

Large-Scale Public Use Data for Studying Child and Adolescent Development  
Age of “Targeted” Child/Youth by Data Collection Year for CDS, NLSY79, NLSY97, and Add Health

Data Collection Year	Birth Year																															
	'70	'71	'72	'73	'74	'75	'76	'77	'78	'79	'80	'81	'82	'83	'84	'85	'86	'87	'88	'89	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	'00	'01
2002/2003															CDS II																	
											NLSY97: Round 5																					
2002	NLSY79: Round 9 Child (new births added) NLSY79: Round 5 Young Adult (birth years 1986-1987 added)																															
2001/2002											NLSY97: Round 4																					
2001							Add Health III																									
2000/2001											NLSY97: Round 3																					
2000	NLSY79: Round 8 Child (new births added) NLSY79: Round 4 Young Adult (birth years 1984-1985 added)																															
1998/1999											NLSY97: Round 2																					
1998	NLSY79: Round 7 Child (new births added) NLSY79: Round 3 Young Adult (birth years 1982-1983 added)																															
1997/1998											NLSY97: Round 1 12-16 Yrs																					
1997															CDS I: 0-12 Yrs*																	
1996							Add Health II																									
											NLSY79: Round 6 Child (new births added) NLSY79: Round 2 Young Adult (birth years 1980-1981 added)																					
1994/1995							Add Health I: Grades 7-12** (~12-18 Yrs)																									
1994	NLSY79: Round 5 Child (new births added) NLSY79: Round 1 Young Adult (birth years 1970-1979)																															
1992	NLSY79: Round 4 Child (new births added)																															
1990	NLSY79: Round 3 Child (new births added)																															
1988	NLSY79: Round 2 Child (new births added)																															
1986	NLSY79: Round 1 Child (all biological children of interviewed mothers)																															

*\*There are 3 children in CDS who were born in 1983, according to the PSID birth year variable, but not shown in the table above.*  
*\*\*Frequencies in the Add Health Codebook for Wave 1 in home adolescent interview show a small percentage of respondents born in 1974 and 1975 (<2%), and in 1983 (<1/2%).*

# **Large-Scale Public Use Data for Studying Child and Adolescent Development** **Developmental Measures for Children 0-18 Years and Young Adults in the CDS, NLSY, ADD Health**

CDS	NLSY79 Children	NLSY97 Children	ADD Health
<b>Information Source</b> <a href="http://psidonline.isr.umich.edu/CDS/wavesdoc.html">http://psidonline.isr.umich.edu/CDS/wavesdoc.html</a>	<a href="http://www.nlsinfo.org/web-investigator/docs.php">http://www.nlsinfo.org/web-investigator/docs.php</a>	<a href="http://www.bls.gov/nls/97guide/nls97usg.htm">http://www.bls.gov/nls/97guide/nls97usg.htm</a>	<a href="http://www.cpc.unc.edu/projects/addhealth">http://www.cpc.unc.edu/projects/addhealth</a>
<b>General Purpose</b> <p>To provide researchers with a comprehensive, nationally representative, and longitudinal database of children and their families with which to study the dynamic process of early human capital formation.</p>	<p>To examine the linkages between maternal- family behaviors and attitudes and subsequent child development; to follow the Children of NLSY79 mothers as they transition to adulthood.</p>	<p>To identify characteristics defining the transition that today's youths make from school to the labor market and into adulthood.</p>	<p>To examine (a) the ways in which social contexts (families, friends, schools, neighborhoods, and communities) influence adolescents' health and risk behaviors and (b) to explore the causes of health-related behaviors of adolescents in grades 7 through 12 and their outcomes in young adulthood.</p>
<b>Sample Design</b> <ul style="list-style-type: none"> <li>Sampled all PSID families with children aged 0-12 years during the calendar year of 1997. PSID is a nationally representative sample of families in the U.S. with an oversample of low-income families. Sample members are followed as they split off into new households.</li> <li>Selected up to 2 children per family. Families typically included biological mother (94% of CDS-I and 89% of CDS-II) but also include other “non-traditional” family configurations.</li> <li>Siblings, cousins</li> <li>Interviewed these children in 1997, 2002-2003, 2005 (TA), and planned (per funding decision) 2007 CDS and TA</li> <li>Sample size: in 2002-2003, 2,907 children interviewed (83 children from Wave 1 were non-sample PSID individuals and were dropped from the CDS panel)</li> </ul>	<ul style="list-style-type: none"> <li>In 1986, sampled all biological children born to NLSY79 women. The NLSY79 sample, selected in 1978, was a national probability sample of men and women born in the U.S. between 1957 and 1964 (aged 15-22 in 1979).</li> <li>NLSY over-sampled African-American and Hispanic youth. The oversample of economically disadvantaged white was dropped in 1991 and the oversample of military was dropped in 1985 prior to the interview with children.</li> <li>Siblings, cousins</li> <li>Followed children biennially since 1986 in either NLSY Child interview (9 waves) or NLSY Young Adult interview (5 waves as of 2002). Enroll new births each round; two birth year cohorts move to YA sample each wave. Continuing.</li> <li>Children must reside w/ the NLSY79 mother to be eligible for interview; young adults (15+ years) are eligible regardless of residential status.</li> <li>Sample sizes: by 2002, 3,392 children and 4,238 youth interviewed.</li> </ul>	<ul style="list-style-type: none"> <li>Cross sectional sample of individuals with an additional oversample of Blacks and Hispanics who were living in the U.S. in 1997 and who were born during the years 1980-1984 (aged 12-16 years by December 31, 1996).</li> <li>Siblings</li> <li>Annual interviews since 1997. Continuing</li> </ul> <p>Sample size: by 2002, 7,883 youth interviewed (attempt to interview all 8984 respondents from round 1 at each interview)</p>	<ul style="list-style-type: none"> <li>School-based design – private, public, and parochial schools. Enrolled adolescents in grades 7–12 during the 1994–1995 school year</li> <li>Oversample of Hispanics and Asians</li> <li>Siblings</li> <li>Followed these adolescents/young adults in 1994, 1996, 2001, and planned for 2007</li> <li>Sample size: by 2002, 15,170 youth interviewed</li> </ul>

CDS	NLSY79 Children	NLSY97 Children	ADD Health
<b>Respondents</b> <ul style="list-style-type: none"><li>Children (computer-assisted IW and self-IW)</li><li>Both parents/caregivers in the home at all waves</li><li>Absent father at Wave 1</li><li>Teachers (elementary, pre-school, home-school)</li><li>School administrators, Wave 1</li></ul>	<ul style="list-style-type: none"><li>Children (computer-assisted IW and self-IW)</li><li>Mothers</li><li>School administrators 1994-1995</li><li>Interviewers</li></ul>	<ul style="list-style-type: none"><li>Youth (computer-assisted IW and self-IW)</li><li>Parent survey at Round 1</li><li>School administrators, Rounds 1 and 2</li></ul>	<ul style="list-style-type: none"><li>Youth (computer-assisted IW and self-IW)</li><li>Parent survey at Wave 1</li><li>Youth (Computer-Assisted IW and Self-IW)</li><li>School administrators, Wave 1</li></ul>
<b>Response Rates</b> PSID Core Family, 1968-2005: 95%-97% CDS-I Main (1997): 88% CDS-II Main (2002): 91% TA (Young Adult) 2005: 88%	<b>Response Rates</b> NLSY79: 81% RETN after 23 yrs. NLSY Child (1986-2002): 90%-95% NLSY Young Adult (1994-2002): 83%-88%	<b>Retention Rates</b> Parent Interview (Round 1): 88% Youth IW Round 1: (response) 92% Youth IW Round 2: 93% Youth IW Round 3: 91% Youth IW Round 4: 90% Youth IW Round 5: 88%	<b>Retention Rates</b> Parent Interview (Wave 1): 88% Youth IW Wave 1: (response) 79% Youth IW Wave 2: 88% Youth IW Wave 3: 77%
CDS follows individuals only to the extent that the PSID families are followable and response in the concurrent wave of data collection.	*In 1998, the age eligibility was capped at 20, but later this restriction was lifted. In 2000, there were sample restrictions placed that were later restored.	Percents reflect completed interviews out of initial Round 1 completed cases.	Percents reflect completed interviews out of initial Round 1 completed cases.
<b>Family Context</b>  Rich longitudinal data collected about and from multiple family members, including extended family members, within and across generations from PSID main interview. Data collected annually from 1968 through 1996; biennially from 1997-2005: <ul style="list-style-type: none"><li>Family composition – collected annually in 1968 through 1996; biennially 1997-2005, extended family identifiers, marital and fertility histories</li><li>Detailed employment histories for family heads and wives, including detailed information about unemployment spells, job searches collected annually in 1968 through 1996; biennially 1997-2005</li><li>Income detail for heads and wives from employment, assets, program participation, and assistance family members collected annually in 1968 through 1996; biennially 1997-2005</li><li>Comprehensive data on wealth and active savings for family heads and wives (collected in years 1984, 1989, 1994, 1999, 2000 to 2005)</li><li>Educational histories, vocational schooling, and highest educational attainment for heads and</li></ul>	  Rich longitudinal data about the child’s biological mother (collected from her at each wave of NLSY79) covering topics: <ul style="list-style-type: none"><li>Household composition – change over time, marital and fertility histories</li><li>Details on work, non-work, and job search experiences for the child’s mother</li><li>Family income for the child’s mother from employment, assets, program participation, and assistance family members</li><li>Data on assets and liabilities for the child’s mother</li><li>Comprehensive data on job training including occupational field of the training, dates of enrollment and completion, type of school, subsequent training, certificates or licenses earned, how the child’s mother paid for the training. From 1979-1986, details collected on government-sponsored training program participation; from 1993-1994, details on information job training participation.</li><li>Educational history for the child’s mother, highest</li></ul>	  Information reported by the youth about the family; Round 1 (1997) included an interview with one of the youth’s parents. <ul style="list-style-type: none"><li>Household composition – change over time; any time between waves did not live with biological parents</li><li>1996 Earnings of all household members and other parental income and assets</li><li>Parents:<ul style="list-style-type: none"><li>Age, sex, race, birthplace</li><li>Marital status and history</li><li>Highest grade level attained</li><li>Employment status; employment history</li><li>Health status, height and weight, and chronic conditions</li><li>Religious affiliation, participation of parent</li></ul></li><li>Family and household activities: frequency of parents engaging in indoor/ outdoor activities with child, family gatherings, and eating meals together</li></ul>	  Family data provided in Wave 1 Parent Questionnaire (1994) covering topics: <ul style="list-style-type: none"><li>Age, sex, race of the parent</li><li>Education of the parent as of 1994</li><li>Employment status of the parent in 1994</li><li>Household income and economic assistance in 1994</li><li>Brief marital / cohabitating history and details on current relationship (1994)</li><li>Dates of current (1994) and prior residence</li><li>Religious affiliation, participation, and importance</li><li>Whether member of school, civic, or labor group in 1994</li><li>Whether biological mother / father had any of six health conditions</li><li>Whether parent currently (1994) smokes, drinks, wears seatbelt</li></ul>

CDS	NLSY79 Children	NLSY97 Children	ADD Health
<p>wives, as well as for other family unit members (1985-2005; detailed supplement in 1995)</p> <ul style="list-style-type: none"><li>Philanthropic giving and volunteering for family heads and wives (collected in 2001-2005)</li><li>Detailed health information for family heads and wives, height, weight, birth weight, chronic conditions, activity limitations, ADL, IADL since 1986/1992; health behaviors – smoking, alcohol consumption, physical activity in 1986 and since 1999, cause of death</li><li>Range of housing characteristics, home ownership status, details on mortgages and home value, neighborhood characteristics on property taxes and insurance premiums collected annually in 1968 through 1996; biennially 1997-2005</li><li>In-depth information on household expenditures for food, health care, housing, transportation, education, home repairs, maintenance, and furnishings, clothing, travel, recreation collected annually in 1968 through 1996; biennially 1997-2005</li><li>Details on child care costs and experiences collected annually in 1968 through 1996; biennially 1997-2005</li><li>Military status</li><li>Whether incarceration, collected annually in 1968 through 1996; biennially 1997-2005</li></ul> <p>From the 1997 and 2002/2003 CDS Interviews:</p> <ul style="list-style-type: none"><li>USDA Food security (CDS 1997)</li><li>Distribution of household responsibilities among household members</li><li>Family and household activities: frequency of parents engaging in indoor/ outdoor activities with child, family gatherings, and eating meals together</li><li>Parental involvement in schools</li><li>Parental monitoring; family rules (whether have a series of rules, how often discuss each one, how</li></ul>	<p>educational attainment, high school transcripts, aptitude test scores</p> <ul style="list-style-type: none"><li>Detailed health status information for the child's mother: height and weight, chronic conditions, activity limitations, cause of death, health behaviors – smoking, alcohol consumption, drug use, physical activity</li><li>Details on child care costs and experiences</li><li>Labor force attachment: knowledge of the world of work, evaluation of labor market experiences, attitudes toward work, educational/ occupational aspirations</li><li>Distribution of household responsibilities among household members</li><li>Family and household activities: frequency of parents engaging in indoor/ outdoor activities with child, family gatherings, and eating meals together</li><li>Parental monitoring; family rules (whether have a series of rules, how often argue about each one, how much say child has about the rules)</li><li>Cognitive stimulation and emotional support measures from the HOME SF Scale</li></ul> <p>Details about the biological mother:</p> <ul style="list-style-type: none"><li>Self esteem (Rosenberg scale), self-efficacy (Pearlin scale), depression (CES-D), locus of control (Rotter's scale), parenting attitudes and styles</li></ul>	<ul style="list-style-type: none"><li>Parental monitoring</li><li>Parent-adolescent communication and interaction</li><li>Characteristics of nonresident parents, siblings, spouses, partners, and children: age, sex, race, marital status, highest grade level attained, employment status</li></ul>	<ul style="list-style-type: none"><li>Parent-adolescent communication and interaction (1994)</li><li>Parental monitoring (1994)</li></ul>

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<div>often enforce rules)</div> <div><div><div>▪ Variety of child-specific expenses for household members, non-household members, and absent parents; savings mechanisms for child</div><div>▪ Cognitive stimulation and emotional support measures from the HOME SF Scale</div></div></div> <div>Additional details about both caregivers / parents in the home from the 1997 and 2002/2003 CDS Interviews:</div> <div><div><div>▪ Self esteem (Rosenberg scale), self-efficacy (Pearlin scale), non-specific psychological distress (K-6, K-10), social support, religiosity, gender role beliefs, parenting attitudes, parenting strain</div><div>▪ Economic strain, work schedules, community involvement, family conflict</div></div></div>			
<div>Absent Parent Interactions, Characteristics</div> <div><div><div>▪ Frequency and pattern of contact with child; conflict between resident and absent parent</div><div>▪ Self esteem (Rosenberg scale), self-efficacy (Pearlin scale), non-specific psychological distress (K-10); religiosity; Gender role beliefs, parenting attitudes, parenting strain</div></div><div><div>▪ Frequency and pattern of contact with child; conflict between resident and absent parent</div></div><div><div>▪ Frequency and pattern of contact with child; conflict between resident and absent parent</div></div><div><div>▪ Frequency and pattern of contact with child</div></div></div>			
<div>Survey Content Focusing on the Child</div> <div><div><div>▪ Information collected on the child / youth at:<div><div>– Ages 0-12 yrs in 1997 and</div><div>– Ages 5-18 yrs in 2002/03</div><div>– Ages 18-25 yrs in the Young Transition in Adulthood Interview (TA)</div></div></div><div>▪ Information collected biennially since birth in the main PSID about child’s / youth’s residence, geographic mobility, schooling, employment, whether incarcerated or institutionalized for other reason, family environment (see above)</div><div>▪ Information collected every other year in the main PSID about the sample member in adulthood once he/she moves out of parent’s home</div></div><div><div>▪ Information collected biennially on the child / youth at birth and thereafter:<div><div>– from 1986 through 2002 (and onward) in the Child Interview (up to age 15 beginning in 1994) and</div><div>– from 1994 to 2002 (and onward) the Young Adult Interview (age 15+)</div></div></div></div><div><div>▪ Information collected about and from the youth initially at ages 12-16. Information collected annually thereafter for these sample members</div></div><div><div>▪ Retrospect information on childhood through parent survey in 1994</div><div>▪ Information collected on the youth at ages 14+ in 1994, and again in 1996, 2001</div></div></div>			

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<b>Detail: Time Use - Diary</b>			
<ul style="list-style-type: none"><li>▪ 24-hour detailed accounting of time use for one randomly selected weekday and one randomly selected weekend</li><li>▪ Type, number, duration, and location of activities</li><li>▪ Social context of daily activities – detailed information about with whom participated in the activity and who else was there, but not directly engaged</li><li>▪ Secondary activities</li><li>▪ Media code descriptors</li><li>▪ Aggregated activity data files at the two, three, and four-digit code levels</li></ul>	--	--	--
<b>Detail: Time Use – Stylized Measures</b>			
<ul style="list-style-type: none"><li>▪ Frequency participate in following activities and costs associated with the activity:<ul style="list-style-type: none"><li>– Team sports/ athletics (parent and youth report; TA 18+ Yrs)</li><li>– Student government, clubs (Parent report 6-18 Yrs; self-report 10-18 Yrs; report; TA 18+ Yrs)</li><li>– Community clubs (Parent report 6-18 Yrs; self-report 10-18 Yrs; report; TA 18+ Yrs)</li><li>– Volunteer work (Parent report 6-18 Yrs; self-report 10-18 Yrs; report; TA 18+ Yrs)</li><li>– Summer sports or recreation programs (Parent report 6-18 Yrs; self-report 10-18 Yrs; report)</li><li>– Religious service attendance (Parent report 6-18 Yrs; self-report 10-18 Yrs; report; TA 18+ Yrs)</li><li>– Religion-based clubs (Parent report 6-18 Yrs; self-report 10-18 Yrs; report; TA 18+ Yrs)</li><li>– Lessons in music, dance, or drama (parent report)</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Whether participate (Self-report):<ul style="list-style-type: none"><li>– Kinds of after school activities</li><li>– Volunteer work</li><li>– Computer use</li><li>– Video games</li><li>– Internet use</li><li>– Number of hours watch TV; number of hours TV is on in the home</li></ul></li><li>▪ (YA) Time spent in homework</li><li>▪ Clubs; Hobbies (parent report); Special lessons; Reading (parent report)</li></ul>	<ul style="list-style-type: none"><li>▪ Amount of time in a typical week:<ul style="list-style-type: none"><li>– Participated in lessons or extra classes</li><li>– Watched TV</li><li>– Read for fun</li></ul></li><li>▪ Main activities on a typical weekday that the respondent engaged in between waking up and going to sleep, location and amount of time spent in those activities</li></ul>	<ul style="list-style-type: none"><li>▪ Whether volunteer, types of organizations involved with</li><li>▪ Donated blood or plasma or platelets</li><li>▪ Registered organ donor?</li><li>▪ Registered to vote? Vote in most recent election?</li><li>▪ Civic engagement: contribute money, contacted government official, run for an office, attend rally, file tax return</li><li>▪ Political attitudes</li><li>▪ In past week, number of times did following activities:<ul style="list-style-type: none"><li>– Work around the house</li><li>– Hobbies, playing a musical instrument, or reading</li><li>– Watch television or videos, or play video games</li><li>– Outdoor “winter” activities</li><li>– Outdoor “summer” activities</li></ul></li></ul>

CDS	NLSY79 Children	NLSY97 Children	ADD Health
<ul style="list-style-type: none"><li>Frequency participate in:<ul style="list-style-type: none"><li>Hobbies (Parent report 6-18 Yrs; TA 18+ Yrs)</li><li>Homework (Self-report 10-18 Yrs)</li><li>Play musical instruments (Parent report 6-18 Yrs; TA 18+ Yrs)</li><li>Reading (Parent report 6-18 Yrs; TA 18+ Yrs)</li><li>Computer use (Parent and self-report 6-18 Yrs; TA 18+ Yrs)</li><li>Video games (Self-report 8-18 Yrs; TA 18+ Yrs)</li><li>Internet use (Self-report 8-18 Yrs; TA 18+ Yrs)</li><li>Number of hours watch TV ; (Parent report 0-18 Yrs; TA 18+ Yrs)</li><li>Number of hours TV is on in the home (parent report)</li></ul></li><li>Registered to vote? Vote in most recent election? (TA 18+ Yrs)</li><li>Whether volunteer, types of organizations involved with (TA 18+ Yrs)</li><li>Political attitudes (TA 18+ Yrs)</li></ul>			<ul style="list-style-type: none"><li>Play an active sport</li><li>Do exercise</li><li>Hang out with friends</li><li>Number of hours a week:<ul style="list-style-type: none"><li>Watch television</li><li>Watch videos</li><li>Play video or computer games</li><li>Listen to the radio</li></ul></li></ul>
<b>Detail: Aptitude and Achievement Test Scores</b>			
<ul style="list-style-type: none"><li>Reading and Math (5-18 Yrs)<ul style="list-style-type: none"><li>Woodcock-Johnson Revised Tests of Achievement (WJ-R) for Letter-Word Identification, Passage Comprehension, Applied Problems, and Calculation Skill Test (in CDS-I)</li></ul></li><li>Short Term Memory (3-18)<ul style="list-style-type: none"><li>The Digit Span Test from WISC-III</li></ul></li></ul>	<ul style="list-style-type: none"><li>Reading and Math (5-14 Yrs)<ul style="list-style-type: none"><li>Peabody Individual Achievement Test for reading recognition, reading comprehension, math</li><li>Peabody picture vocabulary for children 4-5 yrs and 10-11 yrs, starting with the 1996 round</li></ul></li><li>Short Term Memory (7-11 Yrs)<ul style="list-style-type: none"><li>The Digit Span Test from WISC-R (older version of WISC III)</li><li>McCarthy Scales of Children’s Abilities (3-6)</li></ul></li><li>Parts of the Body (1-2 Yrs)<ul style="list-style-type: none"><li>Administered in 1986, 1988</li></ul></li><li>Memory for Location (8 months -3 Yrs)<ul style="list-style-type: none"><li>Administered in 1986, 1988</li></ul></li></ul>	<ul style="list-style-type: none"><li>Math<ul style="list-style-type: none"><li>Peabody Individual Achievement Test Revised (PIAT-R) for math</li></ul></li><li>Vocational Skills<ul style="list-style-type: none"><li>Computer Adaptive Test for the Armed Services Vocational Aptitude Battery (CAT-ASVAB)</li></ul></li><li>Occupational Interest Inventory<ul style="list-style-type: none"><li>Interest-Finder (I-F)</li></ul></li></ul>	<ul style="list-style-type: none"><li>Reading<ul style="list-style-type: none"><li>Add Health Picture Vocabulary Test (AHPVT), an abbreviated version of the Peabody Picture Vocabulary Test—Revised (Waves 1 and 2)</li></ul></li></ul>

CDS	NLSY79 Children	NLSY97 Children	ADD Health
<b>Detail: Child Care</b>			
<ul style="list-style-type: none"> <li>Retrospective detail on type, costs, and frequency of use of formal and informal arrangements for children up through kindergarten</li> <li>Type, frequency of use, and costs of current formal and informal weekday and weekend arrangements for children up through teens</li> <li>Summer arrangements for children up through teens</li> <li>Diary measures of the amount of time spent in child care arrangements on randomly selected weekday and weekend day</li> </ul>	<ul style="list-style-type: none"> <li>Retrospective detail on type, costs, and frequency of use of formal and informal arrangements for children up through age 3</li> <li>Type, frequency of use, and costs of current formal and informal weekday and weekend arrangements for children up through 14</li> </ul>	--Collected in parent interview, whether; ages child spent over 20 hours per week in child care	--
<b>Detail: Education and Schooling Experiences</b>			
<ul style="list-style-type: none"> <li>Ever enrolled in preschool or Head Start program; age first enrolled, length of enrollment (PCG report 0-18 Yrs)</li> <li>Current enrollment and grade, type of school, attendance, highest grade attended; additionally, in PSID biennial survey, current enrollment and grade of school (PCG report 0-18 Yrs)</li> <li>Attended special class/school for gifted students; classified as needing special education (PCG report 0-18 Yrs)</li> <li>Ever repeated grade; dropped out; which grades (PCG report 0-18 Yrs)</li> <li>Homework and parent involvement in homework and the school (PCG report 0-18 Yrs)</li> <li>Eligible for and participate in federal lunch and breakfast programs (PCG report 0-18 Yrs)</li> <li>Youth detailed report of courses taken and grades in current and prior term (12+ Yrs)</li> <li>Youth reported connectedness to school (8+ Yrs)</li> <li>Youth reported time spent in homework, tutoring, school clubs and school sports (10+ Yrs)</li> </ul>	<ul style="list-style-type: none"> <li>Ever enrolled in preschool or Head Start program; age first enrolled in Head Start, length of enrollment, mother's satisfaction with Head Start</li> <li>Current enrollment and grade information for children ages 4 years and older, type of school, attendance, highest grade attended</li> <li>Attended special class/school for gifted students; classified as needing special education</li> <li>Ever repeated grade; dropped out; which grades</li> <li>Homework and parent involvement in homework and the school</li> <li>Mother's rating of school and teachers</li> <li>Use of career or college preparation services</li> <li>(YA) Current educational attainment</li> <li>(YA) College preparation and entrance exams</li> <li>(YA) College history—name /location of colleges attended, dates, degrees earned and worked towards, GPA, major</li> <li>(YA) Time spent in homework</li> </ul>	<ul style="list-style-type: none"> <li>Current enrollment and grade, type of school, attendance, highest grade attended</li> <li>Ever suspended, number of days in each grade</li> <li>Ever repeated grade; dropped out; which grades</li> <li>School-based learning programs: career major, cooperative education, internships, job shadowing, mentoring, school-sponsored enterprise, technical preparation</li> <li>Courses taken and grades in each round of data collection</li> </ul>	<ul style="list-style-type: none"> <li>Current enrollment and grade, type of school</li> <li>Attended special class/school for gifted students; classified as needing special education</li> <li>Ever repeated grade; dropped out; which grades</li> <li>Youth report of grades in core academic areas for current year</li> <li>Youth reported connectedness to school</li> <li>Current educational attainment</li> <li>College preparation and entrance exams</li> <li>College history—name /location of colleges attended, dates, degrees earned and worked towards, GPA, major</li> <li>Vocational training</li> <li>Mentoring: whether, relationship of person, contact</li> </ul>



CDS	NLSY79 Children	NLSY97 Children	ADD Health
<ul style="list-style-type: none"><li>▪ Current educational attainment (TA: 18+ Yrs)</li><li>▪ College preparation and entrance exams (TA: 18+ Yrs)</li><li>▪ College history—name /location of colleges attended, dates, degrees earned and worked towards, GPA, major (TA: 18+ Yrs)</li><li>▪ Vocational training (TA: 18+ Yrs)</li></ul>	<ul style="list-style-type: none"><li>▪ (YA) Financial assistance for college students</li><li>▪ (YA) FICE codes for colleges / universities attended and applied to</li></ul>		
<b>Detail: Expectations for Work, School, Family</b>			
<ul style="list-style-type: none"><li>▪ Expectations to live past age 21/30 (12-18 Yrs; TA: 18+ Yrs)</li><li>▪ Desired and expected future schooling – youth reported (12-18 Yrs; TA: 18+ Yrs)</li><li>▪ PCG and OCG reported expectations for child’s education (5-18 Yrs)</li><li>▪ Evaluation of college experiences and expectations for tertiary schooling (TA: 18+ Yrs)</li><li>▪ Career orientation, achieved occupational certainty and identity;: desirable jobs when complete schooling, how much have thought about kind of job will have; how certain will get the job want (12-18 Yrs; TA: 18+ Yrs)</li><li>▪ Efficacy for professional careers, job values (TA: 18+ Yrs)</li><li>▪ Negative economic expectations (e.g., worries about having enough money or ability to support ones self when older) (12-18 Yrs; TA: 18+ Yrs)</li><li>▪ Expectations for getting married, getting divorced, having a long-term romantic relationship (12-18 Yrs; TA: 18+ Yrs)</li><li>▪ Fertility expectations, age want to have children (12-18 Yrs; TA: 18+ Yrs)</li><li>▪ Expectations for parenthood and parenting abilities (TA: 18+ Yrs)</li><li>▪ Gender role beliefs about family (TA: 18+ Yrs)</li></ul>	<ul style="list-style-type: none"><li>▪ Expected age for marriage and child bearing (All ages)</li><li>▪ Mother’s reported desired and expected future schooling for the child (All ages)</li><li>▪ Expected educational attainment and employment (All ages)</li></ul>	<ul style="list-style-type: none"><li>▪ Expectations for getting married, having children, living past age 21, working, having a college degree at age 30, having a regular job, get arrested/serve time in jail</li><li>▪ Expected cost of child care</li></ul>	<ul style="list-style-type: none"><li>▪ Expectations for living to age 21/35, contracting HIV or AIDS</li><li>▪ Expectations for going to college, graduating from college, having a middle-class family income by age 30</li><li>▪ Expectations for marrying by age 25</li></ul>

CDS	NLSY79 Children	NLSY97 Children	ADD Health
<b>Detail: Prenatal Care / Birth Circumstances</b>			
<ul style="list-style-type: none"><li>▪ Prenatal care: from PSID main: maternal alcohol, cigarette, drug use during pregnancy; from CDS: whether child born early or late, whether placed in neonatal intensive care unit, reason for and length of stay in neonatal ICU, child's birth size, length of hospital stay (CDS baseline)</li><li>▪ Birth place, birth order, birth weight (CDS baseline)</li><li>▪ Whether breastfed; age stopped (CDS baseline)</li></ul>	<ul style="list-style-type: none"><li>▪ Prenatal care: doctor visits, maternal alcohol, cigarette, drug use during pregnancy, vitamin intake, salt intake, etc., amniocentesis, ultrasound performed, whether child born early or late, cesarean birth, mother's weight gain during pregnancy, child's birth size, length of hospital stay</li><li>▪ Birth place, birth order, birth weight</li><li>▪ Whether breastfed; age stopped</li></ul>		<ul style="list-style-type: none"><li>▪ Birth place, birth order, birth weight</li><li>▪ Whether breastfed; age stopped</li></ul>
<b>Detail: Physical Characteristics</b>			
<ul style="list-style-type: none"><li>▪ Height and weight reported measured; reported by youth when measurement could not be taken (0-18 Yrs); Self-report (TA: 18+ Yrs)</li></ul>	<ul style="list-style-type: none"><li>▪ Eye and hair color, right/ left handedness</li><li>▪ Height and weight (All ages)</li></ul>	<ul style="list-style-type: none"><li>▪ Height and weight reported by youth</li></ul>	<ul style="list-style-type: none"><li>▪ Height and weight reported by youth or measured (Wave III)</li></ul>
<b>Detail: Biomarker Collection</b>			
--	--	--	Number of biomarkers collected at Wave III
<b>Detail: General Health Status and Health Conditions ALL ages, including TA</b>			
<ul style="list-style-type: none"><li>▪ General health status- reported by PCG and by child (PCG report 0-18 Yrs)</li><li>▪ Chronic conditions-whether have any one of series of conditions, age of onset (PCG report 5-18 Yrs)</li><li>▪ Asthma symptoms, hospitalization, treatment (PCG report 5-18 Yrs)</li><li>▪ Frequency of physical symptoms/conditions in past 12 months (Self-report 8-18 Yrs)</li><li>▪ Pregnancy history (Self-report 12-18 Yrs)</li><li>▪ Whether have activity limitations due to health or mental health (Self-report 10-18 Yrs)</li><li>▪ Accidents and injuries needing medical attention in the prior 12 months; specific details on injury</li><li>▪ Illness needing medical attention in the prior 12 months (All ages)</li></ul>	<b>ALL ages, including TA</b> <ul style="list-style-type: none"><li>▪ General health status reported by mother for Child sample; Self-report by YA sample</li><li>▪ Chronic conditions-whether have any one of series of conditions, age of onset</li><li>▪ Whether have activity limitations due to health or mental health; prescription drug usage for medical conditions</li><li>▪ Age of menses</li><li>▪ Accidents and injuries needing medical attention in the prior 12 months</li><li>▪ Illness needing medical attention in the prior 12 months</li><li>▪ Asthma detailed series (started 2004) - How often in past month experienced; How much does asthma affect schoolwork, gym or phys ed classes, sports or bike riding or running? Asthma history of parents.</li></ul>	<ul style="list-style-type: none"><li>▪ General health status reported by youth</li><li>▪ Whether ever had: chronic health condition, learning disability, part of body missing or deformed, mental health condition, trouble seeing, hearing, or speaking</li><li>▪ Whether have activity limitations due to health or mental health</li></ul>	<ul style="list-style-type: none"><li>▪ General health status reported by youth</li><li>▪ Chronic conditions-whether have any one of series of conditions (parent reported)</li><li>▪ Frequency of physical symptoms/conditions in past 12 months reported by youth</li><li>▪ Detailed series on physical functionality and disability reported by youth</li><li>▪ Physical development reported by youth in ACASI</li><li>▪ Age of menses</li><li>▪ Pregnancy history reported by youth in ACASI</li><li>▪ Whether have activity limitations due to health or mental health</li><li>▪ Blindness, use of eye glasses</li><li>▪ Hearing problems</li></ul>

CDS	NLSY79 Children	NLSY97 Children	ADD Health
			▪ STDs
<b>Detail: Health Care and Coverage</b>			
▪ Hospitalization history since birth (All ages)	▪ Hospitalization history since birth	▪ Health care coverage	▪ Date of last routine health and dental check ups; location of care, reasons for not going in past 12 months – all reported by youth
▪ Date of last routine health and dental check ups; immunization status (All ages)	▪ Date of last routine health and dental check ups; immunization status	– Whether child is covered	▪ If haven't seen doctor, reason why
▪ Health care coverage (All ages)	▪ Pregnancy history reported by youth	– Provider (employer-provided, individual plan, public program)	▪ Pap smear – whether had, results
– Whether child is covered (in CDS & PSID)	▪ Health care coverage		▪ Dental examination – whether gone in past 12 months
– Provider (employer-provided, individual plan, public program)	– Whether child is covered		▪ Psychological counseling – whether gone in past 12 months
– Amount of money paid, who pays for health care plan	– Provider (employer-provided, individual plan, public program)		▪ Health insurance coverage –whether have, type of coverage reported by parent
			▪ Prescription drug use, whether and reasons why
			▪ ER visits in past 12 months
			▪ Alternative medicine – whether use, specific approaches
<b>Detail: Health Behaviors</b>			
▪ Typical breakfast foods (Self-report 10-18 Yrs)	▪ Frequency of physical exercise	▪ Number of days eat breakfast	▪ Nutrition: typical breakfast foods
▪ Frequency eat main food groups and junk food in past seven days (Self-report 10-18 Yrs)	▪ Sexual intercourse: ever had, age first had sex, use of birth control	▪ Number of days eat main food groups	▪ Nutrition: frequency eat main food groups and junk food in past seven days
▪ Frequency skip meals (TA: 18+ Yrs)	▪ Sex education in school and through family	▪ Number of days exercised 30 minutes or more	▪ Currently trying to loose or gain weight; strategies
▪ Youth reported whether currently trying to loose or gain weight; strategies (Self-report 10-18 Yrs)	▪ Frequency eat fruits/vegetables (young adult)	▪ Number of days wore seatbelt	▪ Frequency go to fitness center
▪ Amount of time spent in exercise both in and out of school (Self-report 10-18 Yrs)		▪ Sexual intercourse: ever had, age first had sex, use of birth control	▪ Amount of sleep, evaluation of sufficiency of sleep
▪ Frequency engage in vigorous physical activity; moderate physical activity; weight lifting (TA: 18+ Yrs)			▪ Number of days wore seatbelt
▪ Importance of physical activity (TA: 18+ Yrs)			▪ Sexual intercourse, use of birth control; types of birth control, motivations for use of birth control
			▪ Health education at school
			▪ Sun exposure

CDS	NLSY79 Children	NLSY97 Children	ADD Health
<ul style="list-style-type: none"><li>▪ Binge eating (TA: 18+ Yrs)</li><li>▪ Amount of sleep, evaluation of sufficiency of sleep (Self-report 10-18 Yrs; TA: 18+ Yrs)</li><li>▪ Number of days wore seatbelt (Self-report 10-18 Yrs)</li><li>▪ Sexual intercourse: ever had, age first had sex, use of birth control (Self-report 10-18 Yrs)</li></ul>			<ul style="list-style-type: none"><li>▪ Tattoos, ear piercing</li></ul>
<b>Detail: Mental Health</b>			
<ul style="list-style-type: none"><li>▪ Diagnosis for mental health problem (PCG report 3-18 Yrs)</li><li>▪ Whether child/youth has seen a psychiatrist in past 12 months (PCG report 3-18 Yrs)</li><li>▪ Depression, Kovacs Child Depression Inventory (Self-report 12-18 Yrs)</li><li>▪ Depression, CIDI Screener items (TA: 18+ Yrs)</li><li>▪ K-6 Non-Specific Psychological Distress Scale (TA: 18+ Yrs)</li><li>▪ Social anxiety (TA: 18+ Yrs)</li></ul>	<ul style="list-style-type: none"><li>▪ Diagnosis for mental health problem, mother reported for children and Self-report for YAs</li><li>▪ Take medication for mental health problem</li><li>▪ Depression, “moods” items from Child CSAS questionnaire</li><li>▪ (YA) CES-D</li><li>▪ Child-reported depression, “moods” items from Child CSAS questionnaire for children 10-14; CES-D for young adults 15+ years; Zill &amp; Peterson &amp; Achenbach Behavior Problem Index subscales (mother-reported)</li></ul>	--	<ul style="list-style-type: none"><li>▪ Diagnosis for mental health problem</li><li>▪ In past 12 months: whether had psychological counseling, drug abuse or alcohol abuse treatment program; location of counseling and of treatment program (youth reported)</li><li>▪ Depression Scale</li><li>▪ Suicidal intentions, attempts of suicide, if attempt resulted in needing medical attention</li></ul>
<b>Detail: Psychological, Emotional, Social Well Being</b>			
<ul style="list-style-type: none"><li>▪ General Self Worth: Global Self Concept Scale (Self-report 8-18 Yrs)</li><li>▪ Perceived self-confidence in academics – Eccles Self Concept for Reading, Math (Self-report 8-18 Yrs)</li><li>▪ Temperament –items from Rothbart’s Infant Behavior Q’naire, Kagan’s Compliance Scale, Campos Behavioral Style Scale (Under 3 Yrs)</li><li>▪ Behavior Problems Index, Zill &amp; Peterson (PCG report 3-18 Yrs, in CDS-I, OCG, Absent Father, and Teacher reported as well)</li><li>▪ Anti-Social Behavior<ul style="list-style-type: none"><li>– Deviant /delinquent behaviors: damaged</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Perceived Self-Confidence (8+ Yrs, Self-report)<ul style="list-style-type: none"><li>– Academic &amp; General Self Worth: Harter’s Self Perception Profile for Children</li></ul></li><li>▪ Temperament –items from Rothbart’s Infant Behavior Q’naire, Kagan’s Compliance Scale, Campos Behavioral Style Scale (Ages: Under 7 Yrs, mother reported)</li><li>▪ Gender role attitudes (10-14)</li><li>▪ Propensity for Risk Taking (10-14 Yrs)</li><li>▪ Behavior Problems Index, Zill &amp; Peterson (4-14 Yrs, mother reported)</li><li>▪ Anti-Social Behavior (10+ Yrs, Self-report)<ul style="list-style-type: none"><li>– Illegal activities</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ General Self Worth</li><li>▪ Behavioral/Emotional Problems – Achenbach Youth Report</li><li>▪ Delinquency<ul style="list-style-type: none"><li>– Ever run away from home</li><li>– Delinquency series from NLSY79</li></ul></li><li>▪ Arrests<ul style="list-style-type: none"><li>– History before age 12</li><li>– Arrests since last interview, dates, reason</li><li>– Conviction, sentence, dates; if did not go to court, outcome of the arrest (counseling, appearance before judge, etc.)</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Perceived Self-Confidence (general measure)</li><li>▪ Self-Efficacy for sexual behaviors</li><li>▪ Propensity for Risk Taking - extensive battery of items</li><li>▪ Anti-Social Behavior<ul style="list-style-type: none"><li>– Illegal activities</li><li>– Deviant /delinquent behaviors</li></ul></li><li>▪ Life satisfaction</li><li>▪ BEM Inventory</li><li>▪ Gambling: lottery tickets, casino tables, video games for money, other games for money, use gambling to relieve guilt, anxiety, depression,</li></ul>

CDS	NLSY79 Children	NLSY97 Children	ADD Health
<ul style="list-style-type: none"><li>property less than \$50/more than \$50, stole, attacked someone, sold drugs (Self-report 12-18 Yrs)</li><li>– Experiences with Illegal activities, arrests, and incarcerations (Self-report 12-18 Yrs; TA: 18+ Yrs)</li><li>▪ Propensity for risk taking (TA 18+ Yrs)</li><li>▪ Positive behaviors (PCG report 3-18 Yrs)</li><li>▪ Pro-social behaviors (Self-report 10-18 Yrs)</li><li>▪ Worries (Self-report 8-18 Yrs; TA 18+ Yrs)</li><li>▪ Emotional Well Being, Social Well Being, and Psychological Well Being Scales from the MIDUS (Self-report 12-18 Yrs; TA 18+ Yrs)</li><li>▪ Self-Confidence (TA 18+ Yrs)</li><li>▪ Social integration (TA 18+ Yrs)</li><li>▪ Social identity (TA 18+ Yrs)</li></ul>	<ul style="list-style-type: none"><li>– Deviant /delinquent behaviors: damaged property less than \$50/more than \$50, stole, attacked someone, sold drugs</li><li>▪ (YA) Pearlin Mastery</li><li>▪ (YA) Rosenberg Self-Esteem</li><li>▪ (YA) Self-report Propensity for Risk Taking 6-item scale)</li><li>▪ (YA) Women’s roles</li></ul>		<ul style="list-style-type: none"><li>helplessness, ever caused serious problems with relationships</li><li>▪ Propensity for Risk Taking</li></ul>
<b>Detail: Self-Evaluated Skills and Responsibilities</b>			
<ul style="list-style-type: none"><li>▪ Self-Rated skills in analytic thinking, problem solving, leadership, decision making, working with others, math and science (TA: 18+ Yrs)</li><li>▪ Self-rated level of responsibility for financial independence, ability to solve own problems; self-evaluation of skills in these areas (TA: 18+ Yrs)</li></ul>			
<b>Detail: Alcohol, Tobacco, and Drug Use</b>			
<ul style="list-style-type: none"><li>▪ Alcohol Use (12+ Yrs; TA 18+ Yrs)<ul style="list-style-type: none"><li>– Ever had a drink</li><li>– Ever drink when not around parents or other adults</li><li>– Age first had a drink when not around adults</li><li>– Past 12 months: frequency of use; number of drinks each time, number of days binge-drunk (5+ in a row), number of days drunk</li><li>– Preferred drink (beer, etc.)</li><li>– Availability of alcohol in the home</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Alcohol Use (10+ Yrs, YA)<ul style="list-style-type: none"><li>– Ever used</li><li>– Age first used</li><li>– If used in past three months; number of times got drunk in past 12 months</li></ul></li><li>▪ Tobacco Use (10+ Yrs, YA)<ul style="list-style-type: none"><li>– Age first used cigarettes, extent of use</li></ul></li><li>▪ Drug Use (10+ Yrs, YA)</li></ul>	<ul style="list-style-type: none"><li>▪ Alcohol Use<ul style="list-style-type: none"><li>– Ever used</li><li>– Age first used</li><li>– Quantity and frequency of use in past 30 days: number of day s drank one or more beverages, number of drinks per occasion, number of days had 5+ drinks in a row; number of days drank before/during school and/or work</li></ul></li><li>▪ Tobacco Use<ul style="list-style-type: none"><li>– Ever tried smoking</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Alcohol Use<ul style="list-style-type: none"><li>– Ever had a drink</li><li>– Ever drink when not around parents or other adults</li><li>– Age first had a drink when not around adults</li><li>– Past 12 months: frequency of use; number of drinks each time, number of days drank five or more in a row (binged), number of days gotten drunk</li><li>– Past 12 months, number of times: felt hung over, felt sick to stomach or threw up after</li></ul></li></ul>

CDS	NLSY79 Children	NLSY97 Children	ADD Health
<ul style="list-style-type: none"><li>▪ Tobacco Use (12+ Yrs; TA 18+ Yrs)<ul style="list-style-type: none"><li>– Ever tried smoking; ever tried chewing tobacco</li><li>– Age first used cigarettes, chewing tobacco regularly; extent of use</li><li>– Ever tried to quit smoking</li><li>– Regular or social smoker? (TA: 18+ Yrs)</li><li>– Age first / last smoked regularly (TA: 18+ Yrs)</li><li>– Number of cigarettes per occasion/ per day (TA: 18+ Yrs)</li></ul></li><li>▪ Drug Use (12+ Yrs)<ul style="list-style-type: none"><li>– Ever used: marijuana, inhalants</li><li>– Age first used; use in past 30 days, in lifetime</li></ul></li><li>▪ Drug Use (TA: 18+ Yrs)<ul style="list-style-type: none"><li>– Ever used: diet pills, amphetamines, marijuana, cocaine, barbiturates, tranquilizers, steroids, prescription</li><li>– Age first used</li><li>– Frequency of use: lifetime, past 12 months, past 30 days</li></ul></li></ul>	<ul style="list-style-type: none"><li>– Ever used: marijuana, inhalants, hallucinogens, cocaine, amphetamines</li><li>– Age first used; if used in past three months</li></ul>	<ul style="list-style-type: none"><li>– Age first used cigarettes, number of days in prior 30 smoked; number of cigarettes per day smoked</li><li>▪ Drug Use<ul style="list-style-type: none"><li>– Ever used: marijuana, inhalants, hallucinogens, cocaine, amphetamines</li><li>– Age first used; number of times use in past 30 days, in lifetime</li><li>– Past 30 days, frequency took drug before / during school</li></ul></li></ul>	<p>drinking, got into a physical fight because had been drinking, regretted doing something because had been drinking, had problems with friends, family, boy/girl friend because had been drinking</p> <ul style="list-style-type: none"><li>– Availability of alcohol in the home</li><li>▪ Tobacco Use<ul style="list-style-type: none"><li>– Ever tried smoking; ever tried chewing tobacco</li><li>– Age first used cigarettes, chewing tobacco regularly; extent of use</li><li>– Ever tried to quit smoking</li></ul></li><li>▪ Drug Use<ul style="list-style-type: none"><li>– Ever used: marijuana, inhalants, hallucinogens, cocaine, amphetamines</li><li>– Age first used; number of times use in past 30 days, in lifetime</li><li>– Past 30 days, frequency took drug using a needle; own needle? Ever share a needle? If bleach needle before use?</li></ul></li></ul>
<b>Detail: Violence</b>			
<ul style="list-style-type: none"><li>▪ Lifetime experiences of physical and sexual abuse (TA: 18+ Yrs) --</li></ul>		<ul style="list-style-type: none"><li>▪ Fire arms and weapons<ul style="list-style-type: none"><li>– Ever use one; number of times in past 30 days</li><li>– Ever carried one to school; number of times in past 30 days</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Lifetime experiences of physical and sexual abuse</li><li>▪ Fire arms and weapons<ul style="list-style-type: none"><li>– Easily available?</li><li>– Ever use one; number of times in past 30 days</li><li>– Ever carried one to school; number of times in past 30 days</li></ul></li><li>▪ Violence<ul style="list-style-type: none"><li>– Frequency respondent witnessed violence in past 12 months</li><li>– Frequency engaged in violence in past 12 months by getting shot at, stabbed, jumped; or by shooting, stabbing or jumping someone else</li></ul></li></ul>

CDS	NLSY79 Children	NLSY97 Children	ADD Health
			<ul style="list-style-type: none"><li>– Number of times in past 12 months received medical attention due to violent act</li><li>– Joint occurrences of drug, alcohol, and risk behaviors</li></ul>
<b>Detail: Religiosity &amp; Spirituality</b>			
<ul style="list-style-type: none"><li>▪ Religious identification and attendance (Self-report 12-18 Yrs; TA: 18+ Yrs)</li><li>▪ Importance of religion to the youth (Self-report 12-18 Yrs; TA: 18+ Yrs)</li><li>▪ Spirituality and importance of spirituality to the youth (Self-report 12-18 Yrs; TA: 18+ Yrs)</li><li>▪ Participation in religious activities outside of service attendance (Self-report 12-18 Yrs; TA: 18+ Yrs)</li></ul>	<ul style="list-style-type: none"><li>▪ Religious identification and attendance</li></ul>	<ul style="list-style-type: none"><li>▪ Religious identification and attendance</li></ul>	<ul style="list-style-type: none"><li>▪ Religious identification, attendance</li><li>▪ Religious importance</li></ul>
<b>Detail: Relationships</b>			
<ul style="list-style-type: none"><li>▪ Closeness to parents (Self-report 12-18 Yrs; TA: 18+ Yrs)</li><li>▪ Closeness to other adults – relatives and adults at school, in community (Self-report 8-18 Yrs)</li><li>▪ Experiences with peer bullying (Self-report 8-18 Yrs)</li><li>▪ Experiences with discrimination (TA: 18+ Yrs)</li><li>▪ Peer characteristics –<ul style="list-style-type: none"><li>– % of friends who encourage positive behaviors, deviant or disobedient behaviors, illegal activity, engage in school and community activities (Self-report 12-18 Yrs)</li><li>– % of friends who deviant, instrumentally motivated, conventional, socially involved (A: 18+ Yrs)</li></ul></li><li>▪ Number of friends who are involvement in the same extra-curricular activities as respondent (Self-report 10-18 Yrs)</li><li>▪ Disclosure of activities / whereabouts to parents (Parental Monitoring from Youth Perspective)</li></ul>	<ul style="list-style-type: none"><li>▪ Closeness to parents</li><li>▪ Reported disclosure of activities/whereabouts to parents</li></ul>	<ul style="list-style-type: none"><li>▪ Closeness to parents</li><li>▪ Youth reported disclosure of activities / whereabouts to parents</li><li>▪ Peer characteristics - % of friends who encourage positive behaviors, deviant or disobedient behaviors, illegal activity, engage in school and community activities</li><li>▪ Psychological control by parents</li></ul>	<ul style="list-style-type: none"><li>▪ Closeness to parents</li><li>▪ Closeness to and time spent with siblings</li><li>▪ Detailed peer network (see above) for characteristics of five closest male and five closest female friends</li><li>▪ Closeness to others at school; connectedness to school</li><li>▪ Discrimination at school</li></ul>

CDS	NLSY79 Children	NLSY97 Children	ADD Health
<div>(Self-report 12-18 Yrs)</div> <ul style="list-style-type: none"><li>▪ Number of friends who use of drugs, alcohol, tobacco (Self-report 12-18 Yrs)</li><li>▪ Psychological control by mother; by father; by boy/girl friend (Self-report 12-18 Yrs)</li></ul>			
<b>Detail: Marriage, Cohabitation, Dating</b> <ul style="list-style-type: none"><li>▪ Dating – whether parents allow youth to date, ever dated, characteristics of girl/boy friend (Self-report 12-18 Yrs)</li><li>▪ Dating – age at first date, frequency of dating, number of people dated, subjective evaluation of relationship (TA: 18+ Yrs)</li><li>▪ Current marital status, age at first marriage, subjective evaluation of relationship (TA: 18+ Yrs)</li><li>▪ Cohabitation status, age first starting living together, subjective evaluation of relationship (TA: 18+ Yrs)</li></ul> <ul style="list-style-type: none"><li>▪ (YA) Relationship quality for married or cohabiting</li><li>▪ (YA) Dating – ever went on date, age at first date, frequency of dating, number of people dating, quality of relationship for YAs dating only one person</li><li>▪ (YA) Current marital status, age at first marriage, subjective evaluation of relationship</li><li>▪ (YA) Cohabitation status, age first starting living together, subjective evaluation of relationship</li></ul> <ul style="list-style-type: none"><li>▪ Dating – ever went on unsupervised date, age of first date, frequency of dating in past year, number of people dated</li></ul> <ul style="list-style-type: none"><li>▪ Detailed marital history</li><li>▪ Detailed cohabitation history</li><li>▪ Detailed information on romantic relationships</li></ul>			
<b>Detail: Fertility and Child Rearing</b> <ul style="list-style-type: none"><li>▪ Fertility history and status (TA 18+ Yrs; PSID)</li><li>▪ Current parenting experiences and practices (TA: 18+ Yrs)</li><li>▪ Self-evaluation of parenting abilities (TA: 18+ Yrs)</li></ul> <ul style="list-style-type: none"><li>▪ (YA) Fertility history and status</li><li>▪ (YA) Parenting attitudes</li><li>▪ (YA) Birth weight and length</li><li>▪ (YA) Medical visits during the first year due to sickness or injury</li><li>▪ (YA) Baby care and breastfeeding</li><li>▪ (YA) Child care: arrangements, hours in care, expenses, HOME scale parenting items</li></ul> <ul style="list-style-type: none"><li>▪ Fertility history and status</li><li>▪ Baby’s health</li><li>▪ Child’s residential status</li><li>▪ Child support</li></ul>			
<b>Detail: Employment</b> <ul style="list-style-type: none"><li>▪ Current/summer employment (Self-report 12-18 Yrs)<ul style="list-style-type: none"><li>– Employment characteristics, job title, hours, wages</li><li>– Satisfaction, ability to learn new things on the</li></ul></li></ul> <ul style="list-style-type: none"><li>▪ Current employment (for younger children):<ul style="list-style-type: none"><li>– Employment characteristics, job title, hours, wages</li></ul></li><li>▪ (YA) Detailed work history is collected, including</li></ul> <ul style="list-style-type: none"><li>▪ For 14+ years<ul style="list-style-type: none"><li>– Employment history</li><li>– Employment characteristics, job title, hours, wages</li></ul></li></ul> <ul style="list-style-type: none"><li>▪ Ever have a job?</li><li>▪ Ever have a condition limiting work can do</li><li>▪ Current employment:<ul style="list-style-type: none"><li>– Employment characteristics, job title, hours,</li></ul></li></ul>			



CDS	NLSY79 Children	NLSY97 Children	ADD Health
<p>job, if current work fits in with future aspirations</p> <ul style="list-style-type: none"><li>Detailed work history is collected, including occupation, industry, hours and wages (TA 18+ Yrs)</li><li>Experiences with job searches (TA 18+ Yrs)</li><li>Vocational training (TA 18+ Yrs)</li><li>Military experiences, including: dates, MOS, college savings plan, career military (TA 18+ Yrs)</li><li>Evaluation of current employment and training experiences (TA 18+ Yrs)</li></ul>	<p>occupation, industry, hours and wages</p> <ul style="list-style-type: none"><li>(YA) Experiences with job searches</li><li>(YA) Extensive series on vocational training</li><li>(YA) Military experiences, including: dates, MOS, college savings plan, career military</li></ul>		<p>wages</p> <ul style="list-style-type: none"><li>Work for pay in the last four weeks</li><li>Average number of hours work during school year; earnings from all jobs combined</li><li>Average number of hours work during summer, earnings from all jobs combined</li><li>Military experiences, including: dates, MOS, college savings plan, career military</li><li>Vocational training</li></ul>
<b>Detail: Wealth</b>			
<ul style="list-style-type: none"><li>Receive an allowance (12-18 Yrs)</li><li>Have a savings or bank account in own name; amount of money in the account (12-18 Yrs; TA 18+ Yrs)</li><li>Saving for future schooling? Saving for something else? (12-18 Yrs)</li><li>Use any of own money (and amount) for people in family for such expenses as: bills, food, rent or home payments, gifts, clothes, child care, car expenses (12-18 Yrs)</li><li>Amount of money spent in the last 12 months on: car payments, insurance, and other expenses; after school activities, school supplies, gifts for non-relatives (12-18 Yrs)</li><li>Amount of money spent in the last 3 months on: music, video games, clothes, books / magazines, going out with friends or dates, public transportation (12-18 Yrs)</li><li>Income from transfers and assets (TA: 18+ Yrs)</li><li>Financial assistance from parents and other relatives (TA: 18+ Yrs)</li><li>Value of personal vehicles, stocks, mutual funds,</li></ul>	<ul style="list-style-type: none"><li>Receive an allowance</li><li>(YA) Income from transfers and assets (detailed)</li><li>(YA) Financial assistance from parents and other relatives</li><li>(YA) Value of personal vehicles, stocks, mutual funds, other investments, checking and savings accounts</li><li>(YA) Financial strain</li></ul>	<ul style="list-style-type: none"><li>Receive an allowance</li><li>Asset and debts collected at ages 18, 20, and every 5 years subsequently</li></ul>	<ul style="list-style-type: none"><li>Receive an allowance</li><li>Income from transfers and assets (Detailed)</li><li>Credit card and student loan debt</li></ul>

CDS	NLSY79 Children	NLSY97 Children	ADD Health
<div>other investments, checking and savings accounts (TA: 18+ Yrs)</div> <div><div>▪ Credit card and student loan debt (TA: 18+ Yrs)</div></div>			
<b>Detail: Neighborhood Context</b>			
<div><div>▪ Geo-coded sensitive data contract files</div><div>▪ PCG report information about neighborhood quality, cohesion, safety, preference</div><div>▪ Interviewer observations of neighborhood</div></div>	<div><div>▪ Geo-coded sensitive data contract files</div><div>▪ Parent reported (1992) and youth reported (young adult, 1994-2002) information about neighborhood quality and safety; one child-report item about neighborhood safety</div><div>▪ Interviewer observations of neighborhood</div></div>	<div><div>▪ Geo-coded sensitive data contract files</div><div>▪ Parent reported (1997) and youth reported information about neighborhood quality and safety; one child-report item about neighborhood safety</div><div>▪ Interviewer observations of neighborhood</div></div>	<div><div>▪ Geo-coded sensitive data contract files</div><div>▪ Parent and youth reported information about neighborhood quality, cohesion, preference</div></div>
<b>Detail: School Context</b>			
<div><div>▪ Caregiver report on school enrollment, costs, special programs, private / public / other at all waves</div><div>▪ Youth report of specific courses and grades received in those courses for current and prior terms at Wave 2 (when the sample had moved into middle/high school age range)</div><div>▪ NCES CCD linkages for public schools; PSS linkages for private schools</div><div>▪ Curriculum catalogs</div><div>▪ Teacher reports of:<div><div>– Perception of student competence, grade progression, absences</div><div>– Parental contacts and involvement in school</div><div>– Language arts and math grouping, classroom organization, adequacy of classroom supplies and equipment</div><div>– Background and experience of the teachers, Time use diary (CDS-I only)</div><div>– Characteristics of the school</div></div></div></div>	<div><div>▪ For children 14 and under, parent report on school enrollment, costs, special programs, private / public / other; comparable data obtained directly from YA respondents</div><div>▪ Transcripts, providing a history of the respondent's:<div><div>– Achievement test scores (ACT, PSAT, SAT I, SAT II, AP)</div><div>– Information on absences and tardies, completion status, and dates of enrollment</div><div>– Whether participated in programs such as gifted, bilingual, or special education</div><div>– Beginning and ending dates of the term, the way in which the school year is divided (such as a season, semester, entire year, or another system), the academic year of the term, the respondent's grade level that term, and the number of credits earned</div><div>– Course-specific variables include the course code from the Revised Secondary School Taxonomy (SST-R), the grade earned in the course, and the credit value of the course</div></div></div><div>▪ NCES CCD linkages</div></div>	<div><div>▪ Parent report on school enrollment, costs, special programs, private / public / other</div><div>▪ Youth report of specific courses and grades received in those courses</div><div>▪ Transcripts, providing a history of the respondent's:<div><div>– Achievement test scores (ACT, PSAT, SAT I, SAT II, AP)</div><div>– Information on absences and tardies, completion status, and dates of enrollment</div><div>– Whether participated in programs such as gifted, bilingual, or special education</div><div>– Beginning and ending dates of the term, the way in which the school year is divided (such as a season, semester, entire year, or another system), the academic year of the term, the respondent's grade level that term, and the number of credits earned</div></div></div><div>▪ Course-specific variables include the course code from the Revised Secondary School Taxonomy (SST-R), the grade earned in the course, and the credit value of the course</div><div>▪ Administrator interviews, Rounds 1 and 2</div><div>▪ NCES CCD linkages</div></div>	<div><div>Supplemental research programs on school environment: <a href="http://www.prc.utexas.edu/ahaa/descrip.html">http://www.prc.utexas.edu/ahaa/descrip.html</a></div><div><div>▪ Administrator interviews, Wave I</div><div>▪ CCD linkages</div><div>▪ Curriculum catalogs</div><div>▪ High School Transcript Release Forms, Wave III</div></div></div>

CDS	NLSY79 Children	NLSY97 Children	ADD Health
<b>Detail: Peer Networks</b>			
NA	NA	NA	<p>From website: Data on peer networks is a unique strength for Add Health Study. Through the “In-School Interview”, friendship networks were identified for maximum of five male and five female friends of each respondent. Information is available about the strength of friendship ties, patterns of association within the school, and density and centralization of the social network within the school context.</p> <p>Through the “In-home Interview”, data were collected from respondents on best friends, romantic partners, and sexual partners. Data were collected from young adults and a sample of 1,507 partners in Wave III – one-third married, one-third cohabiting, and one-third dating partners, representing a wide spectrum of relationship intimacy and commitment.</p>
<b>Data Access</b>			
<ul style="list-style-type: none"><li>▪ Internet-based Data Center that allows:<ul style="list-style-type: none"><li>– Search and browse</li><li>– Customized codebooks</li><li>– Auto merge PSID/CDS data; select output type</li><li>– Subsetting options</li><li>– Data cart management</li><li>– No user fee or contract</li></ul></li><li>▪ Intergenerational and sibling dataset creation through the Family Identification and Mapping System</li><li>▪ Internet-based zip-files for core, supplemental data</li><li>▪ Sensitive data contracts for geocode data and school identifiers to link to NCES CCD and PSS.</li></ul>	<ul style="list-style-type: none"><li>▪ NLS data are online for download at no cost and available on compact discs, containing all public information about all NLS cohorts. CD purchase is \$20, including shipping. Information on data download at the <a href="http://www.bls.gov/nls/home.htm#order">NLS Product Availability Center: http://www.bls.gov/nls/home.htm#order</a>. Access to data &amp; documentation at no charge:<ul style="list-style-type: none"><li>– Search and browse</li><li>– Customized extracts with codebooks and SAS/SPSS/STATA code to read file; children and young adults can be merged with complete main Youth mothers’ records.</li></ul></li><li>▪ Sensitive data contracts (Fee is \$20):<ul style="list-style-type: none"><li>– Geocode data</li><li>– The Zip Code and Census Tract files for NLSY79 and NLSY97</li><li>– The 1995 NLSY79 Child and Young Adult School Survey</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ NLS data are on compact discs, containing all public information about all NLS cohorts. Purchase is \$20, including shipping, or may be downloaded with no charge at the <a href="#">NLS Product Availability Center</a></li><li>▪ Sensitive data contracts (Fee is \$20):<ul style="list-style-type: none"><li>– Geocode data</li><li>– The Zip Code and Census Tract files for NLSY79 and NLSY97</li><li>– The 1996 NLSY97 School Survey</li><li>– The 2000 NLSY97 School Survey</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Public-use data are distributed by Sociometrics on CD-ROM. Purchase price is \$175 for Waves 1&amp;2 (combined); \$15 for User Guide; and \$175 for Wave 3, \$15 for the User Guide to Wave 3.</li></ul>