CAPI: 252   | 83.3<br>2.4  | 1,469<br>49  | 13.9<br>0.5 | 3             | <sup>1</sup> | 10,605      | 1,002            | 8.6  |
| 1990 | PAPI: 6,972<br>CAPI: 2,145 | 66.8<br>20.6 | 1,032<br>285 | 9.9<br>2.7  | 2             | <sup>1</sup> | 10,436      | 1,171            | 10.1 |
| 1991 | 7,773                      | 86.2         | 1,241        | 13.8        | 4             | <sup>1</sup> | 9,018       | <sup>3</sup> 946 | 9.5  |
| 1992 | 7,848                      | 87.0         | 1,164        | 12.9        | 4             | <sup>1</sup> | 9,016       | 948              | 9.5  |
| 1993 | 7,917                      | 87.9         | 1,081        | 12.0        | 13            | 0.1          | 9,011       | 953              | 9.6  |
| 1994 | 7,948                      | 89.4         | 933          | 10.5        | 10            | 0.1          | 8,891       | 1,073            | 10.8 |
| 1996 | 7,594                      | 87.9         | 1,042        | 12.1        | 0             | —            | 8,636       | 1,328            | 13.3 |
| 1998 | 6,330                      | 75.4         | 2,069        | 24.6        | 0             | —            | 8,399       | 1,565            | 15.7 |
| 2000 | 5,420                      | 67.5         | 2,613        | 32.5        | 0             | —            | 8,033       | 1,931            | 19.4 |
| 2002 | 2,317                      | 30.0         | 5,407        | 70.0        | 0             | —            | 7,724       | 2,240            | 22.5 |

<sup>1</sup>Less than 0.05%.

<sup>2</sup>The total number of NLSY79 civilian and military respondents eligible for interview beginning in 1985 was 11,607. A total of 201 military respondents were retained from the original sample of 1,280.

<sup>3</sup>The total number of NLSY79 civilian and military respondents eligible for interview beginning in 1991 was 9,964. The 1,643 economically disadvantaged nonblack/non-Hispanic male and fe-

male members of the supplemental subsample were not eligible for interview as of the 1991 survey year.

NOTE: PAPI interviews are those conducted with paper survey instruments and pencil-entered responses; CAPI interviews are administered using a laptop computer and an electronic questionnaire that captures respondent-, interviewer-, and machine-generated data.

his or her knowledge of the world of work, and a detailed retrospective evaluation of the respondent's labor market experience. Subsequent surveys have included questions on subjects such as job search methods, migration, school discipline, health, childcare, self-esteem, time use, delinquency, knowledge about AIDS, attitudes toward work, childhood residences, neighborhood problems, drug and alcohol use, educational/occupational aspirations, and prenatal and postnatal health behaviors.

In addition to these core and supplemental data collections, several special surveys have focused on NLSY79 respondents. These studies include the 1980 high school survey, the 1980–83 high school transcript data collections, and the 1980 administration of the *Armed Services Vocational Aptitude Battery (ASVAB)*.

This section briefly describes major data elements for the NLSY79. The categories encompass information available not only from the NLSY79 main files but also from the

Table 3.4. NLSY79 retention rates by sample types

| Year | Cross-sectional sample |                             | Supplemental sample |                             | Military sample  |                             | Total sample        |                             |
|------|------------------------|-----------------------------|---------------------|-----------------------------|------------------|-----------------------------|---------------------|-----------------------------|
|      | Total                  | Retention rate <sup>1</sup> | Total               | Retention rate <sup>1</sup> | Total            | Retention rate <sup>1</sup> | Total               | Retention rate <sup>1</sup> |
| 1979 | 6,111                  | —                           | 5,295               | —                           | 1,280            | —                           | 12,686              | —                           |
| 1980 | 5,873                  | 96.1                        | 5,075               | 95.9                        | 1,193            | 93.2                        | 12,141              | 95.7                        |
| 1981 | 5,892                  | 96.4                        | 5,108               | 96.5                        | 1,195            | 93.4                        | 12,195              | 96.1                        |
| 1982 | 5,876                  | 96.2                        | 5,036               | 95.1                        | 1,211            | 94.6                        | 12,123              | 95.6                        |
| 1983 | 5,902                  | 96.6                        | 5,093               | 96.2                        | 1,226            | 95.8                        | 12,221              | 96.3                        |
| 1984 | 5,814                  | 95.1                        | 5,040               | 95.2                        | 1,215            | 94.9                        | 12,069              | 95.1                        |
| 1985 | 5,751                  | 94.1                        | 4,957               | 93.6                        | <sup>2</sup> 186 | 92.5                        | <sup>2</sup> 10,894 | 93.9                        |
| 1986 | 5,633                  | 92.2                        | 4,839               | 91.4                        | 183              | 91.0                        | 10,655              | 91.8                        |
| 1987 | 5,538                  | 90.6                        | 4,768               | 90.1                        | 179              | 89.1                        | 10,485              | 90.3                        |
| 1988 | 5,513                  | 90.2                        | 4,777               | 90.2                        | 175              | 87.1                        | 10,465              | 90.2                        |
| 1989 | 5,571                  | 91.2                        | 4,853               | 91.7                        | 181              | 90.0                        | 10,605              | 91.4                        |
| 1990 | 5,498                  | 90.0                        | 4,755               | 89.8                        | 183              | 91.0                        | 10,436              | 89.9                        |
| 1991 | 5,556                  | 90.9                        | <sup>3</sup> 3,281  | 89.9                        | 181              | 90.0                        | <sup>3</sup> 9,018  | 90.5                        |
| 1992 | 5,553                  | 90.9                        | 3,280               | 89.8                        | 183              | 91.0                        | 9,016               | 90.5                        |
| 1993 | 5,537                  | 90.6                        | 3,293               | 90.2                        | 181              | 90.0                        | 9,011               | 90.4                        |
| 1994 | 5,457                  | 89.3                        | 3,256               | 89.2                        | 178              | 88.6                        | 8,891               | 89.2                        |
| 1996 | 5,290                  | 86.6                        | 3,171               | 86.8                        | 175              | 87.1                        | 8,636               | 86.7                        |
| 1998 | 5,159                  | 84.4                        | 3,065               | 83.9                        | 175              | 87.1                        | 8,399               | 84.3                        |
| 2000 | 4,949                  | 81.0                        | 2,921               | 80.0                        | 163              | 81.1                        | 8,033               | 80.6                        |
| 2002 | 4,775                  | 78.1                        | 2,792               | 76.5                        | 157              | 78.1                        | 7,724               | 77.5                        |

<sup>1</sup> Retention rate is defined as the percentage of base-year respondents remaining eligible who were interviewed in a given survey year; deceased respondents are included in the calculations.

<sup>2</sup> A total of 201 military respondents was retained from the original sample of 1,280; 186 of the 201 participated in the 1985 interview. The total number of NLSY79 civilian and military respondents

eligible for interview beginning in 1985 was 11,607.

<sup>3</sup> The 1,643 economically disadvantaged nonblack/non-Hispanic male and female members of the supplemental subsample were not eligible for interview as of the 1991 survey year. The total number of NLSY79 civilian and military respondents eligible for interview beginning in 1991 was 9,964.

NLSY79 work history and geocode constructed data files. This listing is by no means comprehensive, and not all data elements are necessarily present for all respondents in all survey years. To determine whether the specific variables of interest are available for the year(s) and respondent universe(s) of interest, prospective users should examine several sources. They first should look at the detailed variable table in this chapter, which presents a more comprehensive look at the types of variables available on the NLSY79 main data files. Additional information can be found in the NLSY79 questionnaires, the *NLSY79 User's Guide* (available at [www.bls.gov/nls](http://www.bls.gov/nls)), and the documentation files in the NLSY79 data sets.

Data elements for the NLSY79 are discussed in the order presented in figure 3.1.

### 1. Labor market experiences

For the years 1979 through 2002, information is available for all respondents on their current labor force status (that is, whether the respondent was employed, unemployed, or out of the labor force during most of the week preceding the survey). Those who report being employed supply job- and company-specific data, such as occupation, industry, firm size, availability of fringe benefits, job satisfaction, and number of hours worked each week. For all surveys, detailed job information is available on up to five employers for whom the respondent worked since the last interview. Respondents are asked about the dates on which the job started and stopped, the number of hours worked, the reason why the respondent left the job, details on up to four gaps in employment while associated with an employer, occupation, class

**Table 3.5. NLSY79 response rates (excluding deceased respondents) by sample types**

| Year | Cross-sectional sample |            |                            | Supplemental sample |            |                            | Military sample  |            |                            | Total sample        |            |                            |
|------|------------------------|------------|----------------------------|---------------------|------------|----------------------------|------------------|------------|----------------------------|---------------------|------------|----------------------------|
|      | Total                  | # deceased | Response rate <sup>1</sup> | Total               | # deceased | Response rate <sup>1</sup> | Total            | # deceased | Response rate <sup>1</sup> | Total               | # deceased | Response rate <sup>1</sup> |
| 1979 | 6,111                  | 0          | —                          | 5,295               | 0          | —                          | 1,280            | 0          | —                          | 12,686              | 0          | —                          |
| 1980 | 5,873                  | 4          | 96.2                       | 5,075               | 5          | 95.9                       | 1,193            | 0          | 93.2                       | 12,141              | 9          | 95.8                       |
| 1981 | 5,892                  | 15         | 96.7                       | 5,108               | 14         | 96.7                       | 1,195            | 0          | 93.4                       | 12,195              | 29         | 96.3                       |
| 1982 | 5,876                  | 24         | 96.5                       | 5,036               | 19         | 95.5                       | 1,211            | 1          | 94.7                       | 12,123              | 44         | 95.9                       |
| 1983 | 5,902                  | 27         | 97.0                       | 5,093               | 26         | 96.7                       | 1,226            | 4          | 96.1                       | 12,221              | 57         | 96.8                       |
| 1984 | 5,814                  | 30         | 95.6                       | 5,040               | 33         | 95.8                       | 1,215            | 4          | 95.2                       | 12,069              | 67         | 95.6                       |
| 1985 | 5,751                  | 36         | 94.7                       | 4,957               | 43         | 94.4                       | <sup>2</sup> 186 | 0          | 92.5                       | <sup>2</sup> 10,894 | 79         | 94.5                       |
| 1986 | 5,633                  | 43         | 92.8                       | 4,839               | 51         | 92.3                       | 183              | 1          | 91.5                       | 10,655              | 95         | 92.6                       |
| 1987 | 5,538                  | 51         | 91.4                       | 4,768               | 56         | 91.0                       | 179              | 3          | 90.4                       | 10,485              | 110        | 91.2                       |
| 1988 | 5,513                  | 56         | 91.0                       | 4,777               | 68         | 91.4                       | 175              | 3          | 88.4                       | 10,465              | 127        | 91.2                       |
| 1989 | 5,571                  | 60         | 92.1                       | 4,853               | 78         | 93.0                       | 181              | 3          | 91.4                       | 10,605              | 141        | 92.5                       |
| 1990 | 5,498                  | 67         | 91.0                       | 4,755               | 82         | 91.2                       | 183              | 3          | 92.4                       | 10,436              | 152        | 91.1                       |
| 1991 | 5,556                  | 75         | 92.1                       | <sup>3</sup> 3,281  | 65         | 91.5                       | 181              | 4          | 91.9                       | <sup>3</sup> 9,018  | 145        | 91.8                       |
| 1992 | 5,553                  | 81         | 92.1                       | 3,280               | 71         | 91.6                       | 182              | 4          | 92.4                       | 9,015               | 156        | 91.9                       |
| 1993 | 5,537                  | 90         | 92.0                       | 3,293               | 83         | 92.3                       | 181              | 4          | 91.9                       | 9,011               | 177        | 92.1                       |
| 1994 | 5,457                  | 104        | 90.8                       | 3,256               | 96         | 91.6                       | 178              | 4          | 90.4                       | 8,891               | 204        | 91.1                       |
| 1996 | 5,290                  | 129        | 88.4                       | 3,171               | 109        | 89.5                       | 175              | 5          | 89.3                       | 8,636               | 243        | 88.8                       |
| 1998 | 5,159                  | 152        | 86.6                       | 3,065               | 118        | 86.7                       | 175              | 5          | 89.3                       | 8,399               | 275        | 86.7                       |
| 2000 | 4,949                  | 170        | 83.3                       | 2,921               | 136        | 83.1                       | 163              | 7          | 84.0                       | 8,033               | 313        | 83.2                       |
| 2002 | 4,775                  | 188        | 81.2                       | 2,792               | 151        | 80.6                       | 157              | 7          | 81.6                       | 7,724               | 346        | 80.9                       |

<sup>1</sup>Response rate is defined as the percentage of base-year respondents remaining eligible and not known to be deceased who were interviewed in a given survey year.

<sup>2</sup>A total of 201 military respondents was retained from the original sample of 1,280; 186 of the 201 participated in the 1985 interview. The total number of NLSY79 civilian and military respondents eligible for interview (including deceased respondents)

beginning in 1985 was 11,607.

<sup>3</sup>The 1,643 economically disadvantaged nonblack/non-Hispanic male and female members of the supplemental subsample were not eligible for interview as of the 1991 survey year. The total number of NLSY79 civilian and military respondents eligible for interview (including deceased respondents) beginning in 1991 was 9,964.

**Figure 3.1. Data elements in the NLSY79**

|    |   |
|----|---|
| 1  | Labor market experiences                            |
| 2  | Training investments                                |
| 3  | Schooling, school records, and aptitude information |
| 4  | Military experience                                 |
| 5  | Income and assets                                   |
| 6  | Health conditions, injuries, and insurance coverage |
| 7  | Alcohol and substance use, criminal behavior        |
| 8  | Attitudes and aspirations                           |
| 9  | Geographic residence information                    |
| 10 | Family background and demographic characteristics   |
| 11 | Household composition                               |
| 12 | Marital and fertility histories                     |
| 13 | Child care  |

of worker, rate of pay, the types of fringe benefits available, and collective bargaining activity in setting wages. In the 1994–2002 surveys, the information collected about each employer was expanded to include the job search method(s) that the respondent used to obtain the job. Also beginning with the 1994 survey, questions were included on whether the respondent participated in a pension plan available through that employer, and whether the respondent received severance pay when leaving the job. The 1994–98 surveys also asked whether the position held with the employer was permanent, temporary, or as an independent contractor.

Beginning in 2002, the employer supplement section of the questionnaire includes questions tailored to self-employed respondents and respondents with nontraditional

employment arrangements such as contract or temporary workers. Similar information is collected for these types of jobs and for regular employment, so that comparability is maintained, but the specialized questions more accurately reflect the job's characteristics.

Also available is information on the activity of the respondent during periods when he or she was not associated with an employer or in the military (that is, weeks not working, weeks spent looking for work, reasons not looking for work). Data are collected on job search behavior for unemployed respondents and on plans to seek employment for those out of the labor force. The surveys also have gathered information on the type and success of various job search methods used by unemployed respondents to find work. The 1979 interview included hypothetical job offer and reservation wage information.

The Center for Human Resource Research (CHRR) at The Ohio State University has constructed a week-by-week longitudinal work record for each respondent from January 1, 1978, through the most recent survey date; this record is present in the work history area of interest (found only on the main file with the work history data set). These weekly data are arranged in three primary arrays:

- A STATUS array of the respondent's labor force/military activity each week, beginning in January 1978
- An HOUR array of the usual hours worked per week at all jobs, beginning in January 1978
- ADUALJOB array, containing up to four additional job numbers for respondents who worked at more than one job simultaneously in any week, beginning in January 1978

Work history variables include information about the number of weeks of a respondent's active military service, the number of weeks that the respondent spent in various labor force states, and detailed information regarding up to five civilian jobs reported by the respondent during each survey year. The respondent identification number permits researchers to link these data with the separate NLSY79 child data.

## 2. Training investments

The surveys have regularly collected detailed information about the types of non-government-sponsored vocational or technical training programs in which a respondent had enrolled since the last interview. In general, the scope of information gathered includes the occupation in which a respondent received training, dates of enrollment and completion, the type of school providing the training, whether the respondent received any subsequent training, the types of certificates or licenses he or she earned, and how the respondent paid for the training.

The 1979–86 surveys asked an extensive series of ques-

tions about government-sponsored training programs in which the respondent had enrolled since the last interview. This series includes program-specific information regarding the respondent's current enrollment status, dates/hours of participation, periods of nonparticipation, and whether the program was part of a federally funded training program such as the Job Training Partnership Act (JTPA)/Comprehensive Employment and Training Act (CETA) or the Work Incentive Program (WIN). These surveys also collected information on the types of occupational or on-the-job training received, the types of classroom training and supportive services provided, and the respondent's rate of pay during training. For jobs identified as government-sponsored, information includes the job's occupational code, the types of classroom training received, and supportive services provided in conjunction with the job and job placement information. Surveys conducted after 1986 posed substantially fewer questions about respondents' participation in government training and employment programs.

In 1993 and 1994, the interviews included a series of questions on (1) the informal methods (for instance, classes/seminars, supervisors, coworkers, self-study) used to learn skills required on the respondent's current job and (2) the potential transferability of skills acquired during various on- and off-the-job training programs. The 1993 survey also fielded a set of high school course relevancy questions. This series included questions on whether the skills learned in a training program added to those the respondent had acquired during high school. For respondents who did not take such high school courses, questions attempted to determine how much of what was learned in the training program could have been learned in high school. Beginning in 1996, questions on informal training on current jobs in the last 4 weeks replaced the questions about informal training used to learn the job. In 2002 and 2004, this series was limited to questions on the use of self-training materials.

*3. Schooling, school records, and aptitude information*  
NLSY79 respondents regularly answer questions about their schooling investments since the date of last interview. Information available includes respondents' current school enrollment status, the highest grade they have attended or completed, whether they have earned a high school diploma or GED equivalency, the type of their high school curriculum, their college enrollment status, their major field of study at college, and the type(s) of college degrees they have earned. The 1994 survey collected retrospective information about respondents' participation in Head Start or another preschool program.

The 1980 high school survey gathered data from the records of the last secondary school attended by NLSY79 respondents; data are available for more than 8,500 respondents. This set of variables includes both respondent-spe-

cific and school-specific information about factors such as (1) the respondent's school enrollment status, highest grade attended, remedial classes taken, and scores for various intelligence and aptitude tests that had been administered during the youth's schooling and (2) each school's total enrollment, grading system, types of curricula offered, dropout rate, student body composition, and staffing characteristics.

Transcript data collected during the 1980–83 survey years are available for more than 9,000 NLSY79 respondents who had completed or were expected to complete high school. Information about as many as 64 high school courses includes course titles, final grades, and credit received. The transcript data collection also provided respondents' attendance records, class rank, and scores on various aptitude and achievement tests.

In addition to the aptitude and intelligence scores collected during the high school and transcript surveys described above, scores from the *ASVAB* are available for 11,914 NLSY79 respondents. These data include individual respondent raw scores, standard scores, scale scores, and standard errors for each of the 10 test sections (for example, general science, arithmetic reasoning, word knowledge, mechanical comprehension). Two Armed Forces Qualifications Test (AFQT) scores also are available in the data files.

#### 4. *Military experience*

The survey provides information regarding the respondent's enlistment intentions, attitudes toward the military, dates of military service/reserve duty, branch of service, military occupation, pay grade, income, education/training received, and reasons for leaving the military or reenlisting. Surveys after 1985 use an abbreviated set of military experience questions.

#### 5. *Income and assets*

The interviews record information about the sources and amounts of income received during the past calendar year by the respondent and his or her spouse or partner. Data on income sources of an opposite-sex partner are available beginning in 1990; if a respondent volunteers such information for a same-sex partner, that information also is recorded. Income sources identified include the respondents' and their spouses' or partners' wages and salaries, income from military service, profits from a farm or business, Social Security, pensions and annuities, and alimony/child support. Surveys between 1993 and 2000 asked child support questions that allow comparisons to be made between amounts of money to which a respondent or spouse was legally entitled and amounts of child support received. Finally, the surveys ask respondents to report the total income received by other family members living in the household. In some surveys, the sources of this income are recorded, but the specific

amounts received from each source are not.

Income received through various government programs also is recorded. The survey asks about monthly income received by the respondent and spouse or partner from unemployment compensation, Aid to Families with Dependent Children/Temporary Assistance to Needy Families (AFDC/TANF), Food Stamps, and other public assistance, including Supplemental Security Income (SSI). In response to the 1996 welfare reform legislation, the 1998 and 2000 surveys included questions about the effect of reform on respondents. In 1998, for example, respondents reported whether they had enrolled in training, looked for a job, or gotten a job to fulfill new welfare requirements, and reported in detail on receipt of targeted benefits. In 2000, a shortened targeted benefits series asked about receipt of job or skills training, clothing assistance, or food assistance other than Food Stamps, WIC, or school meals.

In addition to the information described above, the data include a set of created variables detailing the respondent's history of participation in unemployment compensation (respondent and spouse), AFDC/TANF, SSI, and Food Stamp programs. For each type of reciprocity program, variables include: (1) A monthly dollar value of the benefits, (2) a yearly indicator of receipt or nonreceipt, and (3) a yearly dollar value of the benefits. In addition, there are two yearly summary variables that indicate whether the respondent received any form of public assistance during the year and the total dollar value of all benefits received from AFDC/TANF, SSI, and Food Stamp programs.

Asset and liability information collected during the 1985–90, 1992–2000, and 2004 survey years includes: (1) The types and total market value of property owned by the respondent; (2) the value of other assets, including vehicles and savings accounts; and (3) the total amount of debts owed, including mortgages, back taxes, and other debts over \$500. Although not included in the 2002 survey, asset information was asked in 2004 and will continue to be collected on a regular basis in future rounds.

#### 6. *Health conditions, injuries, and insurance coverage*

The surveys provide data regarding the respondent's height and weight, as well as the presence and duration of health conditions that prevent or limit labor market activity. In some surveys, respondents answer questions about the type(s) of work-related injuries or illnesses they had experienced and their impact on the respondent's work activity. The *International Classification of Diseases* coding system identifies health conditions and work-related injuries reported by respondents during selected survey years. In some years, mothers provide data on prenatal healthcare, infant feeding practices, infant illnesses and treatment, and well-baby care, as well as accidents and injuries to their children. Recent surveys have included questions on the respondent's physi-

cal activity and health behaviors.

Most surveys since 1989 have collected information on whether NLSY79 respondents, their spouses, and their children are covered by a private or governmental healthcare/hospitalization plan and the source(s) of the coverage (current or previous employer, direct purchase, public assistance healthcare program, or other). The 1994 survey asked about specific periods without coverage for respondents, their spouses, and their children; surveys since 1994 have asked about specific periods without coverage only for respondents.

A set of health questions first asked in the 1998 survey established baseline health data for respondents age 40 and older. Each subsequent survey addresses the health module to respondents who have reached age 40 but have not yet answered these questions. This extensive module records general health status, the ways in which respondents' health influences daily activities, and their emotional well-being in the past 4 weeks. Respondents also state whether they have experienced any of a list of potential health problems, such as heart disease, cancer, diabetes, back pain, and so forth. A series about respondents' exercise habits was included in the 2000 survey; this was replaced in 2002 by a short series of questions on general health behaviors. Finally, limited data are collected on the health of the respondents' parents, including their life status, current state of health, major health problems, and cause of death, if deceased.

### 7. Alcohol and substance use, criminal behavior

Alcohol use questions, asked during selected survey years, cover the respondent's consumption of alcohol, his or her frequency of use, quantity usually consumed, whether such use has affected the respondent's schoolwork or job performance, and whether any relatives have alcohol-related problems. Respondents also have provided information on their use of cigarettes, including the age at which they began smoking, how frequently they smoke, and the age at which they stopped smoking, if applicable. Substance use data include the respondent's age at first use; extent of use of marijuana/hashish, amphetamines, barbiturates, cocaine, and heroin; and whether the respondent has used such substances on the job. Female NLSY79 respondents have regularly reported on their use of alcohol, cigarettes, marijuana, or cocaine during pregnancy.

A self-report supplement to the 1980 survey collected data on the respondent's participation in and income from various delinquent and criminal activities such as truancy, alcohol/marijuana use, vandalism, shoplifting, drug dealing, and robbery. A second set of questions in this supplement measured involvement with the criminal justice system, including reported arrest records and police contact.

### 8. Attitudes and aspirations

Attitude variables available for selected survey years include the *Internal-External Locus of Control Scale* (Rotter, 1966), the *Mastery Scale* (Pearlin et al., 1981), the *Self-Esteem Scale* (Rosenberg, 1965), and the *Center for Epidemiologic Studies Depression (CES-D) Scale* (Radloff, 1977). In some years, the survey has included questions on attitudes toward women and work; occupational aspirations; work commitment; knowledge of the world of work; perceived problems in getting a good job; and future expectations about marriage, education, and employment. In the initial survey, respondents reported on the attitude of the most influential person in their life toward certain key career, occupational, residence, and childbearing decisions.

### 9. Geographic residence information

The main NLSY79 data files contain general information on the larger environment in which the respondent lives and works. This information includes details on each respondent's region of residence at birth and at age 14, region of residence at each interview date, whether the current residence is urban or rural, and whether the residence is located in a metropolitan statistical area. The 1992-2000 surveys collected neighborhood characteristics information from NLSY79 women, asking them to rate their neighborhood as a place to raise children and to identify the extent of neighborhood problems such as crime and violence, lack of police protection, neighborhood apathy, and joblessness.

The restricted-release, detailed geocode data files provide additional geographic information about NLSY79 respondents. These files are distributed only to NLS researchers who complete the BLS geocode application process. The geocode file includes information on the respondent's State, county, and metropolitan statistical area of residence; the location of the most recent college that the respondent attended; and selected environmental variables from the U.S. Census Bureau's *County and City Data Books* for the respondent's county or metropolitan statistical area of current residence. More information about how to apply for access to the NLSY79 geocode file is available at [www.bls.gov/nls/geocodeapp.htm](http://www.bls.gov/nls/geocodeapp.htm).

A separate data set, the NLSY79 Women's Support Network data file, offers measures of the geographic proximity of the residences of relatives, friends, and acquaintances to female NLSY79 respondents interviewed during the 1983 through 1985 surveys.

### 10. Family background and demographic characteristics

Selected surveys have collected information on respondents' sex (interviewer-coded), racial/ethnic identification, date of birth, State or country of birth, number of siblings, religious affiliation, childhood residences from birth to age 18, and

immigration/visa status, as well as background information about their parents' birthplace, education, and work experiences. The 1993 survey asked respondents to report the age, education, and fertility of as many as 13 biological siblings. For those respondents identifying a sibling of the same age, follow-up questions in 1994 confirmed whether the paired relationship was that of an identical or fraternal twin, triplet, or quadruplet.

### 11. Household composition

Basic demographic information is available for each person living in the respondent's household at the time of the survey. These data include each resident's sex, relationship to the respondent, age, highest grade of schooling completed, and work experience during the past year.

### 12. Marital and fertility histories

Regularly collected information includes respondents' marital status at the survey date, changes in marital status since the last interview, and dates of each marital status change. Beginning in 2002, information about the respondent's cohabitations since the last interview has been recorded, replacing questions that asked only about cohabitations that were ongoing as of the interview date. Certain surveys have gathered information about the respondents' spouses (and, on a more limited basis, partners), including birth and death dates, occupation, educational attainment, labor force status, religious affiliation, previous marriages, and health limitations. Since 1994, "partner" is generally considered equal to "spouse" for the purposes of administering questions.

Beginning with the 2000 release, the data include a new series of constructed variables for each survey year that provide information about the respondent's relationship status. All previous surveys were examined to match names of spouses and partners, resulting in the creation of two variables for each year. The first variable provides information about the respondent's total number of spouses and partners since 1979 and can range from 0 to 9. The second variable is a unique code assigned to each new spouse/partner at the interview date. If the same spouse or partner resides with the respondent during the next survey round, his or her code remains the same. If the respondent has a new spouse or partner, the next available number is given to that person. If the respondent is reunited with a previous spouse or partner in a later survey round, the total number of spouses/partners is not increased, and the code for that year reflects the recurring spouse/partner's original number. For more details about these created variables, see the *NLSY79 User's Guide*.

Fertility data collected for NLSY79 women include information about all pregnancies resulting in live births, a cumulative roster of all children, residence status of all children, contraceptive methods used, birth expectations and

wantedness information, confidential abortion reports, and ages at menarche and first sexual intercourse. Fertility data collected for men in the NLSY79 cohort are more limited. Information includes birth data for the respondent's children, the residence status of his children, his age at first sexual intercourse, and contraceptive methods used by the respondent. Additionally, a set of questions asked in 1998 and 2000 recorded the frequency of the male respondent's various interactions with his oldest and youngest children.

A set of edited fertility variables added to the main data file (area of interest Fertility and Relationship History/Created) provides revisions to dates of birth, sex, and usual living arrangements for all respondents' children, as well as flag variables indicating the types of revisions made. Constructed variables include the beginning and ending dates of marriages, ages at first marriage and first birth, spacing between births, and spacing between marriage and first birth for the respondent's children. Because they have been corrected, variables in this area of interest are more accurate than the raw data. Users are strongly encouraged to use these edited and created variables. Finally, the database contains a variable evaluating the consistency of each female respondent's longitudinal fertility record between the 1979 and 1982 survey years. Male fertility data is available for download separately and will be included in the data for the next round.

### 13. Childcare

Select surveys provide information about the types of childcare used by female respondents (for instance, care by relatives, care by nonrelatives, daycare center, nursery or preschool, child cares for self), the types of childcare payments incurred, and the number of hours or days that the respondents' children spent in childcare. Retrospective data collected in recent surveys include childcare experiences and arrangements in the first 3 years of life for all children at least 1 year old.

### Data files and documentation

Data for the NLSY79 from 1979–2002 are distributed in two data sets:

- (1) NLSY79 Main/Work History File 1979–2002 data set, which excludes the restricted geocode data but includes the created work history data; and
- (2) NLSY79 Geocode File 1979–2002 CD with all main/work history file data and geocode data.

The combined main/work history data set is available for download from the [www.bls.gov/nls](http://www.bls.gov/nls) Web site.

Each data set includes documentation files and is accompanied by search and extraction software that enables users to easily peruse, select, and extract variables.

Chapter 8 provides more technical information on the NLS data format and extraction software, as well as descriptions of supplementary documentation available for the NLSY79.

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### Selected variables by survey year: NLSY79

Table 3.6 depicts selected variables from the NLSY79 main data files. Additional raw and constructed variables on a number of topics (such as geographic-environmental data and detailed individual work histories) can be found on the separately released NLSY79 geocode CD and within the work history area of interest. Detailed information on the Children of the NLSY79 can be found in the various handbooks, user's guides, and evaluation reports that document the child data; more information is available in chapter 4.

The top row of the table lists the years in which the NLSY79 has been administered; the first column gives some of the variables for which information has been collected. An asterisk (\*) indicates that information for the designated variable was obtained for the given cohort in the year indicated. "R" used in variable descriptions stands for "respondent." Users should be aware that, in some instances, the variable descriptions in the table represent a group of questions and not single response items.

**Table 3.6. Selected NLSY79 variables by survey year: Respondents ages 14 to 22 in 1979**

| Variable  | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 96 | 98 | 00 | 02 | 04 |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>I. LABOR MARKET EXPERIENCE VARIABLES</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>A. Current labor force and employment status and characteristics of current/most recent job<sup>1</sup></b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Survey week labor force and employment status   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Occupation (DOT code)   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Hours worked in survey week   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Hours per week usually worked   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Shift worked (in 2002/2004 for CPS job only)  | *  | *  | *  | *  | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Promotion (varies with year)  |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |    |    |    |    | *  | *  | *  | *  | *  |
| Commuting time to current job   | *  | *  | *  |    |    |    |    |    |    | *  |    |    |    |    |    | *  | *  |    |    |    |    |
| Availability of fringe benefits (beginning in 1994 for multiple jobs)   | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Global job satisfaction item  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Job satisfaction scale  | *  | *  | *  | *  |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |
| Job characteristics inventory   | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Size of employer (in 2002/2004, only at R's worksite)   | *  | *  |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Minority status of coworkers (1980 only), supervisor  |    | *  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Time R expects to stay at job   | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Participation in work-study program   | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>B. Work experience since Jan. 1, 1978, or previous survey, or in past calendar year</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Weeks worked  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Hours usually worked per week   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Number of weeks, spells of unemployment   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Weeks out of labor force  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>C. Characteristics of jobs since Jan. 1, 1978, or last survey, including current or most recent job (more than 10 to 20 hours per week and more than 9 weeks in duration if not CPS job)<sup>2</sup></b> |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Occupation and industry (Census code)   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Class of worker   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Start date and stop date  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Hours usually worked at home  |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Shift worked (only current/most recent job in 2002/2004)  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Rate of pay, hourly rate of pay   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Covered by collective bargaining  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |

<sup>1</sup> Beginning in 1994, characteristics of the current or most recent job were collected in the first Employer Supplement loop, rather than in the CPS section. To maintain consistency, these questions are still included in this section of the table.

<sup>2</sup> Note that, beginning in 2002, the questionnaire includes separate sets of questions for self-employed respondents and respondents with nontraditional employment arrangements. The information collected is very similar to the regular employment questions, but wordings may vary to accommodate different situations. The three types of employer questions are not represented separately in the table.











**Table 3.6. Selected NLSY79 variables by survey year: Respondents ages 14 to 22 in 1979**

| Variable   | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 96 | 98 | 00 | 02 | 04 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Future military plans  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Reason for entering and leaving military   |    | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Contact with military recruiters   | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Type of discharge  |    | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Enlistment or reenlistment bonuses received                                      | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Civilian job offer at time of discharge  |    | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Return to same employer after active duty  |    | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>K. Educational and occupational aspirations and expectations</b>              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Would R like more education or training; type                                    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| How much education desired and actually attained                                 | *  |    | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Kind of work R would like to be doing at age 35                                  | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Expectation of achieving occupational goal                                       | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>L. Attitudes</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Knowledge of World of Work score   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Would R work if had enough money to live on                                      | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Characteristics of job R is willing to take (R unemployed or out of labor force) | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |
| Reaction to hypothetical job offers  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Internal-External Locus of Control Scale (Rotter)                                | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Mastery Scale (Pearlin)  |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |
| Attitude toward women working  | *  |    |    | *  |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    | *  |
| Self-Esteem Scale (Rosenberg) (10 items)   |    | *  |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |
| CES-Depression Scale (40-and-older health module in 1998–2004)                   |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  | *  | *  | *  |
| Person having most influence on R, his or her responses to various situations    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>M. Retrospective evaluation of labor market experience</b>                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Perception of age, race, and sex discrimination                                  | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Reason for problems in obtaining employment                                      | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>N. Delinquency, drugs, and alcohol use</b>                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Activities within last year (20 items)   |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Income from illegal activities within last year                                  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Alcohol consumption in last week or month  |    |    |    | *  | *  | *  | *  |    | *  | *  |    |    | *  | *  |    |    |    |    |    | *  |    |
| Extent of cigarette use  |    |    |    |    |    | *  |    |    |    |    |    | *  | *  |    | *  |    |    |    |    |    |    |
| Age R first smoked and stopped smoking cigarettes                                |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    | *  |    |    |    |    |    |    |
| Extent of marijuana use  |    | *  |    |    |    | *  |    |    | *  |    |    | *  | *  |    | *  |    |    | *  |    |    |    |
| Age R first used marijuana   |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  |    | *  |    |    | *  |    |    |    |
| Extent of cocaine use, age R first used  |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  |    | *  |    |    | *  |    |    |    |

**Table 3.6. Selected NLSY79 variables by survey year: Respondents ages 14 to 22 in 1979**

| Variable   | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 96 | 98 | 00 | 02 | 04 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Extent of "crack" cocaine use, age R first used  |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |    |    |
| Ever used sedatives, barbiturates, and so forth  |    |    |    |    |    | *  |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |    |    |
| Cigarette and alcohol use during pregnancy   |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Marijuana and cocaine use during pregnancy   |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>O. Reported police contacts</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Number of times stopped by police  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Number of times booked or arrested   |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Number of convictions, charges   |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Number of times incarcerated; date of release  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>P. Time use</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Use of time at various activities (school, work, watching TV, household chores, and so forth)  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>III. ENVIRONMENTAL VARIABLES</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Region of residence  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Current residence urban or rural   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Current residence in metropolitan statistical area   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Unemployment rate of local labor market  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Changes in residence since January 1, 1978, or date of last interview (collected as a history) | *  | *  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  |

NOTE: Excluded from this table are the detailed geographic, fertility, and child-specific variables that appear on separate NLSY79 constructed data files.

### Selected NLSY79 Main Youth Variables by Survey Year

| Variable  | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 96 | 98 | 00 | 02 | 04 | 06 |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>I. Labor Market Experience Variables</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>A. Current labor force and employment status and characteristics of current/most recent job<sup>1</sup></b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Survey week labor force and employment status   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    | *  |
| Occupation (DOT code)   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Hours worked in survey week   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    | *  |
| Hours per week usually worked   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Shift worked (in 2002-2006 for CPS job only)  | *  | *  | *  | *  | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Promotion (varies with year)  |    |    |    |    |    | *  | *  | *  | *  | *  | *  |    |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Commuting time to current job   | *  | *  | *  |    |    |    |    |    |    | *  |    |    |    |    | *  | *  |    |    |    |    |    |    |
| Availability of fringe benefits (beginning in 1994 for multiple jobs)   | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Global job satisfaction item  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Job satisfaction scale  | *  | *  | *  | *  |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |
| Job characteristics inventory   | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Size of employer (in 2002-2006, only at R's worksite)   | *  | *  |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Minority status of coworkers (1980 only), supervisor  |    | *  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Time R expects to stay at job   | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Participation in work-study program   | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>B. Work experience since Jan. 1, 1978, or previous survey, or in past calendar year</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Weeks worked  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Hours usually worked per week   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Number of weeks, spells of unemployment   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Weeks out of labor force  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>C. Characteristics of jobs since Jan. 1, 1978, or last survey, including current or most recent job (more than 10 to 20 hours per week and more than 9 weeks in duration if not CPS job)<sup>2</sup></b> |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Occupation and industry (Census code)   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Class of worker   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |

<sup>1</sup> Beginning in 1994, characteristics of the current or most recent job were collected in the first Employer Supplement loop, rather than in the CPS section. To maintain consistency, these questions are still included in this section of the table.

<sup>2</sup> Note that, beginning in 2002, the questionnaire includes separate sets of questions for self-employed respondents and respondents with nontraditional employment arrangements. The information collected is very similar to the regular employment questions, but wordings may vary to accommodate different situations. The three types of employer questions are not represented separately in the table.





### Selected NLSY79 Main Youth Variables by Survey Year

| Variable   | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 96 | 98 | 00 | 02 | 04 | 06 |   |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Was training completed   | *  | *  | *  | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Was degree, certificate, or journeyman's card obtained                             | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Was training related to specific job or employer                                   |    |    |    | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Was training related to a promotion  |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |    |    |    |    |    |    |   |
| Reason for training  |    |    |    | *  | *  | *  |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Method of financing training   |    |    |    | *  | *  | *  |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Informal job learning activities (questions vary; self-training only in 2002-2006) |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | * |
| <b>D. Government jobs and training programs</b>                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Participation in programs  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Type of program  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Satisfaction with program  | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Did program help on subsequent jobs  | *  | *  | *  | *  | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |   |
| Services provided by program   | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Length of participation in program   | *  | *  | *  | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Hours per week and per day spent in program  | *  | *  | *  | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Amount of income from participating in program                                     | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Aspects liked most and least about programs  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Reasons for entering and leaving programs  | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| <b>E. Health and physical condition</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Does health limit work, duration of limitation                                     | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Type of health problem (ICD-9 code)  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Work-related injury or illness (ICD-9 code)  |    |    |    |    |    |    |    |    |    | *  | *  | *  |    | *  | *  | *  | *  | *  | *  |    |    |    |   |
| Height   |    |    | *  | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | * |
| Weight   |    |    | *  | *  |    |    | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Health insurance coverage—R, spouse, children                                      |    |    |    |    |    |    |    |    |    |    | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Frequency and intensity of R's physical activity                                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    | *  | *  | * |
| R's general health behaviors   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | * |
| General perception of health (40+ health module)                                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | * |
| Does health interfere with daily activities (40+ health module)                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | * |
| Emotional health in past 4 weeks (40+ health module)                               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | * |
| R's various health problems (heart problems, cancer, diabetes, poor eyesight or    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | * |



### Selected NLSY79 Main Youth Variables by Survey Year

| Variable  | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 96 | 98 | 00 | 02 | 04 | 06 |   |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Postnatal infant healthcare and feeding (females)   |    |    |    |    | *  | *  | *  | *  |    | *  |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  |   |
| Father's relationship with children (males)   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |    |   |
| Fertility history   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Use of birth control methods  |    |    |    | *  |    | *  | *  | *  |    | *  |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  |   |
| Pregnancies not resulting in live births (includes how ended through 1990)  |    |    |    | *  | *  | *  | *  | *  |    | *  |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  |   |
| Characteristics of children with asthma   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |   |
| <b>H. Childcare (only female R's in even years after 1986)</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Current childcare arrangements  |    |    |    | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Childcare during first 3 years of life  |    |    |    |    |    |    |    | *  |    | *  |    |    |    | *  |    | *  | *  | *  | *  | *  | *  | *  |   |
| Cost per week   |    |    |    | *  |    |    | *  | *  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Number of hours per week  |    |    |    | *  | *  | *  | *  | *  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Is childcare a hindrance to R's work, school, or training   |    |    |    | *  | *  | *  |    |    |    | *  | *  |    |    |    |    |    |    |    |    |    |    |    |   |
| Extent of various neighborhood problems   |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  |    |    |    |   |
| <b>I. Financial characteristics and program participation (note that all spouse items also refer to partners beginning in 1994)</b> |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Total family income in previous calendar year   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Income of R and spouse in previous calendar year from:  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Farm or own business  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Wages or salary   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Unemployment compensation   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Public assistance   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Food Stamps   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Targeted cash or noncash benefits   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |    |   |
| Pensions/Social Security  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Military service  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Veterans' benefits, workers' compensation, other disability (collected separately beginning in 2002)                                | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Other sources   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| R receives government rent subsidy or public housing  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Income from child support   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Child support expected vs. received   |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |    |    |    |   |
| Rights to estate or trust; income from inheritances (since last interview)  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  |   |



### Selected NLSY79 Main Youth Variables by Survey Year

| Variable   | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 96 | 98 | 00 | 02 | 04 | 06 |   |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| How much education desired and actually attained                                 | *  |    | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Kind of work R would like to be doing at age 35                                  | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Expectation of achieving occupational goal                                       | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| <b>L. Attitudes</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Knowledge of World of Work score   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Would R work if had enough money to live on                                      | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Characteristics of job R is willing to take (R unemployed or out of labor force) | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Reaction to hypothetical job offers  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Internal-External Locus of Control Scale (Rotter)                                | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Mastery Scale (Pearlin)  |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |   |
| Attitude toward women working  | *  |    |    | *  |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    | *  |    |   |
| Self-Esteem Scale (Rosenberg) (10 items)   |    | *  |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    | *  |   |
| CES-Depression Scale (40+ health module in 1998–2006)                            |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  | *  | *  | *  | *  |   |
| Person having most influence on R, his or her responses to various situations    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Retirement expectations  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |   |
| <b>M. Retrospective evaluation of labor market experience</b>                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Perception of age, race, and sex discrimination                                  | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Reason for problems in obtaining employment                                      | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| <b>N. Delinquency, drugs, and alcohol use</b>                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Activities within last year (20 items)   |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Income from illegal activities within last year                                  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Alcohol consumption in last week or month  |    |    |    | *  | *  | *  | *  |    |    | *  | *  |    |    | *  |    | *  |    |    |    | *  |    |    |   |
| Extent of cigarette use  |    |    |    |    |    | *  |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |    |    |    |   |
| Age R first smoked and stopped smoking cigarettes                                |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |    |    |    |   |
| Extent of marijuana use  |    | *  |    |    |    | *  |    |    |    | *  |    |    |    | *  |    | *  |    | *  |    |    |    |    |   |
| Age R first used marijuana   |    |    |    |    |    | *  |    |    |    | *  |    |    |    | *  |    | *  |    | *  |    |    |    |    |   |
| Extent of cocaine use, age R first used  |    |    |    |    |    | *  |    |    |    | *  |    |    |    | *  |    | *  |    | *  |    |    |    |    |   |
| Extent of "crack" cocaine use, age R first used                                  |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |    |    |    |   |
| Ever used sedatives, barbiturates, and so forth                                  |    |    |    |    |    | *  |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |    |    |    |   |
| Cigarette and alcohol use during pregnancy                                       |    |    |    |    | *  | *  | *  | *  |    | *  |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  | * |
| Marijuana and cocaine use during pregnancy                                       |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  |   |

### Selected NLSY79 Main Youth Variables by Survey Year

| Variable   | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 96 | 98 | 00 | 02 | 04 | 06 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>O. Reported police contacts</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Number of times stopped by police  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Number of times booked or arrested   |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Number of convictions, charges   |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Number of times incarcerated; date of release  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>P. Time use</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Use of time at various activities (school, work, watching TV, household chores, and so forth)  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Volunteerism   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |
| <b>III. Environmental Variables</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Region of residence  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Current residence urban or rural   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Current residence in metropolitan statistical area   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Changes in residence since January 1, 1978, or date of last interview (collected as a history) | *  | *  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  |

## CHILDREN OF THE NLSY79

On a regular basis, the main surveys of the NLSY79 have collected information on the experiences of NLSY79 women as they became mothers, including the birth and early childhood of their children. In 1982, the National Longitudinal Surveys (NLS) program obtained funding from the National Institute of Child Health and Human Development (NICHD) to expand the collection of fertility information from NLSY79 women; in 1983, NICHD provided funds for prenatal care questions. Collection of data on children of NLSY79 women was further expanded in 1986, when NICHD began sponsoring a set of supplemental surveys to gather a large amount of information about the lives of these children. A battery of child assessments, cognitive, socioemotional, and physiological has been administered biennially since 1986 to obtain NLSY79 mothers and their children. Since 1988, NLSY79 children age 10 and older have answered a self-administered set of questions gathering information on a variety of more sensitive topics related to family, friends, jobs, school, attitudes, peers, and deviant behaviors.

Since 1994, a computer-assisted personal interview (CAPI) has been used to ask children who had reached age 15 by December 31 of the survey year (known as the “young adults”) about their work experiences, training, schooling, health, fertility, attitudes, and relationships. This NLS-style interview, repeated in subsequent rounds, has replaced the child assessments for these older adolescents. A confidential supplement has recorded self-reports from the young adults on topics such as parent-child conflict, participation in delinquent or criminal activities, use of controlled and uncontrolled substances, access to computers and computer training, volunteer activities, and expectations for the future. Beginning with the 2000 survey, components of the confidential supplement have been integrated into the CAPI instrument, and no separate paper instrument has been used.

The collection of information from young adults has been repeated in each subsequent survey year; in 1998, however, the sample was limited to those who had not reached age 21 by the interview date. Young adults age 21 and older were again eligible for interview in the 2000 survey, but the primary mode of interview was changed to telephone, rather than in-person, interviews. In addition, about 40 percent of children and young adults under age 21 from the households originally selected in the black and Hispanic

oversamples were not eligible for interview in 2000 due to funding constraints. The entire black and Hispanic child and young adult oversample was again eligible for interview in 2002.

The child data and the longitudinal mother information from the main NLSY79 data offer researchers a unique opportunity to examine linkages among maternal-family behaviors, attitudes, and child development. Researchers also can investigate relationships between child development and subsequent schooling and early employment activities. Data through the 2002 interview are available to researchers on the cross-cohort CD and online at [www.bls.gov/nls](http://www.bls.gov/nls). Users should always consult the survey instruments for the exact questions included in each year.

### Chapter organization

This chapter provides an overview of the Children of the NLSY79 data collection and the types of information present within this data set. The composition of the child sample is first discussed, followed by a description of the survey instruments and assessments used in this data collection. The next section highlights major data elements for the Children of the NLSY79. The chapter concludes with a brief summary of the data files and documentation available for the Children of the NLSY79.

### The NLSY79 child sample

The child sample consists of all children born to female NLSY79 respondents. The number of children born to interviewed mothers increased from 5,255 in 1986, the initial child collection survey year, to a total of 8,323 in 2002. During 2002, interviewers completed surveys with 7,467 children of NLSY79 mothers. After applying the child sampling weights, this sample is nationally representative of the children of women who were born from 1957 to 1964 and who were living in the United States in 1978.

Starting in 1994, two separate groups of children have been interviewed in each round of the NLSY79. The first is made up of children younger than age 15 (as of December 31 of that survey year) who live with their NLSY79 mothers. These children are directly assessed, and additional information about each child is obtained from the child’s mother. Making up the second group are NLSY79 children who are

age 15 or older by the end of the calendar year (limited to those age 20 and younger in 1998 only). These young adults, who had previously been assessed during child surveys, answer a separate set of questions gathering information on a wide range of topics. Due to funding constraints, in 2000, approximately 40 percent of the minority child and young adult oversamples were not eligible for interview. In 2002, the excluded oversamples were brought back into the survey. In the 2002 survey, 3,229 children were assessed and 4,238 young adults were interviewed.

Table 4.1 presents sample sizes for NLSY79 mothers and children across surveys. Several publications discuss important issues related to changes over time in the NLSY79 child and mother sample sizes; see the *NLSY79 2002 Child and Young Adult Data Users Guide* and the *NLSY Child Handbook: A Guide to the 1986–1990 NLSY Child Data* for more information.

The sample of children interviewed during 2002 included substantial numbers of Hispanic and black children, and children of each age from birth through their late twenties. While the sample was composed mainly of children under 10 years of age in all survey years through 1994, the number of children age 10 and older represented a majority of the sample for the first time in 1996. By 2002, the number of young adult children exceeded the number of children under age 15. More than 1,700 of these young adult children were age 21 or older as of the end of the most recent survey year. Table 4.2 pre-

sents, by select age ranges and race/ethnicity, the numbers of children across survey years who completed interviews.

Due to residence status and nonresponse, not all children born to interviewed NLSY79 mothers were assessed or interviewed. As of 2002, the overall sample of children born to NLSY79 mothers represents a cross-section of children born to women in the NLSY79 sample who were 37 to 44 years of age on December 31, 2001. Large numbers of children were born to NLSY79 women between about age 17 and age 33, as shown in table 4.3. These children represent a large majority of the children to be born to this cohort of women. The number of children born to these women can be considered fully representative of children born to a nationally representative sample of women who were between the ages of 14 and 21 on December 31, 1978.

### Sampling weights

Child sampling weights are based on the sampling weights of their mothers, discussed in chapter 3, with an adjustment factor used to account for different interview rates for children in various age, race, and sex groups. These factors use counts of children known to exist, as well as estimates of fertility for women who have discontinued their participation in the main NLSY79 sample. However, child weights do not adjust for children who were eligible to complete a specific assessment but did not, even though they completed other parts of the interview. For more information, see the

**Table 4.1. NLSY79 mother and child samples: 1986–2002 surveys**

| Sample groups                          | 1979  | 1986  | 1988  | 1990  | 1992  | 1994  | 1996  | 1998               | 2000  | 2002               |
|--|-------|-------|-------|-------|-------|-------|-------|--------------------|-------|--------------------|
| <b>NLSY79 females:</b>                 |       |       |       |       |       |       |       |                    |       |                    |
| Interviewed                            | 6,283 | 5,418 | 5,312 | 4,510 | 4,535 | 4,480 | 4,361 | 4,299              | 4,113 | 3,955              |
| <b>NLSY79 mothers:</b>                 |       |       |       |       |       |       |       |                    |       |                    |
| Interviewed                            | —     | 2,922 | 3,346 | 3,088 | 3,325 | 3,464 | 3,489 | 3,533              | 3,425 | 3,315              |
| Interviewed; children also interviewed | —     | 2,774 | 3,196 | 2,772 | 2,964 | 3,212 | 3,228 | 3,221              | 2,934 | 3,122              |
| <b>NLSY79 children:</b>                |       |       |       |       |       |       |       |                    |       |                    |
| Born to interviewed mothers            | —     | 5,255 | 6,543 | 6,427 | 7,255 | 7,862 | 8,123 | 8,395              | 8,323 | 8,100              |
| Children not young adults              |       |       |       |       |       | 6,622 | 6,010 | 5,343              | 4,438 | 3,502              |
| Young adults                           |       |       |       |       |       | 1,240 | 2,113 | 3,052              | 3,885 | 4,598              |
| Interviewed <sup>1</sup>               | —     | 4,971 | 6,266 | 5,803 | 6,509 | 7,089 | 7,103 | <sup>2</sup> 7,067 | 6,417 | <sup>3</sup> 7,467 |
| Children not young adults              |       |       |       |       |       | 6,109 | 5,431 | 4,924              | 3,392 | 3,229              |
| Young adults                           |       |       |       |       |       | 980   | 1,672 | 2,143              | 3,025 | 4,238              |

<sup>1</sup>An interview was considered “complete” if an interviewer was able to directly assess a child or obtain a maternal report of the child’s background, health, or assessment information as recorded in either the child or mother survey instrument.

<sup>2</sup>This total includes 37 children who were assessed and interviewed, but whose mothers were *not* interviewed.

<sup>3</sup>This total includes 14 children (age 0–14) who were assessed or interviewed, but whose mothers were *not* interviewed, and 257 young adult children whose mothers were not inter-

viewed.

NOTE: Sample sizes for all child surveys exclude the 441 female members of the military subsample dropped from interviewing in 1985 and their children. In addition, sample sizes for 1990 and later exclude female members of the economically disadvantaged nonblack/non-Hispanic subsample whose children were not eligible for assessment. The exclusion of this subsample after 1990 accounts for much of the drop in the sample size between 1988 and 1990.

**Table 4.2. NLSY79 child sample sizes by age and race and ethnicity: 1986–2000**

| Sample groups                            | 1986  | 1988  | 1990  | 1992  | 1994  | 1996  | 1998  | 2000  | 2002  |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| <b>Total interviews</b>                  | 4,971 | 6,266 | 5,803 | 6,509 | 7,089 | 7,103 | 7,067 | 6,417 | 7,467 |
| <b>By age<sup>1</sup></b>                |       |       |       |       |       |       |       |       |       |
| Birth to 9 years                         | 4,676 | 5,380 | 4,508 | 4,430 | 4,154 | 3,480 | 2,978 | 1,915 | 1,621 |
| 10 to 14 years                           | 294   | 851   | 1,158 | 1,700 | 1,955 | 1,951 | 1,996 | 1,477 | 1,608 |
| 15 years and older                       | 1     | 35    | 137   | 379   | 980   | 1,672 | 2,143 | 3,025 | 4,238 |
| <b>By race and ethnicity<sup>2</sup></b> |       |       |       |       |       |       |       |       |       |
| Hispanic                                 | 937   | 1,158 | 1,304 | 1,483 | 1,546 | 1,520 | 1,550 | 1,193 | 1,625 |
| Black                                    | 1,604 | 1,895 | 1,994 | 2,133 | 2,350 | 2,330 | 2,229 | 1,914 | 2,412 |
| Nonblack/non-Hispanic                    | 2,430 | 3,213 | 2,505 | 2,893 | 3,193 | 3,253 | 3,288 | 3,310 | 3,430 |

<sup>1</sup>Starting in 1994, children who are aged 15 by December 31st of the interview year are interviewed as young adults. They are counted in this table as 15 years and older even though the chronological age at the time of the actual interview might be 14 years

for some respondents. Age for children under the age of 15 refers to their age at their mother’s interview date.

<sup>2</sup>Decision rules used to assign race/ethnicity are described in the *NLSY79 User’s Guide* (available at [www.bls.gov/nls](http://www.bls.gov/nls)).

**Table 4.3. Distribution of child’s age in 2002 by mother’s age at birth of child: NLS79 children assessed and young adults interviewed in 2002**

| Child Age | Age of Mother at Birth of Child |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | Total |     |     |     |      |    |    |      |     |
|-----------|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|-----|-----|-----|------|----|----|------|-----|
|           | ≤ 17                            | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  |       | 35  | 36  | 37  | 38 + |    |    |      |     |
| LT 1      |                                 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |       |     | 1   | 9   | 34   | 44 |    |      |     |
| 1         |                                 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |       |     |     |     | 1    | 6  | 17 | 44   | 68  |
| 2         |                                 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1     | 25  | 32  | 23  | 32   |    |    |      | 113 |
| 3         |                                 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 20    | 25  | 18  | 21  | 23   |    |    |      | 107 |
| 4         |                                 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 7   | 23  | 29    | 34  | 27  | 21  | 33   |    |    |      | 174 |
| 5         |                                 |     |     |     |     |     |     |     |     |     |     |     |     |     | 2   | 36  | 29  | 33  | 30    | 26  | 11  | 7   |      |    |    |      | 174 |
| 6         |                                 |     |     |     |     |     |     |     |     |     |     |     |     |     | 3   | 31  | 33  | 34  | 26    | 22  | 8   | 14  | 5    |    |    |      | 176 |
| 7         |                                 |     |     |     |     |     |     |     |     |     |     |     |     |     | 31  | 25  | 44  | 38  | 25    | 14  | 16  | 15  | 3    |    |    |      | 211 |
| 8         |                                 |     |     |     |     |     |     |     |     |     |     | 3   | 42  | 43  | 42  | 36  | 28  | 30  | 14    | 17  | 1   |     |      |    |    |      | 256 |
| 9         |                                 |     |     |     |     |     |     |     |     |     |     | 3   | 47  | 38  | 50  | 51  | 38  | 25  | 21    | 22  | 3   |     |      |    |    |      | 298 |
| 10        |                                 |     |     |     |     |     |     |     |     |     | 4   | 40  | 51  | 50  | 44  | 49  | 26  | 13  | 15    | 3   |     |     |      |    |    |      | 295 |
| 11        |                                 |     |     |     |     |     |     |     |     |     | 50  | 52  | 59  | 42  | 41  | 44  | 28  | 27  | 6     |     |     |     |      |    |    |      | 349 |
| 12        |                                 |     |     |     |     |     |     | 1   | 44  | 55  | 55  | 55  | 48  | 46  | 36  | 31  | 3   |     |       |     |     |     |      |    |    |      | 374 |
| 13        |                                 |     |     |     |     |     |     | 4   | 40  | 48  | 59  | 58  | 54  | 43  | 34  | 33  | 8   |     |       |     |     |     |      |    |    |      | 381 |
| 14 & Ch   |                                 |     |     |     |     |     |     | 11  | 37  | 34  | 31  | 27  | 34  | 16  | 12  | 7   |     |     |       |     |     |     |      |    |    |      | 209 |
| 14 & YA   |                                 |     |     |     |     |     |     | 7   | 35  | 32  | 38  | 50  | 42  | 27  | 32  | 13  |     |     |       |     |     |     |      |    |    |      | 276 |
| 15        |                                 |     |     |     |     | 7   | 40  | 70  | 51  | 44  | 50  | 58  | 42  | 34  | 3   |     |     |     |       |     |     |     |      |    |    |      | 399 |
| 16        |                                 |     |     |     |     | 7   | 56  | 73  | 65  | 59  | 57  | 49  | 41  | 41  | 7   |     |     |     |       |     |     |     |      |    |    |      | 455 |
| 17        |                                 |     |     |     |     | 6   | 39  | 62  | 53  | 56  | 42  | 46  | 62  | 38  | 7   |     |     |     |       |     |     |     |      |    |    |      | 411 |
| 18        |                                 |     | 3   | 44  | 58  | 57  | 54  | 50  | 61  | 47  | 38  | 3   |     |     |     |     |     |     |       |     |     |     |      |    |    |      | 415 |
| 19        | 4                               | 40  | 53  | 52  | 57  | 59  | 53  | 48  | 38  | 2   |     |     |     |     |     |     |     |     |       |     |     |     |      |    |    |      | 406 |
| 20        | 27                              | 42  | 63  | 56  | 53  | 60  | 55  | 48  | 6   |     |     |     |     |     |     |     |     |     |       |     |     |     |      |    |    |      | 410 |
| 21        | 50                              | 43  | 62  | 59  | 44  | 33  | 44  | 4   |     |     |     |     |     |     |     |     |     |     |       |     |     |     |      |    |    |      | 339 |
| 22        | 63                              | 45  | 45  | 59  | 53  | 40  | 4   |     |     |     |     |     |     |     |     |     |     |     |       |     |     |     |      |    |    |      | 309 |
| 23        | 54                              | 37  | 47  | 34  | 46  | 6   |     |     |     |     |     |     |     |     |     |     |     |     |       |     |     |     |      |    |    |      | 224 |
| 24        | 64                              | 29  | 43  | 36  | 4   |     |     |     |     |     |     |     |     |     |     |     |     |     |       |     |     |     |      |    |    |      | 176 |
| 25        | 70                              | 32  | 30  | 4   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |       |     |     |     |      |    |    |      | 136 |
| 26        | 74                              | 35  | 7   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |       |     |     |     |      |    |    |      | 116 |
| 27-31     | 101                             | 3   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |       |     |     |     |      |    |    |      | 104 |
| Total     | 545                             | 325 | 402 | 406 | 443 | 430 | 444 | 421 | 402 | 450 | 417 | 420 | 352 | 320 | 320 | 287 | 220 | 206 | 190   | 154 | 313 | 181 |      |    |    | 7467 |     |

NOTE: In this table, the age for children under age 15 is measured as of the mother’s interview date (C00047.45) and may be different from the age at the time of the child assess-

ment. The age of children 15 years and older (young adults) is measured at their date of interview (Y11924). The age of the mother at the birth of her child is found in the variable C00070.

*NLSY79 Child Handbook: A Guide to the 1986–1990 NLSY79 Child Data and the current Child-YA Data Users Guide.*

Using these weights provides a simple method that analysts may use to correct the raw data for the complexity of the survey design in a particular year. If an analyst is using data from multiple rounds of the survey, the survey weight developed for any particular round will provide an accurate adjustment, so long as the test for inclusion also is based on data from the same round.

If a research project spans multiple survey rounds and, for example, focuses only on a certain module found in various years, the analyst can create a custom set of survey weights that adjust both for the complexity of the survey design and for the use of data from multiple rounds. The custom weighting program can be found by going to the NLS Web site ([www.bls.gov/nls](http://www.bls.gov/nls)), clicking on the description of the NLSY79 cohort, and then clicking on the link to “create a set of custom weights.”

### The interviews

The NLSY79 child survey is designed to collect information from the children, their mothers (or, occasionally, other guardians), and from interviewers from the National Opinion Research Center (NORC) at the University of Chicago, who are trained to assess each child directly and evaluate the home environment. Interviewers conducted child surveys through 1992 primarily in person, using a traditional paper-and-pencil interview (PAPI) method. Beginning with the 1994 interviews, CAPI replaced the traditional interview method for the *Child Supplement* and for certain child assessments, such as the *WISC-R Digit Span Subscale*, the *Self-Perception Profile for Children*, the reading and math subtests of the *Peabody Individual Achievement Test*, and the *Peabody Picture Vocabulary Test-Revised*. The primary mode remains in-person, with a small percentage of the *Mother-Supplement* and *Child Self-Administered Supplement* administered by telephone. The young adult surveys have used the CAPI format since they were started in 1994.

The timing of mother-child assessments generally coincides with the main NLSY79 interview of each mother. Fielding has occurred over periods of approximately 6 months: February through July of 1986; June through December of 1988 and 1990; May through November of 1992, 1994, and 1996; April to September of 1998; and May to November of 2000. Because of the switch to telephone interviews, the 2002 young adult survey began in January, before the main NLSY79 interviews. In 2002, the child interviews were conducted primarily in June and July, with a small number completed in May and the remainder in August through November.

Each child interview includes the administration of a number of instruments: The *Mother Supplement*, the *Child*

*Supplement*, and, for children ages 10 to 14, the *Child Self-Administered Supplement*. The young adults provide responses to the *NLSY79 Young Adult CAPI Questionnaire* and, through 1998, completed a confidential *Self-Report Booklet*. Beginning with the 2000 survey, many questions from this booklet are included as a section in the Young Adult CAPI questionnaire administered over the telephone. In 2002, all instruments were administered using CAPI. These child and young adult instruments:

- Elicit reports from the mother on each child’s background, home environment, schooling, health, temperament, behavior problems, and motor-social development
- Directly assess a child’s development using nationally normed tests such as the *Peabody Picture Vocabulary Test-Revised (PPVT-R)*; the *Wechsler Intelligence Scale for Children-Revised (WISC-R): Digit Span Subscale*; the *Peabody Individual Achievement Test (PIAT): Math, Reading Recognition, and Reading Comprehension Assessments*; and Harter’s *Self-Perception Profile for Children (SPPC)*
- Record the interviewer’s observations of each child’s home environment and provide an interviewer evaluation of the testing conditions
- Gather information from those NLSY79 children in their preteen, teenage, and young adult years on a variety of factors, including child-parent interactions, child home responsibilities, attitudes toward school, schooling, employment, training experiences, religious attendance, health, substance use, dating and friendship patterns, sexual activity, marital history, and expectations for the future

As indicated in table 4.4, not all assessments were fielded in each child survey year and, in some instances, selected assessments were administered to only those children for whom no valid score had been obtained during a previous survey. All children ages 10 or 11 complete any assessment for which they are age-eligible in order to establish a representative index group for future analyses. The exception is the *Self-Perception Profile*, which is administered, as of 1996, only to those 12 to 14 years old.

During each survey year, substantial numbers of children have valid scores available on both the assessments completed directly by the children and those completed by the mother about the child. Completion rates remain relatively high for each instrument. (See the *NLSY79 Child Assessments Selected Tables* for more information.) In 2002, for example, a total of 3,078 children have valid scores on the *Home Observation for Measurement of the Environment (HOME)*, the one assessment for which all children under age 15 in each survey year are eligible. Table 4.5 presents the numbers of children with valid scores in 2002 by assessment

Table 4.4. NLSY79 child assessments: Variations in administration by survey year

| Assessment                                   | Eligible ages <sup>1</sup> |                        |                        |                        |                 |
|--|----------------------------|------------------------|------------------------|------------------------|-----------------|
|  | 1986                       | 1988                   | 1990                   | 1992                   | 1994            |
| Parts of the Body                            | 1–2                        | 1–2                    | —                      | —                      | —               |
| Memory for Locations <sup>2</sup>            | 8 months–3 years           | (8 months–3 years)     | —                      | —                      | —               |
| McCarthy Verbal Memory Subscale <sup>2</sup> | 3–6                        | (3–6)                  | (4–6)                  | (3–6)                  | (3–6)           |
| What I Am Like<br>(Self-Perception Profile)  | 8 and older                | 8 and older            | 8 and older            | 8 and older            | 8–14            |
| WISC-R Digit Span Subscale <sup>2</sup>      | 7 and older                | 10–11<br>(7 and older) | 10–11<br>(7 and older) | 10–11<br>(7 and older) | 10–11<br>(7–14) |
| PIAT Math and Reading                        | 5 and older                | 5 and older            | 5 and older            | 5 and older            | 5–14            |
| PPVT-R <sup>2</sup>                          | 3 and older                | 10–11<br>(3 and older) | 10–11<br>(4 and older) | 3 and older            | 10–11<br>(3–14) |
| The HOME                                     | All ages                   | All ages               | All ages               | All ages               | 0–14            |
| How My Child Usually Acts<br>(Temperament)   | 0–6                        | 0–6                    | 0–6                    | 0–6                    | 0–6             |
| Motor & Social Development                   | 0–3                        | 0–3                    | 0–3                    | 0–3                    | 0–3             |
| Behavior Problems Index                      | 4 and older                | 4 and older            | 4 and older            | 4 and older            | 4–14            |

| Assessment                                   | Eligible ages <sup>1</sup> |               |               |               |               |
|--|----------------------------|---------------|---------------|---------------|---------------|
|  | 1996                       | 1998          | 2000          | 2002          | 2004          |
| Parts of the Body                            | —                          | —             | —             | —             | —             |
| Memory for Locations                         | —                          | —             | —             | —             | —             |
| McCarthy Verbal Memory Subscale <sup>2</sup> | —                          | —             | —             | —             | —             |
| What I Am Like<br>(Self-Perception Profile)  | 12–14                      | 12–14         | 12–14         | 12–14         | 12–14         |
| WISC-R Digit Span Subscale <sup>2</sup>      | 7–11                       | 7–11          | 7–11          | 7–11          | 7–11          |
| PIAT Math and Reading                        | 5–14                       | 5–14          | 5–14          | 5–14          | 5–14          |
| PPVT-R <sup>2</sup>                          | 10–11<br>(4–14)            | 4–5,<br>10–11 | 4–5,<br>10–11 | 4–5,<br>10–11 | 4–5,<br>10–11 |
| The HOME                                     | 0–14                       | 0–14          | 0–14          | 0–14          | 0–14          |
| How My Child Usually Acts<br>(Temperament)   | 0–6                        | 0–6           | 0–6           | 2–6           | 3–6           |
| Motor & Social Development                   | 0–3                        | 0–3           | 0–3           | 2–3           | —             |
| Behavior Problems Index                      | 4–14                       | 4–14          | 4–14          | 4–14          | 4–14          |

<sup>1</sup>Age in years unless otherwise noted.

<sup>2</sup>Parentheses indicate age eligibility for children with *no* previous valid score. For example, in 1990, all 10- and 11-year-olds were eligible for the PPVT-R; a 6-year-old with no previous score also was eligible, but a 6-year-old with a previous valid score

from 1986 or 1988 was *not* eligible.

NOTE: Beginning in 1994, assessments were no longer given to children who reached age 15 by the end of that calendar year.

instrument and race/ethnicity. The “Major data elements” section below describes the types of child variables present on the NLSY79 child data file.

### Major data elements

The NLSY79 child and young adult data release includes data from the child assessments and the young adult interviews, self-reports from children ages 10 to 14, and selected maternal and child information from the main NLSY79 interviews with the children’s mothers. All child-specific information in the NLSY79 child file can be linked with any item from the mother’s record present on the NLSY79 main data file and the specially constructed NLSY79 work history and

geocode files. The following discussion summarizes the major child data elements in this collection; mother data elements are described in chapter 3 of this *Handbook*. Users can find more detailed information on the types of data available for the NLSY79 children and their mothers by examining the child assessment instruments, young adult questionnaires, and main NLSY79 questionnaires; by browsing the documentation files on the NLSY79 child and main files; or by consulting the documentation products described in chapter 10 of this *Handbook*.

Data elements for the Children of the NLSY79 are discussed in the order presented in figure 4.1.

**Table 4.5. Numbers and percentages of children with valid assessment scores: Children of the NLSY79 in 2002**

| Assessment  | Child age              | All children |         | Race and ethnicity |         |        |         |                           |         |
|---|------------------------|--------------|---------|--------------------|---------|--------|---------|---------------------------|---------|
|   |                        |              |         | Hispanic           |         | Black  |         | Nonblack/<br>non-Hispanic |         |
|   |                        | Number       | Percent | Number             | Percent | Number | Percent | Number                    | Percent |
| <b>Children home environment</b>                      |                        |              |         |                    |         |        |         |                           |         |
| The HOME Inventory                                    | All ages (birth to 14) | 3,078        | 95.3    | 627                | 94.7    | 784    | 95.4    | 1,667                     | 95.5    |
|   | Under 3 years          | 148          | 67.0    | 42                 | 68.9    | 32     | 69.6    | 74                        | 64.9    |
|   | 3 to 5 years           | 441          | 96.3    | 83                 | 95.4    | 89     | 92.7    | 269                       | 97.8    |
|   | 6 to 9 years           | 924          | 98.5    | 181                | 98.9    | 222    | 98.7    | 521                       | 98.3    |
|   | 10 to 14 years         | 1,565        | 97.1    | 321                | 97.0    | 441    | 96.9    | 803                       | 97.2    |
| <b>Child motor, social, and emotional development</b> |                        |              |         |                    |         |        |         |                           |         |
| Temperament Scale <sup>1</sup>                        | 2 to 6 years           | 718          | 97.7    | 151                | 97.4    | 152    | 97.4    | 415                       | 97.9    |
| Motor and Social Development Scale                    | Under 4 years          | 211          | 95.9    | 51                 | 96.2    | 46     | 97.9    | 114                       | 95.0    |
| Behavior Problems Index                               | 4 to 14 years          | 2,872        | 99.1    | 571                | 98.4    | 738    | 98.5    | 1,563                     | 99.7    |
| Self-Perception Global                                | 12 to 14 years         | 872          | 91.0    | 184                | 92.0    | 271    | 94.1    | 417                       | 88.7    |
| Self-Perception Scholastic                            | 12 to 14 years         | 872          | 91.0    | 184                | 92.0    | 271    | 94.1    | 417                       | 88.7    |
| <b>Child cognitive development</b>                    |                        |              |         |                    |         |        |         |                           |         |
| WISC-R Digit Span Subscale                            | 7 to 11 years          | 1,307        | 93.6    | 250                | 91.6    | 333    | 97.4    | 724                       | 92.7    |
| PIAT Math   | PPVT aged 5 to 14      | 2,487        | 91.9    | 491                | 90.3    | 669    | 94.5    | 1,327                     | 91.3    |
| PIAT Reading Recognition                              | PPVT aged 5 to 14      | 2,491        | 92.1    | 492                | 90.4    | 672    | 94.9    | 1,327                     | 91.3    |
| PIAT Reading Comprehension                            | PPVT aged 5 to 14      | 2,469        | 91.3    | 485                | 89.2    | 670    | 94.6    | 1,314                     | 90.4    |
| PPVT-R  | 4 to 5 years           | 294          | 88.8    | 51                 | 82.3    | 59     | 88.1    | 184                       | 91.1    |
|   | 10 to 11 years         | 585          | 93.3    | 114                | 90.5    | 151    | 96.8    | 320                       | 92.8    |

<sup>1</sup>The Temperament Scale score reported is “Compliance,” administered for children ages 2-6. Other temperament subscales are computed for subgroups of more restricted age ranges.

NOTE: Of the 8,100 children born to mothers interviewed in 2002, 3,229 were living in the household of an eligible mother or were otherwise known to be available, and were interviewed and assessed in 2002. The “percent” columns indicate children

with a valid score as a percent of those eligible for a particular assessment. Mother Supplement completion rates increased in 2002 due to CAPI administration of the mother-report assessments. Children who reached age 15 by the end of 2002 were not eligible for assessment. The black and Hispanic child oversamples that were dropped in 2000 were reintroduced into the sample in 2002.

**Figure 4.1. Data elements in the children of the NLSY79**

|    |   |
|----|---|
| 1  | Child demographic and family background characteristics |
| 2  | Prenatal and child postnatal health history             |
| 3  | Child health  |
| 4  | Child home environment                                  |
| 5  | Child cognitive development                             |
| 6  | Child motor, social, and emotional development          |
| 7  | Educational experiences                                 |
| 8  | Preteen and teen behaviors and attitudes                |
| 9  | Young adult survey                                      |
| 10 | Mother-specific information                             |

### 1. Child demographic and family background characteristics

A series of constructed demographic variables is provided for every child, regardless of age or survey status. This demographic information includes his or her date of birth, birth order, sex, and race, as well as the respondent identification number of each sibling. Also listed are characteristics of the child's immediate family (for example, mother's age, mother's educational attainment). Additionally, the survey provides data on the usual living arrangements of the child at each of the mother's interview dates by stating whether the child usually resides with the mother, with the father, or elsewhere. Starting with the 1984 main NLSY79 interview, information for children living in the mother's household includes whether the child's father is alive and if he is present in the household. If the father does not reside with his children, the survey asks about the frequency and pattern of the child's contact with him.

### 2. Prenatal and child postnatal health history

This portion of the survey gathers information about the mother's use of prenatal care, alcohol use, smoking, marijuana and cocaine use (beginning in 1988), use of sonograms, amniocentesis, and dietary supplementation during pregnancy. Also available for each child are data regarding gestation and birth weight, as well as breastfeeding practices, other infant feeding practices (for selected survey rounds), illnesses and injuries, and well-baby care in the first year of life.

### 3. Child health

Information on this topic includes ongoing physical characteristics (such as height, weight, and left- or right-handedness); type of health conditions affecting school attendance or childhood activities; use of medicine or medical equipment; and care by a doctor or other healthcare professional. Details concerning use of the medical system include the

presence, number, and type of accidents, injuries, or illnesses requiring medical attention; hospitalization history; timing of last routine health and dental checkups; and coverage by and type of health insurance. The survey also probes the need of the child for professional assistance with a behavioral, emotional, or mental problem; visits to a psychiatrist, psychologist, or counselor; and routine use of medication to control activity level or behavior. Comparable questions continue to be asked of the young adults, allowing researchers the opportunity to continue examining health issues into early adulthood.

### 4. Child home environment

The *Home Observation for Measurement of the Environment (HOME) Inventory*, administered in four versions for children of all ages, measures the nature and quality of the child's home environment. These data, collected from both mother reports and interviewer observations during the biennial assessment interviews, provide information on the overall quality of the home environment, emotional and verbal responsiveness of the mother, maternal acceptance of and involvement with the child, organization of the environment, presence of materials for learning, and variety of stimulation. For the older age groups, the *HOME Inventory* also includes a measure of parental modeling of maturity. All of the items in the NLSY79 Child *HOME Inventory* are not necessarily included in the HOME score. In 2000, the HOME items for younger children were moved from the paper *Mother Supplement* to the CAPI format in the *Child Supplement*. In 2002, all of the mother-reported assessments, including the HOME, were administered in the Mother Supplement, which was converted to CAPI. The interviewer observations of the home environment, part of the HOME scores, remain at the end of the Child Supplement.

### 5. Child cognitive development

The following assessments were administered to all children of selected ages through 1992; since 1994, only children below the age of 15 continue to be assessed. Ages of children taking each assessment and other sampling information appear in table 4.4 and may vary across survey rounds.

- *Peabody Picture Vocabulary Test-Revised (PPVT-R)*. Can be administered to children 3 years of age or older. Measures the child's hearing vocabulary of Standard American English. From 1988–98, the Hispanic-American adaptation of the *PPVT-R (Test de Vocabulario en Imágenes Peabody or TVIP)* was used to measure receptive vocabulary of single Spanish words spoken by an examiner.
- *McCarthy Scale of Children's Abilities: Verbal Memory Subscale*. Typically administered to children ranging from 3 through 6 years old. Assesses short-term verbal

memory. Not administered after 1994.

- *Wechsler Intelligence Scale for Children-Revised (WISC-R): Digit Span Subscale.* Administered to children age 7 and older during the 1986–94 interviews and to children ages 7 to 11 years beginning with the 1996 interview. Measures short-term memory.
- *Peabody Individual Achievement Test (PIAT): Math, Reading Recognition, and Reading Comprehension Assessments.* Administered to children 5 years of age and older. Measures ability in mathematics and oral reading and the ability to derive meaning from printed words.
- *Memory for Location Assessment.* Administered to children 8 months through 3 years of age in 1986 and 1988. Measures a child's short-term memory.
- *Body Parts Assessment.* Administered in the 1986 and 1988 rounds to children 1 or 2 years of age. Measures receptive vocabulary knowledge of orally presented words.

#### 6. Child motor, social, and emotional development

The following four assessments were administered during each of the assessment years. (See tables 4.4 and 4.5.) As of 1994, only children below the age of 15 continue to be assessed.

- *Behavior Problems Index.* Completed by the child's mother for children 4 years of age and older. The public file includes an overall behavior problems score, as well as an externality and internality scale. Additionally, subscales rate the child on the following six types of problem behaviors: Antisocial, anxious or depressed, hyperactive, headstrong, dependent, and peer conflicts.
- *Temperament Scales.* Completed by the child's mother. These items measure the temperament, or behavioral style, of children under age 7 (age 2 to 6 in 2002). Three age-specific versions assess such factors as activity, predictability, positive affect, fearfulness, compliance, and insecure attachment. Interviewer assessments of the child's shyness, cooperation, interest, and persistence during the interview, as well as attitude about and rapport with the interviewer, also are collected.
- *Self-Perception Profile for Children (SPPC).* A self-administered scale that measures, for children age 8 and older (12 to 14 years old beginning with the 1996 survey), the child's perceived competence in academics and sense of general self-worth.
- *Motor and Social Development Scale.* Completed by the mother. Measures milestones in the areas of motor, cognitive, communication, and social development for children under 4 years of age.

#### 7. Educational experiences

A major focus of the Children of the NLSY79 has been education and school experiences. Each survey has collected information about the child's preschool and regular school attendance. Since 1988, the child's mother has provided information about the child's schooling, including data such as grades skipped or repeated, type of school attended, quality of the school, and the child's performance in class. Since 1988, the *Child Self-Administered Supplement* has gathered information from children age 10 and older on the characteristics of their school, the involvement of their parents in their education, and their educational expectations. Starting in 1996, questions also ask about teaching style and classroom practices for children age 6 and older. Starting in 1998, the minimum child age for answering the schooling and teaching questions was raised to 8. Beginning in 1994, young adults (age 15 and older) have answered an extensive series of questions covering topics such as school attendance, degrees and diplomas received, school characteristics, parent involvement with school, college experiences and college choice.

This information collected from respondents is supplemented by a one-time school survey, conducted in 1995–96. This survey, administered by mail, on the telephone, or in person, collected information from school officials at schools attended by NLSY79 child respondents in grades 1 through 12 during either the 1993–1994 or 1994–1995 school year. School officials responded to a questionnaire that collected information about the characteristics of the school. A second questionnaire gathered data on the experiences of each individual child sample member. Additionally, the data include scores on standardized tests recorded from student transcripts. See table 4.8 for the specific details collected. Selected information is available for 3,000 children.

#### 8. Preteen and teen behaviors and attitudes

Each survey except the initial 1986 interview has collected self-reported information from children age 10 and older (10 to 14 beginning in 1994). Information gathered includes child-parent interaction, child home responsibilities, attitudes toward school, time use, employment, religious attendance, alcohol and drug use, sexual activity (age 13 and older), dating and friendship patterns, and other attitudes and behaviors. Mott and Quinlan (1993) discuss the data in detail and present summary tabulations from the 1990 round. The content of the child self-administered interview has been expanded gradually since 1988. Many questions asked in the child self-administered sections have been carried forward and expanded in the young adult self-report section, allowing researchers to track these behaviors throughout adolescence and into early adulthood.

### 9. Young adult survey

Since 1994, a special set of instruments has gathered information from children age 15 and older by the end of each survey calendar year. In 1998 only, those age 21 and older as of the interview date were excluded from the sample. Young adults age 21 years and older were again eligible for interview in 2000.

About 40 percent of children and young adults under age 21 originally selected in the black/Hispanic oversamples were not eligible for interview in 2000 due to funding constraints but were eligible for interview again in 2002. Young adults surveyed through 1998 used a CAPI questionnaire modeled on the main NLSY79 interview along with a paper-and-pencil self-report booklet. Beginning in 2000, surveys have been conducted primarily by telephone interviews, with questions from the self-report booklet integrated into the computerized instrument.

The young adult survey collects information about these young people's regular schooling, job history, military experience, training investments, physical well-being, dating and marital history, fertility, childcare arrangements (through 2002), parenting attitudes and behaviors (beginning in 2000), household composition, and family income and assets. It fields a variety of attitude, aspiration, and psychological well-being questions, including questions about the young person's knowledge of the world of work (through 1998), attitudes toward women working, expectations about work (through 1998), feelings of self-esteem, and sense of autonomy. A confidential supplement (incorporated into the CAPI instrument in 2000) records these young adults' self-reports on their alcohol use, cigarette smoking, use of prescribed and nonprescribed drugs, participation in delinquent or criminal activities, arrest records, sexual activity, parent-child conflict, access to computers and computer training, volunteer activities, expectations for the future, and neighborhood problems. As with the child data, these young adult data can be readily linked with the complete file of the mother's information, as well as with the respondent's own child history.

In 2000, the young adult survey was extensively redesigned to accommodate the telephone mode of interviewing and the increasing age range of the sample. It also integrated the self-report booklet into the CAPI questionnaire. The resulting questionnaire still parallels the NLSY79 main questionnaire in some sections.

Several new series on migration, sibling contact, ideal relationships, parenting behaviors and attitudes, financial strain, marijuana addiction, and amphetamine usage introduced into the questionnaire in 2000. Additionally, the questionnaire was modified to ensure a more complete history of key events such as employment, marriages, cohabitations, and births. It was also streamlined to ensure a reasonable interview length for administration over the telephone,

thereby causing the elimination or restructuring of questions from previous rounds into multiple questions. Items retained from the young adult self-report booklet were modified for CAPI/telephone administration and either integrated into existing sections of the CAPI questionnaire or located in a new section. This new section was interviewer-administered for telephone interviews and self-administered for in-person interviews.

### 10. Mother-specific information

All mother-specific information present on the NLSY79 main file and on the specially constructed NLSY79 work history and geocode files can be linked with the child data through respondent identification codes. Discussions of the types of information available for NLSY79 mothers can be found in the *NLSY79 User's Guide* (available at [www.bls.gov/nls](http://www.bls.gov/nls)) or chapter 3 in this *Handbook*.

The child data set includes a set of created variables drawn from the main NLSY79 interview that provides information on the mother with respect to the child's life situation. These constructed variables include items on maternal family background, maternal household composition at each interview, educational background of the child's parents and other members of the household, and maternal health history. The maternal work history file in the child dataset profiles the mother's quarterly (13-week periods) employment activity and job characteristics starting 1 year prior to the child's birth and continuing for a period of up to 5 years after the child's birth. Also present in the child data are variables describing the mother's prenatal practices, each child's birth information, and postnatal health.

### Data files and documentation

The NLSY79 Child/Young Adult Data 1986–2002 data file presents the data for all NLSY79 children and young adults. The complete child and young adult data set is available on the cross-cohort CD and online at [www.bls.gov/nls](http://www.bls.gov/nls). The current data release includes data and documentation from the NLSY79 1986–2002 child and mother questionnaires, all assessment scores, the 1988–2002 supplements for children age 10 to 14, the 1994–2002 young adult interviews, and other information collected during each child survey. Users can easily link the child, young adult, and mother data files because they are all part of the data set; complete mother information is found in the NLSY79 main, geocode, and work history data files.

Search and extraction software enables users to peruse, select, and extract variables on both the child and young adult data sets. Chapter 8 provides more technical information on the NLS data format and extraction software, as well as descriptions of supplementary documentation items available for the NLSY79 child and NLSY79 main file.

Lists of NLSY79 child and young adult documentation

items can be found in chapters 8 and 10, under the appropriate heading.

### References

Mott, Frank L. and Quinlan, Stephen V. "The Ten-and-Over Years: Self-Reports from the Children of the NLSY. 1990 Tabulations and Discussion." Columbus, OH: Center for Human Resource Research, The Ohio State University, 1993.

### Selected variables by survey year: Children of the NLSY79

Tables 4.6 (children, birth to age 14) and 4.7 (young adults age 15 and older) depict selected variables from the Children of the NLSY79 data set; table 4.8 provides information about

the content of the child school survey. The top row of the tables lists the years in which the Children of the NLSY79 have been surveyed; the first column gives some of the variables that have been collected. An asterisk (\*) indicates that information for the designated variable was obtained for the relevant child or young adult sample in that year. In some instances, an asterisk also can indicate a created variable. "R" used in variable descriptions stands for "respondent." Users should be aware that, in some instances, the variable descriptions in the table represent a group of questions, and not single response items. Question series asked of only a restricted universe of respondents have the restrictions included in the variable description or in the section heading. As always, researchers should consult the survey instruments before using any data in analysis.









**Table 4.6. Selected variables by survey year: Children (birth to age 14) of the NLSY79**

| Variable  | 86 | 88 | 90 | 92 | 94 | 96 | 98 | 00 | 02 | 04 |
|---|----|----|----|----|----|----|----|----|----|----|
| <b>I. Sex education</b>   |    |    |    |    |    |    |    |    |    |    |
| Any courses or time spent in class on sex education; grade, month and year  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Whom in family R talks to about sex   |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| When during the menstrual cycle pregnancy is most likely to occur   |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>J. Computer use</b>  |    |    |    |    |    |    |    |    |    |    |
| Does R have a computer at home  |    |    |    |    | *  | *  | *  | *  | *  | *  |
| What R uses computer for most often   |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Has R ever used computer at school  |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Where and from whom has R learned most about computers  |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Has R ever had a class or other training, in school or elsewhere, on: Computer use, programming, or word processing |    |    |    |    | *  | *  | *  | *  | *  | *  |
| How often R uses computer to do homework, play games, use e-mail, and so forth                                      |    |    |    |    | *  | *  | *  | *  | *  | *  |

**Table 4.7. Selected variables by survey year: Young adult children (age 15 and older) of the NLSY79**

| Variable  | 94 | 96 | 98 | 00 | 02 | 04 |
|---|----|----|----|----|----|----|
| <b>I. LABOR MARKET EXPERIENCE VARIABLES</b>   |    |    |    |    |    |    |
| <b>A. Current labor force and employment status</b>   |    |    |    |    |    |    |
| Survey week labor force and employment status   | *  | *  | *  |    |    |    |
| Hours worked in survey week   | *  | *  | *  |    |    |    |
| Hours per week usually worked   | *  | *  | *  |    |    |    |
| Job search activities   | *  | *  | *  |    |    |    |
| <b>B. Work experience since January 1 of previous year through 1998 or date of last interview in 2000 and 2002</b>  |    |    |    |    |    |    |
| Weeks worked  | *  | *  | *  | *  | *  | *  |
| Hours usually worked per week   | *  | *  | *  | *  | *  | *  |
| Number of weeks unemployed, out of labor force  | *  | *  | *  |    |    |    |
| Spells of unemployment  | *  | *  | *  | *  | *  | *  |
| Characteristics of last job lasting 2 weeks or more and of first significant job after leaving high school  | *  | *  | *  | *  | *  | *  |
| <b>C. Characteristics of jobs (more than 10 hours/week, more than 9 weeks in duration) since January 1 of previous year through 1998 or date of last interview in 2000 and 2002</b> |    |    |    |    |    |    |
| Occupation and industry (Census code)   | *  | *  | *  | *  | *  | *  |
| Class of worker   | *  | *  | *  | *  | *  | *  |
| Start date and stop date  | *  | *  | *  | *  | *  | *  |
| Hours per week usually worked   | *  | *  | *  | *  | *  | *  |
| Shift worked  | *  | *  | *  |    |    | *  |
| Rate of pay   | *  | *  | *  | *  | *  | *  |
| Hourly rate of pay  | *  | *  | *  | *  | *  | *  |
| Commuting time to job, method of transportation   | *  | *  | *  |    |    |    |
| Covered by collective bargaining  | *  | *  | *  |    |    |    |
| Is R union member   | *  | *  | *  |    |    |    |
| Availability of fringe benefits (CPS job only starting in 2000)   | *  | *  | *  | *  | *  | *  |
| Global job satisfaction item  | *  | *  | *  | *  | *  | *  |
| Size of employer  | *  | *  | *  |    |    |    |
| Reason for leaving job  | *  | *  | *  |    |    |    |
| Promotion and promotion potential with employer   | *  | *  | *  |    |    |    |
| <b>II. HUMAN CAPITAL AND OTHER SOCIOECONOMIC VARIABLES</b>  |    |    |    |    |    |    |
| <b>A. Early formative influences</b>  |    |    |    |    |    |    |
| Date of birth   | *  | *  | *  | *  | *  | *  |
| Ethnic self-identification  | *  | *  | *  | *  | *  | *  |
| Number of times R has lived away from mother  | *  | *  | *  | *  | *  | *  |
| Father's employment status, occupation, highest grade completed, ethnicity  | *  | *  | *  | *  | *  | *  |
| Contact with nonresidential parent(s)   | *  | *  | *  | *  | *  | *  |
| Contact with sibling R feels closest to   |    |    |    | *  | *  |    |

**Table 4.7. Selected variables by survey year: Young adult children (age 15 and older) of the NLSY79**

| Variable  | 94 | 96 | 98 | 00 | 02 | 04 |
|---|----|----|----|----|----|----|
| Current religion, religious attendance, importance of religion  | *  | *  | *  | *  | *  | *  |
| <b>B. Education</b>   |    |    |    |    |    |    |
| Current enrollment status, grade  | *  | *  | *  | *  | *  | *  |
| Reason stopped attending school   | *  | *  | *  | *  | *  | *  |
| Date of last enrollment   | *  | *  | *  | *  | *  | *  |
| Periods of nonattendance, grades when occurred, reason why  | *  | *  | *  | *  | *  | *  |
| Grades repeated or skipped  | *  | *  | *  | *  | *  | *  |
| Highest grade attended, highest grade completed   | *  | *  | *  | *  | *  | *  |
| GED or diploma received, date received  | *  | *  | *  | *  | *  | *  |
| Is or was the school R attended public, private, or religious   | *  | *  | *  | *  | *  | *  |
| High school curriculum  | *  | *  | *  | *  | *  | *  |
| Time spent on homework in school, out of school   |    | *  | *  | *  | *  | *  |
| Style of teaching in English classes  |    | *  | *  | *  | *  | *  |
| Parent involvement with R's schooling (19 items in 1996–98, 17 items in 2000 and 2002)                                  |    | *  | *  | *  | *  | *  |
| Job or career counseling received in high school  | *  | *  | *  | *  | *  | *  |
| Characteristics of R's school (nine items)  | *  | *  | *  | *  | *  | *  |
| Level of satisfaction with school   | *  | *  | *  | *  | *  | *  |
| Number of high schools attended   | *  | *  | *  | *  | *  | *  |
| Colleges/universities applied to  |    |    |    | *  | *  | *  |
| Date of college enrollment  | *  | *  | *  | *  | *  | *  |
| College degree received, date received (asked in 2000 and 2002)   | *  | *  | *  | *  | *  | *  |
| Type of college attending (2- or 4-year)  | *  | *  | *  |    |    |    |
| Field of study or specialization in college   | *  | *  | *  | *  | *  | *  |
| College tuition   | *  | *  | *  | *  | *  | *  |
| Educational loans or financial aid in college   | *  | *  | *  | *  | *  | *  |
| Other means of paying college expenses  | *  | *  | *  | *  | *  | *  |
| Highest grade R would like or expects to complete   | *  | *  | *  | *  | *  | *  |
| Highest grade R's best friend would like to complete  | *  | *  | *  |    |    |    |
| <b>C. Vocational training outside regular school (information on only the most recent program was obtained in 2000)</b> |    |    |    |    |    |    |
| Type(s) of training   | *  | *  | *  | *  | *  | *  |
| Services provided by training program   | *  | *  | *  | *  | *  | *  |
| Duration of training programs   | *  | *  | *  | *  | *  | *  |
| Was training completed  | *  | *  | *  | *  | *  | *  |
| Hours per week usually spent in training  | *  | *  | *  | *  | *  | *  |
| Was training related to specific job or employer, related to a promotion  | *  | *  | *  |    |    |    |
| Method of financing training  | *  | *  | *  | *  | *  | *  |
| Does R have certificate or journeyman's card  | *  | *  | *  | *  | *  | *  |

**Table 4.7. Selected variables by survey year: Young adult children (age 15 and older) of the NLSY79**

| Variable   | 94 | 96 | 98 | 00 | 02 | 04 |
|--|----|----|----|----|----|----|
| <b>D. Physical and mental health</b>   |    |    |    |    |    |    |
| Does health limit work or school activity  | *  | *  | *  | *  | *  | *  |
| Type and duration of health limitation   | *  | *  | *  | *  | *  | *  |
| Asthma   |    |    |    |    |    | *  |
| Recent accidents, injuries, illnesses, hospitalization   | *  | *  | *  | *  | *  | *  |
| Height, weight   | *  | *  | *  | *  | *  | *  |
| Right- or left-handedness  |    | *  | *  |    |    |    |
| Menstrual period information   | *  | *  | *  | *  | *  | *  |
| Health insurance coverage for R, children  | *  | *  | *  | *  | *  | *  |
| CES-Depression Scale (seven items)   | *  | *  | *  | *  | *  | *  |
| <b>E. Relationship and fertility history and household characteristics</b>   |    |    |    |    |    |    |
| Number, ages, and demographic characteristics of all household residents (only information on age and relationship was obtained beginning in 2000) | *  | *  | *  | *  | *  | *  |
| Number of close friends of each sex, their ages relative to R's age  |    |    |    | *  | *  | *  |
| Month and year or age at first date  | *  | *  | *  | *  | *  | *  |
| Number of people R has dated in the past 12 months   | *  | *  | *  | *  | *  | *  |
| How often R usually has a date   | *  | *  | *  | *  | *  | *  |
| Marital status   | *  | *  | *  | *  | *  | *  |
| Unmarried R's: Status of current relationship  | *  | *  | *  | *  | *  | *  |
| Relationship quality of steady dating relationship   |    |    |    | *  | *  | *  |
| Has R ever (since last interview) lived with someone R was not married to  | *  | *  | *  | *  | *  | *  |
| Month and year or age of spouse or partner when R and spouse or partner began living together  | *  | *  | *  | *  | *  | *  |
| Characteristics of current spouse or partner: Ethnicity, religion, education, employment, income   | *  | *  | *  | *  | *  | *  |
| Relationship history: Characteristics of previous spouses or partners  | *  | *  | *  | *  | *  | *  |
| Relationship quality: Happiness rating, positive activities series, topics of arguments series   | *  | *  | *  | *  | *  | *  |
| Relationship plans, expectations   | *  | *  | *  | *  | *  | *  |
| Fertility history  | *  | *  | *  | *  | *  | *  |
| Use of various birth control methods   | *  | *  | *  | *  | *  | *  |
| Parenting attitudes  |    |    |    | *  | *  | *  |
| Prenatal care (females)  | *  | *  | *  | *  | *  | *  |
| Healthcare and nutrition during pregnancy (females)  | *  | *  | *  |    | *  | *  |
| Cigarette and alcohol use during pregnancy (females)   | *  | *  | *  | *  | *  | *  |
| Drug use during pregnancy (females)  | *  | *  | *  |    |    |    |
| Postnatal infant care (females)  | *  | *  | *  | *  | *  | *  |
| Expected number of children  | *  | *  | *  | *  | *  | *  |
| R's opinions or beliefs about parenting; actual parenting behaviors  |    |    |    | *  | *  | *  |

**Table 4.7. Selected variables by survey year: Young adult children (age 15 and older) of the NLSY79**

| Variable  | 94 | 96 | 98 | 00 | 02 | 04 |
|---|----|----|----|----|----|----|
| <b>F. Financial characteristics and program participation</b>                                 |    |    |    |    |    |    |
| Income of R and spouse from farm or own business  | *  | *  | *  | *  | *  | *  |
| Income of R and spouse from wages or salary (military income included starting in 2000)       | *  | *  | *  | *  | *  | *  |
| Income of R and spouse from unemployment compensation   | *  | *  | *  | *  | *  | *  |
| Income of R and spouse from public assistance   | *  | *  | *  | *  | *  | *  |
| Income of R and spouse from Food Stamps   | *  | *  | *  | *  | *  | *  |
| Income of R and spouse from Social Security, other sources                                    | *  | *  | *  | *  | *  | *  |
| Income of R and spouse from military service (combined with civilian wages starting in 2000)  | *  | *  | *  |    |    |    |
| Income of R and spouse from child support   | *  | *  | *  | *  | *  | *  |
| Child support expected versus amount received   | *  | *  | *  | *  | *  | *  |
| Income of R and spouse from other sources   | *  | *  | *  | *  | *  | *  |
| Possession of various assets (R and spouse)   | *  | *  | *  | *  | *  | *  |
| Asset market values (R and spouse)  | *  | *  | *  |    |    |    |
| Household income  |    |    |    | *  | *  | *  |
| Financial strain  |    |    |    | *  | *  | *  |
| Amount of debts   | *  | *  | *  | *  | *  | *  |
| <b>G. Military service (current or past)</b>  |    |    |    |    |    |    |
| Branch of Armed Forces  | *  | *  | *  | *  | *  | *  |
| Months spent in Armed Forces  | *  | *  | *  | *  | *  | *  |
| Military occupation(s)  | *  | *  | *  | *  | *  | *  |
| Activation for reservists; reactivation for regular branches                                  |    |    |    |    | *  | *  |
| Participation in VEAP or GI bill  | *  | *  | *  | *  | *  | *  |
| Type and amount of military training  | *  | *  | *  | *  | *  | *  |
| Formal education received while in service  | *  | *  | *  | *  | *  | *  |
| <b>H. Attitudes toward work and self</b>  |    |    |    |    |    |    |
| Knowledge of World of Work series   | *  | *  | *  |    |    |    |
| Characteristics of job R is willing to take (for Rs who are unemployed or out of labor force) | *  | *  | *  |    |    |    |
| Reaction to hypothetical job offers   | *  | *  | *  |    |    |    |
| Pearlin Mastery Scale (seven items)   | *  | *  | *  | *  | *  | *  |
| Self-Esteem Scale (Rosenberg) (10 items)  | *  | *  | *  | *  | *  | *  |
| Attitude toward women working   | *  | *  | *  |    | *  | *  |
| <b>I. Childcare (youngest child in household in 2000 and 2002) and parenting behavior</b>     |    |    |    |    |    |    |
| Childcare arrangements in last month (youngest child only)                                    | *  | *  | *  | *  | *  |    |
| Number of hours per week (youngest child only)  | *  | *  | *  | *  | *  |    |
| Parenting behavior towards youngest child   |    |    |    | *  | *  | *  |
| Cost per week (all children)  | *  | *  | *  | *  | *  | *  |
| Did childcare problems force R to turn down job offer or to lose work                         | *  | *  | *  | *  | *  | *  |

**Table 4.7. Selected variables by survey year: Young adult children (age 15 and older) of the NLSY79**

| Variable  | 94 | 96 | 98 | 00 | 02 | 04 |
|---|----|----|----|----|----|----|
| <b>J. Looking for work</b>  |    |    |    |    |    |    |
| R looking for work or employed when found current or most recent job  | *  | *  | *  |    |    |    |
| Methods of job search used  | *  | *  | *  |    |    |    |
| Job offers rejected (while looking for each job)  | *  | *  | *  |    |    |    |
| Desired characteristics of job sought   | *  | *  | *  |    |    |    |
| <b>III. ATTITUDES AND BEHAVIORS (located in self-report booklet through 1998)</b>   |    |    |    |    |    |    |
| <b>A. Computer use</b>  |    |    |    |    |    |    |
| Does R have a computer at home or have access to one elsewhere  | *  | *  | *  | *  | *  | *  |
| What R uses computer for most often   | *  | *  | *  |    |    |    |
| Has R ever used computer at school or college, or at work   | *  | *  |    |    |    |    |
| How R has learned about computers   | *  | *  | *  |    |    |    |
| Has R ever had a class or training in computer use, programming, or word processing   | *  | *  | *  |    |    |    |
| How often R uses computer for various activities  | *  | *  | *  | *  | *  | *  |
| <b>B. Substance use</b>   |    |    |    |    |    |    |
| Extent, frequency of R's alcohol use; age first used  | *  | *  | *  | *  | *  | *  |
| Where and with whom was first drink   | *  | *  |    |    |    |    |
| Alcohol abuse behavior in past year series (had an argument, missed school or work, drove a car, and so on)   | *  | *  | *  | *  | *  | *  |
| Does R usually drink beer, wine, or liquor  | *  | *  | *  |    |    |    |
| Where and with whom R usually drinks  | *  | *  | *  |    |    |    |
| R's perception of how many drink at least sometimes (series): Students in R's grade, people R's age with whom R hangs out, people R's age in R's neighborhood | *  | *  | *  | *  | *  | *  |
| Extent, frequency of cigarette use; age first used  | *  | *  | *  | *  | *  | *  |
| Extent, frequency of marijuana use; age first used; various details   | *  | *  | *  | *  | *  | *  |
| Extent, frequency of amphetamine use  |    |    |    | *  | *  | *  |
| Extent, frequency of use of substances (glue, gas, sprays, fluids) that are "sniffed/huffed"  | *  | *  | *  | *  | *  | *  |
| Extent, frequency of cocaine use  | *  | *  | *  | *  | *  | *  |
| Extent, frequency of "crack" use  | *  | *  | *  | *  | *  | *  |
| Age at which R first used each drug   | *  | *  | *  |    |    |    |
| Extent, frequency of use of other drugs (LSD, uppers, downers); age at which R first used   | *  | *  |    |    | *  | *  |
| Frequency of use of hallucinogens (LSD, PCP, peyote, mescaline)   |    |    | *  | *  | *  | *  |
| Frequency of use of sedatives or downers (barbiturates, sleeping pills)   |    |    | *  | *  | *  | *  |
| Frequency of use of other drugs (stimulants, heroin, steroids, MDMA/"Ecstasy," crystal meth./"Ice")   |    |    |    | *  | *  | *  |
| While high, has R ever: Hurt self or someone else; stayed home from school or work; gone late to school or work; driven a car                                 | *  | *  | *  |    |    |    |
| Due to drug use, have R's grades suffered; has R ever hurt chances for a raise or for a better job  | *  | *  | *  |    |    |    |
| Has R ever taken sedatives, tranquilizers, stimulants, painkillers, steroids, heroin, hallucinogens, or an injection of any drug without doctor's orders      | *  | *  | *  |    |    |    |

**Table 4.7. Selected variables by survey year: Young adult children (age 15 and older) of the NLSY79**

| Variable   | 94 | 96 | 98 | 00 | 02 | 04 |
|--|----|----|----|----|----|----|
| <b>C. Attitudes and expectations</b>   |    |    |    |    |    |    |
| Risk-taking behaviors and attitudes (six items)  | *  | *  | *  | *  | *  | *  |
| Best age for R to marry; youngest age at which R can imagine getting married   | *  | *  | *  |    |    |    |
| Best age and youngest age R can imagine to have first child  | *  | *  | *  |    |    |    |
| Aspirations for future (marriage, fertility, employment, relationships)  | *  | *  | *  | *  | *  | *  |
| <b>D. Sex education and sexual intercourse</b>   |    |    |    |    |    |    |
| Any courses or time spent in class on sex education  | *  | *  | *  | *  | *  | *  |
| Grade R first had this course  | *  | *  | *  | *  | *  | *  |
| Who in family R talks to about sex   | *  | *  | *  |    | *  | *  |
| Who outside family R talks to about sex  |    |    |    |    | *  | *  |
| Ever had sexual intercourse; age at first intercourse  | *  | *  | *  | *  | *  | *  |
| Number of partners in last 12 months   | *  | *  | *  | *  | *  | *  |
| When last sexual intercourse occurred  | *  | *  | *  | *  | *  | *  |
| During last sexual intercourse, did R and partner use birth control and, if so, which method(s)  | *  | *  | *  | *  | *  | *  |
| Relationship with and characteristics of partner at last intercourse   |    |    | *  | *  | *  | *  |
| Has R ever been pregnant, number of times (through 1998)   | *  | *  | *  | *  | *  | *  |
| Month and year in which R got pregnant the first time, R's age at the time   | *  | *  | *  | *  | *  | *  |
| In the month before the last time R got pregnant, did R or R's partner use birth control and, if so, which method(s)                   | *  | *  | *  | *  | *  | *  |
| Did R or R's partner use a birth control method on every occasion of sexual intercourse that month                                     | *  | *  | *  |    |    |    |
| Has R ever had an abortion and, if so, how many  | *  | *  | *  |    |    |    |
| Month and year of R's first abortion, and R's age at the time  | *  | *  | *  |    |    |    |
| <b>E. Home and neighborhood environment</b>  |    |    |    |    |    |    |
| Does R live with biological father or stepfather   | *  | *  | *  | *  | *  | *  |
| Do biological parents (and mother and stepfather, if applicable) get along, agree about who sets rules, argue                          | *  | *  | *  | *  | *  | *  |
| Does R feel caught in the middle; can R talk about each parent with the other  | *  | *  | *  | *  | *  | *  |
| Extent of neighborhood problems (series): Disrespect for laws, incidence of crime or violence, incidence of unemployment, and so forth | *  | *  | *  | *  | *  | *  |
| Number of times R has run away from home   | *  | *  | *  | *  | *  | *  |
| R's age the first time R ran away  | *  | *  | *  | *  | *  | *  |
| <b>F. Criminal activities</b>  |    |    |    |    |    |    |
| Crimes or delinquent activities R has committed in the last year (got in a fight, stole something, and so on)                          | *  | *  | *  | *  | *  | *  |
| Has R ever been convicted on any charges except a minor traffic violation; if so, what was R's age at the time                         | *  | *  | *  | *  | *  | *  |
| Number of times R has been convicted of something  | *  | *  | *  | *  | *  | *  |
| Date of most recent conviction   | *  | *  | *  |    |    |    |
| Charges on which R was convicted (for example, assault, robbery, or theft)   | *  | *  | *  | *  | *  | *  |

**Table 4.7. Selected variables by survey year: Young adult children (age 15 and older) of the NLSY79**

| Variable  | 94 | 96 | 98 | 00 | 02 | 04 |
|---|----|----|----|----|----|----|
| Has R ever been convicted on charges in adult court   | *  | *  | *  |    |    |    |
| Has R ever been on probation; has R been on probation since last interview  | *  | *  | *  | *  | *  | *  |
| When did R's (most recent) probation period end   | *  | *  | *  |    |    |    |
| Has R ever been sentenced to spend time in a youth or adult corrections institution   | *  | *  | *  | *  | *  | *  |
| Date of most recent release from corrections facility   | *  | *  | *  |    |    |    |
| Number of times R has been referred to a court-related counseling or diversion program by police, courts, school, or own parents; if so, age at which this first occurred | *  | *  | *  |    |    |    |
| Date on which (most recent) counseling program ended  | *  | *  | *  |    |    |    |
| <b>G. Volunteer activities</b>  |    |    |    |    |    |    |
| Volunteer work performed in last 2 years or since last interview  | *  | *  | *  | *  | *  | *  |
| Was any of the volunteer work: Court ordered, church- or school-sponsored, other  | *  | *  | *  | *  | *  | *  |
| Types of organizations R is or was involved with (for example, service, church, youth)  | *  | *  | *  | *  | *  | *  |
| <b>H. Mental health</b>   |    |    |    |    |    |    |
| Has R received any help for an emotional, behavioral, or family problem in the last 12 months   | *  | *  | *  | *  | *  | *  |
| Type of problem(s)  | *  | *  | *  | *  | *  | *  |
| Has R felt or has anyone suggested that R needed help for any behavioral, emotional, or mental problem in the past 12 months?   | *  | *  | *  |    |    |    |
| Does R regularly take any medicine or prescription drug to help control activity level or behavior  | *  | *  | *  | *  | *  | *  |

**Table 4.8. Content of Child Schooling Questionnaire**

| <b>Child Sample Member Data</b>   | <b>Public</b> | <b>Restricted</b> |
|---|---------------|-------------------|
| Month/year questionnaire was filled out   | *             |                   |
| Day questionnaire was filled out  |               | *                 |
| Enrollment details (month/year started, month/year ended, reason ended)   | *             |                   |
| Day enrollment started, day ended   |               | *                 |
| Highest grade attended, highest grade completed   | *             |                   |
| Days absent, times suspended during academic year   | *             |                   |
| Student's participation or enrollment in activities/programs (for example, remedial classes, gifted and talented, ESL, summer school, school breakfast, pregnancy counseling) | *             |                   |
| Highest possible GPA, student's GPA   | *             |                   |
| Competency exams taken, whether passed/failed   | *             |                   |
| Ever expelled   | *             |                   |
| Ever repeated a grade or been held back, which grade  | *             |                   |
| Ever skipped a grade, which grade   | *             |                   |
| About student's most recent grade level:  | *             |                   |
| Enrollment totals (male, female, total)   | *             |                   |
| Average class size  | *             |                   |
| Number of hours in a typical school day   | *             |                   |
| Number of students suspended/expelled   | *             |                   |
| Percentage of students repeating a grade  | *             |                   |
| Percentage of students who will be promoted to the next grade   | *             |                   |
| Number of full-time classroom teachers  | *             |                   |
| Percentage of teachers with a master's degree   | *             |                   |
| Degree to which blended classrooms were used (with more than one grade together)  | *             |                   |
| Degree to which team teaching occurred  | *             |                   |
| Whether students typically have access to computers in classroom  | *             |                   |
| The degree to which handicapped/special needs children were mainstreamed  | *             |                   |
| Approximate amount of daily homework assigned (minutes required)  | *             |                   |
| <b>Principal Questionnaire</b>  | <b>Public</b> | <b>Restricted</b> |
| Month/year questionnaire was filled out   | *             |                   |
| Day questionnaire was filled out  |               | *                 |
| School is public or private   | *             |                   |
| Descriptive characteristics of school (for example, public school of choice, public magnet school, Catholic parish, boarding school)  | *             |                   |
| School is coed, all male, or all female   | *             |                   |
| Grade levels included   | *             |                   |
| Month/year school year began  | *             |                   |
| Day school year began   |               | *                 |
| Enrollment totals at beginning of school year   | *             |                   |
| Average daily attendance  | *             |                   |

**Table 4.8. Content of Child Schooling Questionnaire**

| Principal Questionnaire (continued)  | Public | Restricted |
|--|--------|------------|
| Minimum number of days State requires school to be in session  | *      |            |
| Month/year school year expected to end   | *      |            |
| Day school year expected to end  |        | *          |
| Number of full-time counselors, teachers, teachers with a master's degree  | *      |            |
| Percent of regular teachers who are female, percent who are new  | *      |            |
| Percent of students, percent of faculty belonging to racial/ethnic groups listed   | *      |            |
| Annual salary for teacher with listed levels of educational experience   | *      |            |
| Percent of student body participating/enrolled in programs (for example, remedial math, ESL, summer school, gifted and talented, pregnancy counseling) | *      |            |
| Percent of 12th grade students who participate in various instructional programs (for example, college prep, industrial arts, fine arts)               | *      |            |
| Percent of 12th grade students last year who graduated   | *      |            |
| Does school have library/media center; number of books, videos, compact discs  | *      |            |
| Instructional materials principal considers most important (for example, computers, textbooks, workbooks, and practice sheets)                         | *      |            |

## Selected Variables by Survey Year: NLSY79 Children (Birth–Age 14)

| Survey Year:  | 86 | 88 | 90 | 92 | 94 | 96 | 98 | 00 | 02 | 04 | 06 |
|---|----|----|----|----|----|----|----|----|----|----|----|
| <b>CHILD SUPPLEMENT AND MOTHER SUPPLEMENT</b>   |    |    |    |    |    |    |    |    |    |    |    |
| Child's date of birth   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Child's age   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Date of child interview   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Date mother supplement completed  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Relationship of person completing supplement to child   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Verify child's age with mother  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>A. Child background</b>  |    |    |    |    |    |    |    |    |    |    |    |
| Child currently attending or enrolled in regular school (or preschool)                                    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Child ever attended regular school, nursery school, or preschool  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Current or last school attended <sup>1</sup>  |    | *  |    | *  | *  |    |    |    |    |    |    |
| Current or last grade attended  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Head Start program information  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>B. Child health</b>  |    |    |    |    |    |    |    |    |    |    |    |
| Asthma  |    |    |    |    |    |    |    |    |    | *  | *  |
| Child's eye and hair color  | *  |    |    |    |    |    |    |    |    |    |    |
| Place of child's birth  |    |    | *  | *  |    |    |    |    |    |    |    |
| Does health limit school or play  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Any physical, emotional, or mental condition requiring frequent treatment, medicine, or special equipment | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Type and duration of health conditions  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Accidents and injuries needing medical attention in last 12 months; details                               | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Accidents and injuries needing since last interview or since birth; details                               |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Number of illnesses requiring medical attention or treatment  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Date of last routine health checkup   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Sex of child  | *  | *  | *  | *  |    |    |    |    | *  | *  | *  |
| Menstrual period information  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Right- or left-handedness   |    |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Date of last dental checkup or dental work  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Source of health insurance, if any  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Behavioral, emotional, or mental problems; did insurance cover doctor visit                               | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Any medicines or prescription drugs taken to help control activity or behavior                            | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Height and body weight of child   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |

<sup>1</sup> Child's school information collected in mother's main Youth questionnaire.



## Selected Variables by Survey Year: NLSY79 Children (Birth–Age 14)

| Survey Year:   | 86 | 88 | 90 | 92 | 94 | 96 | 98 | 00 | 02 | 04 | 06 |
|--|----|----|----|----|----|----|----|----|----|----|----|
| Parent perception of child's probable educational attainment   |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Parent perception of difficulty in raising child   |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Parent rating of aspects of child's life (series): Health, friendships, relationship with mother, feelings about self, future prospects, relationships with siblings |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Number of child's friends the parent knows   |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| How often parent knows who child is with when the child is not at home   |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Frequency of child's attendance at religious services in the past year   |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Importance parent puts on child's religious training   |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Interviewer evaluation of testing conditions   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Home observations: Interviewer observations of home environment  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>CHILD SELF-ADMINISTERED SUPPLEMENT (10 to 14 years old)</b>   |    |    |    |    |    |    |    |    |    |    |    |
| <b>A. Home</b>   |    |    |    |    |    |    |    |    |    |    |    |
| In last month, have R and parents gone to: Movies, shopping, outing, church  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| In last week, have R and parents done: Crafts, schoolwork, games together  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Does R help around house   |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Any rules about: Homework, TV, whereabouts, dating, parties  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| How much say R has in making rules   |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| How often R argues with parent(s) about the rules  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| How often each parent talks over decisions, listens to R's side  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Who usually decides about: Buying clothes, spending money, friends, curfew, allowance, TV, religious training  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>B. Parents</b>  |    |    |    |    |    |    |    |    |    |    |    |
| How often each parent knows who R is with when R is not home   |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Does R think parents spend enough time with him or her   |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| How often each parent misses events or activities important to R   |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| How close R feels to each parent   |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| How well R and each parent share ideas and talk about things that matter   |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| In dealing with R, how often child and mother or father agree with each other  |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Does R live with biological father, stepfather, or neither   |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| Do biological parents (and mother and stepfather, if applicable) get along, agree about rules, argue   |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| Does R feel caught in middle; can R talk to each parent about the other  |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |



## Selected Variables by Survey Year: NLSY79 Children (Birth–Age 14)

| Survey Year:  | 86 | 88 | 90 | 92 | 94 | 96 | 98 | 00 | 02 | 04 | 06 |
|---|----|----|----|----|----|----|----|----|----|----|----|
| Risk-taking behaviors and attitudes (six items)   |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| <b>G. Substance use</b>   |    |    |    |    |    |    |    |    |    |    |    |
| Cigarette use; age first smoked; frequency  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Alcohol use (more than a sip or two); age at which R first drank; frequency   |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Marijuana use; age at which R first used; frequency   |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Use of substances (like glue, gas, sprays, fluids) that are "sniffed/huffed"; age at which R first used; frequency                |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| Other drug use (LSD, cocaine, uppers, downers); age at which R first used; frequency (age at first use/frequency dropped 2004 on) |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>H. Dating and relationships</b>  |    |    |    |    |    |    |    |    |    |    |    |
| Age at which R had first date or went out alone with someone of opposite sex  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| How often R usually has a date; is it usually the same person   |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Best age and youngest age R can imagine for getting married, having first child   |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>I. Sex education</b>   |    |    |    |    |    |    |    |    |    |    |    |
| Any courses or time spent in class on sex education; grade, month and year  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Whom in family R talks to about sex   |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| When during the menstrual cycle pregnancy is most likely to occur   |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>J. Computer use</b>  |    |    |    |    |    |    |    |    |    |    |    |
| Does R have a computer at home  |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| What R uses computer for most often   |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| Ever used computer at school  |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| Where and from whom has R learned most about computers  |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| Ever had a class or other training, in school or elsewhere, on: Computer use, programming, or word processing                     |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| How often R uses computer to do homework, play games, use e-mail, and so forth  |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| <b>K. Volunteer activities</b>  |    |    |    |    |    |    |    |    |    |    |    |
| Do volunteer work after school?   |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| Ever done any volunteer/community work sponsored by school?   |    |    |    |    |    |    |    |    |    | *  | *  |
| Ever done any volunteer/community work not related to school?   |    |    |    |    |    |    |    |    |    | *  | *  |
| Was volunteer/community work required for class or school?  |    |    |    |    |    |    |    |    |    | *  | *  |
| Was volunteer/community work required or sponsored by church?   |    |    |    |    |    |    |    |    |    | *  | *  |
| What volunteer/community organizations were you involved in?  |    |    |    |    |    |    |    |    |    | *  | *  |

## Selected Variables by Survey Year: NLSY79 Young Adults (Age 15 and Over)

| Variable   | 94 | 96 | 98 | 00 | 02 | 04 | 06 |
|--|----|----|----|----|----|----|----|
| <b>I. LABOR MARKET EXPERIENCE VARIABLES</b>  |    |    |    |    |    |    |    |
| <b>A. Current labor force and employment status</b>  |    |    |    |    |    |    |    |
| Survey week labor force and employment status  | *  | *  | *  |    |    |    |    |
| Hours worked in survey week  | *  | *  | *  |    |    |    |    |
| Hours per week usually worked  | *  | *  | *  |    |    |    |    |
| Job search activities  | *  | *  | *  |    |    |    |    |
| <b>B. Work experience since January 1 of previous year through 1998 or date of last interview beginning in 2000</b>  |    |    |    |    |    |    |    |
| Weeks worked   | *  | *  | *  | *  | *  | *  | *  |
| Hours usually worked per week  | *  | *  | *  | *  | *  | *  | *  |
| Number of weeks unemployed, out of labor force   | *  | *  | *  |    |    |    |    |
| Spells of unemployment   | *  | *  | *  | *  | *  | *  | *  |
| Characteristics of last job lasting 2 weeks or more and of first significant job after leaving high school   | *  | *  | *  | *  | *  | *  | *  |
| <b>C. Characteristics of jobs (more than 10 hours/week, more than 9 weeks in duration) since January 1 of previous year through 1998 or date of last interview beginning in 2000</b> |    |    |    |    |    |    |    |
| Occupation and industry (Census code)  | *  | *  | *  | *  | *  | *  | *  |
| Class of worker  | *  | *  | *  | *  | *  | *  | *  |
| Start date and stop date   | *  | *  | *  | *  | *  | *  | *  |
| Hours per week usually worked  | *  | *  | *  | *  | *  | *  | *  |
| Shift worked   | *  | *  | *  |    |    | *  | *  |
| Rate of pay  | *  | *  | *  | *  | *  | *  | *  |
| Hourly rate of pay   | *  | *  | *  | *  | *  | *  | *  |
| Commuting time to job, method of transportation  | *  | *  | *  |    |    |    |    |
| Covered by collective bargaining   | *  | *  | *  |    |    |    |    |
| Is R union member  | *  | *  | *  |    |    |    |    |
| Availability of fringe benefits (CPS job only starting in 2000)  | *  | *  | *  | *  | *  | *  | *  |
| Global job satisfaction item   | *  | *  | *  | *  | *  | *  | *  |
| Size of employer   | *  | *  | *  |    |    |    |    |
| Reason for leaving job   | *  | *  | *  |    |    |    |    |
| Promotion and promotion potential with employer  | *  | *  | *  |    |    |    |    |
| <b>II. HUMAN CAPITAL AND OTHER SOCIOECONOMIC VARIABLES</b>   |    |    |    |    |    |    |    |
| <b>A. Early formative influences</b>   |    |    |    |    |    |    |    |
| Date of birth  | *  | *  | *  | *  | *  | *  | *  |
| Ethnic self-identification   | *  | *  | *  | *  | *  | *  | *  |
| Number of times R has lived away from mother   | *  | *  | *  | *  | *  | *  | *  |
| Father's employment status, occupation, highest grade completed, ethnicity   | *  | *  | *  | *  | *  | *  | *  |
| Contact with nonresidential parent(s)  | *  | *  | *  | *  | *  | *  | *  |
| Contact with sibling R feels closest to  |    |    |    | *  | *  |    |    |
| Biological relatedness of siblings   |    |    |    |    |    |    | *  |
| Current religion, religious attendance, importance of religion   | *  | *  | *  | *  | *  | *  | *  |
| <b>B. Education</b>  |    |    |    |    |    |    |    |
| Current enrollment status, grade)  | *  | *  | *  | *  | *  | *  | *  |
| Reason stopped attending school  | *  | *  | *  | *  | *  | *  | *  |

## Selected Variables by Survey Year: NLSY79 Young Adults (Age 15 and Over)

| Variable  | 94 | 96 | 98 | 00 | 02 | 04 | 06 |
|---|----|----|----|----|----|----|----|
| Date of last enrollment   | *  | *  | *  | *  | *  | *  | *  |
| Periods of nonattendance, grades when occurred, reason why  | *  | *  | *  | *  | *  | *  | *  |
| Grades repeated or skipped  | *  | *  | *  | *  | *  | *  | *  |
| Highest grade attended, highest grade completed   | *  | *  | *  | *  | *  | *  | *  |
| GED or diploma received, date received  | *  | *  | *  | *  | *  | *  | *  |
| Is or was the school R attended public, private, or religious   | *  | *  | *  | *  | *  | *  | *  |
| High school curriculum  | *  | *  | *  | *  | *  | *  | *  |
| Time spent on homework in school, out of school   |    | *  | *  | *  | *  | *  | *  |
| Style of teaching in English classes  |    | *  | *  | *  | *  | *  | *  |
| Parent involvement with R's schooling (19 items in 1996–98, 17 items in 2000 and 2002)                                  |    | *  | *  | *  | *  | *  | *  |
| Job or career counseling received in high school  | *  | *  | *  | *  | *  | *  | *  |
| Characteristics of R's school (nine items)  | *  | *  | *  | *  | *  | *  | *  |
| Level of satisfaction with school   | *  | *  | *  | *  | *  | *  | *  |
| Number of high schools attended   | *  | *  | *  | *  | *  | *  | *  |
| Colleges/universities applied to  |    |    |    | *  | *  | *  | *  |
| Date of college enrollment  | *  | *  | *  | *  | *  | *  | *  |
| College degree received, date received (asked in 2000 and 2002)   | *  | *  | *  | *  | *  | *  | *  |
| Type of college attending (2- or 4-year)  | *  | *  | *  |    |    |    |    |
| Field of study or specialization in college   | *  | *  | *  | *  | *  | *  | *  |
| College tuition   | *  | *  | *  | *  | *  | *  | *  |
| Educational loans or financial aid in college   | *  | *  | *  | *  | *  | *  | *  |
| Other means of paying college expenses  | *  | *  | *  | *  | *  | *  | *  |
| Highest grade R would like or expects to complete   | *  | *  | *  | *  | *  | *  | *  |
| Highest grade R's best friend would like to complete  | *  | *  | *  |    |    |    |    |
| <b>C. Vocational training outside regular school (information on only the most recent program was obtained in 2000)</b> |    |    |    |    |    |    |    |
| Type(s) of training   | *  | *  | *  | *  | *  | *  | *  |
| Services provided by training program   | *  | *  | *  | *  | *  | *  | *  |
| Duration of training programs   | *  | *  | *  | *  | *  | *  | *  |
| Was training completed  | *  | *  | *  | *  | *  | *  | *  |
| Hours per week usually spent in training  | *  | *  | *  | *  | *  | *  | *  |
| Was training related to specific job or employer, related to a promotion  | *  | *  | *  |    |    |    |    |
| Method of financing training  | *  | *  | *  | *  | *  | *  | *  |
| Does R have certificate or journeyman's card  | *  | *  | *  | *  | *  | *  | *  |
| <b>D. Physical and mental health</b>  |    |    |    |    |    |    |    |
| Does health limit work or school activity   | *  | *  | *  | *  | *  | *  | *  |
| Type and duration of health limitation  | *  | *  | *  | *  | *  | *  | *  |
| Asthma  |    |    |    |    |    | *  | *  |
| Healthy behaviors   |    |    |    |    |    | *  | *  |
| Catastrophic events   |    |    |    |    |    |    | *  |
| Recent accidents, injuries, illnesses, hospitalization  | *  | *  | *  | *  | *  | *  | *  |
| Height, body weight   | *  | *  | *  | *  | *  | *  | *  |
| Right- or left-handedness   |    | *  | *  |    |    |    |    |

## Selected Variables by Survey Year: NLSY79 Young Adults (Age 15 and Over)

| Variable   | 94 | 96 | 98 | 00 | 02 | 04 | 06 |
|--|----|----|----|----|----|----|----|
| Menstrual period information   | *  | *  | *  | *  | *  | *  | *  |
| Health insurance coverage for R, children  | *  | *  | *  | *  | *  | *  | *  |
| CES-Depression Scale (seven items)   | *  | *  | *  | *  | *  | *  | *  |
| <b>E. Relationship and fertility history and household characteristics</b>   |    |    |    |    |    |    |    |
| Number, ages, and demographic characteristics of all household residents (only information on age and relationship was obtained beginning in 2000) | *  | *  | *  | *  | *  | *  | *  |
| Family conflict scale  |    |    |    |    |    |    | *  |
| Number of close friends of each sex, their ages relative to R's age  |    |    |    | *  | *  | *  | *  |
| Month and year or age at first date  | *  | *  | *  | *  | *  | *  | *  |
| Number of people R has dated in the past 12 months   | *  | *  | *  | *  | *  | *  | *  |
| How often R usually has a date   | *  | *  | *  | *  | *  | *  | *  |
| Marital status   | *  | *  | *  | *  | *  | *  | *  |
| Unmarried R's: Status of current relationship  | *  | *  | *  | *  | *  | *  | *  |
| Relationship quality of steady dating relationship   |    |    |    | *  | *  | *  | *  |
| Relationship embeddedness for serious, noncohabiting relationships   |    |    |    |    |    | *  | *  |
| Has R ever (since last interview) lived with someone R was not married to  | *  | *  | *  | *  | *  | *  | *  |
| Month and year or age of spouse or partner when R and spouse or partner began living together  | *  | *  | *  | *  | *  | *  | *  |
| Characteristics of current spouse or partner: Ethnicity, religion, education, employment, income   | *  | *  | *  | *  | *  | *  | *  |
| Relationship history: Characteristics of previous spouses or partners  | *  | *  | *  | *  | *  | *  | *  |
| Relationship quality: Happiness rating, positive activities series, topics of arguments series   | *  | *  | *  | *  | *  | *  | *  |
| Relationship characteristics: household division of labor, economic embeddedness   |    |    |    |    |    | *  | *  |
| Relationship plans, expectations   | *  | *  | *  | *  | *  | *  | *  |
| Fertility history  | *  | *  | *  | *  | *  | *  | *  |
| Use of various birth control methods   | *  | *  | *  | *  | *  | *  | *  |
| Parenting attitudes  |    |    |    | *  | *  | *  | *  |
| Prenatal care (females)  | *  | *  | *  | *  | *  | *  | *  |
| Health care and nutrition during pregnancy (females)   | *  | *  | *  |    | *  | *  | *  |
| Cigarette and alcohol use during pregnancy (females)   | *  | *  | *  | *  | *  | *  | *  |
| Drug use during pregnancy (females)  | *  | *  | *  |    |    |    | *  |
| Postnatal infant care (females)  | *  | *  | *  | *  | *  | *  | *  |
| Expected number of children  | *  | *  | *  | *  | *  | *  | *  |
| R's opinions or beliefs about parenting; actual parenting behaviors  |    |    |    | *  | *  | *  | *  |
| <b>F. Financial characteristics and program participation</b>  |    |    |    |    |    |    |    |
| Income of R and spouse from farm or own business   | *  | *  | *  | *  | *  | *  | *  |
| Income of R and spouse from wages or salary (military income included starting in 2000)  | *  | *  | *  | *  | *  | *  | *  |
| Income of R and spouse from unemployment compensation  | *  | *  | *  | *  | *  | *  | *  |
| Income of R and spouse from public assistance  | *  | *  | *  | *  | *  | *  | *  |
| Income of R and spouse from Food Stamps  | *  | *  | *  | *  | *  | *  | *  |
| Income of R and spouse from Social Security, other sources   | *  | *  | *  | *  | *  | *  | *  |

## Selected Variables by Survey Year: NLSY79 Young Adults (Age 15 and Over)

| Variable  | 94 | 96 | 98 | 00 | 02 | 04 | 06 |
|---|----|----|----|----|----|----|----|
| Income of R and spouse from military service (combined with civilian wages starting in 2000)  | *  | *  | *  |    |    |    |    |
| Income of R and spouse from child support   | *  | *  | *  | *  | *  | *  | *  |
| Child support expected versus amount received   | *  | *  | *  | *  | *  | *  | *  |
| Income of R and spouse from other sources   | *  | *  | *  | *  | *  | *  | *  |
| Financial assistance from others  |    |    |    |    |    |    | *  |
| Possession of various assets (R and spouse)   | *  | *  | *  | *  | *  | *  | *  |
| Asset market values (R and spouse)  | *  | *  | *  |    |    |    | *  |
| Household income  |    |    |    | *  | *  | *  | *  |
| Financial strain  |    |    |    | *  | *  | *  | *  |
| Amount of debts   | *  | *  | *  | *  | *  | *  | *  |
| <b>G. Military service (current or past)</b>  |    |    |    |    |    |    |    |
| Branch of Armed Forces  | *  | *  | *  | *  | *  | *  | *  |
| Months spent in Armed Forces  | *  | *  | *  | *  | *  | *  | *  |
| Military occupation(s)  | *  | *  | *  | *  | *  | *  | *  |
| Activation for reservists; reactivation for regular branches                                  |    |    |    |    | *  | *  | *  |
| Participation in VEAP or GI bill  | *  | *  | *  | *  | *  | *  | *  |
| Type and amount of military training  | *  | *  | *  | *  | *  | *  | *  |
| Formal education received while in service  | *  | *  | *  | *  | *  | *  | *  |
| <b>H. Attitudes toward work and self</b>  |    |    |    |    |    |    |    |
| Knowledge of World of Work series   | *  | *  | *  |    |    |    |    |
| Characteristics of job R is willing to take (for Rs who are unemployed or out of labor force) | *  | *  | *  |    |    |    |    |
| Reaction to hypothetical job offers   | *  | *  | *  |    |    |    |    |
| Pearlin Mastery Scale (seven items)   | *  | *  | *  | *  | *  | *  | *  |
| Self-Esteem Scale (Rosenberg) (10 items)  | *  | *  | *  | *  | *  | *  | *  |
| Attitude toward women working   | *  | *  | *  |    | *  | *  | *  |
| Gender Role Attitudes (for Rs who are 14-16 at interview date)                                |    |    |    |    |    | *  | *  |
| Ten-Item Personality Inventory  |    |    |    |    |    |    | *  |
| <b>I. Child care and parenting behavior</b>   |    |    |    |    |    |    |    |
| Child care arrangements in last month (youngest child only in 2000 and 2002)                  | *  | *  | *  | *  | *  |    |    |
| Number of hours per week (youngest child only in 2000 and 2002 )                              | *  | *  | *  | *  | *  |    |    |
| Parenting behavior (youngest child only in 2000 and 2002)                                     |    |    |    | *  | *  | *  | *  |
| Cost per week (all children)  | *  | *  | *  | *  | *  | *  | *  |
| Did child care problems force R to turn down job offer or to lose work                        | *  | *  | *  | *  | *  | *  | *  |
| <b>J. Looking for work</b>  |    |    |    |    |    |    |    |
| R looking for work or employed when found current or most recent job                          | *  | *  | *  |    |    |    |    |
| Methods of job search used  | *  | *  | *  |    |    |    |    |
| Job offers rejected (while looking for each job)  | *  | *  | *  |    |    |    |    |
| Desired characteristics of job sought   | *  | *  | *  |    |    |    |    |
| <b>III. ATTITUDES AND BEHAVIORS (located in self-report booklet through 1998)</b>             |    |    |    |    |    |    |    |
| <b>A. Computer use</b>  |    |    |    |    |    |    |    |
| Does R have a computer at home or have access to one elsewhere                                | *  | *  | *  | *  | *  | *  | *  |

## Selected Variables by Survey Year: NLSY79 Young Adults (Age 15 and Over)

| Variable  | 94 | 96 | 98 | 00 | 02 | 04 | 06 |
|---|----|----|----|----|----|----|----|
| What R uses computer for most often   | *  | *  | *  |    |    |    |    |
| Has R ever used computer at school or college, or at work   | *  | *  |    |    |    |    |    |
| How R has learned about computers   | *  | *  | *  |    |    |    |    |
| Has R ever had a class or training in computer use, programming, or word processing   | *  | *  | *  |    |    |    |    |
| How often R uses computer for various activities  | *  | *  | *  | *  | *  | *  | *  |
| How many hours a week R uses a computer   |    |    |    |    |    | *  | *  |
| <b>B. Substance use</b>   |    |    |    |    |    |    |    |
| Extent, frequency of R's alcohol use; age first used  | *  | *  | *  | *  | *  | *  | *  |
| Where and with whom was first drink   | *  | *  |    |    |    |    |    |
| Alcohol abuse behavior in past year series (had an argument, missed school or work, drove a car, and so on)   | *  | *  | *  | *  | *  | *  | *  |
| Does R usually drink beer, wine, or liquor  | *  | *  | *  |    |    |    |    |
| Where and with whom R usually drinks  | *  | *  | *  |    |    |    |    |
| R's perception of how many drink at least sometimes (series): Students in R's grade, people R's age with whom R hangs out, people R's age in R's neighborhood | *  | *  | *  | *  | *  | *  | *  |
| Extent, frequency of cigarette use; age first used  | *  | *  | *  | *  | *  | *  | *  |
| Extent, frequency of marijuana use; age first used; various details   | *  | *  | *  | *  | *  | *  | *  |
| Extent, frequency of amphetamine use  |    |    |    | *  | *  | *  | *  |
| Extent, frequency of use of substances (glue, gas, sprays, fluids) that are "sniffed/huffed"  | *  | *  | *  | *  | *  | *  | *  |
| Extent, frequency of cocaine use  | *  | *  | *  | *  | *  | *  | *  |
| Extent, frequency of "crack" use  | *  | *  | *  | *  | *  | *  | *  |
| Age at which R first used each drug   | *  | *  | *  |    |    |    |    |
| Extent, frequency of use of other drugs (LSD, uppers, downers); age at which R first used   | *  | *  |    |    | *  | *  | *  |
| Frequency of use of hallucinogens (LSD, PCP, peyote, mescaline)   |    |    | *  | *  | *  | *  | *  |
| Frequency of use of sedatives or downers (barbiturates, sleeping pills)   |    |    | *  | *  | *  | *  | *  |
| Frequency of use of other drugs (stimulants, heroin, steroids, MDMA/"Ecstasy", crystal meth./"Ice")   |    |    |    | *  | *  | *  | *  |
| While high, has R ever: Hurt self or someone else; stayed home from school or work; gone late to school or work; driven a car                                 | *  | *  | *  |    |    |    |    |
| Due to drug use, have R's grades suffered; has R ever hurt chances for a raise or for a better job  | *  | *  | *  |    |    |    |    |
| Has R ever taken sedatives, tranquilizers, stimulants, painkillers, steroids, heroin, hallucinogens, or an injection of any drug without doctor's orders      | *  | *  | *  |    |    |    |    |
| <b>C. Attitudes and expectations</b>  |    |    |    |    |    |    |    |
| Risk-taking behaviors and attitudes (six items)   | *  | *  | *  | *  | *  | *  | *  |
| Best age for R to marry; youngest age at which R can imagine getting married  | *  | *  | *  |    |    |    |    |
| Best age and youngest age R can imagine to have first child   | *  | *  | *  |    |    |    |    |
| Aspirations for future (marriage, fertility, employment, relationships)   | *  | *  | *  | *  | *  | *  | *  |
| Political attitudes and behaviors (age 21 and older only in 2006)   |    |    |    |    |    |    | *  |
| <b>D. Sex education and sexual intercourse</b>  |    |    |    |    |    |    |    |
| Any courses or time spent in class on sex education   | *  | *  | *  | *  | *  | *  | *  |
| Grade R first had this course   | *  | *  | *  | *  | *  | *  | *  |

## Selected Variables by Survey Year: NLSY79 Young Adults (Age 15 and Over)

| Variable  | 94 | 96 | 98 | 00 | 02 | 04 | 06 |
|---|----|----|----|----|----|----|----|
| Who in family R talks to about sex  | *  | *  | *  |    | *  | *  | *  |
| Who outside family R talks to about sex   |    |    |    |    | *  | *  | *  |
| Ever had sexual intercourse; age at first intercourse   | *  | *  | *  | *  | *  | *  | *  |
| Number of partners in last 12 months  | *  | *  | *  | *  | *  | *  | *  |
| When last sexual intercourse occurred   | *  | *  | *  | *  | *  | *  | *  |
| During last sexual intercourse, did R and partner use birth control and, if so, which method(s)   | *  | *  | *  | *  | *  | *  | *  |
| Relationship with and characteristics of partner at last intercourse  |    |    | *  | *  | *  | *  | *  |
| Has R ever been pregnant, number of times (through 1998)  | *  | *  | *  | *  | *  | *  | *  |
| Month and year in which R got pregnant the first time, R's age at the time  | *  | *  | *  | *  | *  | *  | *  |
| In the month before the last time R got pregnant, did R or R's partner use birth control and, if so, which method(s)  | *  | *  | *  | *  | *  | *  | *  |
| Did R or R's partner use a birth control method on every occasion of sexual intercourse that month  | *  | *  | *  |    |    |    |    |
| Has R ever had an abortion and, if so, how many   | *  | *  | *  |    |    |    |    |
| Month and year of R's first abortion, and R's age at the time   | *  | *  | *  |    |    |    |    |
| <b>E. Home and neighborhood environment</b>   |    |    |    |    |    |    |    |
| Does R live with biological father or stepfather  | *  | *  | *  | *  | *  | *  | *  |
| Do biological parents (and mother and stepfather, if applicable) get along, agree about who sets rules, argue   | *  | *  | *  | *  | *  | *  | *  |
| Does R feel caught in the middle; can R talk about each parent with the other   | *  | *  | *  | *  | *  | *  | *  |
| Extent of neighborhood problems (series): Disrespect for laws, incidence of crime or violence, incidence of unemployment, and so forth                                    | *  | *  | *  | *  | *  | *  | *  |
| Number of times R has run away from home  | *  | *  | *  | *  | *  | *  | *  |
| R's age the first time R ran away   | *  | *  | *  | *  | *  | *  | *  |
| <b>F. Criminal activities</b>   |    |    |    |    |    |    |    |
| Crimes or delinquent activities R has committed in the last year (got in a fight, stole something, and so on)   | *  | *  | *  | *  | *  | *  | *  |
| Has R ever been convicted on any charges except a minor traffic violation; if so, what was R's age at the time  | *  | *  | *  | *  | *  | *  | *  |
| Number of times R has been convicted of something   | *  | *  | *  | *  | *  | *  | *  |
| Date of most recent conviction  | *  | *  | *  |    |    |    |    |
| Charges on which R was convicted (for example, assault, robbery, or theft)  | *  | *  | *  | *  | *  | *  | *  |
| Has R ever been convicted on charges in adult court   | *  | *  | *  |    |    |    |    |
| Has R ever been on probation; has R been on probation since last interview  | *  | *  | *  | *  | *  | *  | *  |
| When R's (most recent) probation period ended   | *  | *  | *  |    |    |    |    |
| Has R ever been sentenced to spend time in a youth or adult corrections institution   | *  | *  | *  | *  | *  | *  | *  |
| Date of most recent release from corrections facility   | *  | *  | *  |    |    |    |    |
| Number of times R has been referred to a court-related counseling or diversion program by police, courts, school, or own parents; if so, age at which this first occurred | *  | *  | *  |    |    |    |    |
| Date on which (most recent) counseling program ended  | *  | *  | *  |    |    |    |    |
| <b>G. Volunteer activities</b>  |    |    |    |    |    |    |    |
| Volunteer work performed in last 2 years or since last interview  | *  | *  | *  | *  | *  | *  | *  |
| Was any of the volunteer work: Court ordered, church- or school-sponsored, other  | *  | *  | *  | *  | *  | *  | *  |

### Selected Variables by Survey Year: NLSY79 Young Adults (Age 15 and Over)

| Variable  | 94 | 96 | 98 | 00 | 02 | 04 | 06 |
|---|----|----|----|----|----|----|----|
| Types of organizations R is or was involved with (for example, service, church, youth)  | *  | *  | *  | *  | *  | *  | *  |
| <b>H. Mental health</b>   |    |    |    |    |    |    |    |
| Has R received any help for an emotional, behavioral, or family problem in the last 12 months                                 | *  | *  | *  | *  | *  | *  | *  |
| Type of problem(s)  | *  | *  | *  | *  | *  | *  | *  |
| Has R felt or has anyone suggested that R needed help for any behavioral, emotional, or mental problem in the past 12 months? | *  | *  | *  |    |    |    |    |
| Does R regularly take any medicine or prescription drug to help control activity level or behavior                            | *  | *  | *  | *  | *  | *  | *  |

## THE NLS ORIGINAL COHORTS: MATURE AND YOUNG WOMEN

Interviews of the National Longitudinal Surveys (NLS) of Mature Women and of Young Women were begun in the mid-1960s because the U.S. Department of Labor was interested in studying the employment patterns of two groups of women. Respondents to the NLS of Mature Women were in their 30s and early 40s, and many were reentering the workforce and balancing the roles of homemaker, mother, and labor force participant. The NLS of Young Women included women in their teens and early 20s, who were completing school, making initial career and job decisions, and starting families. The surveys of both cohorts were discontinued after the 2003 interviews.

### Chapter organization

This chapter begins with a summary of the NLS Mature Women and Young Women samples and special features of the sample design. Users then will find information regarding the interviews, fielding periods, retention rates, and sampling weights for the cohorts. The chapter continues with descriptions of the topical content of the data sets and information on the specific data files and documentation available for each cohort. Finally, tables provide further detail on the types of questions asked in the surveys and the survey years in which the questions were included.

### The samples

During 1966, the U.S. Census Bureau conducted two house-

hold screenings. Using information about household residents compiled during these screenings, two cohorts of women were established: 5,393 Mature Women ages 30 to 44 as of March 31, 1967, and 5,533 Young Women ages 14 to 24 as of December 31, 1967. Each sample group represented the civilian, noninstitutionalized population of women in the age group residing in the United States at the time the samples were selected. To meet the requirement of providing statistically reliable estimates for black Americans, blacks were to be represented in the sample at twice their expected rate in the population.

During 1967 and 1968, the first interviews were conducted with the NLS of Mature Women and the NLS of Young Women, respectively. Of the 5,393 Mature Women identified during the household screenings, 5,083 (94 percent) participated in the 1967 interview. Of the 5,533 Young Women designated for interview, 5,159 (93 percent) completed the initial interview in 1968. Table 5.1 presents, by race, the number of respondents in the two NLS cohorts of women interviewed during the initial survey and several subsequent surveys. Data through the 2003 survey are now available to researchers.

### Multiple-respondent households

*Mature and Young Women.* The sampling design used by the U.S. Census Bureau to select respondents for the four

**Table 5.1. Number of respondents interviewed by cohort and race: Mature and Young Women**

| Cohort       | Initial survey | 10-year survey | 20-year survey | 30-year survey | Final survey |
|--------------|----------------|----------------|----------------|----------------|--------------|
| Mature Women | 1967           | 1977           | 1987           | 1997           | 2003         |
| Total        | 5,083          | 3,964          | 3,241          | 2,608          | 2,237        |
| Nonblacks    | 3,693          | 2,892          | 2,383          | 1,939          | 1,692        |
| Blacks       | 1,390          | 1,072          | 858            | 669            | 544          |
| Young Women  | 1968           | 1978           | 1988           | 1997           | 2003         |
| Total        | 5,159          | 3,902          | 3,508          | 3,049          | 2,857        |
| Nonblacks    | 3,700          | 2,838          | 2,628          | 2,287          | 2,113        |
| Blacks       | 1,459          | 1,064          | 880            | 762            | 744          |

1960s cohorts made it possible for an NLS household to include multiple respondents from the same cohort or from different cohorts. At the time the samples were selected, one-half of the respondents from the Mature Women cohort shared their household with at least one other NLS respondent; more than three-quarters of the respondents from the Young Women cohort shared the same household with at least one other NLS respondent. A matching process, conducted after interviews had been completed with each of the 1960s cohorts, identified common relationships in these multiple-respondent households during the early survey years. Variables present in the data files identify each of the respondents belonging to a multiple-respondent household at the time of the screening.

Table 5.2 presents the number of matched pairs for the NLS of Mature and Young Women by cohort and relationship. During the initial survey years, 492 Mature Women respondents shared a household with a husband who was a respondent in the Older Men cohort, 1,540 Mature Women lived with a daughter who was a member of the Young Women cohort, and 1,620 Mature Women resided in the same household as a son who was a respondent in the Young Men cohort. Originally, 574 Young Women respondents shared a household with a husband who was a respondent in the Young Men cohort, and 963 Young Women resided in the same household as a father who was a respondent in the Older Men cohort. In addition, some of the Young Women lived with siblings participating in the surveys: 949 shared a household with a sister who was also a respondent in the Young Women cohort, and 1,243 Young Women lived with a brother who was a member of the Young Men cohort. Attrition and mortality of one or more members have reduced the

number of pairs for whom data are available across survey years.

These pairs offer unique samples for a number of research topics. However, the original cohorts do not contain nationally representative samples of spouses and siblings of all ages and living arrangements. For example, sibling pairs represent only those who were fairly close in age and both in the sampled age range at the time of the initial survey. Users should be aware of these statistical sampling issues when using NLS data to study siblings and spouses.

### Interviews and fielding periods

**Mature Women.** Respondents in the Mature Women cohort participated in 21 interviews from 1967 to 2003. Interviewers from the U.S. Census Bureau conducted all of the surveys. Interviewers administered 14 of these surveys primarily in person, 6 by telephone, and 1 (the 1968 survey) by mail. Users should note that, in years during which the survey was conducted primarily in person, some interviews were administered by telephone when the interviewer decided this alternative method was necessary. Interviews of Mature Women took place during a 3-month period in the spring and summer, with only the 1992 survey conducted during the fall. Table 5.3 lists the mode of interview (in person or by telephone) and completion rates for each survey of the Mature Women cohort.

**Young Women.** The Young Women cohort completed 22 interviews from 1968 to 2003. Interviewers from the U.S. Census Bureau conducted all surveys. Interviewers administered 16 of these surveys primarily in person and 6 by tele-

**Table 5.2. Number of respondent pairs by cohort and relationship identified during the initial survey years: Mature and Young Women**

| Cohort relationships: Mature women    | Number of pairs | Cohort relationships: Young Women     | Number of pairs |
|---------------------------------------|-----------------|---------------------------------------|-----------------|
| Mature Women-Older Men                | 506             | Young women-Mature women              | 1,848           |
| Wife-husband (same household)         | 492             | Daughter-mother (same household)      | 1,540           |
| Daughter-father (same household)      | 11              | Daughter-mother (different household) | 308             |
| Sister-brother (same household)       | 3               | Young Women-Young Men                 | 2,398           |
| Mature Women-Young Women              | 1,848           | Sister-brother (same household)       | 1,243           |
| Mother-daughter (same household)      | 1,540           | Sister-brother (different household)  | 571             |
| Mother-daughter (different household) | 308             | Wife-husband (same household)         | 574             |
| Mature Women-Young Men                | 1,671           | Wife-husband (different household)    | 10              |
| Mother-son (same household)           | 1,620           | Young Women-Older Men                 | 988             |
| Mother-son (different household)      | 51              | Daughter-father (same household)      | 963             |
|                                       |                 | Daughter-father (different household) | 25              |
|                                       |                 | Young Women-Young Women               | 949             |
|                                       |                 | Sisters (same household)              | 949             |

**Table 5.3. Mature Women interview schedule**

| Year <sup>1</sup> | Personal |       | Telephone |       | Not available |      | Interviewed | Not interviewed |       |
|-------------------|----------|-------|-----------|-------|---------------|------|-------------|-----------------|-------|
| 1974              | 917      | 21.2% | 3,326     | 77.0% | 79            | 1.8% | 4,322       | 761             | 15.0% |
| 1976              | 612      | 14.7  | 3,560     | 85.3  | 0             | —    | 4,172       | 911             | 17.9  |
| 1979              | 472      | 12.4  | 3,328     | 87.3  | 12            | 0.3  | 3,812       | 1,271           | 25.0  |
| 1981              | 383      | 10.4  | 3,294     | 89.6  | 0             | —    | 3,677       | 1,406           | 27.7  |
| 1984              | 354      | 10.3  | 3,063     | 89.5  | 5             | 0.1  | 3,422       | 1,661           | 32.7  |
| 1986              | 366      | 11.0  | 2,948     | 88.4  | 21            | 0.6  | 3,335       | 1,748           | 34.4  |
| 1989              | 2,567    | 83.0  | 513       | 16.6  | 14            | 0.5  | 3,094       | 1,989           | 39.1  |
| 1992              | 2,298    | 77.8  | 602       | 20.4  | 53            | 1.8  | 2,953       | 2,130           | 41.9  |
| 1995              | 2,144    | 79.1  | 536       | 19.8  | 31            | 1.1  | 2,711       | 2,372           | 46.7  |
| 1999              | 1,523    | 61.7  | 813       | 33.0  | 131           | 5.3  | 2,467       | 2,616           | 51.5  |
| 2001              | 1,376    | 59.4  | 883       | 38.1  | 59            | 2.5  | 2,318       | 2,765           | 54.4  |
| 2003              | 1,299    | 58.1  | 836       | 37.4  | 101           | 4.5  | 2,237       | 2,847           | 56.0  |

<sup>1</sup> The years with available mode of interview data are listed. Missing years do not have this information recorded.

NOTE: Respondents who conducted part of an interview in

person and part over the telephone are included in the telephone category.

phone. Users should note that, in years during which the survey was conducted primarily in person, some interviews were administered by telephone when an interviewer considered this alternative method necessary. The majority of the earlier interviews with Young Women respondents occurred from January through March; fielding of post-1987 interviews shifted to the summer, with only the 1993 interview taking place in the fall. Table 5.4 lists the mode of interview (in person or by telephone) and completion rates for each survey of the Young Women cohort.

**CAPI surveys.** The 1995 survey marked the departure from a paper-and-pencil instrument (PAPI) to a computer-assisted personal interview (CAPI). In 1995, the Mature Women and Young Women cohorts responded to the same survey instrument during the same fielding period; the data for the two cohorts are still presented separately on the cross-cohort CD and are separate downloadable files on the [www.bls.gov/nls](http://www.bls.gov/nls) Web site.

### Attrition

**Mature Women.** In 2003, 2,237 respondents (44.0 percent) of the original 5,083 Mature Women continued to participate in the survey. The retention rate is the percentage of base-

year respondents (including those who have subsequently died or become institutionalized) interviewed in any given year; table 5.5 presents the total number of respondents interviewed in each survey round and the survey's retention rate at that point. Because many of the Mature Women died, the participation measure was the percentage of respondents interviewed out of all respondents known to be alive. With a base that excluded deceased respondents but included institutionalized respondents, 62.2 percent of the Mature Women continued to participate in 2003. Users should note that institutionalized respondents were excluded from interviewing during all surveys except 2003; in 2003, institutionalized respondents were asked to participate if they were capable of being interviewed. Until the mid-1980s, the U.S. Census Bureau enforced a policy of excluding from continued interviewing respondents who refused to be interviewed or were not interviewed for any reason for 2 consecutive years; the agency changed the rules and attempted to interview some of these respondents beginning in 1986. By the time of the 2003 survey, the major groups not interviewed included 1,036 respondents who refused an interview, 1,485 respondents whom the Census Bureau reported as deceased, and 147 women who were dropped after 2 consecutive years of noninterview and not included in the expanded 1986 sample.

Table 5.4. Young Women interview schedule

| Year <sup>1</sup> | Personal |       | Telephone |       | Not available |              | Interviewed | Not interviewed |       |
|-------------------|----------|-------|-----------|-------|---------------|--------------|-------------|-----------------|-------|
| 1975              | 887      | 20.9% | 3,329     | 78.4% | 27            | 0.6%         | 4,243       | 916             | 17.8% |
| 1977              | 660      | 16.1  | 3,434     | 83.6  | 14            | 0.3          | 4,108       | 1,051           | 20.4  |
| 1980              | 333      | 8.8   | 3,468     | 91.2  | 0             | —            | 3,801       | 1,358           | 26.3  |
| 1982              | 376      | 10.3  | 3,273     | 89.7  | 1             | <sup>2</sup> | 3,650       | 1,509           | 29.2  |
| 1985              | 369      | 9.9   | 3,343     | 89.9  | 8             | 0.2          | 3,720       | 1,439           | 27.9  |
| 1987              | 344      | 9.5   | 3,273     | 89.9  | 22            | 0.6          | 3,639       | 1,520           | 29.5  |
| 1991              | 2,502    | 73.6  | 860       | 25.3  | 38            | 1.1          | 3,400       | 1,759           | 34.1  |
| 1993              | 2,071    | 65.0  | 1,082     | 34.0  | 34            | 1.1          | 3,187       | 1,972           | 38.2  |
| 1995              | 2,144    | 71.0  | 844       | 28.0  | 31            | 1.0          | 3,019       | 2,140           | 41.5  |
| 1999              | 1,505    | 51.9  | 1,238     | 42.7  | 157           | 5.4          | 2,900       | 2,259           | 43.8  |
| 2001              | 1,388    | 49.5  | 1,319     | 47.0  | 99            | 3.5          | 2,806       | 2,353           | 45.6  |
| 2003              | 1,392    | 48.7  | 1,326     | 46.4  | 139           | 4.9          | 2,857       | 2,302           | 44.6  |

<sup>1</sup> The years with available mode of interview data are listed. Missing years do not have this information recorded.

<sup>2</sup> Less than 0.05%.

NOTE: Respondents who conducted part of an interview in person and part over the telephone are included in the telephone category.

**Young Women.** In 2003, 2,857 respondents (55.4 percent) of the original 5,159 Young Women continued to participate in the survey. Table 5.5 presents the total number of respondents interviewed in each survey round and the survey's retention rate at that point. Although fewer Young Women than Mature Women have died, a better participation measure looks at the percentage of respondents interviewed out of all respondents who are known to be alive. With a base that excludes deceased respondents but includes institutionalized respondents, 59 percent of the Young Women continued to participate in 2003. Until the mid-1980s, the Census Bureau enforced a policy of excluding from continued interviewing respondents who refused to be interviewed or were not interviewed for any reason for 2 consecutive years; the agency attempted to interview most of these respondents beginning in 1985. By the time of the 2003 survey, the major groups not interviewed included 1,382 respondents who refused an interview, 176 respondents who could not be located, 315 respondents whom the Census Bureau reported as deceased, and 248 women who were dropped from the sample after 2 consecutive years of noninterview and not included in the expanded 1985 sample. As with the Mature Women cohort, respondents institutionalized in jail or long-term care facilities were not interviewed, except in 2003 when respondents in care facilities were interviewed if possible.

### Sampling weights

**Mature and Young Women.** The Census Bureau created sampling weights for each cohort after the initial interview; the Center for Human Resource Research (CHRR) at The Ohio State University has adjusted them after each subsequent interview. These weights account for the overrepresentation of blacks in the initial sample and for persons who were not interviewed. Analysis of each of the cohorts indicates that the weighting scheme used to compensate for nonresponse has allowed the samples to remain representative (Rhoton, 1984; Rhoton and Nagi, 1991; Zagorsky and Rhoton, 1998). In 2003, a series of revised reason for noninterview variables and revised sampling weights were released based on new information on dates of death provided by the Social Security Administration.

### Major data elements

The surveys of the women collected three basic types of information: (1) Core data on each respondent's labor market experiences, training investments, schooling, family income and assets, physical well-being, and geographic residence; (2) background information on the respondent's family and household composition and on her marital and fertility history; and (3) supplementary data specific to the

**Table 5.5. Interview schedules and retention rates: Mature and Young Women**

| Year | Mature Women                           |                   |                             |  | Young Women                            |                   |                             |  |
|------|--|-------------------|-----------------------------|--|--|-------------------|-----------------------------|--|
|      | Primary type of interview <sup>1</sup> | Total interviewed | Retention rate <sup>2</sup> | Response rate, living respondents only | Primary type of interview <sup>1</sup> | Total interviewed | Retention rate <sup>2</sup> | Response rate, living respondents only |
| 1967 | Personal                               | 5,083             | 100.0                       | 100.0                                  | —                                      | —                 | —                           | —                                      |
| 1968 | Mail                                   | 4,910             | 96.6                        | 97.0                                   | Personal                               | 5,159             | 100.0                       | 100.0                                  |
| 1969 | Personal                               | 4,712             | 92.7                        | 93.3                                   | Personal                               | 4,930             | 95.6                        | 95.6                                   |
| 1970 | —                                      | —                 | —                           | —                                      | Personal                               | 4,766             | 92.4                        | 92.5                                   |
| 1971 | Personal                               | 4,575             | 90.0                        | 91.1                                   | Personal                               | 4,714             | 91.4                        | 91.6                                   |
| 1972 | Personal                               | 4,471             | 88.0                        | 89.2                                   | Personal                               | 4,625             | 89.6                        | 90.0                                   |
| 1973 | —                                      | —                 | —                           | —                                      | Personal                               | 4,424             | 85.8                        | 86.1                                   |
| 1974 | Telephone                              | 4,322             | 85.0                        | 86.8                                   | —                                      | —                 | —                           | —                                      |
| 1975 | —                                      | —                 | —                           | —                                      | Telephone                              | 4,243             | 82.2                        | 82.7                                   |
| 1976 | Telephone                              | 4,172             | 82.1                        | 84.2                                   | —                                      | —                 | —                           | —                                      |
| 1977 | Personal                               | 3,964             | 78.0                        | 80.2                                   | Telephone                              | 4,108             | 79.6                        | 80.1                                   |
| 1978 | —                                      | —                 | —                           | —                                      | Personal                               | 3,902             | 75.6                        | 76.1                                   |
| 1979 | Telephone                              | 3,812             | 75.0                        | 77.7                                   | —                                      | —                 | —                           | —                                      |
| 1980 | —                                      | —                 | —                           | —                                      | Telephone                              | 3,801             | 73.7                        | 74.2                                   |
| 1981 | Telephone                              | 3,677             | 72.3                        | 75.5                                   | —                                      | —                 | —                           | —                                      |
| 1982 | Personal                               | 3,542             | 69.7                        | 73.1                                   | Telephone                              | 3,650             | 70.8                        | 71.4                                   |
| 1983 | —                                      | —                 | —                           | —                                      | Personal                               | 3,547             | 68.7                        | 69.4                                   |
| 1984 | Telephone                              | 3,422             | 67.3                        | 71.3                                   | —                                      | —                 | —                           | —                                      |
| 1985 | —                                      | —                 | —                           | —                                      | Telephone                              | 3,720             | 72.1                        | 72.9                                   |
| 1986 | Telephone                              | 3,335             | 65.6                        | 70.3                                   | —                                      | —                 | —                           | —                                      |
| 1987 | Personal                               | 3,241             | 63.7                        | 68.7                                   | Telephone                              | 3,639             | 70.5                        | 71.5                                   |
| 1988 | —                                      | —                 | —                           | —                                      | Personal                               | 3,508             | 68.0                        | 69.0                                   |
| 1989 | Personal                               | 3,094             | 60.9                        | 66.5                                   | —                                      | —                 | —                           | —                                      |
| 1991 | —                                      | —                 | —                           | —                                      | Personal                               | 3,400             | 65.9                        | 67.1                                   |
| 1992 | Personal                               | 2,953             | 58.1                        | 65.1                                   | —                                      | —                 | —                           | —                                      |
| 1993 | —                                      | —                 | —                           | —                                      | Personal                               | 3,187             | 61.8                        | 63.1                                   |
| 1995 | Personal                               | 2,711             | 53.3                        | 61.3                                   | Personal                               | 3,019             | 58.5                        | 60.0                                   |
| 1997 | Personal                               | 2,608             | 51.3                        | 61.0                                   | Personal                               | 3,049             | 59.1                        | 61.1                                   |
| 1999 | Personal                               | 2,467             | 48.5                        | 59.2                                   | Personal                               | 2,900             | 56.2                        | 58.4                                   |
| 2001 | Personal                               | 2,318             | 45.6                        | 57.9                                   | Personal                               | 2,806             | 54.4                        | 57.0                                   |
| 2003 | Personal                               | 2,237             | 44.0                        | 62.2                                   | Personal                               | 2,857             | 55.4                        | 59.0                                   |

<sup>1</sup>Even in years during which the survey was conducted in person, some interviews were administered by telephone when an interviewer determined that method to be the most appropriate for completing a case.

<sup>2</sup>Retention rate is defined as the percentage of base-year respondents who were interviewed in any given survey year. Included in the calculations are deceased and institutionalized respondents, as well as those serving in the military.

age, stage of life, or labor market attachment of the cohort (for example, household responsibilities, childcare arrangements, retirement plans, volunteer work).

This section provides brief summaries of the major data elements available for respondents in the NLS of Mature and Young Women. Certain data elements were collected longitudinally, while others are available only for particular survey years; not all data elements will be present for all respondents. Because the descriptions below are not comprehensive, readers interested in additional information

should review the topical descriptions of variables found in the *Mature Women User's Guide* and the *Young Women User's Guide* (available at [www.bls.gov/nls](http://www.bls.gov/nls)), examine the detailed variable tables provided at the end of this chapter, acquire copies of the survey instruments, and browse the documentation files present in the separate Mature Women and Young Women data sets.

Data elements for the NLS of Mature and Young Women are discussed in the order presented in figure 5.1.

**Figure 5.1. Data elements in the NLS of Mature and Young Women**

|   |  |    |  |
|---|--|----|--|
| 1 | Labor market experiences                               | 10 | Attitudes, aspirations, and psychological well-being       |
| 2 | Work-related discrimination                            | 11 | Geographic and environmental data                          |
| 3 | Training investments                                   | 12 | Demographics, family background, and household composition |
| 4 | Schooling information (school records, aptitude, IQ)   | 13 | Marital and fertility histories                            |
| 5 | Retirement status and plans, pensions                  | 14 | Child care arrangements                                    |
| 6 | Volunteer work and leisure-time activities             | 15 | Care of ill and disabled persons                           |
| 7 | Income and assets                                      | 16 | Household chores   |
| 8 | Physical well-being, health care, and health insurance | 17 | Transfers  |
| 9 | Alcohol and cigarette use                              |    |  |

### 1. Labor market experiences

**Mature and Young Women.** Each survey collected information on the respondent's labor force status during the survey week. Although the data are similar, users should note that the questions in this section were changed beginning with the 1995 survey to reflect the redesign of the Current Population Survey. Employed respondents gave details about their occupation, class of worker, rate of pay, hours worked per week, and job satisfaction. Additional questions asked during selected surveys collected information about the respondent's job or job-related activities, such as shift worked, union membership, tenure, and types of fringe benefits.

Each survey asked about the number of weeks the respondent worked in the past year or since her last interview. Respondents who reported being unemployed or out of the labor force provided data about their activities. Included is information on method(s) that respondents used to seek employment, the number of weeks they spent looking for work, their reasons for not looking for work, and the number of weeks they spent out of the labor force.

Selected surveys collected detailed job information for intervening jobs. Specific information includes the start and stop dates for each job, the number of hours that the respondent worked, the occupation and industry of each job, the respondent's class of worker, her rate of pay, and her reason for leaving the job.

### 2. Work-related discrimination

**Mature and Young Women.** Mature Women respondents answered questions on work-related discrimination during the 1972, 1977, 1982, 1987, 1989, 1995, and 2001 surveys; Young Women responded to these questions during the 1972, 1978, 1980, 1982, 1983, 1988, 1995, and 2001 interviews. In general, each series of questions asked whether the respondent had experienced a particular type of discrimination (age, race, religion, nationality, sex, marital status, or health-re-

lated) for a specified amount of time. In 1995 and 2001, this list also included discrimination based on weight, sexual orientation, or AIDS status. A follow-up question gathered information on the way in which the discrimination was experienced (not hired, not promoted, paid less for equal work, fired, and so forth). The 1988 Young Women survey included an expanded series that asked about steps taken to resolve the problem and the results of this action.

### 3. Training investments

**Mature Women.** The initial survey collected information on the training experiences of each respondent during high school and after her regular schooling ended. Questions included: (1) Whether the respondent had enrolled in a vocational or commercial training program while in high school; (2) the type of high school specialty (for example, typing or bookkeeping); (3) the number of years in which she had enrolled in typing or shorthand classes; and (4) whether she had enrolled in other training programs.

Details recorded about each training program included the type of training, the time spent by the respondent in training, and whether she used the skills acquired in the program on her current job. Interviewers also asked about certifications that the respondent had earned to practice a profession or a trade and about her plans to enroll in educational courses or training programs in the future. Subsequent surveys updated both the respondent's training and certification records.

Post-1977 surveys of this cohort gathered information about the respondent's participation in on-the-job training programs and other vocational programs. Data collected about each program include its overall length, the number of hours the respondent spent in the program each week, and whether she completed the program.

**Young Women.** The initial 1968 survey collected information on the training plans and experiences of respondents since they had stopped attending regular school. For each train-

ing program, detailed information includes the type of training, the length of the training program, the number of hours the respondent was enrolled per week, whether she completed the program, and whether she used the skills acquired in the program on her current or last job. Subsequent surveys have updated information about training experiences and certifications.

Beginning in 1980, the survey fielded two series of questions, one dealing with the respondent's participation in on-the-job training (OJT), and the other with other training courses or educational programs. The OJT series included questions about the duration and intensity of the training and whether the respondent was still attending or had completed the program. The second training series collected data on the respondent's participation in any other training program, including whether the program was an apprenticeship.

#### 4. Schooling information (school records, aptitude, IQ)

**Mature Women.** Selected surveys gathered information on the educational status and attainment of respondents in the Mature Women cohort. The initial survey asked about the highest grade of regular school the respondent attended, whether that grade was completed, the type of curriculum (such as vocational, commercial, or college preparatory) she followed, and whether she completed any additional coursework since earning a diploma. Interviewers updated school attainment information during the 1977, 1987, 1989, and 1995–2003 surveys.

Various interviews gathered information on whether the respondent attended high school and whether or when she received a diploma or a GED. College attendance information—including type of degree received, field of study, and the number of weeks and hours per week spent on college education—also was collected during selected surveys. Finally, data on current school enrollment status, the highest grade of school attended, and whether that grade was completed are available in early survey years for each family member living in the respondent's household.

**Young Women.** A primary focus of the Young Women surveys was on schooling and the transition from school to work. Therefore, the interviews of this cohort regularly collected information regarding both the respondent's enrollment in regular schooling and her subsequent educational attainment. In addition, a separate 1968 survey of high schools attended by respondents in this cohort provided details on school characteristics and respondent test scores.

The following types of school-related information are available for respondents in this cohort: The respondent's school enrollment status, the grade she was attending at the interview date, the highest grade completed,

the date she received a diploma or equivalent, whether she attended college, the type of college degree she earned, the type of curriculum she followed in high school and college, her college field of study, the types of financial assistance she received, the amount of college tuition paid, and the type of school (public or private) that she attended.

During 1968, a special set of questions gathered information from the respondent on her high school and college experiences. These questions asked for details on her participation in high school extracurricular activities, the amount of time she spent on homework, and the high school subjects she liked and disliked.

In several survey years, Young Women were asked about their educational aspirations and expectations. Information gathered includes the years of education the respondent desired, the college degree she wanted, the years of education she expected to get, and, if she planned on attending college, the type of college she expected to attend and her specific field of study.

A special school survey mailed directly to each school in 1968 collected information on secondary schools attended by respondents in this cohort. Data included characteristics of the school (such as type of school, student enrollment by grade, expenditure per pupil, and number of books in the library) and characteristics of the school's teachers and counselors (for example, number of teachers and counselors and the amounts of their salaries). A set of constructed variables summarized characteristics, such as the ratio of students to teachers, and provides an index of overall school quality.

The school survey also recorded respondents' grade point averages and individual test scores from instruments such as the *Otis/Beta/Gamma*, *California Test of Mental Maturity*, *Lorge-Thorndike Intelligence Test*, and the *Scholastic Aptitude Test* (available for selected respondents). An "IQ score" created from these data is available for more than 3,300 of the Young Women respondents. Finally, the school survey collected information about respondents' school behavior with regard to absenteeism, disciplinary actions, and so forth.

#### 5. Retirement status and plans, pensions

**Mature Women.** All but two surveys since 1977 sought information on respondents' retirement plans, expectations, and eligibility for various pension plans. Questions fielded from 1979–86 asked the age at which the respondent expected to stop working, her eligibility to receive Social Security or Railroad Retirement benefits, and the number of years for which she has been employed in jobs covered by Social Security. These surveys also recorded the age at which she would be eligible for full rather than reduced benefits, the number of years for which she worked for each employer, and the type of provider for her pension plan. In addition,

each respondent reported the sources of income she expected during retirement, and, if she did not expect to receive pension benefits, the reason.

The 1989 survey collected the above information separately for both respondents and their spouses. In addition, this survey included a very large section devoted to pension questions. This series determined the most important pension plan for the respondent, the most important pension plan for her spouse, and any other pension or survivor's benefits for which she was eligible through her spouse's (or former spouse's) employment or military service. This section also asked for the characteristics of each pension provider, the characteristics of each plan, and locator information used for the pension-matching project described below.

With this information, the Institute for Social Research at the University of Michigan conducted a special pension-matching project in conjunction with the Census Bureau. The locator information enabled the Census Bureau to obtain pension plan summary descriptions from respondents' employers. These plans were then coded using a protocol developed for the *Survey of Consumer Finances*. A total of 1,329 respondents (out of 1,900 households reporting pension eligibility) participated in at least 1 of 815 different pension plans. Users can find these data on the cross-cohort CD that includes the Mature and Young Women data sets.

Each survey of the Mature Women since 1992 included questions that gathered details on pension plans, updating the 1989 information. In addition, the income-asset section of the questionnaire examined the retirement income received by the respondent and her spouse from various sources (such as Social Security, pensions, and disability benefits) during most survey years.

**Young Women.** The most recent surveys of the Young Women (1) added "retired" as a reason why the respondent was not in the labor force during the survey week, (2) recorded whether a retirement pension program is available through the respondent's employer, and (3) determined amounts of income received by the respondent and her spouse during the past calendar year from retirement-related sources such as Social Security.

The 1991 and 1995–2003 surveys included questions on pension coverage and vesting rights for respondents who indicated that their employer provided a retirement pension program. Respondents enrolled in an employer's pension program gave information on the method used to determine their benefit amount (either defined benefit or defined contribution) and whether they were vested in the pension plan. Those not vested answered questions about the number of years until vesting and what would happen if they left the employer before that time. Specific sources of pension income during the past 12 months for the respondent and her spouse were determined during the 1993–2003 surveys.

### 6. *Volunteer work and leisure-time activities*

**Mature and Young Women.** Respondents gave information in selected surveys on the number of weeks and number of hours per week they spent during the past year in unpaid volunteer work. Respondents also were asked about the type(s) of organization(s) in which they volunteered. Occasional questions further asked why the respondent engaged in volunteer work, whether she held an office or position within the volunteer organization(s), and whether she participated in volunteer work to change social conditions. In 1967 (Mature Women) or 1983 (Young Women), respondents answered a single question about how they spent their time when not engaged in housework or working for pay.

### 7. *Income and assets*

**Mature and Young Women.** The survey regularly asked about the total income received by each respondent's family during the past year; it also covered the amount of income received by the respondent herself and by her spouse from various sources during that period. Sources included wages and salary, business or farm income, unemployment compensation, rental income, interest and dividends, child support, alimony, Social Security, disability payments, public assistance, Food Stamps, and pension benefits.

In 1995–2003, special sections addressed to women who had been widowed since their last interview determined the type and amount of benefits or other assistance that the widow had received in connection with her husband's death. Sources of income recorded include insurance, Social Security, pensions, and family members.

A series of questions on family assets and debts collected details on (1) whether the respondent and her spouse owned their own home, other types of real estate, or automobiles and, if so, the total market value and amount owed on each; (2) the value of other assets such as savings accounts, U.S. Savings Bonds, stocks or bonds, and personal loans; and (3) whether there were other personal debts, such as money owed to stores, physicians, hospitals, or banks. In selected years, the respondent stated whether she believed that her overall financial position was better, worse, or about the same as it was a few years earlier. In recent survey years, respondents were asked about the income and assets of partners. In 2003, a series of questions recorded the respondent's perception of how adequate her or her family's income was to meet basic needs.

### 8. *Physical well-being, healthcare, and health insurance*

**Mature and Young Women.** A comprehensive set of health-related variables is available for respondents. This informa-

tion includes the respondent's health status, perceived changes in her health over time, specific health conditions she has experienced, types of health-related problems, and data on her health insurance coverage. For all interviews, the life status of respondents in both cohorts at the time of the interview is indicated by the presence or absence of "deceased" as a reason for noninterview.

Various surveys asked respondents to rate their health. Periodic questions asked if the respondent considered her health to have changed over time. Self-reported height and weight measurements are available for Mature Women interviewed in 1992 and 1997–2001 and for Young Women interviewed in 1991, with another weight measurement obtained for both cohorts in 1995. In 2003, self-reports on weight were collected for both cohorts, and interviewers measured respondent height whenever possible or asked for self-reports. Respondents provided information about specific diseases that limited or prevented them from working during the post-1989 surveys of the Mature Women and the 1973 and 1991–2003 surveys of the Young Women.

During multiple surveys, interviewers asked respondents whether they experienced health-related problems such as pain, tiring easily, weakness, aches, or swelling. A second series, fielded during the same surveys, asked the respondent whether she ever had difficulty performing a predetermined set of activities, such as walking, using stairs, or standing for long periods.

The survey collected information on occupation-related health problems at multiple survey points. Respondents identified specific workplace conditions that would hamper their ability to work, such as places that were hot or damp or places that had fumes or noise. The 1980 survey of Young Women included a series of questions asking the respondent to rate conditions at her current job. In 1991, Young Women stated whether they had ever been refused employment or been unable to hold a job or stay in school because of health issues.

The 1991 and 1993 Young Women surveys gathered information about the number of times the respondent had had an overnight hospital stay during the past 12 months and how often the respondent had been treated at clinics or by physicians during the past 5 years. In the 2003 survey, both the Mature and Young Women were asked more detailed questions concerning any hospital stays. The data set also includes health insurance information, collected during the 1981, 1986, and post-1989 surveys of Mature Women and the post-1988 surveys of young women. The 1995–2003 surveys of both cohorts included questions about respondents' menopausal status and hormone use during menopause. Finally, the 1995 survey of both cohorts of women and the 1997–2003 Mature Women surveys asked respondents whether they had driven a motor vehicle in the past 12 months, the distance they drove, whether they drove at

night, and why they stopped driving, if applicable.

### 9. Alcohol and cigarette use

**Mature and Young Women.** The 1989 and 1995–2003 Mature Women surveys and the 1991–2003 Young Women surveys included several questions for respondents who reported drinking alcoholic beverages. Though the details vary by year, questions typically focused on the frequency and intensity of alcohol use in the past month and since the last interview. In 1991, Young Women respondents also were asked two questions concerning alcohol use over their lifetime.

Several recent surveys gathered cigarette use data from these cohorts. The 1989 Mature Women survey and the 1991 Young Women survey first asked whether respondents currently smoked. Those who smoked reported the age at which they started smoking regularly and the number of cigarettes or packs they smoked per day. Respondents who reported smoking in the past but not at the time of the interview were asked for the number of cigarettes or packs smoked per day, the age at which they last smoked regularly, and the age at which they first started smoking. The 1993 Young Women survey asked whether respondents currently smoked and, for those who did, the number of cigarettes or packs they smoked per day. The 1995–2003 surveys of both cohorts determined only whether respondents smoked at the time of the interview.

### 10. Attitudes, aspirations, and psychological well-being

**Mature and Young Women.** A collection of attitude, aspiration, and psychological well-being variables is available for respondents in each cohort. Selected surveys administered the *Center for Epidemiological Studies Depression (CES-D) Scale* (Radloff, 1977) and the *Internal-External Locus of Control Scale* (Rotter, 1966). Periodic questions investigated the respondent's occupational aspirations; her attitudes toward life in general, women working, her current job, and retirement; and her general knowledge of the world of work (Young Women only).

### 11. Geographic and environmental data

**Mature and Young Women.** Three sets of variables provide information on the respondent's residence at the interview date. The first set broadly defines the geographic area in which the respondent resided. This definition includes the name of the census division (New England, Middle Atlantic, Pacific, and so on), whether the respondent's region of residence was located in the South or in a non-South region of the United States, and whether her residence was in a metro-

politan statistical area.

The second set of variables compares the State or metropolitan statistical area of the respondent's residence at the interview date with those of her previous residence and job at the interview date. Users can find information on the characteristics of the respondent's environment in a third set of variables detailing the size of the labor force and the unemployment rate for the labor market of the respondent's residence at the time of the interview. However, beginning in the early 1990s, most of the variables in the last two sets were eliminated.

Other geographic variables available for these cohorts include a set of geographic mobility questions fielded during 1982, 1989, 1992, and 1997 for Mature Women and during 1983, 1988–93, and 1997 for Young Women. These questions provide information about the date on which the respondent moved to her residence at the interview date, the location of her previous residence, the number of years she had lived there, and the reason why she moved. Additionally, the 1992 and 1995 surveys of Mature Women and the 1983, 1988, 1991, and 1995 surveys of Young Women collected information about a second residence of the respondent, including which months the respondent lived in this second residence, the year in which she began spending time there, and a comparison of the second residence's location with that of the primary residence.

Beginning with the 1995 survey of both cohorts, the data include an interviewer-recorded observation of the type of area (farm, city, suburb, and so on) and the type of residence (detached house, apartment, trailer, and so forth) in which the respondent lived.

*Research Data Centers.* Geographic information collected during interviews with the Mature Women and Young Women is now available for research use at the Census Bureau's Research Data Centers. The cohort-specific files contain the respondent identification number, survey year, and State code. Researchers may match these files to the NLS data sets. Currently, the Research Data Centers have available, by survey year, the Federal Information Processing Standards (FIPS) State codes, which represent the State of residence for each interviewed respondent. Having the State variables allows researchers to determine the census regions and divisions. Variables also are available at the Research Data Centers on county, metropolitan statistical area, ZIP Code, census tract and block, and latitude and longitude of residence. Selected environmental variables are available about the counties and metropolitan statistical areas in which the women resided, and information also is available on the names of the colleges and universities that the women attended.

The Census Bureau developed the Research Data Centers to give researchers access to valuable data in a setting

designed to safeguard respondent confidentiality. Researchers interested in more detailed information on the procedures to follow in applying for access to a Research Data Center should see the NLS Web site at [www.bls.gov/nls](http://www.bls.gov/nls).

### *12. Demographics, family background, and household composition*

*Mature and Young Women.* The surveys collected data regarding each respondent's race, nationality, origin, or descent; date of birth; and age. They also determined whether the respondent's residence at age 15 (Mature Women) or age 14 (Young Women) was in an urban or rural area. Information on family background includes the birthplace of the respondent's parents and grandparents, the relationship of the respondent to the person(s) with whom she lived at age 15 (Mature Women) or age 14 (Young Women), the occupation of and highest grade completed by her mother and father, and the life status of both the respondent's parents and in-laws. Mature Women also provided information on the place of residence and health of their parents and in-laws. The 1993 survey of Young Women recorded the sex, age, educational attainment, and fertility of the respondent's biological siblings (living or deceased).

Every interview except the 1968 mail survey of Mature Women collected detailed information on the composition of the household in which the respondent lived. For as many as 20 family members (during the early survey years) or household members (later survey years) living in the respondent's household during the survey, the following information is available: The relationship of each member to the respondent, the household member's age or date of birth, and the number of weeks and hours worked in the previous year. Selected surveys also asked about each household member's occupation, school enrollment status at the interview date, highest grade of school attended, whether that grade was completed, and the years of education the respondent predicted that person would complete.

### *13. Marital and fertility histories*

*Mature Women.* Every interview except the 1968 mail survey asked about the respondent's marital status at the interview date. Selected interviews collected information regarding timing of marital transitions (such as the month and year of the respondent's marriage(s) and whether the marriage(s) ended in divorce or widowhood). A series of variables constructed in the early survey years provides a profile of the respondent's marital and family status at various interview points, indicating whether she was married and if she resided with her spouse and her children at the time of the survey. For the early years, created variables also describe the timing of the respondent's marriage in relation-

ship to work, school, and the birth of her first child.

Regularly collected information about each child living in the respondent's household at the time of the interview includes that child's age, date of birth, and sex. Post-1976 surveys specified whether a nonbiological child was an adopted son or daughter, or an adopted son or daughter by marriage. For both biological and nonbiological children, these surveys also collected more detailed information, such as the child's life status, residency status, enrollment status, and highest grade completed. Selected surveys contain information about the total number of children of specific ages who live at home. Most surveys asked about the number and relationship of the respondent's dependents. The marital and fertility histories of up to four living children were collected during the 1986 interview. Finally, the 1987–97 and 2001–03 surveys asked for the number of the respondent's children enrolled in college at the interview date and the amount of financial support provided by the respondent and her husband. Similar information about children in college was collected in 1999 and 2003 as part of the children and transfers section of the survey.

**Young Women.** Every survey collected marital status at the interview date; respondents reported timing of marital transitions (see above) during selected interviews. A set of variables tracks transitions between various marital states from 1968–73. It also provides information regarding the timing of the respondent's marriage in relation to work, school, and the birth of her first child.

Regularly collected information about each child living in the respondent's household at the time of the interview includes that child's age, date of birth, and sex. Most surveys collected information about the number of dependents the respondent had and her relationship to dependents living outside the household. Beginning in 1973, more detailed information on biological and nonbiological children was collected, including the child's life status, residency status, school enrollment status, and highest grade completed. Post-1982 surveys specified whether a nonbiological child was an adopted son or daughter, or an adopted son or daughter by marriage. Finally, the 1991–97 and 2001–03 surveys recorded the number of the respondent's children currently enrolled in college and the amount of financial support provided to them by the respondent and her husband. Similar information about children in college was collected in 1999 and 2003 as part of the children and transfers section of the survey.

An expanded series of questions in the 1985 survey asked about children living outside of the household. This series determined the date on which the respondent last lived with the child, the frequency of contact and duration of visits, where and how far from the respondent the child lived, and the amount of financial support the respondent had pro-

vided to the child over the previous 12 months. Children who lived together outside of the respondent's household were identified.

Additional information gathered during the 1971, 1973, 1978, and 1982–91 interviews includes fertility expectations; the respondent stated the number of children she considered ideal, the number she expected to have during the next 5 years, and the date by which she expected to have her next child. Finally, the 1970, 1972, and 1973 questionnaires included a series of questions detailing how a child's birth had changed the respondent's labor force status.

#### 14. Childcare arrangements

**Mature and Young Women.** Five of the early interviews of the Mature Women cohort collected information on the types and locations of childcare arrangements; all but seven of the Young Women surveys obtained similar information. The information collected includes details regarding costs, the number of hours during which childcare was required, the type of childcare arrangements the respondent used, her attitude toward childcare or daycare centers, and the impact of childcare availability on her job search behavior. The 1971 survey of each cohort included an expanded series of questions identifying the types of childcare arrangements for the respondent's children and her preferred care arrangements. Information on the extent of the respondent's responsibility for various household tasks, including childcare, was collected during seven Mature Women surveys between 1974 and 1989 and five Young Women interviews from 1975 to 1985.

The 1993 and 1995 surveys of Young Women and the 1995 survey of Mature Women examined whether the respondents were responsible for the care of their own children under age 18 and living in the household. If the respondent was responsible for care, follow-up questions determined care arrangements, the total cost of care, and the effect of this responsibility on the respondent's employment.

#### 15. Care of ill and disabled persons

**Mature Women.** In most years, respondents stated whether the health of a spouse or family member affected their employment opportunities. The respondent's care of ill and disabled persons was explored in more detail in each survey since 1982, except for the 1986 survey. In 1982, 1984, and 1987–2003, the survey asked respondents whether they regularly spent time caring for a relative or friend outside of their household and, if applicable, the number of hours allocated to this task each week. The 1984, 1987, and 1989 surveys included questions about care of household members as part of the household chores series. Details were collected on whether the respondent cared for an ill or disabled person in

the household, her relationship to that person, and the total hours spent on all chores (including this caregiving). Although the household chores series was discontinued in 1992, the surveys continued to ask similar questions about caring for ill or disabled household members. Respondents reporting such activity stated their relationship to each person and the total hours per week spent caring for all ill or disabled household members.

The parental transfers section of the 1997 and 2001 questionnaires included a series of questions on whether transfers of time for activities such as “caretaking” had taken place over the preceding 12 months. The child transfers section of the 1999 and 2003 surveys included similar questions about the respondent’s children.

In 1995–2003, respondents who had been widowed since their last interview answered an additional set of questions about their husband’s needs during the last year of his life, including whether the respondent provided special nursing care for her husband, the number of hours per day such care was required, and how this affected the respondent’s employment opportunities. The 1990 Older Men survey asked similar questions of widowed women whose spouses had been members of that cohort.

**Young Women.** As part of the household chores series, the 1987 survey sought information about whether the respondent provided care to household members who were ill or disabled. Beginning with the 1991 survey, additional questions determined whether the respondent regularly spent time helping or caring for household members who were chronically ill or disabled or for friends or relatives who did not reside in the respondent’s household. Follow-up questions established the number of hours per week the respondent spent providing care.

The parental transfers section of the 1993, 1997, and 2001 questionnaires included a series of questions about whether transfers of time for activities such as “caretaking” had taken place over the past 12 months. The child transfers section included similar questions about the respondent’s children in the 1999 and 2003 surveys. Like the Mature Women surveys, the 1995–2003 Young Women surveys asked respondents who identified themselves as widowed since the last interview about their role in caring for their husband in the year before his death.

### 16. Household chores

**Mature and Young Women.** A comprehensive set of questions, asked of the Mature Women eight times starting in 1974 and of the Young Women five times beginning in 1975, collected information on the amount of time the respondent spent on all household tasks and her responsibility for specific household chores. The core set of household chores

about which information was gathered included tasks such as grocery shopping, childcare, cooking, cleaning the house, and yard work. The early to mid-1980s interviews added the tasks of family bill paying and care of chronically ill or disabled household members.

Although some variation occurred across survey years, the basic series determined how responsible the respondent felt for each household chore, whether she performed each task with another family member or with hired help, and, if she shared a task, the amount of time she contributed to the task. Respondents also reported the total number of hours per week they usually spent on these tasks.

In response to a separate question, women in both cohorts also have periodically stated their attitude toward doing housework in their own home.

### 17. Transfers

**Mature and Young Women: Parents and transfers.** Prior to the 1993 survey of Young Women, a limited amount of data was collected about parents and transfers. Both the Mature Women and Young Women cohorts periodically reported the life status of their and their husband’s parents; the 1992 survey of Mature Women and the 1993 survey of Young Women also recorded the parents’ cause of death, if applicable. The income section in some recent surveys included a question about any inheritance the respondent has received.

In 1993, the Young Women responded to a detailed series of questions about transfers of time and money to and from their parents and their husbands’ parents; both cohorts answered these questions in 1997 and 2001. Stepparents were included in the collection if they are currently married to a biological parent. In each year, this section began with the collection of biographical and health information for the respondent’s and her husband’s parents. If any parent was deceased, the 1997 and 2001 survey rounds asked questions concerning that parent’s estate (for example, if it was settled, if she received any amount, if it was equally distributed). Information was then gathered about the parents’ residences, income, assets, and debts. Finally, questions examined the nature and extent of transfers of time and money from respondents to their parents. Transfers mentioned include gifts, loans, financial support, personal care, and household chores or errands. In 1993 and 2001, these questions also asked about transfers from the parents to the respondents. The 2003 survey retained the estate questions asked in 1997 and 2001, but all other 2003 transfers information refers to transfers between respondents and their children.

In 1997, the Mature Women survey included questions about transfers of time and money that respondents had received from their daughters who were in the Young Women cohort. Although the sample does not represent all mothers

and daughters, researchers can use these data to compare mothers' and daughters' perceptions about the transfers daughters have made to their mothers.

**Mature and Young Women: Children and transfers.** The 1999 and 2003 surveys asked both Mature and Young Women about transfers involving the respondent's children. Included in the data collection was information on biological, adopted, and stepchildren of both the respondent and her husband. The transfers section initially collected demographic data and residence information for all children not residing in the household (these data were collected in the household roster for coresident children). The respondent then answered questions about the assets and debts of each child age 19 or older, as well as each child ages 14 to 18 who were married or had children. The section also included a series of questions regarding shared living arrangements of the respondent and her children, if the children met these same age requirements.

After collecting this preliminary information, the survey asked the respondent to report transfers of time and money to and from up to five children meeting the universe requirements described above. Included were questions regarding loans, gifts, and other financial assistance, as well as time transferred for childcare, personal care, chores, and errands.

The 1999 Young Women survey included a set of questions for respondents who had a mother in the Mature Women cohort. These Young Women described transfers of time and money to and from their mothers, providing researchers with an opportunity to assess the quality of the transfers data.

#### Data files and documentation

Data for the NLS of Mature Women (1967–2003) and the NLS of Young Women (1968–2003) are released on the cross-cohort CD and also are available as separate downloadable files from the [www.bls.gov/nls](http://www.bls.gov/nls) Web site. These files contain the longitudinal record of each respondent, as well as information from the 1968 Young Women school survey and the 1989 Mature Women pension-matching project. Included in the data are: (1) Raw responses to the set of questions administered during the 1967–2003 surveys of Mature Women and 1968–2003 surveys of Young Women; (2) a series of edited and created variables based on these raw responses; (3) selected demographic, household, and residential data provided by the Census Bureau from its administrative records; (4) respondent- and school-specific information gathered during the separately administered 1968 survey of the high schools attended by respondents in the Young Women cohort; and, on the cross-cohort CD, (5) the 1989 pension plan characteristic data for Mature Women (as an ASCII file).

Each data set includes documentation files and is accompanied by search and extraction software that enables users to easily peruse, select, and extract variables. Chapter 8 provides more technical information on the NLS data format and extraction software, as well as descriptions of supplementary documentation items available for the NLS of Mature and Young Women.

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#### Selected variables by cohort and year: Mature and Young Women

Tables 5.6 and 5.7 depict selected variables from the main data files of the NLS of Mature and Young Women. The top row of the tables lists the years in which the women have been surveyed; the first column gives some of the variables that have been collected. An asterisk (\*) indicates that information for the designated variable was obtained for the cohort in the year indicated. "R" used in variable descriptions stands for "respondent"; "H" stands for "husband" of the respondent. Researchers should be aware that, in some instances, the variable descriptions in the tables represent a group of questions and not single response items.

**Table 5.6. Selected Mature Women variables by survey year: Respondents ages 30 to 44 in 1967**

| Variable   | 67 | 68 | 69 | 71 | 72 | 74 | 76 | 77 | 79 | 81 | 82 | 84 | 86 | 87 | 89 | 92 | 95 | 97 | 99 | 01 | 03 |  |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| <b>I. LABOR MARKET EXPERIENCE VARIABLES</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| <b>A. Current labor force and employment status</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| Survey week labor force and employment status  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |  |
| Hours worked in survey week  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |  |
| Weeks worked (time frames vary)  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |  |
| Usual hours worked during weeks worked   | *  | *  | *  |    |    | *  | *  |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |  |
| Weeks unemployed (time frames vary)  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |  |
| Spells of unemployment in past year  | *  |    | *  | *  | *  |    |    | *  |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  |  |
| Weeks out of labor force (time frames vary)  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |  |
| <b>B. Characteristics of current or last job</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| Occupation, industry, class of worker  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |  |
| Start date and stop date   | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |  |
| Hours per week usually worked  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |  |
| Hourly rate of pay   | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |  |
| Commuting time, costs  | *  |    | *  |    | *  |    |    | *  |    |    | *  |    |    | *  | *  |    | *  |    |    |    |    |  |
| Covered by collective bargaining, union member   |    |    |    | *  | *  |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |  |
| Work for employer at home  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |  |
| Firm size  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |  |
| Shift worked   |    |    |    | *  |    |    | *  | *  |    | *  |    |    | *  | *  |    | *  | *  | *  | *  | *  | *  |  |
| Fringe benefits available  |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  |    | *  | *  | *  | *  | *  |  |
| Displaced worker   |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    | *  | *  | *  | *  | *  |  |
| Supervises others  |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |  |
| <b>C. Work experience prior to initial survey</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| Occupation, industry, class of worker, start date, stop date, and reason for leaving (series):   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| First job after leaving school (never-married R's)   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| Longest job since leaving school (never-married R's)   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| Longest job between school and marriage  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| Longest job between marriage and first birth   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| Longest job since first birth  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| Number of years since leaving school in which R worked 6 months or more  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| <b>D. Work experience since previous survey</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| Occupation, industry, class of worker, hours per week, start date, stop date, and reason for leaving intervening jobs (through 1987) or employers (beginning in 1989) (details vary) |    | *  | *  | *  | *  |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |  |
| Interfirm mobility (details vary)  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |  |
| Promotions (any, effects)  |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  |    | *  | *  | *  | *  | *  |  |

**Table 5.6. Selected Mature Women variables by survey year: Respondents ages 30 to 44 in 1967**

| Variable   | 67 | 68 | 69 | 71 | 72 | 74 | 76 | 77 | 79 | 81 | 82 | 84 | 86 | 87 | 89 | 92 | 95 | 97 | 99 | 01 | 03 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>II. HUMAN CAPITAL AND OTHER SOCIOECONOMIC VARIABLES</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>A. Early formative influences</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Age or date of birth   | *  |    |    |    |    |    |    |    |    | *  |    |    |    | *  | *  |    | *  | *  | *  | *  | *  |
| Nationality or ethnicity   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  |    |    |
| Type of residence at age 15  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Person(s) R lived with at age 15   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Occupation of head of household when R was 15  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Highest grade completed by father and mother   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Occupation of mother when R was 15   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>B. Migration</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Years at current residence   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Comparison of birthplace to current residence  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Geographic mobility (details vary)   | *  |    | *  | *  | *  |    |    | *  |    | *  |    |    |    |    | *  | *  | *  | *  |    |    |    |
| <b>C. Education</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Current enrollment status  |    |    |    |    |    |    |    | *  |    |    |    |    |    | *  | *  |    | *  | *  | *  | *  | *  |
| Highest grade completed  | *  |    |    |    |    |    |    | *  |    |    |    |    |    | *  | *  |    | *  | *  | *  | *  | *  |
| High school curriculum   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Year of high school diploma or GED   |    |    |    |    |    |    |    | *  |    | *  |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Math courses taken in high school  |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |
| College (attended, duration, hours per week attended, field of study, highest degree received)   |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  |
| <b>D. Training</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| On-the-job training (did R take, duration, hours per week, did R complete)   |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  |
| Additional or other training or educational program (type, sponsor, duration, hours per week attended, reason took, did R complete, certificate, use on job) | *  |    | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  |
| <b>E. Health and physical condition</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Self-rating of health  | *  |    |    |    |    |    |    |    |    |    |    |    | *  |    |    | *  | *  | *  | *  | *  | *  |
| Comparison of R's condition with past  |    |    | *  | *  |    |    | *  |    |    | *  |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  |
| Does health limit work or housework  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Duration of health limitations   | *  |    | *  |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Problematic activities (stooping, kneeling, and so forth)  |    |    | *  |    |    |    | *  |    |    | *  |    |    | *  | *  |    |    | *  | *  | *  | *  | *  |
| Problematic working conditions (noise, smoke, and so forth)  |    |    | *  |    |    |    | *  |    |    | *  |    |    | *  | *  |    |    | *  |    |    |    |    |
| Alcohol and cigarette use  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  | *  |
| Height and weight (details vary)   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |

**Table 5.6. Selected Mature Women variables by survey year: Respondents ages 30 to 44 in 1967**

| Variable   | 67 | 68 | 69 | 71 | 72 | 74 | 76 | 77 | 79 | 81 | 82 | 84 | 86 | 87 | 89 | 92 | 95 | 97 | 99 | 01 | 03 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Menopausal status and hormone use during menopause   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Extent R drives an automobile  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Types of health conditions (cancer, diabetes, and so forth)  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Insurance coverage (R's, other family members')  |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  | *  | *  | *  |
| Does others' health limit work (details vary)  | *  |    | *  |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Accidents (on-the-job, how, when)  |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  |    |    |    |    |    |    |
| Is R able to go outdoors, use public transportation, or perform personal care without help                               |    |    |    | *  |    |    |    | *  |    |    | *  |    |    | *  | *  |    |    |    |    |    |    |
| Is R able to go shopping, manage money, do light housework, do heavy housework   |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |
| <b>F. Marital and family characteristics</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Marital status   | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Marital history (details vary)   | *  |    |    |    |    |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Husband's attitude toward R's working  | *  |    |    | *  |    |    |    | *  |    |    | *  |    |    | *  |    |    |    |    |    |    |    |
| Life status of R's and R's husband's parents   | *  |    | *  | *  | *  |    |    |    |    | *  |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  |
| Number of dependents   | *  |    | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |
| New information or update on all children born or adopted  | *  |    |    |    |    |    |    | *  |    |    | *  |    |    |    |    |    |    | *  |    |    |    |
| Number and ages of children in household   | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Childcare arrangements (type, cost, preferences, attitude toward, hypothetical use, effect on work) (details vary)       | *  |    | *  | *  | *  |    |    | *  |    |    |    |    |    |    |    |    |    | *  |    |    |    |
| Childcare (extent of responsibility)   |    |    |    |    |    | *  | *  |    |    | *  | *  | *  |    |    |    |    |    |    |    |    |    |
| Any children in college last 12 months; amount of support from R and spouse  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |    | *  |
| Family or household (starting in 1989) members: age, sex, relationship to R, education, employment status (details vary) | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Unrelated household members (relationship to R, sex, age)  |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  |    |    |    |    |    |    |    |
| Household activities (responsibility for, attitude toward, hours per week spent on) (details vary)                       | *  |    |    |    |    | *  | *  |    | *  | *  | *  | *  |    | *  | *  |    |    |    |    |    |    |
| Responsibility for care of chronically ill or disabled   |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Frequency of contact with family and friends   |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |
| <b>G. Characteristics of R's husband; characteristics of R's partner, beginning in 1995</b>                              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Current labor force status   |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    | *  | *  | *  | *  | *  | *  |
| Usual weeks worked   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |
| Firm size  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |
| Covered by Social Security or Railroad Retirement  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |
| Covered by collective bargaining or union contract   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |

**Table 5.6. Selected Mature Women variables by survey year: Respondents ages 30 to 44 in 1967**

| Variable   | 67 | 68 | 69 | 71 | 72 | 74 | 76 | 77 | 79 | 81 | 82 | 84 | 86 | 87 | 89 | 92 | 95 | 97 | 99 | 01 | 03 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Is spouse or partner union member  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Job search activity in past month  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Retirement plans, expectations, status   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Weeks and hours worked 1982–86   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |
| Detailed information on employers since 1987 or since last interview (occupation, industry, class of worker, rate of pay, start and stop date, hours worked, shift worked) |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Unemployment of husband (weeks)  |    |    |    |    |    | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Does husband's health limit his work   | *  |    | *  | *  |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Duration of husband's limitations  | *  |    | *  |    |    |    |    | *  |    |    | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>H. Questions asked of widows</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Husband's medical care in 12 months before death   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| How medical costs were paid  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| R's care of husband  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Death benefits paid to R (amount, source, lump sum or periodic payment)  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Financial assistance to R from family members  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| <b>I. Financial characteristics</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Total net family assets  | *  |    |    | *  | *  |    |    | *  |    |    | *  |    |    | *  | *  |    | *  | *  | *  | *  | *  |
| Total family income  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Income from farm or business   | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Wage or salary income  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Unemployment compensation income   | *  |    | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Supplemental unemployment benefits income  |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Income from public assistance  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Social Security income   | *  |    | *  | *  | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Pension income   | *  |    | *  | *  | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Disability income  | *  |    | *  | *  | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Rental income  | *  |    | *  | *  | *  |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Interest or dividend income  | *  |    | *  | *  | *  |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Total market value of Food Stamps received   | *  |    | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Income from AFDC/TANF  | *  |    | *  | *  | *  |    |    |    |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Alimony payments   |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Child support payments   |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Amount of financial assistance received from others  |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  |
| Income from other sources  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>J. Transfers ("H" refers to "husband" of the respondent)</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Life status of R's parents, age  | *  |    | *  | *  | *  |    |    |    |    | *  |    | *  |    |    | *  | *  |    | *  |    | *  | *  |

**Table 5.6. Selected Mature Women variables by survey year: Respondents ages 30 to 44 in 1967**

| Variable  | 67 | 68 | 69 | 71 | 72 | 74 | 76 | 77 | 79 | 81 | 82 | 84 | 86 | 87 | 89 | 92 | 95 | 97 | 99 | 01 | 03 |   |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Cause of death of R's parents   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |   |
| Life status of H's parents, age   | *  |    | *  | *  | *  |    |    |    |    | *  |    | *  |    |    |    | *  |    | *  | *  |    |    |   |
| Health status of R's and H's parents  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Do R's or H's parents live in nursing home                                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Marital status of R's and H's parents                                       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Distance R's and H's parents live from R                                    |    |    |    |    |    |    |    |    |    | *  |    | *  |    |    |    | *  |    | *  | *  |    |    |   |
| Yearly income of R's and H's parents  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Do R's and H's parents own home; value                                      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Amount of R's and H's parents' assets and debts                             |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Transfers of time to R's and H's parents                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Transfers of money to R's and H's parents                                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Transfers of time from R's and H's parents                                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |   |
| Transfers of money from R's and H's parents                                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |   |
| Did R's parents have will   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  |    |   |
| Amount of parents' estate   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  |    |   |
| If R has a daughter in the Young Women cohort:                              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Transfers of time from daughter to R or H                                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Transfers of money from daughter to R or H                                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Sex, age and date of birth, highest grade completed of R's and H's children |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |   |
| Relationship of child(ren) to R   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |   |
| Residence of child(ren) and distance from R                                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |   |
| Do child(ren) and child(ren)'s spouse own home; value                       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |   |
| Amount of child(ren)'s assets and debts                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |   |
| Transfers of time to and from child(ren)                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |   |
| Transfers of money to and from child(ren)                                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |   |
| Does R have will; who are beneficiaries                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |   |
| <b>K. Attitudes and perspectives</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| How R feels about job   | *  |    | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| What does R like best and least about job                                   | *  |    | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Would R continue to work if had enough money to live on                     | *  |    | *  |    | *  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Which is more important: high wages or liking work                          | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |   |
| Attitude toward women working   | *  |    |    |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |   |
| Rotter Internal-External Locus of Control score (shortened version in 2001) |    |    | *  |    | *  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |   |
| CES-Depression Scale  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  | *  | * |
| Attitude toward women and retirement  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  | *  | * |









**Table 5.7. Selected Young Women variables by survey year: Respondents ages 14 to 24 in 1968**

| Variable   | 68 | 69 | 70 | 71 | 72 | 73 | 75 | 77 | 78 | 80 | 82 | 83 | 85 | 87 | 88 | 91 | 93 | 95 | 97 | 99 | 01 | 03 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>D. Training outside regular school</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Any training or educational program (did R take, did R complete, type, sponsor, reason took, duration, hours per week, reason not completed)     | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  |
| Other training or educational program (did R take, did R complete, type, apprenticeship program, sponsor, reason took, duration, hours per week) |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| On-the-job training (did R take, did R complete, duration, hours per week attended)  |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Program enrolled in at last interview (type, did R complete, duration)   |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Training used on current job (universes vary)  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>E. Health and physical condition</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Comparison of R's condition with past  |    |    | *  | *  |    | *  |    | *  |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Does health limit work   | *  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Does health limit school activity  | *  | *  | *  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Does health limit housework  | *  |    | *  |    | *  |    |    |    | *  | *  |    | *  | *  |    |    |    |    |    |    |    |    |    |
| Duration of health limitations   | *  | *  | *  |    | *  | *  | *  | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Problematic activities (stooping, kneeling, and so forth)  |    |    | *  |    |    |    |    | *  |    | *  |    | *  | *  |    | *  | *  |    | *  |    |    |    | *  |
| Problematic working conditions (noise, heat, and so forth)   |    |    |    |    |    |    |    | *  |    | *  |    | *  | *  |    | *  | *  |    |    |    |    |    |    |
| Accidents (on-the-job, how, when)  |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Does health permit going outdoors, using public transportation, or personal care   |    |    | *  |    |    |    |    | *  |    | *  |    | *  |    | *  |    |    |    |    |    |    |    |    |
| Does others' health limit R's work   |    |    |    |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Insurance coverage of R and family members   |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Cigarette; alcohol use   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| Height and weight (details vary)   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |    |    | *  |
| Menopausal status and hormone use  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Extent to which R drives an automobile   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |
| Types of health conditions (cancer, diabetes, and so forth)  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| <b>F. Marital and family characteristics</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Marital status   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Husband's attitude toward R working  | *  |    |    | *  |    |    |    | *  |    | *  |    | *  |    |    |    |    |    |    |    |    |    |    |
| Marital history  |    |    |    |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| New information or update on all children born or adopted  |    |    |    |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    | *  |
| Number of dependents   | *  | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |
| Parents (weeks worked, full-time, occupation)  | *  | *  | *  |    | *  | *  |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |

**Table 5.7. Selected Young Women variables by survey year: Respondents ages 14 to 24 in 1968**

| Variable  | 68 | 69 | 70 | 71 | 72 | 73 | 75 | 77 | 78 | 80 | 82 | 83 | 85 | 87 | 88 | 91 | 93 | 95 | 97 | 99 | 01 | 03 |   |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Number and ages of children in household  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Any children in college last 12 months; amount of support from R and spouse   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  |    | *  | *  |   |
| Childcare arrangements (type, cost) (universes and details vary)  | *  | *  | *  | *  | *  |    | *  | *  | *  |    |    | *  |    |    | *  | *  | *  | *  |    |    |    |    |   |
| Number of children R expects and number R considers ideal   |    |    |    | *  |    | *  |    |    | *  |    | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |   |
| Family or household (starting in 1988) members: Relationship to R, sex, age, education, employment status   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Unrelated household members: Relationship to R, age, sex  |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  |    |    |    |    |    |    |    |    |   |
| Household activities: Responsibility, hours per week spent  |    |    |    |    |    |    | *  |    | *  |    | *  | *  | *  | *  |    |    |    |    |    |    |    |    |   |
| Did R's husband ever have a unionized job   |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    | *  |    |    |    |    |   |
| Did R's father ever have a unionized job  |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |   |
| Responsibility for care of chronically ill or disabled  |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  | *  | *  | *  |   |
| <b>G. Characteristics of R's husband; characteristics of R's partner, beginning in 1995</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Current labor force status  |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Usual weeks worked  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |   |
| Firm size   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |   |
| Covered by Social Security or Railroad Retirement   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    | *  |   |
| Covered by collective bargaining or union contract  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |   |
| Is spouse or partner union member   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |   |
| Job search activity in past month   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |   |
| Retirement plans, expectations, status  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |   |
| Weeks and hours worked 1990–92  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |   |
| Detailed data on employers since 1987 or last interview (occupation, industry, class of worker, rate of pay, start and stop date, hours worked, shift worked) |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |   |
| Unemployment of husband (weeks)   |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |   |
| Husband's health limits work, limitations   | *  |    | *  | *  |    | *  |    |    | *  |    |    | *  |    |    | *  |    | *  | *  | *  | *  | *  | *  |   |
| <b>H. Questions asked of widows</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Husband's medical care in 12 months before death  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |   |
| How medical costs were paid   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |   |
| R's care of husband   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |   |
| Financial assistance to R from family members   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |   |

**Table 5.7. Selected Young Women variables by survey year: Respondents ages 14 to 24 in 1968**

| Variable  | 68 | 69 | 70 | 71 | 72 | 73 | 75 | 77 | 78 | 80 | 82 | 83 | 85 | 87 | 88 | 91 | 93 | 95 | 97 | 99 | 01 | 03 |   |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Death benefits paid to R (amount, source, lump sum or periodic payment) |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | * |
| <b>I. Financial characteristics</b>                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Total net family assets   | *  |    |    | *  | *  | *  |    |    | *  |    |    | *  |    |    | *  |    | *  | *  | *  | *  | *  | *  | * |
| Total family income   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Income from farm or business  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Wage or salary income   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Unemployment compensation income  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Supplemental unemployment benefits income                               |    |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Disability income   |    |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Rental income   |    |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Interest and dividend income  |    |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Total market value of Food Stamps received                              |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Income from AFDC/TANF   |    |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Income received from public assistance                                  |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Income from Social Security or Railroad Retirement                      |    |    |    |    |    |    |    |    |    |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Pension income  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | * |
| Alimony payments  |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Child support payments  |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Financial assistance received from others                               | *  | *  | *  | *  | *  | *  |    |    | *  | *  |    | *  |    |    |    |    | *  | *  | *  | *  | *  | *  | * |
| Income from other sources   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| <b>J. Transfers ("H" refers to "husband" of the respondent)</b>         |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Life status of R's parents, age   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  |    | *  |    | *  | *  | * |
| Cause of death of R's parents   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |   |
| Life status of H's parents, age   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |   |
| Health status of R's and H's parents                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |   |
| Do R's or H's parents live in nursing home                              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |   |
| Marital status of R's and H's parents                                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |   |
| Distance R's and H's parents live from R                                |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |   |
| Yearly income of R's and H's parents                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    |    |    |   |
| Do R's and H's parents own home; value                                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    |    |    |   |
| Amount of R's and H's parents' assets and debts                         |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |   |
| Transfers of time to R's and H's parents                                |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |   |
| Transfers of money to R's and H's parents                               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |   |
| Transfers of time from R's and H's parents                              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |   |
| Transfers of money from R's and H's parents                             |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |   |
| Did R's parents have will   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    |   |

**Table 5.7. Selected Young Women variables by survey year: Respondents ages 14 to 24 in 1968**

| Variable  | 68 | 69 | 70 | 71 | 72 | 73 | 75 | 77 | 78 | 80 | 82 | 83 | 85 | 87 | 88 | 91 | 93 | 95 | 97 | 99 | 01 | 03 |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Amount of parents' estate   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  |
| Sex, age and date of birth, highest grade completed of R's and H's children |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Relationship of child(ren) to R   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Residence of child(ren) and distance from R                                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Do child(ren) and child(ren)'s spouse own home; value                       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Amount of child(ren)'s assets and debts                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Transfers of time to and from child(ren)                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Transfers of money to and from child(ren)                                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Does R have will; who are beneficiaries                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| If R has a mother in the Mature Women cohort:                               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Mother's marital status   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |
| Amount of mother's and mother's husband's assets and debts                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |
| Transfers of time to and from R and mother                                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |
| Transfers of money to and from R and mother                                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |
| <b>K. Attitudes and perspectives</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| How R feels about job   | *  | *  | *  | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| What R likes best and least about job                                       | *  | *  | *  | *  | *  | *  |    |    | *  | *  | *  | *  |    |    | *  |    |    |    |    |    |    |    |
| Attitude toward homemaking  |    |    |    |    |    |    |    |    | *  | *  |    | *  |    |    | *  |    |    |    |    |    |    |    |
| Would R continue to work if had enough money to live on                     |    |    | *  |    | *  |    |    |    | *  |    |    | *  |    |    | *  |    |    |    |    |    |    |    |
| Which is more important: high wages or liking work                          | *  |    |    |    |    | *  |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |
| Attitude toward women working   | *  |    |    |    | *  |    |    |    | *  |    |    | *  |    |    | *  |    |    |    |    |    |    |    |
| Facet-Specific Job Satisfaction Index                                       |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |
| Would R like more education or training                                     | *  | *  | *  | *  | *  | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Educational goal  | *  | *  | *  | *  | *  | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |
| What would R like to be doing when 35 years old                             | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |
| What would R like to be doing when 50 years old and 5 years from now        |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  |    |    |    |    |    |    |    |    |
| Knowledge of World of Work score  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Rotter Internal-External Locus of Control score (shortened version in 2001) |    |    | *  |    |    | *  |    |    | *  |    |    | *  |    |    | *  |    |    |    |    |    |    | *  |
| CES-Depression Scale  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Way feeling these days  |    |    |    |    |    |    |    |    |    | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| IQ score  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Discrimination ever experienced, type (expanded in 1988)                    |    |    |    |    | *  |    |    |    | *  | *  | *  | *  |    |    | *  |    |    | *  |    |    | *  |    |



**Table 5.6. Selected Mature Women variables by survey year: Respondents ages 30 to 44 in 1967**

| Variable   | 67 | 68 | 69 | 71 | 72 | 74 | 76 | 77 | 79 | 81 | 82 | 84 | 86 | 87 | 89 | 92 | 95 | 97 | 99 | 01 | 03 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>I. LABOR MARKET EXPERIENCE VARIABLES</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>A. Current labor force and employment status</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Survey week labor force and employment status  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Hours worked in survey week  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Weeks worked (time frames vary)  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Usual hours worked during weeks worked   | *  | *  | *  |    |    | *  | *  |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Weeks unemployed (time frames vary)  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Spells of unemployment in past year  | *  |    | *  | *  | *  |    |    | *  |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  |
| Weeks out of labor force (time frames vary)  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>B. Characteristics of current or last job</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Occupation, industry, class of worker  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Start date and stop date   | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Hours per week usually worked  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Hourly rate of pay   | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Commuting time, costs  | *  |    | *  |    | *  |    |    | *  |    |    | *  |    |    | *  | *  |    | *  |    |    |    |    |
| Covered by collective bargaining, union member   |    |    |    | *  | *  |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Work for employer at home  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| Firm size  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| Shift worked   |    |    |    | *  |    |    | *  | *  |    | *  |    |    | *  | *  |    | *  | *  | *  | *  | *  | *  |
| Fringe benefits available  |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  |    | *  | *  | *  | *  | *  |
| Displaced worker   |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    | *  | *  | *  | *  | *  |
| Supervises others  |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>C. Work experience prior to initial survey</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Occupation, industry, class of worker, start date, stop date, and reason for leaving (series):   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| First job after leaving school (never-married R's)   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Longest job since leaving school (never-married R's)   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Longest job between school and marriage  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Longest job between marriage and first birth   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Longest job since first birth  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Number of years since leaving school in which R worked 6 months or more  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>D. Work experience since previous survey</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Occupation, industry, class of worker, hours per week, start date, stop date, and reason for leaving intervening jobs (through 1987) or employers (beginning in 1989) (details vary) |    | *  | *  | *  | *  |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Interfirm mobility (details vary)  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |
| Promotions (any, effects)  |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  |    | *  | *  | *  | *  | *  |

**Table 5.6. Selected Mature Women variables by survey year: Respondents ages 30 to 44 in 1967**

| Variable   | 67 | 68 | 69 | 71 | 72 | 74 | 76 | 77 | 79 | 81 | 82 | 84 | 86 | 87 | 89 | 92 | 95 | 97 | 99 | 01 | 03 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>II. HUMAN CAPITAL AND OTHER SOCIOECONOMIC VARIABLES</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>A. Early formative influences</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Age or date of birth   | *  |    |    |    |    |    |    |    |    | *  |    |    |    | *  | *  |    | *  | *  | *  | *  | *  |
| Nationality or ethnicity   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  |    |    |
| Type of residence at age 15  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Person(s) R lived with at age 15   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Occupation of head of household when R was 15  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Highest grade completed by father and mother   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Occupation of mother when R was 15   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>B. Migration</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Years at current residence   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Comparison of birthplace to current residence  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Geographic mobility (details vary)   | *  |    | *  | *  | *  |    |    | *  |    | *  |    |    |    |    | *  | *  | *  | *  |    |    |    |
| <b>C. Education</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Current enrollment status  |    |    |    |    |    |    |    | *  |    |    |    |    |    | *  | *  |    | *  | *  | *  | *  | *  |
| Highest grade completed  | *  |    |    |    |    |    |    | *  |    |    |    |    |    | *  | *  |    | *  | *  | *  | *  | *  |
| High school curriculum   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Year of high school diploma or GED   |    |    |    |    |    |    |    | *  |    | *  |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Math courses taken in high school  |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |
| College (attended, duration, hours per week attended, field of study, highest degree received)   |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  |
| <b>D. Training</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| On-the-job training (did R take, duration, hours per week, did R complete)   |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  |
| Additional or other training or educational program (type, sponsor, duration, hours per week attended, reason took, did R complete, certificate, use on job) | *  |    | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  |    |    | *  | *  | *  | *  | *  |
| <b>E. Health and physical condition</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Self-rating of health  | *  |    |    |    |    |    |    |    |    |    |    |    | *  |    |    | *  | *  | *  | *  | *  | *  |
| Comparison of R's condition with past  |    |    | *  | *  |    |    | *  |    |    | *  |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  |
| Does health limit work or housework  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Duration of health limitations   | *  |    | *  |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Problematic activities (stooping, kneeling, and so forth)  |    |    | *  |    |    |    | *  |    |    | *  |    |    | *  | *  |    |    | *  | *  | *  | *  | *  |
| Problematic working conditions (noise, smoke, and so forth)  |    |    | *  |    |    |    | *  |    |    | *  |    |    | *  | *  |    |    | *  |    |    |    |    |
| Alcohol and cigarette use  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  | *  |
| Height and weight (details vary)   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |

**Table 5.6. Selected Mature Women variables by survey year: Respondents ages 30 to 44 in 1967**

| Variable   | 67 | 68 | 69 | 71 | 72 | 74 | 76 | 77 | 79 | 81 | 82 | 84 | 86 | 87 | 89 | 92 | 95 | 97 | 99 | 01 | 03 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Menopausal status and hormone use during menopause   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Extent R drives an automobile  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Types of health conditions (cancer, diabetes, and so forth)  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Insurance coverage (R's, other family members')  |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  | *  | *  | *  |
| Does others' health limit work (details vary)  | *  |    | *  |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Accidents (on-the-job, how, when)  |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  |    |    |    |    |    |    |
| Is R able to go outdoors, use public transportation, or perform personal care without help                               |    |    |    | *  |    |    |    | *  |    |    | *  |    |    | *  | *  |    |    |    |    |    |    |
| Is R able to go shopping, manage money, do light housework, do heavy housework   |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |
| <b>F. Marital and family characteristics</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Marital status   | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Marital history (details vary)   | *  |    |    |    |    |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Husband's attitude toward R's working  | *  |    |    | *  |    |    |    | *  |    |    | *  |    |    | *  |    |    |    |    |    |    |    |
| Life status of R's and R's husband's parents   | *  |    | *  | *  | *  |    |    |    |    | *  |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  |
| Number of dependents   | *  |    | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |
| New information or update on all children born or adopted  | *  |    |    |    |    |    |    | *  |    |    | *  |    |    |    |    |    |    | *  |    |    |    |
| Number and ages of children in household   | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Childcare arrangements (type, cost, preferences, attitude toward, hypothetical use, effect on work) (details vary)       | *  |    | *  | *  | *  |    |    | *  |    |    |    |    |    |    |    |    |    | *  |    |    |    |
| Childcare (extent of responsibility)   |    |    |    |    |    | *  | *  |    |    | *  | *  | *  |    |    |    |    |    |    |    |    |    |
| Any children in college last 12 months; amount of support from R and spouse  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |    | *  |
| Family or household (starting in 1989) members: age, sex, relationship to R, education, employment status (details vary) | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Unrelated household members (relationship to R, sex, age)  |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  |    |    |    |    |    |    |    |
| Household activities (responsibility for, attitude toward, hours per week spent on) (details vary)                       | *  |    |    |    |    | *  | *  |    | *  | *  | *  | *  |    | *  | *  |    |    |    |    |    |    |
| Responsibility for care of chronically ill or disabled   |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Frequency of contact with family and friends   |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |
| <b>G. Characteristics of R's husband; characteristics of R's partner, beginning in 1995</b>                              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Current labor force status   |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    | *  | *  | *  | *  | *  | *  |
| Usual weeks worked   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |
| Firm size  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |
| Covered by Social Security or Railroad Retirement  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |
| Covered by collective bargaining or union contract   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |

**Table 5.6. Selected Mature Women variables by survey year: Respondents ages 30 to 44 in 1967**

| Variable   | 67 | 68 | 69 | 71 | 72 | 74 | 76 | 77 | 79 | 81 | 82 | 84 | 86 | 87 | 89 | 92 | 95 | 97 | 99 | 01 | 03 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Is spouse or partner union member  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Job search activity in past month  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Retirement plans, expectations, status   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Weeks and hours worked 1982–86   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |
| Detailed information on employers since 1987 or since last interview (occupation, industry, class of worker, rate of pay, start and stop date, hours worked, shift worked) |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Unemployment of husband (weeks)  |    |    |    |    |    | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Does husband's health limit his work   | *  |    | *  | *  |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Duration of husband's limitations  | *  |    | *  |    |    |    |    | *  |    |    | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>H. Questions asked of widows</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Husband's medical care in 12 months before death   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| How medical costs were paid  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| R's care of husband  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Death benefits paid to R (amount, source, lump sum or periodic payment)  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| Financial assistance to R from family members  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| <b>I. Financial characteristics</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Total net family assets  | *  |    |    | *  | *  |    |    | *  |    |    | *  |    |    | *  | *  |    | *  | *  | *  | *  | *  |
| Total family income  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Income from farm or business   | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Wage or salary income  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Unemployment compensation income   | *  |    | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Supplemental unemployment benefits income  |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Income from public assistance  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Social Security income   | *  |    | *  | *  | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Pension income   | *  |    | *  | *  | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Disability income  | *  |    | *  | *  | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Rental income  | *  |    | *  | *  | *  |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Interest or dividend income  | *  |    | *  | *  | *  |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Total market value of Food Stamps received   | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Income from AFDC/TANF  | *  |    | *  | *  | *  |    |    |    |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Alimony payments   |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Child support payments   |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Amount of financial assistance received from others  |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  |
| Income from other sources  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>J. Transfers ("H" refers to "husband" of the respondent)</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Life status of R's parents, age  | *  |    | *  | *  | *  |    |    |    |    | *  |    | *  |    |    | *  | *  |    | *  |    | *  | *  |

**Table 5.6. Selected Mature Women variables by survey year: Respondents ages 30 to 44 in 1967**

| Variable  | 67 | 68 | 69 | 71 | 72 | 74 | 76 | 77 | 79 | 81 | 82 | 84 | 86 | 87 | 89 | 92 | 95 | 97 | 99 | 01 | 03 |   |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Cause of death of R's parents   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |   |
| Life status of H's parents, age   | *  |    | *  | *  | *  |    |    |    |    | *  |    | *  |    |    |    | *  |    | *  | *  |    |    |   |
| Health status of R's and H's parents  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Do R's or H's parents live in nursing home                                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Marital status of R's and H's parents                                       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Distance R's and H's parents live from R                                    |    |    |    |    |    |    |    |    |    | *  |    | *  |    |    |    | *  |    | *  | *  |    |    |   |
| Yearly income of R's and H's parents  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |   |
| Do R's and H's parents own home; value                                      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |   |
| Amount of R's and H's parents' assets and debts                             |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Transfers of time to R's and H's parents                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Transfers of money to R's and H's parents                                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |   |
| Transfers of time from R's and H's parents                                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |   |
| Transfers of money from R's and H's parents                                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |   |
| Did R's parents have will   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  |    |   |
| Amount of parents' estate   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  |    |   |
| If R has a daughter in the Young Women cohort:                              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Transfers of time from daughter to R or H                                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |   |
| Transfers of money from daughter to R or H                                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |   |
| Sex, age and date of birth, highest grade completed of R's and H's children |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |   |
| Relationship of child(ren) to R   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |   |
| Residence of child(ren) and distance from R                                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |   |
| Do child(ren) and child(ren)'s spouse own home; value                       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |   |
| Amount of child(ren)'s assets and debts                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |   |
| Transfers of time to and from child(ren)                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |   |
| Transfers of money to and from child(ren)                                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |   |
| Does R have will; who are beneficiaries                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |   |
| <b>K. Attitudes and perspectives</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| How R feels about job   | *  |    | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| What does R like best and least about job                                   | *  |    | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Would R continue to work if had enough money to live on                     | *  |    | *  |    | *  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Which is more important: high wages or liking work                          | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |   |
| Attitude toward women working   | *  |    |    |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |   |
| Rotter Internal-External Locus of Control score (shortened version in 2001) |    |    | *  |    | *  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |   |
| CES-Depression Scale  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  | *  | * |
| Attitude toward women and retirement  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  | *  | * |









**Table 5.7. Selected Young Women variables by survey year: Respondents ages 14 to 24 in 1968**

| Variable   | 68 | 69 | 70 | 71 | 72 | 73 | 75 | 77 | 78 | 80 | 82 | 83 | 85 | 87 | 88 | 91 | 93 | 95 | 97 | 99 | 01 | 03 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>D. Training outside regular school</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Any training or educational program (did R take, did R complete, type, sponsor, reason took, duration, hours per week, reason not completed)     | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  |
| Other training or educational program (did R take, did R complete, type, apprenticeship program, sponsor, reason took, duration, hours per week) |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| On-the-job training (did R take, did R complete, duration, hours per week attended)  |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Program enrolled in at last interview (type, did R complete, duration)   |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Training used on current job (universes vary)  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>E. Health and physical condition</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Comparison of R's condition with past  |    |    | *  | *  |    | *  |    | *  |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Does health limit work   | *  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Does health limit school activity  | *  | *  | *  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Does health limit housework  | *  |    | *  |    | *  |    |    |    | *  | *  |    | *  | *  |    |    |    |    |    |    |    |    |    |
| Duration of health limitations   | *  | *  | *  |    | *  | *  | *  | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Problematic activities (stooping, kneeling, and so forth)  |    |    | *  |    |    |    |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Problematic working conditions (noise, heat, and so forth)   |    |    |    |    |    |    |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Accidents (on-the-job, how, when)  |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Does health permit going outdoors, using public transportation, or personal care   |    |    | *  |    |    |    |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  |
| Does others' health limit R's work   |    |    |    |    | *  |    | *  |    | *  |    | *  |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Insurance coverage of R and family members   |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Cigarette; alcohol use   |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Height and weight (details vary)   |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |    |    |    |    |    | *  |
| Menopausal status and hormone use  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  |
| Extent to which R drives an automobile   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |
| Types of health conditions (cancer, diabetes, and so forth)  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>F. Marital and family characteristics</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Marital status   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Husband's attitude toward R working  | *  |    |    | *  |    |    |    | *  |    | *  |    | *  |    | *  |    |    |    |    |    |    |    |    |
| Marital history  |    |    |    |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| New information or update on all children born or adopted  |    |    |    |    | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Number of dependents   | *  | *  | *  | *  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Parents (weeks worked, full-time, occupation)  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |

**Table 5.7. Selected Young Women variables by survey year: Respondents ages 14 to 24 in 1968**

| Variable  | 68 | 69 | 70 | 71 | 72 | 73 | 75 | 77 | 78 | 80 | 82 | 83 | 85 | 87 | 88 | 91 | 93 | 95 | 97 | 99 | 01 | 03 |   |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Number and ages of children in household  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Any children in college last 12 months; amount of support from R and spouse   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  |    |    | *  | * |
| Childcare arrangements (type, cost) (universes and details vary)  | *  | *  | *  | *  | *  |    | *  | *  | *  |    |    | *  |    |    | *  | *  | *  | *  |    |    |    |    |   |
| Number of children R expects and number R considers ideal   |    |    |    | *  |    | *  |    |    | *  |    | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |   |
| Family or household (starting in 1988) members: Relationship to R, sex, age, education, employment status   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Unrelated household members: Relationship to R, age, sex  |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  |    |    |    |    |    |    |    |    |   |
| Household activities: Responsibility, hours per week spent  |    |    |    |    |    |    | *  |    | *  |    | *  | *  |    | *  |    |    |    |    |    |    |    |    |   |
| Did R's husband ever have a unionized job   |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    | *  |    |    |    |   |
| Did R's father ever have a unionized job  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |   |
| Responsibility for care of chronically ill or disabled  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  | *  | *  | *  | *  | * |
| <b>G. Characteristics of R's husband; characteristics of R's partner, beginning in 1995</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Current labor force status  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Usual weeks worked  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |   |
| Firm size   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |   |
| Covered by Social Security or Railroad Retirement   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    | * |
| Covered by collective bargaining or union contract  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | * |
| Is spouse or partner union member   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | * |
| Job search activity in past month   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | * |
| Retirement plans, expectations, status  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | * |
| Weeks and hours worked 1990–92  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |   |
| Detailed data on employers since 1987 or last interview (occupation, industry, class of worker, rate of pay, start and stop date, hours worked, shift worked) |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | * |
| Unemployment of husband (weeks)   |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | * |
| Husband's health limits work, limitations   | *  |    | *  | *  |    | *  |    |    | *  |    |    | *  |    |    | *  |    | *  | *  | *  | *  | *  | *  | * |
| <b>H. Questions asked of widows</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Husband's medical care in 12 months before death  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | * |
| How medical costs were paid   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | * |
| R's care of husband   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | * |
| Financial assistance to R from family members   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | * |

**Table 5.7. Selected Young Women variables by survey year: Respondents ages 14 to 24 in 1968**

| Variable  | 68 | 69 | 70 | 71 | 72 | 73 | 75 | 77 | 78 | 80 | 82 | 83 | 85 | 87 | 88 | 91 | 93 | 95 | 97 | 99 | 01 | 03 |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Death benefits paid to R (amount, source, lump sum or periodic payment) |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  |
| <b>I. Financial characteristics</b>                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Total net family assets   | *  |    |    | *  | *  | *  |    |    | *  |    |    | *  |    |    | *  |    | *  | *  | *  | *  | *  | *  |
| Total family income   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Income from farm or business  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Wage or salary income   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Unemployment compensation income  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Supplemental unemployment benefits income                               |    |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Disability income   |    |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Rental income   |    |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Interest and dividend income  |    |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Total market value of Food Stamps received                              |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Income from AFDC/TANF   |    |    |    |    |    |    |    |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Income received from public assistance                                  |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Income from Social Security or Railroad Retirement                      |    |    |    |    |    |    |    |    |    |    |    | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  |
| Pension income  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Alimony payments  |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Child support payments  |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Financial assistance received from others                               | *  | *  | *  | *  | *  | *  |    |    | *  | *  |    | *  |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Income from other sources   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>J. Transfers ("H" refers to "husband" of the respondent)</b>         |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Life status of R's parents, age   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  |    | *  |    | *  | *  |
| Cause of death of R's parents   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |
| Life status of H's parents, age   | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |
| Health status of R's and H's parents                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |
| Do R's or H's parents live in nursing home                              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |
| Marital status of R's and H's parents                                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |
| Distance R's and H's parents live from R                                |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |
| Yearly income of R's and H's parents                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    |    |    |
| Do R's and H's parents own home; value                                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    |    |    |
| Amount of R's and H's parents' assets and debts                         |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |
| Transfers of time to R's and H's parents                                |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |
| Transfers of money to R's and H's parents                               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    | *  |    |
| Transfers of time from R's and H's parents                              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |
| Transfers of money from R's and H's parents                             |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |
| Did R's parents have will   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  |    |

**Table 5.7. Selected Young Women variables by survey year: Respondents ages 14 to 24 in 1968**

| Variable  | 68 | 69 | 70 | 71 | 72 | 73 | 75 | 77 | 78 | 80 | 82 | 83 | 85 | 87 | 88 | 91 | 93 | 95 | 97 | 99 | 01 | 03 |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Amount of parents' estate   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    | *  | *  |
| Sex, age and date of birth, highest grade completed of R's and H's children |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Relationship of child(ren) to R   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Residence of child(ren) and distance from R                                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Do child(ren) and child(ren)'s spouse own home; value                       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Amount of child(ren)'s assets and debts                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Transfers of time to and from child(ren)                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Transfers of money to and from child(ren)                                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| Does R have will; who are beneficiaries                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  |
| If R has a mother in the Mature Women cohort:                               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Mother's marital status   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |
| Amount of mother's and mother's husband's assets and debts                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |
| Transfers of time to and from R and mother                                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |
| Transfers of money to and from R and mother                                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  |    |
| <b>K. Attitudes and perspectives</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| How R feels about job   | *  | *  | *  | *  | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| What R likes best and least about job                                       | *  | *  | *  | *  | *  | *  |    |    | *  | *  | *  | *  |    |    | *  |    |    |    |    |    |    |    |
| Attitude toward homemaking  |    |    |    |    |    |    |    |    | *  | *  | *  |    |    |    | *  |    |    |    |    |    |    |    |
| Would R continue to work if had enough money to live on                     |    |    | *  |    | *  |    |    |    | *  |    |    | *  |    |    | *  |    |    |    |    |    |    |    |
| Which is more important: high wages or liking work                          | *  |    |    |    |    | *  |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |
| Attitude toward women working   | *  |    |    |    | *  |    |    |    | *  |    |    | *  |    |    | *  |    |    |    |    |    |    |    |
| Facet-Specific Job Satisfaction Index                                       |    |    |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |
| Would R like more education or training                                     | *  | *  | *  | *  | *  | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Educational goal  | *  | *  | *  | *  | *  | *  |    |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |
| What would R like to be doing when 35 years old                             | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |    |    |    |    |    |    |    |    |    |
| What would R like to be doing when 50 years old and 5 years from now        |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  |    |    |    |    |    |    |    |    |
| Knowledge of World of Work score  |    | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Rotter Internal-External Locus of Control score (shortened version in 2001) |    |    | *  |    |    | *  |    |    | *  |    |    | *  |    |    | *  |    |    |    |    |    |    | *  |
| CES-Depression Scale  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |
| Way feeling these days  |    |    |    |    |    |    |    |    |    | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| IQ score  | *  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Discrimination ever experienced, type (expanded in 1988)                    |    |    |    |    | *  |    |    |    | *  | *  | *  | *  |    |    | *  |    |    | *  |    |    | *  |    |



## THE NLS ORIGINAL COHORTS: OLDER AND YOUNG MEN

The NLS of Older Men and the NLS of Young Men began in the mid-1960s because the U.S. Department of Labor was interested in studying the employment patterns of two groups of men. Respondents to the NLS of Older Men were a group of men in their 40s and 50s who were making decisions about the timing and extent of their labor force withdrawal and were planning for retirement. The NLS of Young Men comprised men in their teens and early 20s, who were completing school and making decisions about pursuing additional training or schooling, entering the workforce, or joining the military. Although surveys have been discontinued with these cohorts, the data are included on the cross-cohort CD or can be downloaded from the NLS Web site at [www.bls.gov/nls](http://www.bls.gov/nls).

### Chapter organization

This chapter begins with a summary of the NLS men's samples and special features of the sampling design. Next, users will find information on the interviews, fielding periods, retention rates, and sampling weights for the cohorts. The chapter continues with descriptions of the topical content of the data sets and information on the specific data files and documentation available for each cohort. Finally, tables provide further detail on the types of questions asked during the men's surveys and the survey years in which they were included.

### The samples

The U.S. Census Bureau established the two cohorts of men through two household screenings. From the first household screening in early 1966, 5,518 Older Men ages 45 to 59 as of April 1, 1966, were designated for interview. Following a second screening in September 1966, 5,713 Young Men ages 14 to 24 as of April 1, 1966, were selected for interview. Each sample group served to represent the civilian, noninstitutionalized population of men in the same age group residing in the United States at the time the samples were selected. To meet the survey requirement of providing separate, statistically reliable estimates for black Americans, blacks were to be represented in the sample at twice their expected rate in the population.

Both of the men's cohorts were first interviewed during 1966. Of the 5,518 Older Men identified during the household screenings, 5,020 (91 percent) participated in the 1966 survey. Of the 5,713 Young Men designated for interview, 5,225 (91 percent) completed the initial interview in 1966. Table 6.1 presents, by race, the numbers of respondents in the two NLS men's cohorts interviewed during the initial survey and two subsequent surveys.

### Multiple-respondent households

*Older and Young Men.* The sampling design used by the Census Bureau to select respondents for the four 1960s cohorts made it possible for any given NLS household to include a mix of respondents from the same cohort or different cohorts. At the time the samples were drawn, one-third of the Older Men shared their household with at least one other NLS respondent; more than three-quarters of the Young Men

**Table 6.1. Number of respondents interviewed by cohort and race: Older and Young Men**

| Cohort    | Initial survey | 10-year survey | Final survey |
|-----------|----------------|----------------|--------------|
| Older Men | 1966           | 1976           | 1990         |
| Total     | 5,020          | 3,487          | 12,092       |
| Nonblack  | 3,600          | 2,521          | 1,603        |
| Blacks    | 1,420          | 966            | 489          |
| Young Men | 1966           | 1976           | 1981         |
| Total     | 5,225          | 3,695          | 3,398        |
| Nonblack  | 3,787          | 2,848          | 2,622        |
| Blacks    | 1,438          | 847            | 776          |

<sup>1</sup>Interviews were also conducted with 2,206 widows or other family members of deceased respondents; these interviews collected information about both the original member of the cohort and his widow.

resided with at least one other NLS respondent. A matching process, conducted after interviews were completed with each of the 1960s cohorts, identified common relationships in these multiple-respondent households during the early survey years. Variables in the data files identify each of the respondents belonging to a multiple-respondent household at the time of the screening.

Table 6.2 presents the numbers of matched respondent pairs for the NLS of Older and Young Men by cohort and relationship. During the initial survey years, 492 Older Men respondents shared a household with a wife who was a respondent in the Mature Women cohort, 963 Older Men lived with a daughter who was a member of the Young Women cohort, and 1,039 Older Men resided with a son who was a respondent in the Young Men cohort. Originally, 574 Young Men respondents shared a household with a wife who was a respondent in the Young Women cohort and 1,620 Young Men lived with a mother who was a member of the Mature Women cohort. In addition, some of the original Young Men lived with siblings participating in the surveys: 902 shared a household with a brother who also was a respondent in the Young Men cohort and 1,243 Young Men lived with a sister who was a member of the Young Women cohort. Attrition and mortality of one or more members have reduced the number of pairs for whom data are available across survey years.

These pairs offer unique samples for a number of research topics. However, the original cohorts do not contain nationally representative samples of spouses and siblings of all ages and living arrangements. For example, sibling pairs represent only those who were fairly close in age and

both in the sampled age range at the time of the initial survey. Researchers should be aware of these statistical sampling issues when using NLS data to study siblings and spouses.

### Interviews and fielding periods

**Older Men.** Respondents in the Older Men cohort completed 12 interviews from 1966 through 1983 and an additional interview sponsored by the National Institute on Aging in 1990. Interviewers from the Census Bureau conducted all of the surveys. Interviewers administered seven of these surveys personally and conducted five by telephone; the third survey of this cohort, in 1968, was mailed to the respondents. While the first several interviews took place during the spring, the fielding of most surveys occurred from July through September. The 1990 interviews of living respondents and widows or other family members of deceased respondents took place from October through December. Paper-and-pencil instruments (PAPI) were used exclusively during the 1966–90 interviews of this cohort. Interviews with the Older Men have ceased.

**Young Men.** The Young Men cohort participated in 12 surveys from 1966 through 1981. Interviewers from the Census Bureau conducted all of the surveys. Interviewers administered eight surveys in person and conducted four by telephone. The fielding period typically lasted from October through December. PAPI instruments were used exclusively for all interviews with this cohort. The last interviews with the Young Men were conducted in 1981.

**Table 6.2. Number of respondent pairs by cohort and relationship identified during the initial survey years: Older and Young Men**

| Cohort relationships: Older Men       | Number of pairs | Cohort relationships: Young Men      | Number of pairs |
|---------------------------------------|-----------------|--------------------------------------|-----------------|
| Older Men-Mature Women                | 506             | Young Men-Older Men                  | 1,099           |
| Husband-wife (same household)         | 492             | Son-father (same household)          | 1,039           |
| Father-daughter (same household)      | 11              | Son-father (different household)     | 60              |
| Brother-sister (same household)       | 3               | Young Men-Young Women                | 2,398           |
| Older Men-Young Women                 | 988             | Brother-sister (same household)      | 1,243           |
| Father-daughter (same household)      | 963             | Brother-sister (different household) | 571             |
| Father-daughter (different household) | 25              | Husband-wife (same household)        | 574             |
| Older Men-Young Men                   | 1,099           | Husband-wife (different household)   | 10              |
| Father-son (same household)           | 1,039           | Young Men-Mature Women               | 1,671           |
| Father-son (different household)      | 60              | Son-mother (same household)          | 1,620           |
|                                       |                 | Son-mother (different household)     | 51              |
|                                       |                 | Young Men-Young Men                  | 902             |
|                                       |                 | Brothers (same household)            | 902             |

### Attrition

**Older Men.** Attrition from the Older Men sample remained relatively low through the late 1960s; 87 percent of the original 5,020 respondents were still participating in 1969. In the 1970s and early 1980s, several factors, including respondent mortality, contributed to the gradual rise in attrition. At the time of the last interview in 1990, the retention rate, calculated as the percentage of base-year respondents interviewed in a given year, was approximately 42 percent. Table 6.3 presents the total number of respondents interviewed during each survey and the corresponding retention rate.

With the exception of the 1990 resurvey, respondents institutionalized in jail or long-term care facilities were not interviewed. Through 1983, the Census Bureau enforced a policy of not interviewing those respondents who refused to be interviewed or were not interviewed for any reason for 2 consecutive years. As of the 1983 survey, the major groups not interviewed included 1,498 respondents reported as deceased by the Census Bureau, 686 respondents who refused an interview, and 159 who were dropped from the sample after 2 consecutive years of noninterview. The Census Bureau attempted to include nearly all dropped respondents (or a surviving family member of deceased respondents) in the

1990 resurvey.

The 1990 resurvey of the NLS of Older Men was unique in that interviewers surveyed two respondent groups. Participants included 2,092 cohort members, or more than 41 percent of the original sample, and 2,206 widows or other family members of deceased respondents. Because the survey obtained information from this second sample group about the life experiences of the deceased sample member, the 1990 survey had a total data collection completion rate of 86 percent of the original sample. Of the eligible respondents, only 235 living Older Men were not interviewed in 1990; 154 of these refused an interview. No widow or other family member was interviewed for 487 deceased respondents.

**Young Men.** When surveys ceased for the Young Men cohort in 1981, 3,398 (almost 65 percent) of the original 5,225 respondents were interviewed. Table 6.3 presents the total number of respondents interviewed at each survey point and the corresponding retention rates. By the time of the 1981 survey, the major groups not interviewed included 866 respondents who refused an interview, 545 respondents dropped from the sample after 2 consecutive years of noninterview, 139 respondents reported as deceased by the

**Table 6.3. Interview schedules and retention rates: Older and Young Men**

| Year | Older Men                 |                    |                             |  | Young Men                 |                   |                             |  |
|------|---------------------------|--------------------|-----------------------------|--|---------------------------|-------------------|-----------------------------|--|
|      | Primary type of interview | Total interviewed  | Retention rate <sup>1</sup> | Response rate, living respondents only | Primary type of interview | Total interviewed | Retention rate <sup>1</sup> | Response rate, living respondents only |
| 1966 | Personal                  | 5,020              | 100.0                       | 100.0                                  | Personal                  | 5,225             | 100.0                       | 100.0                                  |
| 1967 | Personal                  | 4,744              | 94.5                        | 95.6                                   | Personal                  | 4,790             | 91.7                        | 91.9                                   |
| 1968 | Mail                      | 4,648              | 92.6                        | 95.1                                   | Personal                  | 4,318             | 82.6                        | 83.0                                   |
| 1969 | Personal                  | 4,381              | 87.3                        | 91.5                                   | Personal                  | 4,033             | 77.2                        | 77.7                                   |
| 1970 | —                         | —                  | —                           | —                                      | Personal                  | 3,993             | 76.4                        | 77.1                                   |
| 1971 | Personal                  | 4,175              | 83.2                        | 90.3                                   | Personal                  | 3,987             | 76.3                        | 77.2                                   |
| 1973 | Telephone                 | 3,951              | 78.7                        | 88.7                                   | Telephone                 | 4,014             | 76.8                        | 78.0                                   |
| 1975 | Telephone                 | 3,732              | 74.3                        | 87.2                                   | Telephone                 | 3,977             | 76.1                        | 77.4                                   |
| 1976 | Personal                  | 3,487              | 69.5                        | 83.4                                   | Personal                  | 3,695             | 70.7                        | 72.0                                   |
| 1978 | Telephone                 | 3,219              | 64.1                        | 80.2                                   | Telephone                 | 3,538             | 67.7                        | 69.3                                   |
| 1980 | Telephone                 | 3,001              | 59.8                        | 78.7                                   | Telephone                 | 3,438             | 65.8                        | 67.5                                   |
| 1981 | Personal                  | 2,832              | 56.4                        | 76.3                                   | Personal                  | 3,398             | 65.0                        | 66.8                                   |
| 1983 | Telephone                 | 2,633              | 52.5                        | 74.8                                   | —                         | —                 | —                           | —                                      |
| 1990 | Personal                  | <sup>2</sup> 2,092 | 41.5                        | <sup>3</sup> —                         | —                         | —                 | —                           | —                                      |

<sup>1</sup>Retention rate is defined as the percentage of base-year respondents who were interviewed in any given survey year. Included in the calculations are deceased and institutionalized respondents, as well as those serving in the military.

<sup>2</sup>In addition to the 2,092 surviving members of the original sample interviewed during 1990, interviews were also completed

with 1,341 widows and 865 other family members who supplied data about deceased respondents.

<sup>3</sup>"Reason for Noninterview" variables are available for 1990, but because coding categories differ substantially from those used in the 1967 through 1983 survey years, the retention rate in 1990 for living respondents only is omitted from this table.

Census Bureau, and 111 respondents who were in the Armed Forces and thus not eligible for interview. As with the Older Men cohort, institutionalized respondents were not interviewed.

### Sampling weights

**Older and Young Men.** The Center for Human Resource Research (CHRR) at The Ohio State University created sampling weights for each cohort after the initial interview and adjusted them after each subsequent interview. These weights account for the overrepresentation of blacks in the initial sample and for persons who were not interviewed. Analysis of each of the cohorts indicates that the reweighting scheme used to compensate for nonresponse has allowed the samples to remain representative (Parnes, 1992; Rhoton, 1984).

### Major data elements

Surveys of the men's cohorts have collected two basic types of information: (1) Core data on each respondent's labor market experiences, education and training, family income, household composition, marital status, and health, and (2) supplementary data specific to the age, sex, and stage of life or labor market attachment of the cohort (for example, military service information, retirement plans and experiences, leisure-time activities, and volunteer work).

This section provides brief summaries of the major data elements available for respondents in the NLS of Older and Young Men. Certain data elements were collected longitudinally, while others are available only for selected survey years; not all data elements are present for all respondents.

Readers should keep in mind that some categories are cohort-specific and may not be applicable to respondents in both cohorts. For example, the Older Men surveys focused on collecting information about retirement planning, health conditions, insurance coverage, and the ways in which respondents spent their leisure time. The surveys of the younger cohort traced in detail the respondents' educational experiences, occupational aspirations, training investments, and career choices. The descriptions of the data elements note differences in data collection between the male cohorts.

Because the descriptions below are not comprehensive, readers interested in additional information should review the topical descriptions of variables found in the *Older and Young Men User's Guide*, examine the detailed variable tables provided at the end of this chapter, acquire copies of the survey instruments, and browse the documentation files contained in the Older Men and Young Men data set available online. The *Older and Young Men User's Guide* can be downloaded from the U.S. Bureau of Labor Statistics Web site at [www.bls.gov/nls](http://www.bls.gov/nls).

Data elements for the NLS of Older and Young Men are discussed in the order presented in figure 6.1.

#### 1. Labor market experiences

**Older and Young Men.** Each survey collected information regarding the labor force status of respondents during the survey week. Employed respondents provided details about their occupation, class of worker, rate of pay, hours worked per week, and attitude toward their current job. Employed respondents also reported the number of weeks they were employed; reference periods varied by survey. Additional questions asked during selected surveys collected information about the respondent's job or job-related activities (such as the shift worked, union membership, commuting time, tenure, types of fringe benefits, and eligibility for retirement benefits).

Respondents who reported being unemployed or out of the labor force provided data about their activities. Included is information on methods the respondent used to seek employment, the number of weeks he spent looking for work, his plans to seek employment, the number of weeks he spent out of the labor force, and his reasons for not seeking work.

Selected surveys collected detailed information for up to seven intervening jobs. Specific data include start and stop dates for each job, the number of hours worked, the occupation and industry, the respondent's class of worker, his rate of pay, and his reason for leaving the job.

**Figure 6.1. Data elements in the NLS of Older and Young Men**

|    |  |
|----|--|
| 1  | Labor market experiences                                   |
| 2  | Work-related discrimination                                |
| 3  | Training investments                                       |
| 4  | Schooling information (school records, aptitude, IQ)       |
| 5  | Military experiences                                       |
| 6  | Retirement plans and experiences                           |
| 7  | Volunteer work and leisure-time activities                 |
| 8  | Income and assets  |
| 9  | Physical well-being, health care, and health insurance     |
| 10 | Alcohol and cigarette use                                  |
| 11 | Attitudes, aspirations, and psychological well-being       |
| 12 | Geographic and environmental data                          |
| 13 | Demographics, family background, and household composition |
| 14 | Marital history, children, and dependents                  |
| 15 | Household chores   |

## 2. Work-related discrimination

**Older and Young Men.** Older Men answered questions on work-related discrimination during the 1971, 1976, and 1980 interviews; the Young Men responded to these questions in 1971 and 1976. In general, each series of questions asked the respondent whether he had experienced a particular type of discrimination because of age, race, religion, or sex during a specified period. A follow-up question asked for information on the type(s) of discrimination experienced.

## 3. Training investments

**Older Men.** Every personal interview of the Older Men (except the 1990 survey) collected information on the training experiences of the respondents. The initial survey asked: (1) Whether the respondent had been enrolled in a vocational or commercial training program while in high school and (2) whether he had ever been enrolled in a business or technical training program, a program offered by a company training school, an Armed Forces training program, or another type of apprenticeship or vocational training program since he had stopped his regular schooling. If he had, the questionnaire collected details about each training program.

Subsequent surveys updated this information with data on additional training courses or educational programs in which the respondent had enrolled either on the job or elsewhere. Core information was gathered on type, length, sponsor, completion status, and use on current job, as well as hours per week spent in the training, the reason the respondent did not complete it, and the reason for enrollment in additional training. The 1971 survey collected details on the plans of the respondent to take additional training courses. A special set of questions fielded during 1981 gathered information on respondents' participation in retirement training programs and the usefulness of those programs in their plans for various aspects of retirement living.

**Young Men.** The 1966 survey gathered information about the respondent's plans for additional education or training and asked whether he had ever been enrolled in a business or technical training program, a program offered by a company training school, or another vocational or apprenticeship training program since he had stopped his regular schooling. If he had, the interviewer collected details about each training program. These details included the type of training; number of months and hours per week spent in training; whether the program was completed and, if not, the reason; and use of the skills acquired in the training program on the respondent's current or last job.

Subsequent surveys updated this training record by collecting the same details about programs in which the respondent had enrolled since the date of his last interview. In

addition, the 1970 and 1975 surveys collected retrospective data on any training or educational courses taken prior to October 1967 and asked about the respondent's plans to enroll in training courses in the future. Beginning with the 1973 interview, the surveys included questions about whether the respondent had participated in an apprenticeship program; the 1975 survey fielded a retrospective set of questions on apprenticeships. The military service series included questions on the types of training the respondent had taken while in the Armed Forces and the length of each training program. This series also asked whether the respondent used skills acquired in the training program on his current or last job.

## 4. Schooling information (school records, aptitude, IQ)

**Older Men.** Respondents in the Older Men cohort provided information on their educational status and attainment at selected survey points. The initial survey collected information on the highest grade the respondent had attended and completed and asked whether he had been enrolled in a vocational or commercial curriculum during high school. The 1976 interview gathered information on the highest grade completed by the respondent, the year of his high school graduation, the year he last attended college, whether he had earned a college degree, and, if so, the highest college degree he attained.

Some surveys include information on current school enrollment, highest grade attended, and highest grade completed for each family member living in the respondent's household at the time of the interview.

**Young Men.** A primary focus of the Young Men surveys was on schooling and the transition from school to work. Therefore, the interviews of this cohort regularly collected information on both the respondent's enrollment in regular schooling and his educational attainment. In addition, a separate 1968 survey of high schools attended by respondents in this cohort provides details on school characteristics and testing information for the respondent.

Each respondent has provided the following types of school-related information: His current school enrollment status, the grade he currently attends, the highest grade he has completed, the date he received a high school diploma or equivalent, whether he had ever attended college, the type of college degree he earned, the type of his high school and college curricula, his college field of study, the type(s) of financial assistance he received, college tuition amounts he paid, the type of school (public or private) he attended, and the geographic location of each school he attended.

During 1968, a special set of questions gathered information from the respondent about his experiences in high school and college. Details include his participation in high

school extracurricular activities, the amount of time he spent on homework, the high school subjects he liked and disliked, and his overall attitude toward his high school years. Those who had attended college answered questions on the college fields of study they liked and disliked, their attitude toward their college years, and their educational aspirations.

Multiple surveys collected data on the educational aspirations and expectations of the Young Men. Available information includes the number of years of education the respondent desired; the college degree he desired; the years of education he expected; and, for each respondent who planned on attending college, the type of college he expected to attend, his intended field of study, and his expected responsibility for expenses.

A separate school survey mailed directly to each school in 1968 collected information on the secondary schools attended by respondents in this cohort. Data included characteristics of the school (for example, type of school, student enrollment by grade, expenditures per pupil, number of books in the library) and characteristics of the school's teachers and counselors (number of teachers and counselors, salaries, and so forth). A set of constructed variables summarizes attributes, such as the ratio of students to teachers, and provides an index of overall school quality.

The school survey also recorded respondents' grade point averages and individual test scores from instruments such as the *Otis/Beta/Gamma*, *California Test of Mental Maturity*, *Lorge-Thorndike Intelligence Test*, and the *Scholastic Aptitude Test* (available for select respondents). An "IQ score" created from these data is available for more than 3,300 Young Men respondents. Finally, the school survey collected information about respondents' behaviors in school in regard to absenteeism, disciplinary actions, and so on.

### 5. Military experiences

**Older Men.** The data set makes available a limited amount of information on respondents' military service. The 1967 and 1976 surveys asked whether a respondent had ever served in the Armed Forces. Those who had served provided information on the general period(s) of service (for example, during World War II, peacetime before 1950) in the 1967 survey; the 1976 survey gathered start and stop dates for up to two periods of active duty. The initial survey collected information on the respondent's participation in vocational training while in the Armed Forces. The final four surveys of the Older Men asked about income from Armed Forces pensions.

**Young Men.** Multiple surveys sought information on the military experiences of respondents in this cohort. The survey first asked whether the respondent had ever served in the Armed Forces. If he had, follow-up questions determined the branch in which he served, the rank he held,

whether he had enlisted or been drafted, and the number of months he spent on active duty. Training questions asked about the kinds of training he received, the length of his training, and whether the skills he acquired were used in a recent job. The military occupation he held for the longest time, whether he felt that his military service helped or hurt his career, and the date he separated from active duty also were determined. In addition, the 1967–71 surveys asked all age-eligible respondents for their current draft classification and, if applicable, the reason for their 1-Y or 4-F rejection.

### 6. Retirement plans and experiences

**Older Men.** The retirement plans, expectations, and experiences of the Older Men constituted an important part of each interview's data collection. Surveys regularly asked about each respondent's retirement plans and expectations, including the age at which he expected to stop working, whether a compulsory retirement plan would require him to stop working at a given age, what that age was, and whether he would work longer if he could. The respondent also provided information about the types of activities he expected to engage in after retirement, his attitudes toward work and retirement, his eligibility for Social Security or other pension benefits, the specific characteristics of the employer pension plan for which he was eligible, and the total income he expected during retirement.

Details on the respondent's retirement experiences include information on whether he had ever retired voluntarily or involuntarily from a regular job, the date and reason, any ways in which the respondent's employer encouraged the retirement decision, and whether the respondent would have continued to work either full or part time had the employer allowed. The surveys also determined the respondent's attitude toward and satisfaction with his retirement and asked about the specific retirement or leisure activities in which he had engaged over the previous 12 months. Finally, this section of the survey covered the respondent's residential moves since retirement; the proximity of and assistance received from his network of friends, relatives, and area community service agencies; and household income received from pensions, Social Security or Railroad Retirement, and disability. Every survey of this cohort has included "retired" as a reason for not being in the labor force during the survey week.

### 7. Volunteer work and leisure-time activities

**Older Men.** Certain surveys of the Older Men collected information on how the respondent had spent his leisure time during the previous year. These surveys recorded whether the respondent had participated in leisure-time activities such as sports, reading books, pursuing hobbies, visiting friends or relatives, maintaining a home, attending

the theater, performing volunteer work, or taking trips. They also determined the extent of his participation in these activities.

### 8. *Income and assets*

**Older and Young Men.** The surveys regularly asked about the total income received by the respondent's family during the past year and about the amount of income received from various sources during that period by the respondent himself, his spouse, or other family members. Income sources include wages and salary, business and farm income, unemployment compensation, rental income, interest and dividends, Social Security, disability payments, public assistance, Food Stamps, pension benefits (Older Men), and child support and alimony (Young Men).

A series of questions on family assets and debts collected details on: (1) Whether the respondent and his spouse owned their own home, other types of real estate, or automobiles and, if so, the total market value and amount owed on each; (2) the value of other assets, such as savings accounts, U.S. Savings Bonds, stocks or bonds, and personal loans; and (3) whether there were other personal debts such as money owed to stores, physicians, hospitals, or banks. In 1967, 1969, 1971, and 1990, the Older Men stated whether they believed that their overall financial position was better, worse, or about the same as it was a few years earlier; respondents in the Young Men cohort answered the same question in 1967 through 1971.

### 9. *Physical well-being, healthcare, and health insurance*

**Older Men.** A comprehensive set of health-related variables is available for respondents in the Older Men cohort. This data collection includes information on the respondent's health status, perceived changes in his health over time, types of health-related problems and specific health conditions he has experienced, hospitalizations or medical care he has received, and characteristics of his health insurance coverage. Respondents also stated whether their health limited or prohibited working and whether any health problems were the result of work-related accidents. Respondents surveyed in 1973 and 1990 also reported their height and weight.

Two separate series of questions have asked Older Men respondents to evaluate their health. The first, fielded during seven surveys, asked each respondent to rate his health as excellent, good, fair, or poor when compared to the health of his male peers. The second, included in six surveys, determined the respondent's general satisfaction with his health condition.

During 1971, 1976, 1981, and 1990, respondents stated whether they had experienced certain health-related prob-

lems such as pain, fatigue, weakness, fainting spells or dizziness, anxiety or depression, or shortness of breath. A second series of questions, fielded during the same surveys, asked the respondent whether he ever had any difficulty performing a predetermined set of activities, such as walking, using stairs, or standing for long periods of time.

Each survey (except 1968) collected information on the respondent's health limitations and their impact on the kind or amount of work that he could do. A supplemental series of questions, fielded during 1966, 1969, 1976, 1981, and 1990, asked the respondent whether his health had prevented him from working altogether. The 1976 survey determined whether any of the respondent's reported health problems were the result of an accidental injury and whether the most serious injury had occurred on the job.

In the 1990 survey, respondents reported specific health conditions they had experienced during the 12-month period before the interview. This survey gathered information on whether the respondent needed help with activities such as bathing, dressing, walking, shopping for personal items, or managing money; it also asked who helped him complete each activity.

Two surveys collected details on the respondent's use of the medical system. The 1981 survey included a series of questions on the respondent's use of emergency medical assistance. The 1990 survey asked respondents and widows of deceased respondents for information regarding hospitalizations, care by a physician, and residency in a nursing or convalescent home during the past 12 months or during the 12 months before the respondent's death.

The 1981 and 1990 surveys asked whether the respondent and his spouse were covered by health insurance. Further questions recorded the types of insurance (for example, Medicare, veterans' benefits) for which each was eligible.

For all interviews except the 1990 survey, the life status of respondents at the time of the interview is indicated by the designation "deceased" as the reason for noninterview. In the 1990 survey, age at death and cause of death are available for sample members whom the Census Bureau believed to be deceased. For these sample members, the Census Bureau obtained death certificates from State vital records departments and recorded information on up to four contributing causes of death. These administrative data supplement the cause of death information on 2,166 deceased respondents that was collected directly from the widows or other family members surveyed in 1990.

**Young Men.** Data include information on perceived changes in the respondent's health status over time, the types of health-related problems he experienced, whether any of his health problems was the result of a work-related accident, and whether he worked in an unhealthy or dangerous environment.

At three survey points, respondents stated whether they considered their health to have changed over the past few years. Height and weight measurements of respondents interviewed during 1973 also are available. The 1971, 1976, and 1981 surveys asked whether the respondent had experienced certain health-related problems such as pain, tiring easily, weakness, or shortness of breath. A second series, fielded in the same surveys, asked the respondent whether he ever had any difficulty performing a predetermined set of activities such as walking, using stairs, standing for long periods, stooping, lifting heavy weights, or reaching. Multiple surveys asked whether the respondent's health condition limited his work or prevented him from working and, if it did, how long he had experienced that restriction. The 1976 survey determined whether any of the reported health problems was the result of an accidental injury and whether the most serious injury had occurred on the job.

Both the regularly fielded health series and selected administrations of a set of job satisfaction questions have addressed other health issues related to the respondent's job and general working conditions. At multiple survey points, respondents identified one or more specific characteristics of their workplace that they would have trouble working around because of their health. The 1978 and 1981 surveys included a series of descriptive statements about the working conditions associated with the respondent's current job.

For all interviews, the life status of respondents at the time of the interview is indicated by a designation of "deceased" as the reason for noninterview.

#### 10. Alcohol and cigarette use

**Older Men.** The 1990 survey collected information on the frequency and quantity of respondents' alcohol consumption in the past 12 months. If the respondent had consumed at least 12 drinks during adulthood, he provided data on his lifetime consumption of alcohol. Similar information was supplied by the widows or other family members of those respondents who were deceased.

The 1990 survey also collected information from both respondents and widows on the respondent's current and past use of cigarettes. This series included data on the age at which the respondent had started smoking regularly, the age at which he had last smoked regularly, and the number of cigarettes he smoked on an average day.

#### 11. Attitudes, aspirations, and psychological well-being

**Older Men.** A collection of attitude, aspiration, and psychological well-being variables is available for this cohort. The Older Men responded to selected administrations of the

*Center for Epidemiological Studies Depression (CES-D) Scale* (Radloff, 1977), the *Internal-External Locus of Control Scale* (Rotter, 1966), the *Short Portable Mental Status Questionnaire* (Pfeiffer, 1975), and the *Bradburn Affect Balance Scale* (Bradburn, 1969). Periodic questions also investigated the respondent's attitude toward his current job, women working, various life events, and life in general.

**Young Men.** Members of this cohort also responded to a variety of attitude, aspiration, and psychological well-being questions. Information from the *Internal-External Locus of Control Scale* (Rotter, 1966) is available for the Young Men, as are answers to periodic questions gathering information about the respondent's general knowledge of the world of work; his educational and occupational aspirations; and his attitudes toward his current job, women working, and life in general.

#### 12. Geographic and environmental data

**Older and Young Men.** Three sets of variables provide information on the respondent's current residence. The first set broadly defines the geographic area in which the respondent resided at the time of the interview. This definition includes the name of the census division (New England, Middle Atlantic, Pacific, and so forth), whether the respondent's region of residence was located in the South or a non-South region of the United States, and whether his residence was in a metropolitan statistical area. In addition, the 1990 survey of the Older Men collected information about a second residence of the respondent.

The second set of variables compares the respondent's current State or metropolitan statistical area with those of his previous residence, the location of his current job, and his birthplace. A third series of variables details characteristics of the respondent's environment, including the size of the labor force and the unemployment rate for the labor market of the respondent's current residence.

**Research Data Centers.** Geographic information collected during interviews with the Older Men and Young Men is available for research use at the Census Bureau's Research Data Centers. The cohort-specific files contain the respondent identification number, survey year, and State code. Researchers may match these files with the NLS data sets. The Research Data Centers have available, by survey year, the Federal Information Processing Standards (FIPS) State codes, which represent the State of residence for each interviewed respondent. Having the State variables allows researchers to determine the census regions and divisions. Variables also are available on the county of residence.

The Census Bureau developed the Research Data Centers to give researchers access to valuable data in a setting

designed to safeguard respondent confidentiality. Researchers interested in more detailed information on the procedures to follow in applying for access to a Research Data Center should see the NLS Web site at [www.bls.gov/nls](http://www.bls.gov/nls).

### *13. Demographics, family background, and household composition*

**Older and Young Men.** The surveys have collected data regarding each respondent's race, nationality, date of birth, age, and residential community at age 15 (Older Men) or age 14 (Young Men). Background information on the families of respondents includes the birthplace of the respondent's parents and grandparents, the relationship of the respondent to the person(s) with whom he lived at age 14 or 15, the occupation and highest grade completed by his father or the head of his household, and the life status of both the respondent's parents and his wife's parents.

Each interview collected detailed information on the composition of the respondent's household. For as many as 20 family members (during the early survey years) or household members (later survey years) who were living in the respondent's household at the time of the survey, data include the individual's relationship to the respondent, age or date of birth, occupation, current school enrollment status, highest grade of school attended, whether that grade was completed, and the number of weeks and hours per week the individual worked in the past year.

### *14. Marital history, children, and dependents*

**Older and Young Men.** Every survey except the 1968 mail survey for the Older Men asked about the respondent's current marital status. Selected interviews collected information on the timing of marital transitions.

The 1981 survey of Young Men included a series of questions on the type and timing of up to four marital changes the respondent had experienced since he was last interviewed. During the 1990 interview of Older Men, widows of deceased respondents provided information on their current marital status; their marital status at the time of the respondent's death; the date of their marriage to the respondent; and the date of their most recent marriage, divorce, or widowhood.

Data on the children or dependents of Older and Young Men include the respondent's total number of children; the number of his children (under age 18) who lived in the household; and, for each child living in the household at the survey date, the child's age, date of birth, and whether the child was the respondent's son or daughter. Surveys after 1978 for the Older Men and after 1976 for the Young Men asked whether the child was an adopted, step-, or foster child. Selected surveys also determined the respondent's relation-

ship to each child living outside of the household.

On a regular basis, the interviews gathered information on the number of the respondent's dependents, excluding his wife. Selected surveys provided details on the number and relationship of dependents who lived outside the respondent's household. Questions in the 1981 survey of Older Men asked for information about whether the respondent's children were currently dependent upon him or likely to become dependent upon him in the future.

The 1990 survey of Older Men updated this information on the respondent's children and dependents. Details include the number of living children of the respondent, the number of dependent sons and daughters, the number of children residing with the respondent, and the number of living children not residing in the respondent's household.

In 1981, the Young Men answered a set of questions on the number of children the respondent considered ideal, the number he wanted to have, and when he expected his next child to be born.

### *15. Household chores*

**Young Men.** The 1981 survey collected information on the total number of hours per week the respondent usually spent performing household chores and the frequency with which he performed specific tasks such as cooking, washing laundry, grocery shopping, or caring for young children.

### **Data files and documentation**

The NLS of Older Men (1966–90) and the NLS of Young Men (1966–81) data set contains the longitudinal record of each respondent, as well as information from the 1968 school survey. Included are: (1) Raw responses to the questions administered during the 1966–90 surveys of Older Men and the 1966–81 surveys of Young Men; (2) a series of edited and created variables based on these raw responses; (3) selected demographic, household, and residential data provided by the Census Bureau from its administrative records; (4) death certificate data obtained in 1990 from State vital records departments (Older Men only); and (5) respondent- and school-specific information gathered during the separately administered 1968 survey of the high schools attended by respondents in the Young Men cohort.

Like those for the other NLS cohorts, the Older and Young Men data set is available for download at the [www.bls.gov/nls](http://www.bls.gov/nls) Web site. The files include documentation and are accompanied by search and extraction software that enables users to easily peruse, select, and extract variables. Chapter 8 provides more technical information on the NLS data format and extraction software, as well as descriptions of supplementary documentation items available for the NLS of Older and Young Men.

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**Selected variables by cohort and year: Older and Young Men**

Tables 6.4 and 6.5 depict selected variables from the main data files of the NLS of Older and Young Men. The top row of the tables lists the years in which the men have been surveyed; the first column gives some of the variables that have been collected. An asterisk (\*) indicates that information for the designated variable was obtained for the cohort in the year indicated. "R" used in variable descriptions stands for "respondent." Users should be aware that, in some instances, the variable descriptions in the tables represent a group of questions and not single response items. In 1990, the interviews of widows of the original Older Men respondents included questions about the respondent and also about the situation of the widow; both sets of questions are reflected in the table.



**Table 6.4. Selected Older Men variables by survey year: Respondents ages 45 to 59 in 1966**

| Variable  | 66 | 67 | 68 | 69 | 71 | 73 | 75 | 76 | 78 | 80 | 81 | 83 | 90 | 90 widow | 90 widow report on spouse |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----------|---------------------------|
| <b>B. Migration</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Years at current residence  | *  |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Comparison of birthplace to current residence   | *  |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Geographic mobility (details vary)  |    | *  |    | *  | *  |    |    | *  |    |    |    | *  | *  |          | *                         |
| Part-year residence   |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| <b>C. Education</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Highest grade completed   | *  |    |    |    |    |    |    | *  |    |    |    |    |    |          |                           |
| High school curriculum  | *  |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| College (year last attended, earned degree, highest degree received)                                |    |    |    |    |    |    |    | *  |    |    |    |    |    |          |                           |
| <b>D. Training outside regular school</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Has R taken, type   | *  | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Sponsor of training   |    | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Duration  | *  | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Hours per week attended   |    | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Did R complete  | *  | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Reason decided to take  |    | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Does R use training on current job  | *  | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| <b>E. Health and physical condition</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Self-rating of health   | *  |    |    | *  |    |    |    |    | *  | *  | *  | *  | *  |          |                           |
| Comparison of R's condition with past   |    | *  |    |    | *  |    |    | *  | *  | *  | *  | *  |    |          |                           |
| Attitude toward health condition  |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |          |                           |
| Does health limit work  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |          |                           |
| Duration of health limitations  | *  |    |    | *  | *  |    |    | *  |    |    | *  |    | *  |          |                           |
| Uses glasses, hearing aid, other special equipment  |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Problematic activities and working conditions   |    |    |    |    | *  |    |    | *  |    |    | *  |    | *  |          |                           |
| Types of special health problems in past 12 months  |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Medical care (eligibility for insurance benefits)   |    |    |    |    |    |    |    |    |    |    | *  |    |    |          |                           |
| Type and cost of health insurance coverage for R and for his wife                                   |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Accidents (on-the-job, how, when)   |    |    |    |    |    |    |    | *  |    |    |    |    |    |          |                           |
| Are R and his wife able to go outdoors, use public transportation, or do personal care without help |    |    |    |    | *  |    |    | *  |    |    | *  |    | *  |          |                           |
| Assistance needed by R and his wife in daily living   |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Height, weight  |    |    |    |    |    | *  |    |    |    |    |    |    | *  |          |                           |



**Table 6.4. Selected Older Men variables by survey year: Respondents ages 45 to 59 in 1966**

| Variable  | 66 | 67 | 68 | 69 | 71 | 73 | 75 | 76 | 78 | 80 | 81 | 83 | 90 | 90 widow | 90 widow report on spouse |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----------|---------------------------|
| Income from farm or business  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *        |                           |
| Wage or salary income   | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *        |                           |
| Unemployment compensation income                                    | *  | *  |    | *  | *  |    |    | *  |    |    | *  | *  | *  | *        |                           |
| Income from supplemental unemployment benefits                      |    |    |    |    |    |    |    | *  |    |    | *  |    | *  | *        |                           |
| Income from rent, interest, or dividends                            | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *        |                           |
| Public assistance income  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *        |                           |
| Disability income   | *  | *  |    | *  | *  |    |    | *  |    |    | *  |    | *  | *        |                           |
| SSI income  |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *        |                           |
| Total market value of Food Stamps received                          | *  | *  |    | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *        |                           |
| Social Security income, pension income                              | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *        |                           |
| Insurance income  |    |    |    |    |    |    |    |    |    |    |    |    |    | *        |                           |
| Amount of financial assistance received from others                 |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *        |                           |
| Income from other sources   | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *        |                           |
| Sources and amounts of widow's death benefits                       |    |    |    |    |    |    |    |    |    |    |    |    |    | *        |                           |
| Evaluation of overall financial situation                           |    |    |    |    |    |    |    |    |    |    |    |    | *  | *        |                           |
| <b>H. Military service</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Dates of service  |    |    |    |    |    |    |    | *  |    |    |    |    |    |          |                           |
| <b>I. Attitudes/perspectives</b>                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| How does R feel about job   | *  | *  |    | *  | *  |    |    | *  |    | *  | *  | *  | *  | *        |                           |
| Evaluation of total work career                                     |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| What R likes best and least about job                               | *  | *  |    | *  | *  |    |    |    |    |    |    |    |    |          |                           |
| Would R continue to work if had enough money to live on             | *  |    |    |    |    |    |    |    |    | *  |    |    |    |          |                           |
| What is more important: high wages or liking work                   | *  |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Rotter Internal-External Locus of Control score                     |    |    |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Attitude toward women working                                       |    | *  |    |    | *  |    |    |    |    |    |    |    |    |          |                           |
| Attitude toward R's marriage  |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Attitudes toward selected aspects of life                           |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |          |                           |
| Pfeiffer cognitive functioning scale                                |    |    |    |    |    |    |    |    |    |    |    |    | *  | *        |                           |
| CES-Depression Scale  |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Bradburn Affect Balance Scale                                       |    |    |    |    |    |    |    |    |    |    | *  | *  | *  |          |                           |
| Discrimination (R ever experienced, type, way in which experienced) |    |    |    | *  |    |    |    | *  |    | *  |    |    |    |          |                           |
| Has R progressed, held own, or moved backward                       |    |    |    | *  |    |    |    | *  |    |    |    |    |    |          |                           |
| Have job pressures increased, decreased, or remained the same       |    |    |    | *  |    |    |    | *  |    |    |    |    |    |          |                           |







**Table 6.5. Selected Young Men variables by survey year: Respondents ages 14 to 24 in 1966**

| Variable  | 66 | 67 | 68 | 69 | 70 | 71 | 73 | 75 | 76 | 78 | 80 | 81 |
|---|----|----|----|----|----|----|----|----|----|----|----|----|
| Family members: Relationship to R, age, sex, education, employment status | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Unrelated household members: Relationship to R, sex, age                  |    |    |    |    |    |    |    |    |    | *  | *  | *  |
| Household activities (responsibility for, hours per week spent on)        |    |    |    |    |    |    |    |    |    |    |    | *  |
| <b>G. Financial characteristics</b>                                       |    |    |    |    |    |    |    |    |    |    |    |    |
| Total net family assets   | *  |    |    |    | *  | *  |    |    | *  |    |    | *  |
| Total family income   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Income from farm or business  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Wages or salary income  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Unemployment compensation income  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Income from supplemental unemployment benefits                            |    |    |    |    |    |    |    |    | *  |    |    | *  |
| Disability income   |    |    |    |    |    |    |    |    |    |    |    | *  |
| Rental income   |    |    |    |    |    |    |    |    |    |    |    | *  |
| Interest income   |    |    |    |    |    |    |    |    |    |    |    | *  |
| Total market value of Food Stamps received                                |    |    |    |    |    |    |    |    |    | *  | *  | *  |
| Income from AFDC/TANF   |    |    |    |    |    |    |    |    |    |    |    | *  |
| Income from public assistance   |    |    |    |    |    |    |    |    |    | *  | *  | *  |
| Amount of financial assistance received from others                       | *  | *  | *  | *  | *  | *  |    |    | *  | *  | *  | *  |
| Income from other sources   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>H. Military service</b>  |    |    |    |    |    |    |    |    |    |    |    |    |
| Ever served in  | *  |    |    | *  | *  | *  |    |    | *  | *  | *  | *  |
| Branch of Armed Forces served in  | *  |    |    | *  |    | *  |    |    | *  |    |    | *  |
| Months spent in Armed Forces  | *  |    |    | *  |    | *  |    |    | *  |    |    | *  |
| Military occupation held longest  | *  |    |    | *  |    | *  |    |    | *  |    |    | *  |
| How entered Armed Forces  | *  |    |    | *  |    | *  |    |    | *  |    |    | *  |
| Did military service help/hurt career                                     |    |    |    |    |    | *  |    |    | *  |    |    | *  |
| Rank held in Armed Forces   |    |    |    | *  |    | *  |    |    | *  |    |    | *  |
| Primary training received (did R complete, duration, type, used on job)   | *  |    |    | *  |    | *  |    |    | *  |    |    | *  |
| GI (VA) benefits (ever used, type)  |    |    |    |    |    |    |    |    | *  |    |    | *  |
| Draft (classification, reason rejected)                                   |    | *  | *  | *  | *  | *  |    |    |    |    |    |    |
| Disability (discharged for, service-connected, compensation rating)       |    |    |    |    |    |    |    |    | *  |    |    | *  |
| <b>I. Attitudes/perspectives</b>  |    |    |    |    |    |    |    |    |    |    |    |    |
| How does R feel about job   | *  | *  | *  | *  | *  | *  |    |    |    | *  | *  | *  |
| What R likes best and least about job                                     | *  | *  | *  | *  | *  | *  |    |    |    | *  | *  | *  |
| Facet-Specific Job Satisfaction Index                                     |    |    |    |    |    |    |    |    |    | *  |    | *  |
| Would R continue to work if he had enough money to live on                |    |    |    | *  |    | *  |    |    |    |    |    | *  |
| What is more important: high wages or liking work                         | *  |    |    |    |    |    |    |    |    |    |    |    |
| Would R like to receive more education or training                        | *  | *  | *  | *  | *  | *  |    |    | *  |    |    |    |





**Table 6.4. Selected Older Men variables by survey year: Respondents ages 45 to 59 in 1966**

| Variable  | 66 | 67 | 68 | 69 | 71 | 73 | 75 | 76 | 78 | 80 | 81 | 83 | 90 | 90 widow | 90 widow report on spouse |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----------|---------------------------|
| <b>B. Migration</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Years at current residence  | *  |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Comparison of birthplace to current residence   | *  |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Geographic mobility (details vary)  |    | *  |    | *  | *  |    |    | *  |    |    |    | *  | *  |          | *                         |
| Part-year residence   |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| <b>C. Education</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Highest grade completed   | *  |    |    |    |    |    |    | *  |    |    |    |    |    |          |                           |
| High school curriculum  | *  |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| College (year last attended, earned degree, highest degree received)                                |    |    |    |    |    |    |    | *  |    |    |    |    |    |          |                           |
| <b>D. Training outside regular school</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Has R taken, type   | *  | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Sponsor of training   |    | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Duration  | *  | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Hours per week attended   |    | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Did R complete  | *  | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Reason decided to take  |    | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Does R use training on current job  | *  | *  |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| <b>E. Health and physical condition</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Self-rating of health   | *  |    |    | *  |    |    |    |    | *  | *  | *  | *  | *  |          |                           |
| Comparison of R's condition with past   |    | *  |    | *  |    |    |    | *  | *  | *  | *  | *  |    |          |                           |
| Attitude toward health condition  |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |          |                           |
| Does health limit work  | *  |    |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |          |                           |
| Duration of health limitations  | *  |    |    | *  | *  |    |    | *  |    |    | *  |    | *  |          |                           |
| Uses glasses, hearing aid, other special equipment  |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Problematic activities and working conditions   |    |    |    | *  |    |    |    | *  |    |    | *  |    | *  |          |                           |
| Types of special health problems in past 12 months  |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Medical care (eligibility for insurance benefits)   |    |    |    |    |    |    |    |    |    |    | *  |    |    |          |                           |
| Type and cost of health insurance coverage for R and for his wife                                   |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Accidents (on-the-job, how, when)   |    |    |    |    |    |    |    | *  |    |    |    |    |    |          |                           |
| Are R and his wife able to go outdoors, use public transportation, or do personal care without help |    |    |    |    | *  |    |    | *  |    |    | *  |    | *  |          |                           |
| Assistance needed by R and his wife in daily living   |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Height, weight  |    |    |    |    |    | *  |    |    |    |    |    |    | *  |          |                           |



**Table 6.4. Selected Older Men variables by survey year: Respondents ages 45 to 59 in 1966**

| Variable  | 66 | 67 | 68 | 69 | 71 | 73 | 75 | 76 | 78 | 80 | 81 | 83 | 90 | 90 widow | 90 widow report on spouse |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----------|---------------------------|
| Income from farm or business  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *        |                           |
| Wage or salary income   | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *        |                           |
| Unemployment compensation income                                    | *  | *  |    | *  | *  |    |    | *  |    |    | *  | *  | *  | *        |                           |
| Income from supplemental unemployment benefits                      |    |    |    |    |    |    |    | *  |    |    | *  |    | *  | *        |                           |
| Income from rent, interest, or dividends                            | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *        |                           |
| Public assistance income  | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *        |                           |
| Disability income   | *  | *  |    | *  | *  |    |    | *  |    |    | *  |    | *  | *        |                           |
| SSI income  |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  | *        |                           |
| Total market value of Food Stamps received                          | *  | *  |    | *  | *  |    |    | *  | *  | *  | *  | *  | *  | *        |                           |
| Social Security income, pension income                              | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *        |                           |
| Insurance income  |    |    |    |    |    |    |    |    |    |    |    |    |    | *        |                           |
| Amount of financial assistance received from others                 |    |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *        |                           |
| Income from other sources   | *  | *  |    | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *        |                           |
| Sources and amounts of widow's death benefits                       |    |    |    |    |    |    |    |    |    |    |    |    |    | *        |                           |
| Evaluation of overall financial situation                           |    |    |    |    |    |    |    |    |    |    |    |    | *  | *        |                           |
| <b>H. Military service</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Dates of service  |    |    |    |    |    |    |    | *  |    |    |    |    |    |          |                           |
| <b>I. Attitudes/perspectives</b>                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| How does R feel about job   | *  | *  |    | *  | *  |    |    | *  |    | *  | *  | *  | *  | *        |                           |
| Evaluation of total work career                                     |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| What R likes best and least about job                               | *  | *  |    | *  | *  |    |    |    |    |    |    |    |    |          |                           |
| Would R continue to work if had enough money to live on             | *  |    |    |    |    |    |    |    |    | *  |    |    |    |          |                           |
| What is more important: high wages or liking work                   | *  |    |    |    |    |    |    |    |    |    |    |    |    |          |                           |
| Rotter Internal-External Locus of Control score                     |    |    |    | *  | *  |    |    | *  |    |    | *  |    |    |          |                           |
| Attitude toward women working                                       |    | *  |    |    | *  |    |    |    |    |    |    |    |    |          |                           |
| Attitude toward R's marriage  |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Attitudes toward selected aspects of life                           |    |    |    |    |    |    |    | *  | *  | *  | *  | *  | *  |          |                           |
| Pfeiffer cognitive functioning scale                                |    |    |    |    |    |    |    |    |    |    |    |    | *  | *        |                           |
| CES-Depression Scale  |    |    |    |    |    |    |    |    |    |    |    |    | *  |          |                           |
| Bradburn Affect Balance Scale                                       |    |    |    |    |    |    |    |    |    |    | *  | *  | *  |          |                           |
| Discrimination (R ever experienced, type, way in which experienced) |    |    |    | *  |    |    |    | *  |    | *  |    |    |    |          |                           |
| Has R progressed, held own, or moved backward                       |    |    |    | *  |    |    |    | *  |    |    |    |    |    |          |                           |
| Have job pressures increased, decreased, or remained the same       |    |    |    | *  |    |    |    | *  |    |    |    |    |    |          |                           |







**Table 6.5. Selected Young Men variables by survey year: Respondents ages 14 to 24 in 1966**

| Variable  | 66 | 67 | 68 | 69 | 70 | 71 | 73 | 75 | 76 | 78 | 80 | 81 |
|---|----|----|----|----|----|----|----|----|----|----|----|----|
| Family members: Relationship to R, age, sex, education, employment status | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Unrelated household members: Relationship to R, sex, age                  |    |    |    |    |    |    |    |    |    | *  | *  | *  |
| Household activities (responsibility for, hours per week spent on)        |    |    |    |    |    |    |    |    |    |    |    | *  |
| <b>G. Financial characteristics</b>                                       |    |    |    |    |    |    |    |    |    |    |    |    |
| Total net family assets   | *  |    |    |    | *  | *  |    |    | *  |    |    | *  |
| Total family income   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Income from farm or business  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Wages or salary income  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Unemployment compensation income  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| Income from supplemental unemployment benefits                            |    |    |    |    |    |    |    |    | *  |    |    | *  |
| Disability income   |    |    |    |    |    |    |    |    |    |    |    | *  |
| Rental income   |    |    |    |    |    |    |    |    |    |    |    | *  |
| Interest income   |    |    |    |    |    |    |    |    |    |    |    | *  |
| Total market value of Food Stamps received                                |    |    |    |    |    |    |    |    |    | *  | *  | *  |
| Income from AFDC/TANF   |    |    |    |    |    |    |    |    |    |    |    | *  |
| Income from public assistance   |    |    |    |    |    |    |    |    |    | *  | *  | *  |
| Amount of financial assistance received from others                       | *  | *  | *  | *  | *  | *  |    |    | *  | *  | *  | *  |
| Income from other sources   | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
| <b>H. Military service</b>  |    |    |    |    |    |    |    |    |    |    |    |    |
| Ever served in  | *  |    |    | *  | *  | *  |    |    | *  | *  | *  | *  |
| Branch of Armed Forces served in  | *  |    |    | *  |    | *  |    |    | *  |    |    | *  |
| Months spent in Armed Forces  | *  |    |    | *  |    | *  |    |    | *  |    |    | *  |
| Military occupation held longest  | *  |    |    | *  |    | *  |    |    | *  |    |    | *  |
| How entered Armed Forces  | *  |    |    | *  |    | *  |    |    | *  |    |    | *  |
| Did military service help/hurt career                                     |    |    |    |    |    | *  |    |    | *  |    |    | *  |
| Rank held in Armed Forces   |    |    |    | *  |    | *  |    |    | *  |    |    | *  |
| Primary training received (did R complete, duration, type, used on job)   | *  |    |    | *  |    | *  |    |    | *  |    |    | *  |
| GI (VA) benefits (ever used, type)  |    |    |    |    |    |    |    |    | *  |    |    | *  |
| Draft (classification, reason rejected)                                   |    | *  | *  | *  | *  | *  |    |    |    |    |    |    |
| Disability (discharged for, service-connected, compensation rating)       |    |    |    |    |    |    |    |    | *  |    |    | *  |
| <b>I. Attitudes/perspectives</b>  |    |    |    |    |    |    |    |    |    |    |    |    |
| How does R feel about job   | *  | *  | *  | *  | *  | *  |    |    |    | *  | *  | *  |
| What R likes best and least about job                                     | *  | *  | *  | *  | *  | *  |    |    |    | *  | *  | *  |
| Facet-Specific Job Satisfaction Index                                     |    |    |    |    |    |    |    |    |    | *  |    | *  |
| Would R continue to work if he had enough money to live on                |    |    |    | *  |    | *  |    |    |    |    |    | *  |
| What is more important: high wages or liking work                         | *  |    |    |    |    |    |    |    |    |    |    |    |
| Would R like to receive more education or training                        | *  | *  | *  | *  | *  | *  |    |    | *  |    |    |    |



## A SAMPLER OF NLS RESEARCH

Since the late 1960s, the National Longitudinal Surveys (NLS) have served as a rich source of data for researchers in a broad range of disciplines. The first journal article using NLS data appeared in the November 1969 issue of the Bureau of Labor Statistics' *Monthly Labor Review*. Coauthored by Herbert S. Parnes and Ruth S. Spitz, the study examined labor mobility among respondents in the NLS Older Men and Young Men cohorts.

Since that time, nearly 400 different professional journals have reviewed and published some 1,700 NLS-based research papers. In addition, more than 2,000 working papers, government reports, monographs, dissertations, and presentations have used NLS data, making the NLS a frequently used source of data for both academic and policy-oriented research.

Although most of the academic research articles have appeared in economics and sociology journals, NLS data also are used by researchers in other disciplines such as medicine, psychology, education, law, political science, and geography. NLS-based research also appears in special-interest journals that focus on topics such as aging, children and adolescents, the family, careers and occupations, substance use, and criminology.

This chapter presents a sampler of NLS-based journal articles published over the past 5 years, grouped by field of study. The range of categories reflects the breadth of research domains currently using NLS data. A bibliography of annotated citations for all known NLS research is available on the Internet at [www.nlsbibliography.org](http://www.nlsbibliography.org). Finally, bibliographies of research based on NLSY79 fertility, childcare, and child development data are detailed in chapter 10.

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## NLS DATA SETS AND DOCUMENTATION

National Longitudinal Surveys (NLS) data are available on cross-cohort CDs and as downloadable files on the Internet. Each data set contains data and documentation files, as well as software that allows users to peruse the data, select variables of interest, and create extract files. Electronic and paper-copy documentation items accompany each dataset and aid in its use.

This chapter first describes the current data releases and features of the search and extraction software. Following this discussion, readers will find descriptions of the various documentation items that will assist them in their work. Electronic and paper documentation items for the NLSY97, the NLSY79, the NLSY79 children and young adults, and the original cohorts are reviewed in separate subsections within this chapter.

### NLS User Services Office

The items discussed in this chapter are available through NLS User Services. Individuals wishing to obtain NLS data and documentation can check pricing information, download data and documentation, and place orders through the [www.bls.gov/nls](http://www.bls.gov/nls) Web site. Chapter 10 describes additional publications and research reports. Questions or problems can be addressed to NLS User Services using the following information:

NLS User Services Office  
(614)442-7366  
[usersvc@postoffice.chrr.ohio-state.edu](mailto:usersvc@postoffice.chrr.ohio-state.edu)

*Note to individuals ordering geocode data.* To protect the confidentiality of respondents, the Bureau of Labor Statistics (BLS) grants access to NLSY79, NLSY79 young adult, and NLSY97 geocode files only to researchers in the United States who agree in writing to adhere to the BLS confidentiality policy and whose projects further the mission of BLS to conduct sound, legitimate research in the social sciences. Researchers interested in learning more about the NLS geocode program or downloading the application should see the NLS Web site at [www.bls.gov/nls/geocodeapp.htm](http://www.bls.gov/nls/geocodeapp.htm). Some geographic information from interviews with the original cohorts is available for research use at the U.S. Census Bureau's Research Data Centers. Information about applying for access to these data also is available on the NLS Web site.

*Note to customers outside the continental United States.* If data sets or documents are not available or cannot be accessed electronically, cross-cohort CDs and paper copies can be ordered. To cover costs, NLS User Services must charge handling fees to individuals ordering NLS data or documentation to be shipped to an address outside of the continental United States. Upon receipt of an order, User Services will calculate the cost for the materials and the type of mail service (air or surface) specified on the order form and will notify the customer of the amount of the handling charges for that order. NLS materials will be shipped upon receipt, in U.S. dollars, of both the cost of the items ordered and the handling fee.

### Current data releases

Figure 8.1 lists the NLS data sets currently available to the public. Researchers can download data files and accompanying documentation directly to a computer or server for free. For a fee, researchers can order data files on the cross-cohort CD, as well as paper versions of NLS documentation. To download free data and documentation files, view pricing information, or order cross-cohort CDs and paper documentation, see the NLS Web site at [www.bls.gov/nls](http://www.bls.gov/nls).

#### NLSY97 data

The National Longitudinal Survey of Youth 1997 (NLSY97) data are available to researchers in three data sets:

- *The NLSY97 main file* contains the data and documentation from survey rounds 1 through 7, together with search and extraction software. The data set holds the data elements—described in detail in chapter 2—from the youth questionnaires; the rounds 2 through 5 household income updates; the round 1 parent questionnaire; and the round 1 screener, household roster, and non-resident roster questionnaire. This data set includes a set of *ASVAB* scores and information from the high school transcript data collections.
- *The NLSY97 event history file, including main file data*, contains all of the data on the main file, as well as the search and extraction software. Also included are a number of created event history variables describing the youth's employment, education, marriage, and program

Figure 8.1. NLS data files

| Cohort                           | Data Files   | Survey years  |
|----------------------------------|--|---|
| <i>Available by Download</i>     |  |   |
| NLSY97                           | <ul style="list-style-type: none"> <li>• NLSY97 main files</li> <li>• NLSY97 event history file with main files</li> </ul> | Rounds 1–7  |
| NLSY79                           | <ul style="list-style-type: none"> <li>• NLSY79 main files with work history data</li> </ul>                               | 1979–2002   |
| NLSY79 Children/<br>Young Adults | <ul style="list-style-type: none"> <li>• NLSY79 child and young adult files</li> </ul>                                     | 1986–2002 (child)<br>1994–2002 (young adult)        |
| Mature and Young Women           | <ul style="list-style-type: none"> <li>• NLS of Mature and Young Women</li> </ul>  | 1967–2003 (Mature Women)<br>1968–2003 (Young Women) |
| Older and Young Men              | <ul style="list-style-type: none"> <li>• NLS of Older Men and Young Men</li> </ul>   | 1966–90 (Older Men)<br>1966–81 (Young Men)          |
| <i>Available on CD</i>           |  |   |
| Cross-cohort                     | <ul style="list-style-type: none"> <li>• Current public release of all cohorts</li> </ul>                                  |   |
| NLSY97                           | <ul style="list-style-type: none"> <li>• NLSY97 geocode file with main files, event history data</li> </ul>                | Rounds 1-7  |
| NLSY79                           | <ul style="list-style-type: none"> <li>• NLSY79 geocode data with main files, work history data</li> </ul>                 | 1979-2002   |
| NLSY79 young adults              | <ul style="list-style-type: none"> <li>• NLSY79 young adult geocode data with child and young adult files</li> </ul>       | 1994-2002   |

participation through round 7. This data set includes a set of *ASVAB* scores and information from the high school transcript data collections.

- ***The NLSY97 geocode data CD, including main file and event history data***, contains all of the main file data and documentation, the created event history variables, and detailed geographic data. Because the geographic data are confidential, only individuals who complete the BLS geocode application process can obtain this file. Information on obtaining this file can be found at [www.bls.gov/nls/geocodeapp.htm](http://www.bls.gov/nls/geocodeapp.htm).

The NLSY97 main file and event history data are available on the cross-cohort CD or can be downloaded from the Internet; the geocode file is available only on individual cohort geocode CDs.

#### *NLSY79 data*

Data from the National Longitudinal Survey of Youth 1979 (NLSY79) are available in two data sets:

- ***The NLSY79 main file with work history data*** contains data and documentation, together with search and extraction software, for the NLSY79 main interviews from 1979 to 2002. It also contains created work history variables detailing respondents' employment since 1978. This data set holds all of the data elements described in

chapter 3 for the main NLSY79 interviews, except for the detailed NLSY79 geocode data and the kinship proximity variables.

- ***The NLSY79 geocode data CD with main file and work history data*** contains the constructed NLSY79 geocode files from 1979 to 2002, the NLSY79 main survey data for the same years, and the NLSY79 work histories. This CD holds all data elements described in chapter 3, except for the kinship proximity variables. Because the CD contains detailed confidential geographic data, it is available only to individuals who satisfactorily complete the BLS geocode application process. Information on obtaining this file can be found at [www.bls.gov/nls/geocodeapp.htm](http://www.bls.gov/nls/geocodeapp.htm).

The NLSY79 main file and work history data are available on the cross-cohort CD or can be downloaded from the Internet; the geocode file is available only on individual cohort geocode CDs. Researchers who are interested in the NLSY79 women's support network data file described in chapter 3 should contact NLS User Services (e-mail: [usersvc@postoffice.chrr.ohio-state.edu](mailto:usersvc@postoffice.chrr.ohio-state.edu)).

#### *NLSY79 child and young adult data*

The National Longitudinal Survey of Youth 1979 child and young adult data are available in two data sets:

- *The NLSY79 child and young adult file* contains data and documentation, together with search and extraction software, for the NLSY79 1986–2002 child data collections and the 1994–2002 NLSY79 young adult surveys. This includes all child data elements described in chapter 4. Children and young adults can be linked to their NLSY79 mothers by case identification code. This data set is available on the cross-cohort CD or can be downloaded from the NLS Web site at [www.bls.gov/nls/](http://www.bls.gov/nls/).
- *The NLSY79 young adult geocode CD* contains all data from the child and young adult public-use file, along with geocode data for the young adults from 1994 through 2002. Information on obtaining the young adult geocode CD can be found online at [www.bls.gov/nls/geocodeapp.htm](http://www.bls.gov/nls/geocodeapp.htm).

#### Original cohort data

*The NLS Mature Women and Young Women data sets* contain data and documentation, together with search and extraction software, for the 1967–2003 surveys of the Mature Women and the 1968–2003 surveys of the Young Women. These data sets are available on the cross-cohort CD or as separate files that can be downloaded from the [www.bls.gov/nls](http://www.bls.gov/nls) Web site. Included are all of the data elements described in chapter 5, with the Mature Women pension plan data available as a separate file.

*The NLS Older Men and Young Men data sets* contain all of the information described in chapter 6 for the 1966–90 surveys of the Older Men and the 1966–81 surveys of the Young Men. These files are included on the cross-cohort CD or can be downloaded from the [www.bls.gov/nls](http://www.bls.gov/nls) Web site.

#### NLS software

NLS Investigator search and extraction software is present on the cross-cohort CD and in all downloadable data files. The CD and download files also include installation and usage instructions. The Windows software features a user-friendly interface and allows the user to perform the following five functions:

1. **SEARCH** the NLS documentation files for categories of variables clustered by topical area. NLSY97, NLSY79, NLSY79 children, and Mature and Young Women searches can be based on (1) topical **area of interest** (Jobs, Income, Geo92, and so forth) or (2) **any word** or combination of words found within the variable titles (for example, “Activity [and] Survey [and] Week” or “Child [and] Age”). Due to differences in data structuring, search by area of interest is not currently available for the Older and Young Men; any word searches are available. Researchers can also choose specific variables by reference number, question number, question name, or look at all variables collected during a given survey year.
2. **VIEW** a screen image of each variable’s codebook information (including coding categories and frequencies for the full universe of respondents) or view data for a given respondent by identification code (for instance, case #260).
3. **SELECT** variables for inclusion in an extract specification file that will be used to generate the data and documentation files described below.
4. **EXTRACT** data for the full universe of respondents or for a sample restricted by race, sex, number of cases, or user-specified Boolean equation, and produce a raw ASCII data file (with SAS or SPSS control cards), a Dbase file, or a STATA dictionary file.
5. **DOCUMENT** an extracted file by producing a listing of all extracted variables, including each variable’s reference number, title, area of interest (if available), number of valid cases, and minimum-maximum-mean values, or a codebook file depicting the coding categories, full universe frequencies, verbatim question text and question number, reference number, and variable title.

More information about searching for variables of interest is provided in the user’s guides for the individual cohorts. A representation of typical Investigator extract screens appears in figure 8.2. Using the NLSY97 data, these example screens show a combined survey year and “any word” search for the respondent’s wage and salary income in 1998, as reported in round 3 (1999).

#### Codebook documentation

Each NLS cross-cohort CD and downloaded data set contains data, documentation in the form of codebook pages, and Investigator search and extraction software. The codebook is the principal element of the documentation system and, for each variable in the file, contains information intended to be complete and self-explanatory. In figure 8.2, the codebook information for the example wage and salary variable can be seen in the gray-shaded window labeled “NLS-Codebook.” For each variable, the codebook depicts a reference number, question title (and question text, in many cases), variable description, coding information, frequency distribution, and source. For the original cohorts and the NLSY79, derivations are provided for certain created variables. Codebooks for the original cohorts contain universe information for the early years and most recent surveys; separate flowcharts present universe information for the middle years. The codebook also lists the previous and next survey questions; for non-constructed variables, hyperlinks permit users to page through the codebook in the order that questions were asked in the interview.

The codebook contains references to pertinent attach-

Figure 8.2. Search and extraction screens for the NLS Windows software

The screenshot displays the CHRR NLS Investigator software interface. At the top, the title bar reads "CHRR NLS Investigator: NLSY97 1997 - 1999 - SemiPrivate: [Tagset: wages99]". The menu bar includes "File", "Window", "Extract", "Data", "Options", and "Help". Below the menu bar, the "Drive" is set to "n:\mercury\nlsdata" and the "Cohort" is "NLSY97 1997 - 1999 - SemiPrivate".

The main window is divided into several panes:

- Contents:** A tree view showing the directory structure: "NLSY97 1997 - 1999 - SemiPrivate" > "Documents" > "Indexes" > "Any Word in Context" > "Area of Interest" > "Survey Year" > "Refnum" > "Qname".
- NLS Variable List - 26 variables:** A table listing variables with checkboxes. The selected variable is "TOTAL INCOME FROM WAGES AND SALARY IN PAST YEAR" (R36502.00).
- NLS-Codebook/R3650200:** A detailed view of the selected variable, including its description, survey year (1999), and a list of values with their frequencies.

The variable list table is as follows:

| N                                   | Description   | Reference Num... | Question Name | Area of Interest | Survey Year |
|-------------------------------------|---|------------------|---------------|------------------|-------------|
| <input type="checkbox"/>            | INCOME IN WAGES, SALARY, TIPS FROM REGULAR OR ODD JOBS?           | R36500.00        | YINC-1500     | INCOME           | 1999        |
| <input checked="" type="checkbox"/> | TOTAL INCOME FROM WAGES AND SALARY IN PAST YEAR                   | R36502.00        | YINC-1700     | INCOME           | 1999        |
| <input type="checkbox"/>            | ESTIMATED INCOME FROM WAGES AND SALARY IN PAST YEAR               | R36503.00        | YINC-1800     | INCOME           | 1999        |
| <input checked="" type="checkbox"/> | SPOUSES TOTAL INCOME FROM WAGES AND SALARY PAST YEAR              | R36511.00        | YINC-2600     | INCOME           | 1999        |
| <input type="checkbox"/>            | ESTIMATED SPOUSES TOTAL INCOME FROM WAGES AND SALARY PAST YEAR    | R36512.00        | YINC-2700     | INCOME           | 1999        |
| <input type="checkbox"/>            | TOTAL INCOME FROM WAGES, BUSINESS, FARM IN PAST YEAR (BIO FATHER) | R36558.00        | YINC-8800     | PARENT RET...    | 1999        |

The codebook view for R36502.00 shows the following description: "During 1998, how much income did you receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or for anything else?". It also includes a note about truncated values and a list of values with their frequencies:

| Value | Frequency               |
|-------|-------------------------|
| 43    | 0                       |
| 833   | 1 to 499                |
| 479   | 500 to 999              |
| 422   | 1000 to 1499            |
| 174   | 1500 to 1999            |
| 303   | 2000 to 2499            |
| 82    | 2500 to 2999            |
| 187   | 3000 to 3499            |
| 42    | 3500 to 3999            |
| 148   | 4000 to 4499            |
| 31    | 4500 to 4999            |
| 261   | 5000 to 6999            |
| 423   | 7000 to 99999999: 7000+ |

At the bottom of the codebook view, there is a summary of the variable's distribution:

| Category       | Count | Valid | Skip     | Non-Interview     |
|----------------|-------|-------|----------|-------------------|
| Refusal(-1)    | 24    |       |          |                   |
| Don't Know(-2) | 781   |       |          |                   |
| TOTAL          | 4233  | Valid | Skip(-4) | 3976              |
|                |       |       |          | Non-Interview(-5) |
|                |       |       |          | 775               |

The status bar at the bottom indicates "26 variables selected."

The screenshot shows the "CHRRDBA: BINARY.DAT Extract" dialog box. It has buttons for "Run Extract", "Stop Extract", "Write Codebook", and "Exit".

The "Select 1 of every" field is set to "1 case(s)". The "First case to read" is "1" and the "Last case to read" is "8984". There is an "Edit Boolean Specification" button.

The "Extract Data File Type" section has radio buttons for:
 

- Formatted ASCII
- Delimited ASCII
- DBASE 3
- Stata Dictionary
- SAS Control Cards
- SPSS Control Cards

The "Optional Output Files" section has checkboxes for:
 

- SAS Control Cards
- SPSS Control Cards
- Extract Codebook File

The summary fields are:
 

- Number of variables: 2
- Number of cases: 8984
- Output record length: 10
- Output file size: 107808
- Output file name: wages99.DAT

ments and appendixes that provide supplementary coding and variable creation procedures. For the NLSY79 child file, the codebook also includes source information on whether a given variable is created or is a direct pickup from one of the mother/child supplements.

In addition to viewing codebook pages electronically, users can generate and print codebook pages and variable lists using the Investigator software. This feature enables researchers to customize the documentation for their particular research needs and to select and print information for any or all pertinent variables.

**NLS user’s guides and supplemental documentation**

Extensive additional documentation is provided to assist researchers in using NLS data. Many items are available for download; some are distributed only in hard copy. When available, electronic versions of the questionnaire, codebook supplement, and user’s guide are included on the cross-cohort CD and with the downloaded data set. Documentation items can be ordered or downloaded from the product information page on the [www.bls.gov/nls](http://www.bls.gov/nls) Web site. This page is the most accurate source for determining whether an item is

available in electronic or paper form.

Individuals ordering an NLS cross-cohort CD will automatically receive the following items:

1. Installation, usage, and maintenance instructions
2. Current paper editions of the user’s guide for the cohort of interest and the *NLS Handbook*
3. A free subscription to the quarterly NLS newsletter, *NLS News*, which is also available electronically at [www.bls.gov/nls](http://www.bls.gov/nls)

Users downloading data from the [www.bls.gov/nls](http://www.bls.gov/nls) Web site will receive the first two items listed electronically; the third is an option the user can choose while placing the order.

For detailed descriptions of the user’s guides and the NLS newsletter, see chapter 10 of this handbook. Information about viewing error notices on the Internet also is provided in chapter 10.

Available for each NLS data set is a set of supplemental documentation items, such as technical background reports, interviewer’s reference manuals, and various attachments and appendixes that provide coding information and variable creation procedures. Figure 8.3 lists the documentation items

**Figure 8.3. NLS supplemental documentation items**

| Cohort                       | Documentation items described in this chapter<br>(†) indicates that the item is updated after each survey round  |  |              |           |             |           |
|------------------------------|--|--|--------------|-----------|-------------|-----------|
| NLSY97                       | <p><i>Main/event history</i></p> <p>Technical Sampling Report</p> <p>Survey Instruments (†)</p> <p>Interviewer Reference Manuals (†)</p> <p>Codebook Supplement (†)</p>  | <p><i>Geocode</i></p> <p>Geocode Codebook Supplement (†)</p>   |              |           |             |           |
| NLSY79                       | <p><i>Main</i></p> <p>Technical Sampling Report</p> <p>TSR Addendum (†)</p> <p>Household Screener and Interviewer’s Manual</p> <p>PAY–Attachment 106</p> <p>Addendum–AFQT Score Creation Procedure</p> <p>NLSY High School Transcript Survey</p> <p>Survey Instruments (†)</p> <p>Codebook Supplement (†)</p> <p>Interviewer Reference Manuals (†)</p> <p>Flowcharts (1979–92)</p> | <p><i>Work history</i></p> <p>Appendix 18 in main Codebook Supplement</p> <p><i>Geocode</i></p> <p>Geocode Codebook Supplement (†)</p>   |              |           |             |           |
| NLSY79 Child/<br>Young Adult | <p>Child and Young Adult Questionnaires (†)</p> <p>Child Assessment Tables (†)</p> <p>Child/Young Adult Data Users Guide (†)</p>   | <p>NLSY79 Child Handbook</p> <p>NLSY79 Children 1992 Description and Evaluation</p> <p>Young Adult Attachments (†)</p>   |              |           |             |           |
| Original Cohorts             | <p>Survey Instruments (†)</p> <p>Interviewer Reference Manuals/Field Representative Manuals (†)</p> <p>Flowcharts</p>  | <p>Codebook Supplements (†)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Mature Women</td> <td style="width: 50%;">Older Men</td> </tr> <tr> <td>Young Women</td> <td>Young Men</td> </tr> </table> | Mature Women | Older Men | Young Women | Young Men |
| Mature Women                 | Older Men  |  |              |           |             |           |
| Young Women                  | Young Men  |  |              |           |             |           |

available for each cohort; detailed descriptions of these items follow in the same order. Items identified with a (†) are updated—either wholly or in part—for the most recent data release. Purchasers of any NLS data set are encouraged to access to all relevant documentation.

### NLSY97 documentation

Supplemental documentation for the NLSY97 includes a number of different items. Documentation items that are new or updated for the latest release are identified with a (†). In addition, the NLSY97 user's guide is described in chapter 10.

#### *NLSY97 main file and event history*

*Technical Sampling Report—Youth Survey.* This technical manual, published by the National Opinion Research Center (NORC) at the University of Chicago, describes the procedures used to select the sample. The manual includes weights and standard errors for the initial survey year.

*Survey instruments* (†). This set of fielding materials serves to collect information from cohort respondents or other subjects of the survey during each interview. NLS User Services provides a new set of survey instruments, including a copy of the questionnaire and questionnaire supplements, for each survey year. The electronic codebook also incorporates questionnaire information.

*Interviewer Reference Manuals* (†). Included with each NLSY97 questionnaire is an interviewer's reference manual. This document reproduces computerized help screens that provide NORC interviewers with detailed question-by-question instructions for coding each survey year's questionnaire and other supplementary survey instruments.

*Codebook Supplement* (†). Reissued with each data release, the *Codebook Supplement* contains variable creation procedures and supplementary coding information not present in the electronic version of the codebook.

#### Attachment:

1. **Census Industrial and Occupational Classification Codes.** This document lists the three-digit 1990 and 2002 census codes used to classify job and training information.

#### Appendixes:

1. **Education and Training Variable Creation** (†). This document provides the programs for several created variables related to education and training. Education variables include enrollment status, type of school, date received diploma, highest grade completed, number of schools attended, and PIAT math score. Training vari-

ables indicate whether the respondent received a certificate or license as the result of a training program and the date on which the most recent certificate or license was received.

2. **Employment Variable Creation** (†). This appendix provides programs for created employment variables, including hourly rate of pay, hourly monetary compensation, number of weeks worked, total tenure at job, and number of jobs held.
3. **Family Background and Formation Variable Creation** (†). This appendix of created variable programs contains those dealing with family background, such as household size, marital status, fertility, and marriage and cohabitation history.
4. **Geographic Variable Creation.** Several variables in the main data set provide information about the respondent's area of residence, permitting researchers to identify key characteristics of the area without needing the geocode CD. Included in this appendix is a summary of the four census geographic regions, an explanation of the metropolitan statistical area/central city status variable, and the definition for the rural vs. urban variable.
5. **Income and Assets Variable Creation** (†). This document provides the creation procedures for income and assets variables. These include household net worth and gross household income, as well as receipt of public assistance.
6. **Event History Creation and Documentation** (†). This appendix explains the structure of the event history variables and describes the creation process.
7. **Continuous Month Scheme and Crosswalk** (†). This document explains the structure of the event history month-by-month and week-by-week status arrays and provides crosswalks from continuous month/week numbers to actual month and year dates.
8. **Instrument Rosters** (†). In each survey round, a number of rosters are used to organize information during various parts of the interview. This appendix identifies these rosters and shows how they are used in different parts of the survey. It also lists the variable names, titles, and reference numbers for the various instrument rosters used in each round.
9. **Family Process and Adolescent Outcome Measures.** This document, which is provided separately from the *Codebook Supplement*, summarizes the creation procedures for the various scales and indexes created by Child Trends, Inc. The appendix also presents the results of Child Trends' statistical analyses of the scales, indexes, and a number of related attitude and behavior variables.
10. **CAT-ASVAB scores.** This appendix describes the administration of the CAT-ASVAB to NLSY97 respondents

during round 1. It also discusses the process used to create scores for each respondent who participated in the test.

- 11. Collection of the Transcript Data, Wave 1.** To help researchers understand the variables from respondent transcripts collected in round 3, this appendix describes the data collection instruments, data-entry and coding process, and resulting school- and respondent-specific variables.

#### *NLSY97 geocode file*

*Geocode Codebook Supplement* (†). This publication, which provides additional coding information not presented in the document codebook, contains attachments relating to the NLSY97 geocode CD and an introduction that discusses key aspects of the geocode CD. Brief descriptions of the contents of each document are provided below.

#### **Attachments:**

- 100. 1990 Census Bureau State and County Codes.** This attachment provides coding information for the State and county variables included on the NLSY97 geocode CD. These variables use the current Federal Information Processing Standards (FIPS) codes.
- 101. MSA Codes.** This document lists the Metropolitan Statistical Area (MSA) coding scheme used for NLSY97 geocode variables. The various sections also include Consolidated Metropolitan Statistical Area (CMSA) codes, New England Consolidated Metropolitan Area (NECMA) codes, and Primary Metropolitan Statistical Area (PMSA) codes.
- 102. IPEDS Data and College Identification Codes** (†). This attachment briefly describes the coding schemes used to identify the postsecondary educational institutions attended by respondents and lists codes assigned by survey personnel to institutions not represented in the Integrated Postsecondary Education Data System (IPEDS) coding schemes.

#### **NLSY79 documentation**

Documentation items for the NLSY79 files include various technical reports and round-specific documents that provide critical information on each data collection round. Those documentation items that are new or updated, either wholly or in part, for the latest release are identified with a (†).

#### *NLSY79 main file*

**Survey design, sampling, and fielding procedures.** The following documents provide technical information about the main NLSY79 and separately administered surveys, such as the 1980 high school survey and 1980–1983 transcript data collections.

*Technical Sampling Report—Youth Survey.* This technical manual, published by NORC in 1983, describes the selection procedures for the civilian and military youth samples. It includes weights and standard errors for the initial survey years. Updates to this document are released in an addendum.

*Technical Sampling Report Addendum* (†). This supplement to the 1983 *Technical Sampling Report* presents, in tabular form, the standard errors and design effects for each survey from 1982 through the latest round of the NLSY79.

*Household Screener and Interviewer's Manual (1978).* Used for the 1978 preliminary screening of households from which the two civilian youth samples were drawn, this manual contains instructions provided to NORC interviewers, question-by-question specifications for the household screener interview form, and a completed sample screener.

*Profiles of American Youth—Attachment 106.* This attachment provides general and technical information about the 1980 administration of the *ASVAB (Armed Services Vocational Aptitude Battery)* to NLSY79 respondents. Included are technical notes on the *ASVAB* scale scores, an annotated bibliography of U.S. Department of Defense publications, an example of the test score report, and various brochures disseminated to participating respondents.

*Addendum—AFQT Score Creation Procedures.* This addendum to Attachment 106 provides information on the creation of two Armed Forces Qualification Test scores, the AFQT80 and AFQT89, along with tables for converting subtest raw scores to standard scores. This set of variables was added to the NLSY79 data set beginning with the round 12 release.

*NLSY High School Transcript Survey: Overview and Documentation.* This document contains background information on the sample design, fieldwork, and types of variables collected during the three rounds of this special survey effort. It includes the transcript survey codebook, instructions for coding courses, course codes, and copies of the transcript coding form and school questionnaire. Finally, it presents references to other technical reports prepared by the sponsoring agency, the National Center for Research in Vocational Education.

**Round-specific documents.** Each data release includes either complete or partial updates to the following round-specific documents:

*Survey instruments* (†). The set of field materials used during each interview serves to collect information from cohort

respondents or other subjects of the survey. In years during which a paper-and-pencil interview was conducted, a new set of survey instruments was issued for each survey year and typically included a copy of the questionnaire, questionnaire supplements, the various versions of the household interview forms, the employer supplement, and a jobs calendar. In years during which computer-assisted personal interviewing was done, these items are all incorporated into one survey instrument, although a paper calendar is provided for reference.

*Codebook Supplement* (†). Reissued with each data release, the *Codebook Supplement* contains variable creation procedures and supplementary coding information. This information is contained in the following numbered attachments and appendixes:

#### Attachments:

3. **Industry and Occupation Codes.** This attachment compiles: (1) The three-digit 1970 census classifications used to code job and training information, as well as occupational aspiration information; (2) the three-digit 1980 census codes that have been used (in addition to the 1970 codes), beginning with the 1982 survey, to classify respondents' current or most recent job; (3) three-digit 2002 census codes used starting in 2004 to classify industry and occupation for all jobs; and (4) the 1977 military occupational specialty codes used to classify responses to the 1979–85 questions on military jobs and military occupations.
4. **Fields of Study in College.** This document provides the coding classifications for the variables regarding major fields of study and subspecialties at colleges attended.
5. **Index of Labor Unions and Employee Associations.** This index provides codes for the 1979 questions regarding the name of the union/employee association at jobs #1 through #5 (for example, R00937.–R00941.).
6. **Other Kinds of Training Codes.** Listed in this attachment are the various categories of occupational training used to code the 1979 survey question on types of other training programs in which a respondent was enrolled for at least 1 month (R01348., R01353., R01358., R01363.).
7. **Other Certificates Codes.** This list defines codes for the various types of certifications (practical nurse, welding, insurance, chef, and so forth) that a respondent had ever received as of the 1979 interview (R01376., R01377., R01378., R01379.).
8. **Health Codes.** This modified version of the International Classification of Diseases (ICD-9) codes (*International Classification of Diseases*, Volumes 1 and 2, Geneva, WHO, 1977–78) was used to classify types of health problems limiting the amount or kind of work that a respondent could do (1979–82 surveys) or occurring as a result of a work-related injury or illness (1988–90 and 1992–2000 surveys). These codes also were used in 1998–2002 to classify major health problems of biological parents for respondents 40 years or older. Also included is a list of numeric codes identifying the parts of the body affected by health problems or work-related injury or illness.
100. **Geographic Regions.** This attachment lists the States making up each of the four regions used in 'South/Non-South Place of Birth,' 'South/Non-South Place of Residence at Age 14,' and such yearly variables as 'Region of Residence.'
101. **Country Codes.** Provided in this document are the foreign country codes for respondents' country of residence, country of parents' birthplace, and country of citizenship at the time of immigration.
102. **State FIPS Codes.** The Federal Information Processing Standards are used to code respondents' State of birth and State of residence.
103. **Religion Codes.** This list contains the various denominational categories used to code the religion questions in 1979 (R00103.10 and R00104.10) and 1982 (R06558., R06583., R06586., R06613., and R06616.).

#### Appendixes:

1. **Employment Status Recode (ESR) Variable Creation 1979–1998** (†). This appendix provides the adapted PL/I version of the U.S. Census Bureau's FORTRAN program used to create the measure of main labor force activity during the survey week from 1979–1993. Beginning in 1994, the SPSS formula for creating the variable is provided; this formula corresponds closely to the revised formula provided by the U.S. Census Bureau for the Current Population Survey (CPS).
2. **Total Net Family Income Variable Creation 1979–2002** (†). Contained in this appendix is the PL/I code for 1979–1996 and the SPSS code for 1998–2002 used to create the \*KEY\* income variable for each survey year, as well as the poverty level and poverty status variables.
3. **Job Satisfaction Measures 1979–1982 and 1988.** This document provides background information and yearly reference numbers for both the scale items and global satisfaction measures of the modified Quality of Employment Survey scale administered in the 1979–1982 and 1988 surveys. It includes additional references and a methodology for constructing the full scale.
4. **Job Characteristic Index 1979 and 1982.** This appendix gives background information, reference numbers, questionnaire locations, and additional references for the job complexity questions asked in these 2 survey

- years.
5. **Supplemental Fertility File Variables** (†). This discussion provides a brief overview of the constructed variables in the 1979–92 and 1994–2002 Fertility and Relationship History/Created area of interest on the main NLSY79 data file, background information on the 1982 and 1994 data quality checks, and information on the availability of additional reports assessing the NLSY79 fertility data.
  6. **SMSA Urban-Rural Creation** (†). Contained in this appendix are the decision rules used to create the ‘Current Residence in SMSA’ variables and the ‘Is R’s Current Residence Urban/Rural?’ variable series.
  7. **Unemployment Rate** (†). This discussion explains how the variable ‘Unemployment Rate of Labor Market of Current Residence’ is created.
  8. **Highest Grade Completed and Enrollment Status Variable Creation** (†). This document contains the code used to create the \*KEY\* 1990–2002 variables ‘Highest Grade Completed as of May 1 Survey Year’ and ‘Enrollment Status as of May 1 Survey Year.’ It includes a discussion of the revised versions of the 1979–2002 ‘Highest Grade Completed’ variables, which were released for the first time with the 1994 data.
  9. **Linking Employers through Survey Years.** This appendix identifies the procedures and variables necessary for linking employers reported across contiguous interview years.
  11. **NLSY79 Round 12 (1990) Survey Administration Methods.** This appendix briefly describes the computer-assisted personal interviewing (CAPI) and paper-administered personal interviewing (PAPI) techniques employed during the 1990 NLSY79 interviews.
  12. **Most Important Job Learning Activities (1993–1994).** Provided in this document are value labels for the eight 1993/1994 variables that identify method(s) used by respondents in learning to perform job duties associated with their current or most recent job.
  13. **Introduction to the 1993 through 2002 CAPI Questionnaires and Codebooks** (†). This discussion introduces readers to the new documentation items and terms used in the CAPI survey instruments beginning in 1993 and alerts the users of these data to important changes in the way some variables are coded, documented, and generated.
  14. **1993–2002 Instrument Rosters** (†). This consolidated list provides subject content and matching reference numbers for various types of roster items occurring in the CAPI surveys.
  15. **Reciprocity Event Histories** (†). This appendix describes the logic of the new CAPI event history format used to collect information on unemployment, AFDC/TANF, Food Stamps, and other welfare reciprocity. It also describes the process whereby the RECIPIENCY event histories (month-by-month and yearly) are created.
  16. **1994 Recall Experiment.** This discussion explains how the 1994 recall experiment was designed to examine the effects on the accuracy and consistency of respondents’ recall when the frequency of survey administration was changed from annual to biennial. A subsample of NLSY79 respondents who were interviewed in both 1992 and 1993 answered questions in 1994 referring to the period since their 1992 interview. These data were then compared with respondents’ answers to the 1993 survey for possible discrepancies.
  17. **Interviewer Characteristics Data.** For each round, this appendix describes the data available regarding the characteristics of NLSY79 interviewers; this information is based on NORC’s interviewer personnel files. These data permit researchers to link interviewers with the respondents they interviewed.
  18. **Overview of the NLSY79 Work History Data.** This appendix introduces users to the work history data. It describes the creation of the data set, the programs used to create it, and the input variables.
  19. **SF-12 Summary Scores.** This appendix explains the administration of the SF-12 health scale, a brief inventory of self-reported mental and physical health. This was administered to respondents who had turned 40 since their last interview as part of the age 40+ health module.
- Interviewer Reference Manuals* (†). Accompanying each NLSY79 questionnaire is an interviewer’s reference manual, called the *Question-by-Question Specifications (Q by Q)*. This document provides NORC interviewers with background information on the NLSY79 and, where necessary, detailed question-by-question instructions for coding each survey year’s questionnaire, employer supplement, household interview forms, and other supplementary survey instruments. Beginning with the 1993 interviews, copies of the interviewer CAPI help screens are incorporated as part of each *Q by Q*. All users must have access to a copy of the latest *Q by Q*.
- Flowcharts.* These schematic diagrams, available for the 1979–92 surveys, depict the often complex skip patterns in the main questionnaire and questionnaire supplements.
- NLSY79 work history documentation*  
Appendix 18, “Overview of the NLSY79 Work History Data” (found in the main NLSY79 codebook supplement), introduces users to the work history data. It describes the creation of the data set, the programs used to create it, and the input variables.

*NLSY79 geocode file*

*Geocode Codebook Supplement* (†). This publication, which provides additional coding information not presented in the electronic codebook, contains attachments and appendixes relating to the NLSY79 geocode CD and an introduction that discusses key aspects of the geocode CD. Brief descriptions of the contents of each document are provided below. Items identified with a (†) are updated for the latest release of data.

**Attachments:**

- 100. Geographic Regions.** This document lists the States making up each of the four regions used in coding such variables as ‘Region of Residence,’ ‘South/Non-South Place of Birth,’ and ‘South/Non-South Place of Residence at Age 14.’
- 101. Country Codes** (†). Provided in this document are the foreign country codes for respondents’ country of residence, country of parents’ birthplace, and country of citizenship at the time of immigration.
- 102. State FIPS Codes.** The Federal Information Processing Standards are used to code respondents’ State of birth and State and county of residence.
- 104. SMSA Codes** (†). This attachment contains coding information used to classify the respondent’s SMSA, MSA, CMSA, or PMSA of residence at each interview date.
- 105. Addendum to FICE Codes** (†). This document provides supplementary identification codes for colleges and universities not listed in the *Education Directory: Colleges and Universities* (1981–82 and 1982–83 supplement) published by the National Center for Education Statistics. It includes information on the revised Federal Interagency Committee on Education (FICE) code variables first present on the 1994 release.

**Appendixes:**

- 7. Unemployment Rate** (†). This discussion explains how the continuous and collapsed versions of the variable ‘Unemployment Rate for Labor Market of Current Residence’ were created.
- 10. Geocode Documentation** (†). This appendix provides background information on the creation of the original 1979–82 geocode tape and later updates on the modification of those data for the 1979–2002 release.

**NLSY79 child and young adult documentation**

Documentation for the child file includes survey instruments (often called “supplements”), a child and young adult data users guide, a child handbook covering assessment procedures and data collected from 1986–90, and summary reports evaluating data collections since 1990. Those items identified with a (†) are updated, either wholly or in part, for the

latest data release. Researchers using the NLSY79 child file who make extensive use of data derived from the mother’s record should consider ordering the relevant NLSY79 main file documentation items as well as the child materials.

Other summary reports also are available to researchers working with the child data; chapter 10 of this document provides descriptions and ordering information.

*Child Assessment Instruments* (†). Depending on the year, the child survey includes a *Child Supplement*, a *Child Self-Administered Supplement* for children 10 years of age and older, and a *Mother Supplement*. The mode of administration—paper or CAPI—also varies depending on the year.

*Young Adult Questionnaire* (†). The young adults (NLSY79 children age 15 and older) are administered the CAPI *Young Adult Questionnaire*. Through 1998, they were administered the paper *Young Adult Survey—Self-Report Booklet* as well. The *Young Adult Self-Report* was a paper booklet until 2000, when the young adult self-report questions were incorporated into the CAPI questionnaire.

*Child Assessment Tables* (†). These year-specific reports contain descriptive tables based on the NLSY79 child assessment data. They provide detailed distributions of raw and normed scores by age and race or ethnicity for overall scales, as well as for any relevant subscales. The tables are available for each child assessment year starting with 1994.

*Child and Young Adult Data Users Guide* (†). This guide is updated for each data release. It provides information on the contents of the data, characteristics of the child and mother samples, sampling constraint issues of which users should be aware, and a discussion of each child assessment administered during the interviews. Users are encouraged to access the 2000 guide as well as the 2002 data guide if they plan to use data from more than one survey round because the current guide is not comprehensive. With the introduction of the *Young Adult Survey* in 1994, the content of the *Young Adult Questionnaire* is discussed in detail. The guide also outlines potential research applications that exploit the longitudinal and cross-cohort potential of the child and young adult data.

*NLSY79 Child Handbook (1986–90)*. This document summarizes the administration of child assessments during the 1986–90 period.

*NLSY79 Children 1992 Description and Evaluation*. This publication describes the 1992 child assessment data, including completion rates for assessments by age, race, and ethnicity. It offers in-depth discussions of outcomes over time and evaluates the validity of the assessments.

*NLSY79 young adult attachments* (†). These numbered attachments provide supplementary coding information not contained in the codebook, as well as the electronic question-by-question specifications available to the interviewers. Through 2000, these attachments were included in the printed questionnaire rather than as a separate booklet. Beginning in 2002, they are provided as HTML documents that are downloadable with the data.

#### Attachments:

3. **1970 Census Industry/Occupation Codes.** This attachment contains the three-digit 1970 census classifications used to code job and training information and *Employer Supplements* (U.S. Census Bureau, *1970 Census of Population Alphabetical Index of Industries and Occupations*, U.S. Government Printing Office, Washington, DC, 1971).
4. **1990 Census Industry/Occupation Codes.** This document lists the three-digit 1990 census classifications used for double coding of occupation and industry for the CPS job (U.S. Census Bureau, *1990 Census of Population Alphabetical Index of Industries and Occupations*, U.S. Government Printing Office, Washington, DC, 1991).
5. **Electronic Question-by-Question Specifications.** This attachment lists the help screens available to the interviewer during the administration of the CAPI questionnaire and indicates the question numbers that were linked to these screens.
6. **2000 Census Industry/Occupation Codes.** This document lists the three-digit 2000 Census classifications used for the coding of occupation and industry for all jobs in the 2002 survey data (U.S. Census Bureau, [www.census.gov/hhes/www/ioindex/ioindex.html](http://www.census.gov/hhes/www/ioindex/ioindex.html)).

#### NLS original cohort documentation

Documentation items for each original cohort data file are specific to the cohort. Relevant documentation includes a set of questionnaires, a codebook supplement, interviewer reference manuals, and flowcharts. Those items identified with a (†) are updated, either wholly or in part, for the most recent release of data for each cohort.

*Sets of survey instruments* (†). A unique set of survey instruments serves to collect information from respondents during each interview. Each cohort has a separate set of questionnaires; new questionnaires are issued for each survey year. A set of survey instruments includes not only copies of each survey's questionnaire, but also copies of the household record cards used before 1995 to record information on the composition of each respondent's household.

*Interviewer Reference Manuals/Field Representative's*

*Manuals* (†). Accompanying each questionnaire is a field reference manual that provides Census Bureau field representatives with background information on the NLS, respondent locating instructions, and detailed question-by-question instructions for coding and otherwise completing the questionnaire and household record cards.

*Flowcharts.* Universe information and skip patterns for 1977–93 questionnaires are provided within separate flowcharts, available for purchase by single year or by set. The cohort codebooks contain comparable information for earlier years. For CAPI administrations of the surveys of women beginning in 1995, this type of information is incorporated in the questionnaire.

*Codebook Supplements* (†). This set of numbered attachments and appendixes contains cohort-specific supplementary coding and variable creation information not present in the codebook. A listing of the contents of each codebook supplement follows below. Contents of the Mature Women supplement appear first, followed by those for the Young Women, Older Men, and Young Men.

#### *Mature Women codebook supplement*

#### Attachments:

2. **Census of Population Industry and Occupational Classification Codes.** This document provides the occupation-industry coding assignments made by Census Bureau personnel from the verbal descriptions obtained in the interviews. Codes from 1960, 1980, 1990, and 2000 have been used with this cohort; table 8.1 summarizes the survey years and jobs for which each scheme is available. This attachment also contains a copy of the Duncan Socioeconomic Index, an ordinal prestige scale assigning a rank of 0 through 97 to each of the three-digit 1960 census occupations.
4. **Bose Index.** This list provides a mean occupational prestige score for each of the three-digit 1960 occupation codes for the Mature and Young Women cohorts.
5. **Employment Status Recodes.** This attachment describes the methodology used by the Census Bureau to calculate each respondent's employment status from the CPS questions asked in each NLS interview. It provides (1) definitions of 'working,' 'with a job but not at work,' 'unemployed,' and 'not in the labor force'; (2) the decision rules used to assign or recode respondents to a particular labor force status; and (3) Census Bureau methodology for dealing with exceptions to the rules.

#### Appendixes:

3. State Names and State Codes by Census Division Listing

4. Derivations for R02847. (Reason left Current Job 1967)
5. Source for Occupational Atypicality Codes
6. Derivations for R02872.50 (Occupational Training 1967–1972)
7. Derivations for R00792.50 (Training Prior to 1972)
8. Derivations for R00744.05 (Number of Years Worked Before 1967 in Occupation)
9. Derivations for 1977 \*KEY\* Variables
10. New Geographical and Environmental Variables 1967–1977
11. Derivations for 1971 \*KEY\* Variables
12. Derivations for 1972 \*KEY\* Variables
18. Union Categories—Copy of Coding Instructions for Name of Union or Employee Association
19. Derivations for 1982 \*KEY\* Variables
20. Derivations for 1987 \*KEY\* Variables
21. Derivations for 1989 \*KEY\* Variables
22. Derivations for 1992 \*KEY\* Variables
23. Geometric Progression Coding (†)
24. Pension Plan Data Documentation (†)
36. Summary of the Major Differences between the 1995 and Earlier Surveys
37. Summary of 1995 Data Cleaning Issues
38. Derivations for 1995 \*KEY\* and Other Created Variables
39. Summary of 1997 Data Cleaning Issues
40. Derivations for 1997 \*KEY\* and Other Created Variables
41. Derivations for 1999 \*KEY\* and Other Created Variables
42. Derivations for 2001 \*KEY\* and Other Created Variables
43. Derivations for 2003 \*KEY\* and Other Created Variables

#### *Young Women codebook supplement*

##### **Attachments:**

2. **Census of Population Industry and Occupational Classification Codes.** This document provides the occupation-industry coding assignments made by Census Bureau personnel from the verbal descriptions obtained in the interviews. Codes from 1960, 1980, 1990, and 2000 have been used with this cohort; table 8.1 summarizes the survey years and jobs for which each scheme is available. This attachment also contains a copy of the

Duncan Socioeconomic Index, an ordinal prestige scale assigning a rank of 0 through 97 to each of the three-digit 1960 census occupations.

4. **Bose Index.** This list provides a mean occupational prestige score for each of the three-digit 1960 occupation codes for the Young Women and Mature Women cohorts.
5. **Employment Status Recodes.** This attachment describes the methodology used by the Census Bureau to calculate each respondent's employment status from the CPS questions asked in each NLS interview. It provides (1) definitions of 'working,' 'with a job but not at work,' 'unemployed,' and 'not in the labor force'; (2) the decision rules used to assign or recode respondents to a particular labor force status; and (3) Census Bureau methodology for dealing with exceptions to the rules.

##### **Appendixes:**

1. Fields of Study in College—Instructions for the Coding Scheme
2. State Names and State Codes by Census Division Listing
4. Listing of Median Education for Different Occupations
5. Source for Occupational Atypicality Scores
6. Supplemental Edit Specifications for \*KEY\* Variables: R03297., R03292., R03294., R03293., R03295.
7. Listing of Correction to Employment Status Recode for 1968 and 1969
9. Determinants of Early Labor Market Success: App. A
10. Determinants of Early Labor Market Success: App. B
11. Determinants of Early Labor Market Success: App. C
12. Determinants of Early Labor Market Success: Method for Variable Construction
18. Union Categories—Copy of Coding Instructions for Name of Union or Employee Association
20. Derivations for R05007., R05012. (Marital Status Patterns)
21. Rules for Revising Variables Rep (Month/Yr Since Left School)
22. GED/SVP/Job-Level/Job Family Values

**Table 8.1. Mature and young women industry and occupation coding systems by survey year**

| Coding system                                 | Mature women | Young women |
|---|--------------|-------------|
| 1960 codes                                    | 1967–92      | 1968–93     |
| 1980 codes—current/last job only              | 1984, 1986   | 1983–87     |
| 1980 codes—current/last job and dual job only | 1987–92      | 1988, 1991  |
| 1980 codes—all jobs                           | 1995–99      | 1993–99     |
| 1990 codes—current/last job and dual job only | 1992         | —           |
| 1990 codes—all jobs                           | 1995–99      | 1993–99     |
| 2000 codes—all jobs                           | 1995–2003    | 1995–2003   |

23. Derivations for R05031.–R05047. (Occupation and Other Job Information before Birth of Child)
24. Derivations for R05049.–R05060. (Occupation and Other Job Information after Birth of Child)
25. New Geographic and Environmental Variables for 1968–1978
26. Derivations for 1978 \*KEY\* Variables
27. Source for the Job Characteristics Index
28. Source for the Job Satisfaction Measures
29. Reason for Preference in Union Certification Election (Item 10e, 1982, R07627.)
30. Derivations for the 1983 \*KEY\* Variables
31. Listing of Changes in 1983 Survey Made after Questionnaire Printed
32. Derivations for the 1988 \*KEY\* Variables
33. Derivations for the 1991 \*KEY\* Variables
34. Derivations for the 1993 \*KEY\* Variables
35. Geometric Progression Coding
36. Summary of the Major Differences between the 1995 and Earlier Surveys
37. Summary of 1995 Data Cleaning Issues
38. Derivations for 1995 \*KEY\* and Other Created Variables
39. Summary of 1997 Data Cleaning Issues
40. Derivations for 1997 \*KEY\* and Other Created Variables
41. Derivations for 1999 \*KEY\* and Other Created Variables
42. Derivations for 2001 \*KEY\* and Other Created Variables
43. Derivations for 2003 \*KEY\* and Other Created Variables

#### *Older Men codebook supplement*

##### **Attachments:**

2. **Census of Population Industry and Occupational Classification Codes.** This document provides the occupation-industry coding assignments made by Census Bureau personnel from the verbal descriptions obtained in the interviews. The 1960 census classifications have been used to code all occupation and industry variables for all survey years. In addition, the Census Bureau double coded the current or last job held by the respondent using the 1960 and 1980 classifications in 1983. This attachment also contains a copy of the Duncan Socioeconomic Index, an ordinal prestige scale assigning a rank of 0 through 97 to each of the three-digit 1960 census occupations.
5. **Employment Status Recodes.** This attachment describes the methodology used by the Census Bureau to calculate each respondent's employment status from the CPS questions asked in each NLS interview. It provides (1) definitions of 'working,' 'with a job but not at work,' 'unemployed,' and 'not in the labor force'; (2) the decision rules used to assign or recode respondents to a particular labor force status; and (3) Census Bureau methodology for dealing with exceptions to the rules.

##### **Appendixes:**

1. Table Used for Determining Cutoff Points for Poverty Status Variables
2. Additional Instructions to Interviewers for the 1969 Survey
3. State Names and State Codes by Census Division Listing
4. Explanation for Census Processing of Weeks on Layoff (R00737. in 1967 and R01248. in 1969)
5. New Geographic and Environmental Variables 1966–1976
18. Union Categories—Copy of Coding Instructions for Name of Union or Employee Association
19. Derivations for 1981 \*KEY\* Variables
27. Procedures for Calculating the 1990 Weights (R06013.10, R06013.20, R07113.10, R07113.20, R07113.30)
28. Derivations for 1990 \*KEY\* Variables
29. Summary of Major Differences Between the 1990 and Earlier Surveys
30. Explanation for the 1990 Created Social Security Variables (R06743.10–R06743.30)
31. Derivations for Collapsed Occupation and Industry Variables (R07092.–R07098.)
32. Procedures for Coding Cause of Death—Supplemental Death Certificates

#### *Young Men codebook supplement*

##### **Attachments:**

2. **Census of Population Industry and Occupational Classification Codes.** This document provides the occupation-industry coding assignments made by Census Bureau personnel from the verbal descriptions obtained in the interviews. The 1960 census classifications have been used to code all occupation and industry variables for all survey years; only the 1960 codes were used with this cohort. This attachment also contains a copy of the Duncan Socioeconomic Index, an ordinal prestige scale assigning a rank of 0 through 97 to each of the three-digit 1960 census occupations.
5. **Employment Status Recodes.** This attachment describes the methodology used by the Census Bureau to calculate each respondent's employment status from the CPS questions asked in each NLS interview. It provides (1) definitions of 'working,' 'with a job but not at work,' 'unemployed,' and 'not in the labor force'; (2) the decision rules used to assign or recode respondents to a particular labor force status; and (3) Census Bureau methodology for dealing with exceptions to the rules.

##### **Appendixes:**

1. Fields of Study in College—Instructions for the Coding Scheme
2. State Names and State Codes by Census Division Listing

3. Codes for Enlisted Men and Officers in the Military
4. Listing of Median Education for Different Occupations
5. Listing of Corrections to Employment Status Recode for 1966, 1967, 1968, and 1969
6. Listing of the Method Used to Create Respondent's Father and Mother 1966 Variables
7. Derivatives for Creation of Dropped Variable Used to Create R02958.
8. Derivations Used to Create Enrollment Pattern 1966–1969
9. Determinants of Early Labor Market Success: App. A
10. Determinants of Early Labor Market Success: App. B
11. Determinants of Early Labor Market Success: App. C
12. Determinants of Early Labor Market Success: Method for Variable Construction
13. Dual Labor Market Theory: Appendix A (Primary and Secondary Jobs)
14. Edits for R02997.
15. Decision Criteria for Construction of Variables for Date Last Attended School
16. Listing of Corrections Made for 21 Variables (R02315.–R02317., R02320.–R02322., R02611.–R02622.)
17. Work Experience Variables: Time Reference for the 1970 Work History Section
18. Union Categories—Coding Instructions for Name of Union or Employee Association
19. GED/SVP/Job-Level/Job-Family and 3 Digit Occupation Code
20. Derivation for R03836. and Number of Weeks \*KEY\* Variables Between 1975 and 1976
21. New Geographic and Environmental Variables 1966–1976
22. Source for the Job Characteristics Index
23. Source for the Job Satisfaction Measures
24. Derivations for R03035., R03829., R03833.
25. Reason for Preference in Union Certification Elections
26. Derivations for R08114.–R08118.

## CONFIDENTIALITY AND CONSENT

Like all surveys, the National Longitudinal Surveys (NLS) rely on the cooperation of respondents to provide relevant, accurate, and timely information that researchers and policymakers can use to understand economic and social phenomena. At a minimum, securing cooperation requires survey administrators to explain clearly to potential respondents the uses of the survey and the importance of each respondent's information to the success of the survey. Ethical survey practice entails more than just convincing members of the survey sample to participate, however. Sample members need to be informed about how their confidentiality will be protected, how their information will be used, whether participation is voluntary or mandatory, the estimated amount of time it will take to complete the survey, and any risks of participating.<sup>1</sup> After survey administrators provide this and other relevant information to potential respondents, those potential respondents can provide what is called their "informed consent" to participate.

The NLS program has established a variety of procedures for ensuring respondent confidentiality and obtaining informed consent. These procedures comply with Federal law and the policies and guidelines of the U.S. Office of Management and Budget (OMB), the U.S. Bureau of Labor Statistics (BLS), and the U.S. Census Bureau. This chapter describes the process of protecting respondent confidentiality and gaining informed consent in the National Longitudinal Survey of Youth 1979 (NLSY79) and its associated Child and Young Adult surveys, the National Longitudinal Survey of Youth 1997 (NLSY97), and the now-discontinued NLS original cohorts of Mature Women, Young Women, Older Men, and Young Men.

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<sup>1</sup>Providing information about risks is particularly relevant for medical studies in which participants could suffer adverse reactions to drugs or treatments. Although the National Longitudinal Surveys have included health-related topics, information about these topics has been obtained only through questions asked of respondents, rather than through any medical exams or procedures. As such, NLS respondents bear no risk of participating.

<sup>2</sup> Surveys that are funded through Federal grants to universities and other organizations generally do not have to undergo this OMB

### OMB procedures

OMB is responsible for setting overall statistical policy among Federal agencies. For example, OMB has established standards on collecting information about race and ethnicity, industry, occupation, and geographic location. OMB also has established standards on the manner and timing of data releases for such principal economic indicators as the gross domestic product, the national unemployment rate, and the Consumer Price Index. In addition, OMB sets standards on whether and how much respondents to Federal surveys can be paid for their participation, an issue of particular concern in the NLS program.

Another of OMB's responsibilities is to review the procedures and questionnaires that Federal agencies use in collecting information from 10 or more respondents. Federal data collections reviewed by OMB include administrative data, such as the tax forms that the Internal Revenue Service requires individuals and corporations to complete. OMB also reviews all censuses and surveys that Federal agencies conduct, either directly or through contracts.<sup>2</sup>

OMB examines a variety of issues during these reviews, such as:

- The amount of time (and money, if any) that the agency collecting the information estimates respondents will spend to provide the requested information
- The agency's efforts to reduce the burden on respondents of providing the information
- The purpose and necessity of the data collection, including whether it duplicates the objectives of other Federal data collections
- The ways in which the agency obtains informed consent from potential respondents to participate in the data

review process unless the grantee in turn contracts with a Federal statistical agency such as the Census Bureau to collect the data. In place of OMB review, surveys funded through grants typically must undergo a competitive peer-review process established by the agency administering the grant, and that review process examines the procedures for maintaining respondent confidentiality and obtaining the informed consent of the participants. In addition, such surveys also typically are scrutinized by an institutional review board established at the grantee's institution.

collection

- The policies and procedures that the agency has established to ensure respondent confidentiality
- The statistical methods used to select representative samples, maximize response rates, and account for nonresponse
- The payment of money or the giving of gifts to respondents
- The questionnaire itself, including the quality of its design and whether it includes questions that respondents may regard as sensitive

These OMB reviews are very thorough. From the time an agency prepares an OMB information collection request until the time OMB approves the data collection, the process typically takes 7 months or more and includes multiple layers of review within the agency and at OMB. These reviews are helpful in improving survey quality and ensuring that agencies treat respondents properly, both in terms of providing them with information about the data collection and its uses and protecting respondent confidentiality.

The review process also provides the general public with two opportunities to submit written comments about the proposed data collection. The agency conducting the data collection publishes a notice in the *Federal Register* describing the data collection and inviting the public to request copies of the information collection request, questionnaires, and other materials that the agency eventually will submit to OMB. The public is invited to submit written comments to the agency sponsoring the data collection within 60 days from the time the *Federal Register* notice is published. In the history of the NLS program, the public very rarely has submitted comments to BLS, but when comments are received, they are summarized in the information collection request that ultimately is submitted to OMB.

After the request has been submitted to OMB, the agency sponsoring the data collection then publishes a second notice in the *Federal Register* and invites the public to submit comments directly to OMB within 30 days. Again, in the history of the NLS program, the public very rarely, if ever, has submitted comments to OMB.

Once OMB has received the information collection request, they have 60 days to review the package, ask follow-

up questions, suggest changes (or, occasionally, insist upon changes) to the survey questionnaire or procedures, and ultimately grant approval.

After OMB grants approval, the sponsoring agency can begin contacting potential respondents and collecting information from them. The process of contacting potential NLS respondents begins with sending them an advance letter several weeks before interviews are scheduled to begin. The advance letter serves several purposes. The obvious purpose is to inform respondents that an interviewer will be contacting them soon, but BLS and the organizations that conduct the surveys for BLS also use the letter to thank respondents for their previous participation and to encourage them to participate in the upcoming round. Another important objective of the advance letter is to remind respondents that their participation is voluntary and to tell them how much time the interview is expected to take. The letter also explains to respondents how the data will be used and how respondents' confidentiality will be protected by BLS and the organizations that conduct the surveys for BLS. An example of an advance letter is shown in figure 9.1.

### Institutional review boards

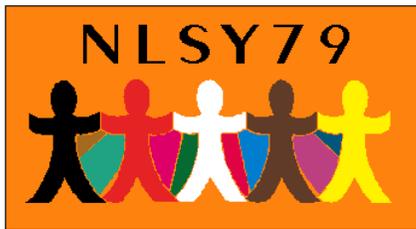
In addition to OMB review, each of the National Longitudinal Surveys is reviewed and approved by an institutional review board (IRB) at the institutions that manage and conduct the surveys under contract with BLS. Those institutions are The Ohio State University and the National Opinion Research Center (NORC) at the University of Chicago. BLS and OMB do not require these reviews; rather, the reviews are required under the policies of the universities. Obtaining approval from the IRBs involves completing a form signed by the Principal Investigator, providing a summary of the research project and submitting a description of the consent procedures and forms used in the survey. Additional documentation includes a copy of any materials used to recruit respondents, a detailed summary of the survey questionnaire, and any other information regarding the risks to humans of participating in the survey.<sup>3</sup>

The NLS project staff at The Ohio State University Center for Human Resource Research (CHRR) and at NORC obtain approval from their respective IRBs prior to the start of each round of data collection. Because each survey includes

<sup>3</sup> In the NLS program, OMB must review all data collections for the NLSW, NLSY97, NLSY79, and NLSY79 Child survey. For the NLSY79 Young Adult survey, OMB review is required only for respondents under age 21. Interviews with Young Adult respondents age 21 and older are not subject to OMB review because those interviews are not funded through the contract with BLS. Instead, those interviews are funded through a competitive grant from the National Institute of Child Health and Human Develop-

ment to The Ohio State University Center for Human Resource Research. Virtually the same procedures are used to conduct the NLSY79 Child and Young Adult interviews for respondents age 21 and older as are used for younger respondents, so OMB presumably would approve the data collection if asked to do so. Data collection for the NLSY79 Young Adults age 21 and older is subject to the approval of the institutional review boards at The Ohio State University and the University of Chicago.

Figure 9.1 NLSY79 round 21 advance letter



You are part of something truly **great**: the *National Longitudinal Survey of Youth 1979*.

Few people have the opportunity to make such a great and **lasting** contribution.

The study is a valuable tool for legislation and research. The study is also a moving picture of your life. And because you represent many others your contribution becomes a “living” record of the people of this nation... a record that may be available for generations to come.

Those of us who work on the study are **proud** to work with you. We are a **team** of researchers who carefully prepare the content of the study to make sure it continues to be so valuable to educators and government policymakers; professionals who prepare and complete materials for the study; and a staff of interviewers who work tirelessly to contact you.

We all appreciate your continued participation and dedication to this study, which is sponsored by the Bureau of Labor Statistics of the U.S. Department of Labor. As a small thank you, we have included a calendar magnet to help you keep track of important dates.

We remain extremely **grateful** to you for your continuing participation and look forward to speaking with you again in 2004. The average interview lasts 60 minutes. As always, the information you provide is protected by law.

One of our interviewers from NORC at the University of Chicago will be **contacting** you in the coming weeks to set up a convenient appointment for your interview. In the meantime, if you have any **questions** about the study, please feel free to call us toll free at 1-877-853-5908. The questions and answers shown on the back of this letter provide further information about this survey and your confidentiality.

We look forward to **talking** with you soon! And again,



only an interview and no invasive medical procedures, the IRBs typically focus on respondent compensation, consent procedures, and confidentiality protections for special populations, such as incarcerated or disabled respondents. Prisons, schools, and other institutions in which NLS sample members may reside often request the IRB approval statement and application as evidence that appropriate procedures are being followed and to judge whether to permit NLS interviewers to have access to individuals for whom the institutions are responsible.

### **Federal laws**

Three Federal laws govern policies and procedures for protecting respondent confidentiality and obtaining informed consent in the NLS program: the Privacy Act of 1974, the Confidential Information Protection and Statistical Efficiency Act (CIPSEA) of 2002, and Title 13 of the United States Code. The Privacy Act is discussed in the section on the NLSY79 and NLSY97 cohorts, as well as in the section on the NLS original cohorts. CIPSEA, which applies to all data collected by Federal agencies under a pledge of confidentiality for exclusively statistical purposes, also is discussed in both sections. Title 13 applies only to the NLS original cohorts and is described in that section of this chapter.

### **NLSY79 and NLSY97 cohorts**

The Privacy Act and CIPSEA protect the confidentiality of participants in the NLSY79, its associated Child and Young Adult surveys, and the NLSY97. CIPSEA protects the confidentiality of participants by ensuring that individuals who provide information to BLS under a pledge of confidentiality for statistical purposes will not have that information disclosed in identifiable form to anyone not authorized to have it. In addition, CIPSEA ensures that the information respondents provide will be used only for statistical purposes. While it always has been the BLS policy to protect respondent data from disclosure through the Privacy Act and by claiming exemptions to the Freedom of Information Act, CIPSEA is important because it specifically protects data collected from respondents for statistical purposes under a pledge of confidentiality. This law strengthens the ability of BLS to assure respondents that, when they supply information to BLS, their information will be protected. In addition, CIPSEA includes fines and penalties for any knowing and willful disclosure of specific information to unauthorized persons by any officer, employee, or agent of BLS. Since the enactment of the Trade Secrets Act and the Privacy Act, BLS officers, employees, and agents have been subject to criminal penalties for the mishandling of confidential data, and the fines and penalties under CIPSEA are consistent with those prior laws. CIPSEA now makes such fines and penalties uniform across all Federal agencies that collect data for exclusively statistical purposes under a pledge of confidentiality.

BLS policy requires that advance letters sent to potential respondents in these surveys include on the back of the letter the series of questions and answers about confidentiality and other survey topics shown in figure 9.2. In addition to these written questions and answers, survey interviewers are trained how to answer questions from respondents about how their privacy will be protected.

Interviewers explain to potential respondents that all the employees who work on the surveys at BLS, NORC, and CHRR are required to sign a document stating that they will not disclose the identities of survey respondents to anyone who does not work on the NLS program and is therefore not legally authorized to have such information. In fact, no one at BLS has access to information about respondents' identities, and only a few staff members at NORC and CHRR who need such information to carry out their job duties have access to information about respondents' identities.

Interviewers also explain that the answers respondents provide will be made available to researchers at BLS and other government agencies, universities, and private research organizations, but only after all personal identifiers—such as names, addresses, Social Security numbers, and places of work—have been removed. In addition, the publicly available data files exclude any information about the States, counties, metropolitan statistical areas, and other, more detailed geographic locations in which respondents live, making it much more difficult to infer the identities of respondents.

Respondents are told that some researchers are granted special access to data files that include geographic information, but only after those researchers undergo a thorough application process at BLS and sign a written agreement making them official agents of BLS and requiring them to protect the confidentiality of respondents. In no case are researchers provided with information on the personal identities of respondents.

Finally, the reference in the questions and answers to the National Archives and Records Administration and the General Services Administration may be confusing to some potential respondents, because those Federal agencies are not involved in the administration of the surveys. Interviewers explain to respondents that NLS data and materials will be made available to those agencies because they are responsible for storing the Nation's historical documents. The information provided to those agencies does not include respondents' personal identities, however.

The organizations involved in the NLS program continuously monitor their security procedures and improve them when necessary. Protecting the privacy of NLS respondents entails considerable responsibilities for BLS, the organizations that conduct the surveys for BLS, and the researchers who use the data. Indeed, researchers in particular may become frustrated that they cannot obtain access to all the

**Figure 9.2. Confidentiality and reporting burden information in the NLSY97 advance letter****WHY IS THIS STUDY IMPORTANT?**

Thanks to your help, policymakers and researchers will have a better understanding of the work experiences, family characteristics, health, financial status, and other important information about the lives of people in your generation. This is a voluntary study, and there are no penalties for not answering questions. However, missing responses make it more difficult to understand the issues that concern people in your community and across the country. Your answers represent the experiences of hundreds of other people your age. We hope we can count on your participation again this year.

**WHO AUTHORIZES THIS STUDY?**

The sponsor of the study is the U.S. Department of Labor, Bureau of Labor Statistics. The study is authorized under Title 29, Section 2, of the United States Code. The Center for Human Resource Research at The Ohio State University and the National Opinion Research Center at the University of Chicago conduct this study under a contract with the Department of Labor. The U.S. Office of Management and Budget (OMB) has approved the questionnaire and has assigned 1220-0157 as the study's control number. This control number expires on October 31, 2007. Without OMB approval and this number, we would not be able to conduct this study.

**WHO SEES MY ANSWERS?**

We want to reassure you that your confidentiality is protected by law. In accordance with the Confidential Information Protection and Statistical Efficiency Act of 2002, the Privacy Act, and other applicable Federal laws, the Bureau of Labor Statistics, its employees and agents, will, to the full extent permitted by law, use the information you provide for statistical purposes only, will hold your responses in confidence, and will not disclose them in identifiable form without your informed consent. All the employees who work on the survey at the Bureau of Labor Statistics and its contractors must sign a document agreeing to protect the confidentiality of your data. In fact, only a few people have access to information about your identity because they need that information to carry out their job duties.

Some of your answers will be made available to researchers at the Bureau of Labor Statistics and other government agencies, universities, and private research organizations through publicly available data files. These publicly available files contain no personal identifiers, such as names, addresses, Social Security numbers, and places of work, and exclude any information about the States, counties, metropolitan areas, and other, more detailed geographic locations in which survey participants live, making it much more difficult to figure out the identities of participants. Some researchers are granted special access to data files that include geographic information, but only after those researchers go through a thorough application process at the Bureau of Labor Statistics. Those authorized researchers must sign a written agreement making them official agents of the Bureau of Labor Statistics and requiring them to protect the confidentiality of survey participants. Those researchers are never provided with the personal identities of participants. The National Archives and Records Administration and the General Services Administration may receive copies of survey data and materials because those agencies are responsible for storing the Nation's historical documents.

**HOW MUCH TIME WILL THE INTERVIEW TAKE?**

Based on preliminary tests, we expect the average interview to take about 60 minutes. Your interview may be somewhat shorter or longer depending on your circumstances. If you have any comments regarding this study or recommendations for reducing its length, send them to the Bureau of Labor Statistics, National Longitudinal Surveys, 2 Massachusetts Avenue NE., Washington, DC 20212.

data that they want or that they must undergo a long review process at BLS to obtain some types of data. It is important to remember, however, that protecting respondent confidentiality must remain paramount. Any action that might jeopardize respondent confidentiality and erode the confidence of respondents could harm response rates in the NLS program and in other government or academic surveys. Thus, without the safeguards in place to protect respondent confidentiality, researchers would have far less data available to work with than they currently enjoy.

**Contractors' role in maintaining respondent confidentiality.** BLS, NORC, and CHRR are responsible for following the Federal requirements and maintaining their own security procedures. As mentioned earlier, all officers, employees, and agents of BLS are required to sign agreements stating that they will not disclose the identities of survey respondents to anyone who does not work on the NLS program and is therefore not legally authorized to have such information. Each contractor has in place procedures to ensure that the data are secure at each point in the survey process. (See the Data Handling section of this chapter for more information.)

Like all contractor staff, field interviewers are agents of BLS and are required to sign the BLS agent agreement before working on the NLSY79 or NLSY97. All interviewers also must undergo a background check when they are hired. Confidentiality is stressed during training and enforced at all times. Field interviewers receive specific instructions in their reference manuals to remind them of the appropriate procedures when locating or interacting with respondents or contacts.

At the end of each interview, interviewers ask respondents to provide information on family members, friends, or neighbors who can be contacted if the interviewers are unable to locate the sample member in a subsequent round of interviews. The interviewers then use those contacts to help in locating sample members who have moved. When contacting a sample member's relatives, friends, or neighbors about the sample member's whereabouts, interviewers never disclose the name of the survey they are conducting. They are instructed to maintain the confidentiality of any relative, friend, or neighbor who provides information about the sample member's whereabouts.

Answering machines can pose problems when interviewers are contacting sample members because it is difficult to confirm that the interviewer is calling a sample member's correct telephone number or that other household members will not hear the message. For those reasons, interviewers are instructed not to leave messages on answering machines.

When interviewers contact the appropriate household, they ask to speak with the sample member or the parent of a sample member under age 18. Interviewers introduce them-

selves and state the purpose of the call by saying that they are from the National Opinion Research Center at the University of Chicago and are calling concerning a national survey. The name of the survey is not disclosed to anyone but the sample member.

**Special situations.** The NLSY79 and NLSY97 are general population surveys and include a variety of sample members with special circumstances, such as incarcerated individuals, respondents in the military, other institutionalized persons, disabled persons, those with limited English proficiency, and so forth.

*Incarcerated respondents.* Incarcerated respondents constitute the largest group requiring special accommodations. The first challenge with incarcerated respondents is contacting them to schedule an interview. NLS interviewers must contact the prison administration to arrange for an interview, but the interviewers cannot legally reveal to the prison administration that the prisoner previously had participated in the survey without first obtaining the written, informed consent of the prisoner to reveal that information.

The process of obtaining prisoners' consent begins by sending them a letter. The letter reminds prisoners that they have participated previously in a NORC survey, but, in case the mail is monitored by prison staff, the letter does not name the survey or BLS so as not to reveal the prisoner's participation. The letter encourages the prisoner to participate in the upcoming round of the survey. It explains that NORC staff needs to set up an interview through the prison administration but that NORC cannot tell the prison administration about the prisoner's participation without the prisoner's informed consent. The letter then asks the prisoner to request a consent form by signing and dating an enclosed form letter and mailing it to NORC in a pre-addressed, postage-paid envelope. The letter reminds the prisoner that the mail at the institution may be monitored and explains that the consent form that NORC will send the prisoner will state the prisoner's name and the name of the survey. The letter emphasizes that, by returning the enclosed form letter, prison management or staff may learn that the prisoner is a participant in the survey.

If the prisoner chooses to send the form letter to NORC, NORC then sends the prisoner a cover letter and a consent form that names the specific survey. The prisoner is asked to sign the consent form and mail it to NORC in a pre-addressed, postage-paid envelope. Once NORC has received the signed consent form, NORC staff can contact the prison to request permission to interview the prisoner and learn about any restrictions that the prison administration may impose.

If the prison administration permits an interview and a date and time have been scheduled for the interview, NORC mails another letter to the prisoner. This letter serves two

purposes. First, it tells the prisoner when the interview will take place. Second, it informs the prisoner in writing that the interview very likely will be monitored by prison staff. That fact probably is obvious to any prisoner, but NLS staff feels that it is important to tell the prisoner in writing.

Once all of these steps are complete, the prisoner finally can be interviewed, but the NLS program takes additional steps to minimize the risk that prisoners might reveal illegal or illicit behavior in the presence of prison staff during the course of the interview. This concern generally is not an issue for the NLSY79, which has not asked questions on such sensitive topics in recent years, but it is an issue with the NLSY79 Child and Young Adult surveys and with the NLSY97.

As described later in this chapter, such sensitive questions are asked in the self-administered portions of the NLSY97. During these portions of the survey, the typical protocol for a respondent who is not incarcerated involves the interviewer turning the laptop computer around to enable the respondent to read the questions to him or herself and enter the answers directly into the laptop computer without the interviewer knowing the responses. (In fact, the interviewer does not even know which questions the respondent answered). In some relatively low-security correctional facilities, such as some county jails and halfway houses, this protocol still would be possible. In higher security facilities, the prison administrators would not permit the prisoner to touch the computer, so the questions either would have to be read to the respondent or skipped altogether.

NLS program staff have identified the questions that could be considered even moderately sensitive or risky for the prisoner to answer out loud. Given this examination, the NLS program has adopted the following protocol for administering sensitive questions to prisoners:

1. At the very beginning of the interview, the interviewer will indicate in the survey instrument whether a respondent is in a correctional facility of any kind and, if so, whether the facility permits the prisoner to touch the laptop and enter responses to the self-administered questions. For Federal prisons, the interviewer assumes that the prisoner is not permitted to touch the laptop.
2. If the facility permits the prisoner to enter responses to the self-administered questions directly into the laptop, then the full set of questions, including all of the sensitive questions, would be administered.
3. If the facility does not permit the prisoner to enter responses directly into the laptop, or if the interview is conducted over the telephone rather than in person, all survey questions will be asked orally by the interviewer, but the instrument is programmed to skip sensitive questions in which the prisoner might be asked about illegal or illicit behavior.

*Military respondents.* NLS respondents who are in the military tend to be very cooperative and willing to participate in the surveys, but it sometimes can be difficult to locate and contact them, particularly if they are stationed outside the United States. It sometimes is necessary to seek the help of military or civilian staff in the Department of Defense to locate and contact military respondents, but NLS program staff first must obtain the military member's written, informed consent to reveal to Department of Defense staff that he or she previously had participated in the survey and is willing to be contacted to participate in future rounds of the survey.

*Respondents with limited English proficiency.* Some respondents lack fluency in English and are more comfortable using another language. It is not possible to accommodate all of the different languages other than English that respondents might speak, but the NLSY79 and NLSY97 historically have made special arrangements for respondents and their parents who speak Spanish, the most commonly spoken language other than English among respondents. Staff members translate advance letters and other informational materials into Spanish to enable respondents and the parents of minor respondents to provide their informed consent based on information that is written in the language that they understand best. Survey questionnaires also have been translated into Spanish to ensure that the surveys are administered consistently, an alternative much preferable to having Spanish-speaking interviewers translate the English-language questionnaire during the interview. The first 6 rounds of the NLSY97 included a Spanish version of the questionnaire, but, because the number of respondents who speak only Spanish has continued to decline, it no longer is cost-effective to continue programming a computerized Spanish questionnaire. For that reason, Spanish questionnaires are not used starting with round 7 (2003-04) of the NLSY97. Advance letters and other informational materials still are available in Spanish, however. The main NLSY79 questionnaire continues to be translated into Spanish.

*Sensitive subjects.* The NLSY79 and NLSY97 have included questions on income and assets, religion, relationships with parents and other family members, sexual experiences, abortion, drug and alcohol use, criminal activities, homelessness, runaway episodes, and other topics that are potentially sensitive for respondents to discuss. Respondents are advised at the start of the interview that they can choose not to answer any questions that they prefer not to answer. During training, interviewers undergo exercises to teach them how to allay the concerns of respondents about answering sensitive questions and encourage them to respond. Interviewers are instructed not to coerce respondents into answering questions that they prefer not to answer, however.

All questions in the NLSY79 and most questions in the

NLSY97 are read to the respondent by an interviewer. The respondent then provides an answer, and the interviewer records that answer on a laptop computer. For especially sensitive questions, some respondents might be reluctant to answer truthfully—or at all—if they have to tell an interviewer their answers, even though interviewers can face criminal and civil penalties if they disclose the respondents' identities or answers to anyone not authorized to receive that information.

Obviously, it is important that respondents answer all questions truthfully, so the NLSY97 includes a self-administered portion of the questionnaire to reduce the potential reluctance to respond to sensitive questions. In this mode of data collection, the interviewer hands the laptop computer to the respondent and asks the respondent to read the questions and enter his or her responses with the keyboard. Sometimes, respondents have literacy problems or disabilities that prevent them from reading the questions on the computer screen. For this reason, the interviewer also provides the respondent with a set of headphones that plug into the computer and enable the respondent to listen to a computer-generated recording of someone reading the questions. While the respondent completes this computer-assisted self-interview, the interviewer does not see the respondent's answers and, in fact, does not even see what questions the respondent is answering. Even in the self-administered portion of the survey, however, respondents still have the option not to respond to individual questions.

*Guidelines for e-mailing sample members.* At the end of each interview, respondents are asked to provide information that will help interviewers contact them during subsequent rounds of the surveys. In addition to the information collected about relatives, friends, or neighbors, interviewers also obtain the e-mail addresses of sample members who have them. During round 5 of the NLSY97 (conducted during 2001-2002) and round 20 of the NLSY79 (conducted during 2002), the NLS contractors began using e-mail as a means to contact a small number of sample members who were hard to reach by other means. The following guidelines were enacted to ensure confidentiality:

1. The name of the survey is not contained in the subject line or text of the e-mail message. Some sample members may share the use of an e-mail address with other household members, so the survey name is omitted from the message to prevent other household members from learning the specific name of the survey.
2. E-mail is sent from one NORC address. Field interviewers are not permitted to use their individual e-mail accounts to contact sample members.

*Respondents knowing respondents.* One feature of the sample design in the NLSY79 and NLSY97 is that there often

are multiple respondents within the same original household, either siblings or, occasionally, spouses. It obviously is not possible in these cases to prevent family members from knowing that a relative is in the survey sample, but interviewers take steps to ensure that each respondent's answers remain private and are not revealed to other family members.

**Consent from NLSY97 respondents and parents.** Because of the young ages of this cohort in the initial survey years, additional measures were taken to obtain informed consent from minors and their parents. Consent procedures for rounds 1 through 5 of the NLSY97 included the following protocol:

1. For respondents age 17 and younger, parents were asked to complete a written Parental Permission to Interview Youth form prior to the youth's completion of the interview. Respondents themselves were asked to complete a written Youth Assent to Participate form prior to completing the interview. This protocol also applied to respondents whose interviews were completed by a proxy. (Proxy interviews are conducted in cases in which a disabled respondent could complete the interview only with the assistance of a parent, guardian, or other caretaker.) Respondents who were age 17 or younger and had attained independence or were considered "self-supportive" were not required to have a parent complete a permission form.
2. Whether or not a parent permission form was required, all youths, regardless of age, signed a consent form prior to completing the interview.

Through the completion of round 5 data collection in May 2002, a significant proportion of NLSY97 sample members required signed parental permission because they had not yet reached age 18 or established legal independence.

As of January 1, 2003, all NLSY97 sample members were at least age 18. Beginning in round 6, consent procedures changed to align with procedures of other large surveys of adults. Respondents age 18 and older now verbally consent prior to completing the interview. They read a consent statement similar to those used in previous rounds, but they no longer need to sign any documents.<sup>4</sup> For incarcerated respondents and respondents whose interviews are completed by proxy, the NLS program continues to require signed consent as an additional safeguard against possible coercion.

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<sup>4</sup> Data collection for round 6 began in November 2002, when approximately 250 respondents were still age 17. Interviews with these respondents were postponed until January 2003, when all had reached age 18.

**Consent from NLSY79 respondents and Young Adults age 18 and older.** Respondents are able to review the confidentiality and consent information presented in the advance letter. The respondent gives verbal consent to participate at the beginning of the interview.

**Children of the NLSY79, parental consent.** In the Children of the NLSY79, the biological children of female NLSY79 sample members are assessed, and the mothers are interviewed about their children. Children ages 4 to 14 are given a variety of assessments depending on their age; children younger than age 4 are not assessed. The mother's consent is required for these assessments to be administered. The field interviewer asks the mother to sign a consent form. The back of the parental permission form has the questions and answers shown in figure 2 of this chapter. In the rare cases in which the child is not assessed but the mother is interviewed by telephone about the child, the mother gives verbal consent over the telephone. The field interviewer signs the consent form and returns it to the central office of the NLS contractor for secure storage.

Children ages 10 to 14 are asked a series of questions through a self-administered questionnaire on a variety of potentially sensitive topics. After the mother verbally agrees that the child may answer these questions, the interviewer reads a consent statement to the child and obtains verbal consent. This consent statement is similar to the statement used with older respondents but has been cognitively tested and revised to ensure that it is appropriate for preteens.

**Young Adults under age 18, parental consent.** Parental permission is required for young adults ages 15 to 17 who undergo an interview modeled on the questionnaire used in the main NLSY79. For telephone interviews, the field interviewer asks to speak to the parent and requests permission from that parent to interview the young adult. When the parent grants permission, the interviewer signs the consent form and returns it to the central office of the NLS contractor for secure storage.

### **NLS original cohorts**

The NLS original cohorts were conducted for BLS by the Census Bureau. Title 13 of the U.S. Code authorizes the Census Bureau to conduct censuses and surveys and protects the confidentiality of respondents. Title 13 requires that information collected from respondents by the Census Bureau remain confidential. The information can be used only for statistical purposes at secure locations by Census Bureau employees who have been specifically authorized to have access to NLS data. Individuals not employed by the Census Bureau can have access to confidential NLS data only if they have obtained "Special Sworn Status" from the Census Bureau to use the data. Title 13 provides specific

penalties for violations of the confidentiality of companies, establishments, households, or individuals. Publication of NLS data must not include details that can identify individuals participating in the survey. Wrongful disclosure of confidential information could result in substantial monetary fines and jail time. The Census Bureau's internal Disclosure Review Board sets the confidentiality rules for all data releases.

The Privacy Act also applies to the NLS original cohorts. The law requires the Census Bureau to provide NLS sample members with information about the purpose of the survey, the legal authority for conducting the survey, and the ways in which the information about participants will be used. The Privacy Act also requires the Census Bureau to inform sample members that their participation is voluntary, rather than mandatory, and that there are no consequences to sample members who choose not to participate. This information enabled NLS original cohort sample members to provide their informed consent to participate. CIPSEA also applies to information collected by the Census Bureau for exclusively statistical purposes under a pledge of confidentiality.

The information provided to NLS Mature Women and Young Women sample members about their confidentiality and reporting burden was similar to the information provided to sample members in the NLSY79 and NLSY97. The information presented on the back of the advance letter for the 2003 NLS of Mature Women and Young Women is shown in figure 9.3.

If the sample member received the advance letter and agreed to participate, the Census Bureau regarded that agreement as informed consent and proceeded with the interview. If the sample member had not received the advance letter when the Census Bureau interviewer visited or called on the telephone to conduct an interview, the interviewer either handed the sample member a copy of the advance letter or read her a statement that contains the information required to obtain informed consent. If the sample member agreed to participate, the interviewer proceeded with the interview.

The great majority of NLS original cohort interviews were by self-response, meaning the sample member answers the questions. If the sample member is unable to respond because of a physical or mental condition, a proxy respondent can provide the information if the sample member is present. Because the proxy respondent usually is a family member living in the same household as the sample member, the Census Bureau assumes that the proxy has sufficient knowledge to respond on behalf of the sample member. The interviewer follows the same informed-consent protocol described earlier. That is, the interviewer makes sure that the proxy respondent has received a copy of the advance letter or has been read the statement that contains the information required to obtain informed consent.

Census Bureau interviewers are required to sign an affidavit affirming their responsibilities to protect the confidentiality of respondents. Interviewers receive training that stresses the importance of protecting respondent confidentiality. This training and the interviewer reference manuals explain the appropriate procedures to follow when locating or interacting with respondents or contacts. These proce-

dures are similar to those that interviewers from NORC must follow when conducting the NLSY79 and NLSY97, as described earlier in this chapter.

*Disclosure limitation.* Disclosure limitation is the process for protecting the confidentiality of data. An improper disclosure of data occurs when someone can use published

**Figure 9.3. Confidentiality and reporting burden information in 2003 NLS Mature Women and Young Women advance letter**

**SOME COMMONLY ASKED QUESTIONS**

**WHY IS THIS SURVEY IMPORTANT?**

Because of your help, the Department of Labor, as well as economists, sociologists, and other researchers, will get a clearer picture of how work-related decisions influence people's lives. If you are married, information about your husband will help provide a more complete picture. Policymakers can use the work information we obtain to shape economic policy. This is a voluntary survey, and there are no penalties for not answering questions. However, missing responses seriously hamper our ability to make statements and predictions about the country as a whole. Your answers represent hundreds of other women your age. We hope we can count on your participation again this year.

**WHO AUTHORIZES THIS SURVEY?**

The Census Bureau is conducting this survey for the Department of Labor. It is authorized under Title 29, Section 2, of the United States Code. The Office of Management and Budget (OMB) has approved the 2003 questionnaire and has assigned 1220-0110 as the study's control number. This control number expires on December 31, 2003. Without OMB approval and this number, we would not be able to conduct this survey.

**WHO SEES MY ANSWERS?**

We want to reassure you that your confidentiality is completely protected. We are conducting this survey under the authority of Title 13, United States Code, Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes.

**HOW CAN I PREPARE FOR THE INTERVIEW?**

We will be asking questions about your family life, your participation in the labor force, health insurance and pension coverage, and special employment problems. If you are married, we will ask similar questions about your husband. It would be helpful if you would give some thought to these topics before the field representative visits.

**HOW MUCH TIME WILL THE INTERVIEW TAKE?**

Based on preliminary tests, we expect the average interview to take about 70 minutes. Since not everyone will complete all parts of the questionnaire, actual times do vary. Your interview may be somewhat shorter or longer depending on your circumstances. If you have any comments regarding this study or recommendations for reducing its length, send them to the Bureau of Labor Statistics, Office of Employment and Unemployment Statistics, National Longitudinal Surveys Division, Project 1220-0110, Washington, DC 20212.

statistical information to identify an individual who has provided information under a pledge of confidentiality. Using disclosure limitation procedures, the Census Bureau modifies or removes the characteristics that put confidential information at risk for disclosure. Although it may appear that a table shows information about a specific individual, the Census Bureau has taken steps to disguise the original data while making sure the results are still useful. Under these restrictions, survey contractors and researchers are prevented from receiving certain information on NLS original cohort respondents, particularly information on geographic location, employer names, school names, and some income data.

**Research Data Centers.** The Census Bureau's Center for Economic Studies has established a number of Research Data Centers throughout the United States. At Research Data Centers, researchers may have access to confidential data sets collected by the Census Bureau, with appropriate safeguards to protect respondent confidentiality.

A considerable amount of geographic information collected during NLS Mature Women and Young Women interviews is available for researchers to use at the Research Data Centers. The cohort-specific files contain the respondent identification number, survey year, and State code. Researchers may match these files to the data sets. The Research Data Centers have available the Federal Information Processing Standards (FIPS) State codes for each survey year. Having the State variables enables researchers to identify the census regions and divisions. Variables also are available at the Research Data Centers on county, metropolitan statistical area, ZIP Code, census tract and block, and latitude and longitude of residence for Mature Women and Young Women respondents. Selected environmental variables are available about the counties and metropolitan statistical areas where the women resided, and information also is available on the names of the colleges and universities that the women attended.

The Research Data Centers also have information on respondents' State and county of residence that was collected in the NLS Older Men and Young Men interviews. More information about the Research Data Centers is available online at [www.ces.census.gov](http://www.ces.census.gov).

### **Data handling in all NLS cohorts**

An important part of maintaining respondent confidentiality

is the careful handling and storage of data. Steps taken by BLS, the Census Bureau, CHRR, and NORC to ensure the confidentiality of all respondents to the NLS include maintaining secure networks, restricting access to geographic variables, and topcoding income and asset values.

**Network security.** The data that are stored and handled at each NLS organization's site are done so with maximum security in place. During data collection, transmission, and storage, password protection and encryption are used to secure the data. Standard protocols for network security are followed at each organization's site. Detailed information about these arrangements is not provided to the public to prevent anyone from circumventing these safeguards.

**Restricting access to geographic information.** Geographic information about NLSY79 or NLSY97 respondents is available only to researchers who are designated agents of BLS. These researchers must agree in writing to adhere to the BLS confidentiality policy, and their projects must further the mission of BLS and the NLS program to conduct sound, legitimate research in the social sciences. Applicants must provide a clear statement of their research methodology and objectives and explain how the geographic variables are necessary to meet those objectives. For more information about obtaining access to geographic variables in the NLSY79 and NLSY97, see the NLS Web site at [www.bls.gov/nls](http://www.bls.gov/nls).

Because of the confidentiality restrictions followed by the Census Bureau, geographic information for the NLS original cohorts is available only at Census Research Data Centers.

**Topcoding of income and asset variables.** Another step taken to ensure the confidentiality of NLS respondents who have unusually high income and asset values is to "topcode" those values in NLS data sets. Values that exceed a certain level are recoded so that they do not exceed the specified level. In each survey round, income and asset variables that include high values are identified for topcoding. For example, the wage and salary income variable usually is topcoded, but variables indicating the amount received from public assistance programs are not. Notes in the codebooks for topcoded income and asset variables provide more information about the exact calculations used to topcode each variable. Additional information about topcoding is provided in the user's guides for each NLS cohort.

## FOR MORE INFORMATION

In addition to this *Handbook*, the Bureau of Labor Statistics (BLS) and the Center for Human Resource Research (CHRR) at The Ohio State University prepare and distribute a variety of materials designed to inform the research community about the National Longitudinal Surveys (NLS) program. This chapter describes the various documents available to the public, including general and technical publications, special summary reports, bibliographies, and research papers. Persons wishing to order any item should check for item availability online at the [www.bls.gov/nls](http://www.bls.gov/nls) Web site.

### **NLS News**

All purchasers of NLS data and other interested persons receive this complimentary quarterly newsletter. Previous issues of *NLS News* can be found at [www.bls.gov/nls](http://www.bls.gov/nls). The newsletter contains:

- Updates on the status and availability of the various NLS data releases
- Notices of errors found in the data files or documentation
- Citations for completed NLS research
- Topical information on areas of interest in the surveys
- Other information of general interest to the NLS research community

### **Technical manuals**

*NLS User's Guides.* These guides to accessing NLS data and documentation are designed for researchers working with one or more of the NLS data sets. Separate cohort-specific guides are published in conjunction with each survey round for the NLSY79 and NLSY97. User's guides also are available for the NLS of Mature Women and the NLS of Young Women, NLSY79, and NLSY97. These documents function to: (1) Introduce the reader to the NLS program, the various NLS cohorts, and the public-use data releases; (2) present discussions of important subsets of NLS variables; and (3) describe the components of the NLS documentation system. The user's guide for each NLS cohort can be viewed on the BLS Web site ([www.bls.gov/nls](http://www.bls.gov/nls)) or ordered in hardcopy form from NLS User Services.

The user's guides discuss sampling design and fielding procedures, sample representativeness and attrition, sample sizes and retention rates, reasons for noninterview, created variables, and weighting for all cohorts, as well as design effects for the NLSY79 and NLSY97. Each guide also contains topical discussions of sets of NLS variables, including variable summaries, references to relevant survey instruments or documentation items, and cautionary notes to users about any inconsistencies in, or special considerations in using, those sets of variables. Finally, the guides describe the paper copy and electronic documentation items distributed with each data set. Included are discussions of the organization and content of the NLS data-collection instruments; the NLS Investigator search and extraction software that facilitates identification of variables of interest; and the NLS codebook system that provides core information on each variable's coding categories, frequency distribution, universe, and source.

Figure 10.1 lists the topical areas of discussion for the NLSY97 guide, and figure 10.2 lists the topics in the NLSY79, Mature Women, and Young Women guides.

*NLSY79 child documentation.* The NLSY79 child documentation informs data users about certain nuances of the various assessments and the limitations of these data. It then provides specific instructions on how to properly access and use the child assessment variables. Of particular interest are discussions of the nature of the mother and child samples and the longitudinal nature of the child assessment data. A report, entitled "Patterning of Child Assessment Completion Rates in the NLSY: 1986–1996" (CHRR, 1998) documents patterns of assessment completion through the 1996 survey. The *NLSY79 2000 Child and Young Adult Data Users Guide* (CHRR, 2002) provides additional important information for users of these data; for specific tabular information, users should refer to the 1994–2000 *NLSY79 Child Assessments Selected Tables* reports (CHRR, 1997, 1998, 2000, 2002). The *NLSY79 Child Handbook (1986–90)* summarizes the overall administration of child assessments.

Together, these manuals and reports describe each of the child assessments administered during the biennial child surveys and the criteria used in their selection. They supply information regarding the field procedures used in adminis-

Figure 10.1. *NLS User's Guide* topical areas: NLSY97

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| <p><b>Aptitude, achievement, and intelligence scores</b><br/>                 Achievement tests<br/>                 Administration of the <i>CAT-ASVAB</i><br/> <i>PIAT Math Test</i></p> <p><b>Education</b><br/>                 College experience<br/>                 Educational status and attainment<br/>                 School-based learning programs<br/>                 School experience<br/>                 School and transcript surveys</p> <p><b>Employment</b><br/>                 Employers and jobs<br/>                 Fringe benefits<br/>                 Gaps in employment<br/>                 Industry<br/>                 Job search<br/>                 Labor force status<br/>                 Occupation<br/>                 Self-employment characteristics<br/>                 Tenure<br/>                 Time spent at work<br/>                 Wages<br/>                 Work experience</p> <p><b>Event history</b></p> <p><b>Expectations, attitudes, behaviors, and time use</b><br/>                 Alcohol use<br/>                 Attitudes</p> | <p>Autonomy and parental control<br/>                 Cigarette use<br/>                 Crime, delinquency, and arrest<br/>                 Drug use<br/>                 Expectations<br/>                 Sexual activity and dating<br/>                 Time use</p> <p><b>Family background and demographic characteristics</b><br/>                 Age of respondent<br/>                 Sex<br/>                 Geographic indicators<br/>                 Household and neighborhood environment<br/>                 Household composition<br/>                 Nonresident characteristics<br/>                 Parent characteristics<br/>                 Race and ethnicity<br/>                 Youth history</p> <p><b>Health</b></p> <p><b>Income, program participation, and assets</b><br/>                 Assets and debts<br/>                 Income<br/>                 Program participation</p> <p><b>Marital history and fertility</b><br/>                 Childcare<br/>                 Fertility, pregnancy, and children<br/>                 Marital and marriage-like relationships</p> <p><b>Training</b></p> |
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Figure 10.2. *Figure NLS User's Guide* topical areas: Mature Women (MW), Young Women (YW), and NLS79 (79)

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| <p>Age<br/>                 Alcohol use<br/>                 Aptitude, achievement, and intelligence scores (YW, 79)<br/>                 Attitudes and expectations<br/>                 Childcare<br/>                 Cigarette use<br/>                 Class of worker<br/>                 Crime, delinquency, and arrest records (YW, 79)<br/>                 Discrimination<br/>                 Drug use (79)<br/>                 Educational attainment<br/>                 Family background<br/>                 Fertility<br/>                 Fringe benefits<br/>                 Gender (79)<br/>                 Geographic residence and environmental characteristics<br/>                 Government training and jobs programs (79)<br/>                 Health<br/>                 High school survey and college information (YW)<br/>                 Household composition<br/>                 Income and assets<br/>                 Industries</p> | <p>Job characteristics (YW, 79)<br/>                 Job satisfaction<br/>                 Job search<br/>                 Jobs and employers (79)<br/>                 Labor force status<br/>                 Marital status and marital transitions<br/>                 Military (79)<br/>                 Occupations<br/>                 Pension benefits and pension plans<br/>                 Poverty status and public assistance support sources<br/>                 Race, ethnicity, and nationality<br/>                 School and transcript surveys (79)<br/>                 School discipline (YW, 79)<br/>                 Sexual activity and contraception (79)<br/>                 Social Security and disability (MW, YW)<br/>                 Time and tenure with employers (79)<br/>                 Training<br/>                 Transfers (YW, MW)<br/>                 Wages<br/>                 Work experience<br/>                 Work history data (79)</p> |
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tering the child and young adult interviews, the interviewer training required, and the types of field conditions encountered. Indicators of the reliability and validity of the assessments are presented, as well as references to other studies that have used the same or similar measures. The documents discuss the scoring of the child assessments and the types of summary scores available. Descriptive materials about the assessments include tabular information relating the distribution of the various outcome scores to a number of child and maternal characteristics, correlations among assessments, selected reliability coefficients, and a discussion of potential biases due to attrition. The data user's guide also provides comprehensive information on the young adult surveys.

### Summary reports

Also available to users are several reports that summarize either special data collections or selected sets of NLS variables. The following reports currently are distributed:

*NLS Older Male Sample Revisited.* This volume introduces the reader to the 1990 resurvey of the NLS Older Men cohort, to which 2,092 members of the original sample and 2,206 widows or other family members of deceased sample members responded. The document first describes the purpose and content of the 1990 survey and includes seven additional sections on mortality, physical well-being, emotional well-being, family and friendship support systems, economic well-being, current and prospective labor market activity, and status of the widows provide an overview of the data. The 56 tables and accompanying descriptive text in the seven sections: (1) Describe and illustrate the categories of data that were collected, (2) record the sizes of various subsets of the sample (for example, the number of men who were employed in the year preceding the survey), (3) present some simple relationships that invite more sophisticated analysis, and (4) provide some evidence on the reliability and validity of several of the psychological scales used in the survey. Although the tabulations presented within this volume are based on preliminary data, researchers will find the results useful in developing their research plans and deciding whether the database meets their needs.

*Patterning of Child Assessment Completion Rates in the NLSY79: 1986–1996.* This paper examines completion rate patterns in the child data for the period 1986–96 by looking for evidence of changes in interview quality, changes associated with the transition to CAPI interviewing, and connections between child or family characteristics and completion patterns. The report focuses on the completion rates of the *PIAT Math Test*, *PIAT Reading Test*, and the *Behavior Problems Index*.

*NLSY79 Children: 1992 Description and Evaluation.* This report describes the 1992 child assessment data, including completion rates for all assessments by the respondent's age, race, and ethnicity. Systematically explored within a multivariate context are: (1) The independent association between a wide range of socioeconomic and demographic characteristics and all of the 1992 assessment scores and (2) the extent to which the full range of 1986 assessment scores are useful predictors of many of the 1992 scores.

This analysis provides information about the internal validities of many of the NLSY79 child assessments, particularly those targeting the younger children in 1986. The report explores the extent to which hyperactivity of the child or the presence of others in the testing environment affects a child's performance on a number of the 1992 assessments.

*The Ten-and-Over Years: Self-Reports from the Children of the NLSY79: 1990 Tabulations and Summary Discussion.* This report describes the sample of 1,116 children age 10 and older who responded to the *Child Self-Administered Supplement* during the 1990 survey. That instrument collected self-reports on a wide range of topics, including parent-child activities and decision making, school satisfaction, after-school employment, and religious involvement. Other topics included in the administration were friendship networking; dating and sexual initiation; future education, family, and career expectations; and substance use and participation in other illicit activities. This report presents narrative overviews of the types of data collected and tabular summaries of these data.

*Children of the NLSY79: 1988 Tabulation & Summary Discussion.* This document describes the child assessment data collected in the 1988 round of the NLSY79. The tables present the characteristics of the children and their mothers, the distribution of scores and completion rates for each assessment, and correlations between assessment scores and subscores in 1988, as well as selected cross-year correlations between 1986 and 1988 assessment scores. These data may be useful in clarifying issues of reliability and validity.

*Maternal-Child Health Data from the NLSY79: 1988 Tabulations and Summary Discussion.* This report provides narrative descriptions and tabular summaries of the prenatal, infant, and child health information collected during the 1983–88 NLSY79 rounds. It describes a range of maternal pre- and postnatal behaviors, including prenatal care, use of sonograms and amniocentesis, cigarette and alcohol use, and infant feeding. This report also discusses the health status information collected biennially for all NLSY79 children. Brief descriptions highlight data quality and other substantive issues of interest.

**NLS bibliography database**

NLS User Services maintains an up-to-date archive of NLS research. The electronic NLS database stores records of nearly 4,500 NLS-based journal articles, working papers, conference papers, monographs, theses, and dissertations published during the past three decades. Updates to the bibliographic database are ongoing and new records are accessible as soon as the record is entered into the database.

The NLS bibliographic database, accessible on the Internet at the [www.nlsbibliography.org](http://www.nlsbibliography.org) Web site, allows users to search, retrieve, and print customized listings of NLS research. Each search produces an annotated bibliography of all citations matching user specifications. Users may conduct database retrievals using any of the search fields described below; search types can be combined to produce more refined results.

**AUTHOR:** Select one or more authors from the list of more than 2,000 authors of NLS research and retrieve all citations by the author(s) selected.

**TITLE:** Select a single title from the title list (such as “What Researchers Have Learned from the NLS about Youth Unemployment”) or search the title field by supplying the specific title term(s) to be found (for instance, titles of research entries containing the words “siblings” [or] “brothers” [or] “sisters”).

**SOURCE:** Choose a source of NLS research, such as a journal name (for example, *Econometrica*) or the name of a professional conference (such as Population Association of America). It is then possible to retrieve a list of all NLS research from that source or to search the title field by supplying the specific source term(s) to be found (for instance, citation sources containing “conference” or “school of”).

**KEYWORD:** Select one or more of the 600 keywords that describe the research projects and retrieve all citations to which those topical keywords have been assigned.

**ABSTRACT:** Supply terms to search the abstract fields of the citations. This search is useful when the supplied term does not exist as a keyword or has not been assigned to a citation.

**COHORT:** Select one or more of the NLS sample groups (such as the Mature Women) and retrieve citations associated with the selected cohort(s).

**FORMAT:** Select one or more of the types of publications (such as monographs, journal articles, or working papers) and retrieve all citations of each type.

**YEAR:** Select one or more years of publication and retrieve all citations published in the selected year(s).

**ADVANCED:** Combine many of the above search types to form a complex search strategy. Searches that may be combined are those for author, format, keyword, cohort,

and year.

**FULL-TEXT:** Search for text in any of the citation text fields: Titles, abstracts, and keywords. This search is useful to find newly emerging research terms before they are indexed as keywords.

**User submission form.** Web users may now submit a new citation to the bibliography or correct an existing citation. The process involves filling out a short online form that is then sent by e-mail to the *NLS Bibliography* staff for review and entry into the database.

**NLSY79 child bibliographies**

Bibliographies present research based on the NLSY79 fertility, childcare, and child development data collections. Updated periodically, these topical publications list published articles, monographs, theses, reports, and presentations that use data from the NLSY79 and Children of the NLSY79. Both publications listed below are available on the BLS Web site ([www.bls.gov/nls](http://www.bls.gov/nls)) under the link for “Publications and other documentation.”

“Research Using NLSY79 Data on Fertility, Child Care, & Child Development” (Bibliography No. 1 in Series)

“Child Assessment Research” (Bibliography No. 2 in Series)

**Error updates**

Prior to working with an NLS data file, users should make every effort to acquire current information on data or documentation errors. Several methods are used to notify users of errors in the data files or documentation and to provide corrected information for those persons who acquired an NLS data set from CHRR. The most up-to-date list of errors can be obtained on the BLS Web site ([www.bls.gov/nls](http://www.bls.gov/nls)) by choosing the appropriate cohort and then clicking on the heading “Errata.” Errors discovered after the release of a data file are distributed in hardcopy form to current data purchasers along with the data set. Error notices and information on how to acquire the corrected data or documentation also appear in *NLS News*, the quarterly NLS newsletter, available online at [www.bls.gov/nls](http://www.bls.gov/nls).

**Research analyses**

**CHRR research reports.** NLS User Services continues to distribute NLS research reports prepared by CHRR’s research staff. These reports include (1) the individual cohort research volumes, which present analyses of data from round-specific data collections of the Older Men, Young Men,

Mature Women, Young Women, and NLSY79, and (2) other special reports prepared by CHRR investigators.

Persons interested in ordering any of these documents (distributed by volume or chapter) should contact NLS User Services by e-mail at [usersvc@postoffice.chrr.ohio-state.edu](mailto:usersvc@postoffice.chrr.ohio-state.edu).

***BLS research reports.*** Staff at BLS and external researchers and organizations funded through the BLS grants program

conduct ongoing analyses of data from the NLS. Results are published in occasional news releases and *Monthly Labor Review* articles, as well as in an *NLS Discussion Paper* series. Users can obtain all of these publications through the Internet at [www.bls.gov/nls](http://www.bls.gov/nls). Users also can request these publications through e-mail at [NLS\\_Info@bls.gov](mailto:NLS_Info@bls.gov) or by calling (202) 691-7410.