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## Release of the 1999 Mature and Young Women Data

Researchers can now obtain data for the 1999 survey of mature and young women on a new release. This release includes information gathered during the 19 interviews of the mature women and 20 interviews of the young women conducted since 1967 and 1968, respectively. The data are available on compact disc.

The 1999 survey collected information from 2,467 members of the mature women cohort, or 59.2 percent of the original respondents who are not known to be deceased. (Some respondents who have left the survey for other reasons may now be deceased.) In the young women cohort, 2,900 respondents, or 58.4 percent of original respondents not known to be deceased, participated in the survey. If the retention rate is recalculated to include deceased respondents, the mature women's retention rate is 48.5 percent and the young women's retention rate is 56.2 percent.

As in the two previous rounds, the 1999 survey of the mature and young women was administered using a computer-assisted personal interview (CAPI). The two cohorts were again surveyed during the same period with the same instrument, increasing the efficiency of the survey and making it easier for researchers to compare the cohorts. The CD-ROM presents the data for the two cohorts separately.

The 1999 survey generally collected the same core information as in previous years. Respondents provided extensive labor force and work history information and completed modules on household member characteristics, education, health, income, assets, training, pensions,

husband's work experiences, and geographic mobility.

One major question module, a section on transfers of time and money between respondents and their children, was added in 1999. This section, which replaced the 1997 transfers section about transfers from respondents to their parents, is intended to provide complementary information on transfers in the other direction (from respondent to child). Data are collected about the biological, adopted, and stepchildren of both the respondent and her husband. The transfers section initially collects demographic data and residence information for all children not living in the household. (These data are collected for coresident children in the household roster.) The respondent then answers questions about the assets and debts of each child aged 19 and older, as well as each child aged 14 to 18 who is married or has children. For coresident children, the section includes a series of questions regarding shared living arrangements.

After collecting this preliminary information, the survey asks the respondent to report transfers of time and money to and from up to five children who meet the universe requirements described above. Included are questions regarding loans, gifts, and other financial assistance, as well as time transferred for childcare, personal care, chores, and errands. If the respondent had more than five children, the children were grouped according to their residence within or outside of the respondent's household. Respondents were then asked about transfers collectively for each group. (See the user's guide for each cohort for more information.)

In addition to the questions above, which refer to transfers during the preceding 12 months, a second set of questions

asked about all transfers of more than \$2,000 from the respondent or the child since the child reached age 19. If such a transfer occurred, the survey recorded the reason (for example, the expense of a wedding, education, house, health costs, and so forth), and the total amount of all such loans or gifts.

The 1999 young women survey included a special set of questions for respondents who have a mother in the mature women cohort. These young women described transfers of time and money to and from their mothers. Although the sample is not representative of all mothers and daughters, researchers can use these data to compare generational perceptions about the amounts of time and money transferred. Issue 101 of *NLS News* contains an article that describes both parent and child transfers data in detail; this issue can be accessed online at <http://stats.bls.gov/nlsnews.htm> as a PDF file.

The 1999 data release includes new created variables describing respondents' marital transitions during all years of the mature and young women surveys. For each respondent, a series of variables indicates the start date and end date, if applicable, of each marriage reported. This latest data release also includes a new set of week-by-week employment status variables for the CAPI interview years. Beginning with the first week of 1994 and continuing through the respondent's most recent interview date, a variable for each week indicates whether the respondent was working or not working that week. A summary variable for each year totals the number of weeks in which the respondent worked. More information on the creation of these variables, and on the rules used to accommodate missing data, is provided in appendix 41 of the *Mature and Young*

*Women Codebook Supplements.*

New editions of the *NLS of Mature Women User's Guide* and the *NLS of Young Women User's Guide* also are available. These cohort-specific guides update information found in the previous guides and include several new sections. They also explain how researchers can use the data more efficiently.

Data for the NLS of Mature Women (1967–1999) and NLS of Young Women (1968–1999) are distributed on a compact disc that contains the longitudinal record of each respondent. These data include answers to interview questions, edited and created variables based on these raw responses, basic geographic information provided by the U.S. Census Bureau, and data from a 1968 survey of schools attended by the young women. The disc also contains documentation files and search and retrieval software that enables users to easily peruse, select, and extract variables.

In addition, the CD-ROM includes data from the special 1989 mature women's pension plan data collection, as well as software designed for use with these variables. Using information gathered from the respondents on the names and addresses of the companies providing their pensions, Census Bureau staff members collected pension plan descriptions, which contain the formulas for calculating benefits for workers at different ages and with various years of service with the firm. Staff members at the Survey Research Center, University of Michigan, then coded this information into a standardized format to drive the "pension calculator," a program that computes how much money mature women respondents will receive in benefits upon retirement.

Supplemental documents, including a sample questionnaire and new editions of the user's guides, are distributed with each data set. Researchers interested in purchasing these data should contact NLS User Services. (See back page for contact information.) □

## **Use of Rosters in the NLSY97 Data**

Rosters are an important part of the NLSY97 data set. These grids of information help researchers to analyze data in an efficient and accurate way. However, be-

cause the structure and use of rosters may be somewhat confusing, it is vital that researchers understand how these tools are constructed. This article first defines rosters and describes their advantages. It then explains how rosters are created using information from both the previous and current interview, and discusses how researchers can use rosters in their analyses. Finally, it briefly describes the rosters present in the NLSY97 data, so that researchers can determine what types of information are available. An example of an employer roster illustrates the information in the article.

While this article refers mainly to the NLSY97 rosters, most of the information also applies to the CAPI surveys of the NLSY79. Important differences are noted, as appropriate.

### **What is a roster?**

A roster may be thought of as a list—for example, a list of household members, a list of employers, or a list of children. A respondent with two children will have data on the first two lines of the child list, or child roster. A respondent with four employers will have information on the first four lines of the employer roster. In addition to the name of the person or thing (not released to the public), the roster contains other basic information, such as the birth date, gender, and residence status of children or the start date and stop date of the respondent's time with each employer.

In the paper-and-pencil interviews (PAPI) of older NLS cohorts, the questionnaires included a chart or grid listing this type of information. For example, in the household roster grid, each household member's name was entered in a separate row. The interviewer asked the respondent for each member's date of birth, highest grade of schooling completed, employment status, and so forth, filling in the answers in the appropriate column. This completed household roster contained all the pertinent information about household residents, and researchers could easily use the variables based on this roster to examine characteristics of household members.

When computer-assisted personal interviewing (CAPI) was adopted for the NLS surveys, rosters became a very important way of organizing information during the interview. When grids like the ones used in PAPI interviews were presented on

the interviewer's laptop, they proved to be difficult for interviewers and respondents to fill out, and some data were not collected. To solve this problem, CAPI questionnaires now include a series of questions that gather the same types of information that would have been included in the grid in a paper-and-pencil interview. The computer then moves the answers to these questions into a grid, creating a roster from the information.

After the roster is created, it can be used to guide subsequent portions of the interview. For example, during the interview, the NLSY97 questionnaire gathers the names, dates of attendance, and level of school (secondary school or college) for each of the respondent's schools and organizes them into a roster. The rest of the school section asks questions about the first school on the roster, followed by questions about the second school, then the third, and so on. The information about the level of the school determines whether the respondent is asked questions that apply to high school or college.

The information from the roster also is presented on the CD as an organized list of data, so that these variables are easy for researchers to access. To the user, the school roster appears as a consolidated block of variables that contains key information, such as dates of enrollment, an identification number for the school, and variables indicating the school's type (private or public) and level (junior high, high school, college). Thus, rosters are a way of organizing information both for researchers and for the NLS interview, so that questions are asked in a logical manner.

### **How are rosters created during the interview?**

This section outlines the process used during the interview to create a roster. Figure 1 provides a pictorial overview of the creation of a roster. The shaded example in the far right column gives a practical look at how a roster might be constructed and used during the interview and in data analysis.

**Data from previous interviews.** As shown in the figure, creation of a roster for the current round often begins with information in the roster from the previous round. The appropriate respondent-specific data from the earlier round are saved

on the interviewer's laptop before he or she administers the survey. When the interview gets to a point at which roster information is collected, the data from the previous round's roster often are used as the base for the current roster. The respondent verifies and updates the information. If no changes have occurred since the last interview—for example, if exactly the same people live in the respondent's household—the current round's roster will be the same as that from the previous round.

For example, the interviewer reads a list of all of the people on the household roster from the last interview. The respondent first states whether any of those people have moved out of the household, and then reports new household members. If any members remain from the previous year, their information—date of birth, gender, race/ethnicity, and so forth—is carried over from the previous interview, and any missing data are collected. This method is more efficient than asking the respondent to report all household members every year.

**Raw data collection.** After the respondent and interviewer review and update the roster from the previous round, the survey collects current information. For example, the interviewer asks the respondent about the characteristics of any new people who

might have moved into the household. At this point, the respondent is finished answering questions that will fill up the data grid on a particular topic.

**Roster creation and roster sort.** Using the updated roster from the previous round and the new raw data just collected, the computer creates a new roster for the current round. For example, the employer roster contains the following information for each job: a unique identification number for the employer, employment dates, whether the job was current at the interview date, whether the job was in the military, and whether the job was an internship. If the respondent had held the job at the time of the previous interview, the start date and employer identification number are carried over from the old roster, and the other information is taken from the questions at the beginning of the employment section for the current year. Similarly, the household roster contains information from the previous interview about household members reported at that time and data from the current interview about new household members.

In some cases, the computer also sorts the roster and puts the items in order based on a specified variable. For example, in the round 1 household roster, all youths

in the age range of the NLSY97 cohort were listed first, and then all other household members were listed from oldest to youngest. The employer roster is sorted by job end date, so that the most recent jobs are listed first.

**Roster use in the interview.** Finally, the roster is used to determine the order in which the other questions about each topic are asked. In most cases, the survey collects far more information than is stored in the actual roster, and the answers to these questions remain outside the roster as raw data. So that the interview makes sense to the respondent, these additional questions are asked about the people or things on the roster in the order in which they are listed.

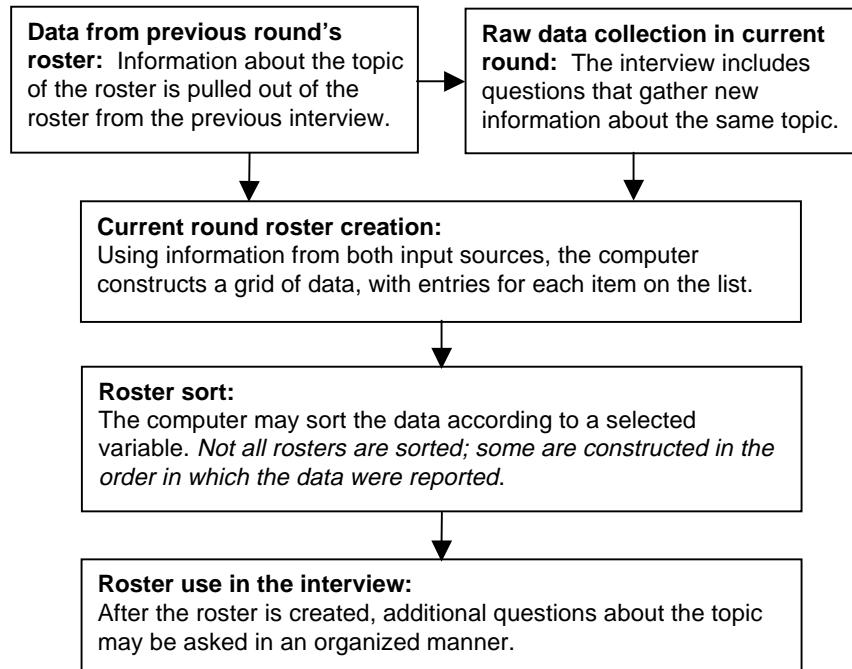
For example, the respondent first answers questions about industry, occupation, rate of pay, and so forth, for the first employer listed on the roster. The same questions are then asked about the second job, then the third job, and so on. Similarly, the first set of questions about the respondent's children refers to the first child listed on the roster. When all of those questions have been answered, the same questions are asked about the second child, the third child, and so forth.

#### How should researchers use the roster data in analysis?

The data set is organized so that rosters can easily be found and used in research. Because rosters present key pieces of information in a structured format, they are the best place to obtain that information. All variables found on rosters have "Roster Item" as their main area of interest on the CD-ROM. Each roster has a unique name that serves as the beginning of the question name for all variables on the roster; the same name appears at the beginning of the variable title for each item on the roster. The roster names and question names are shown in figure 2 below. Researchers can locate rosters on the data CD-ROM by looking at the roster item area of interest, selecting the appropriate question name, or searching the "any word in context" index for variables with the word "roster" and the name of the roster of interest in the title.

**Because roster variables are located in the roster item area of interest on the CD, they are not grouped with the rest of the data on a particular topic.**

**Figure 1. How rosters are created**



For example, the school roster variables will not appear if the user searches for the “School Experience” area of interest. For this reason, it is very important that researchers become familiar with the rosters used in the data set. If a roster is available on the topic of a particular research project, users should always locate that roster using one of the search techniques mentioned above and examine it before using the other variables that relate to their research.

**Using rosters in single-round analyses.** When looking at the data set, users will notice that many questions are repeated for each person or thing on the roster, and that the titles for these repeated questions include a number. This number indicates the line on the roster that corresponds to the person or item being described in a particular variable. For example, the question “Reason R Left New School 02” indicates why the respondent left the second school

listed on the roster. A researcher who is interested in this question might also want to examine information such as the respondent’s dates of enrollment for that school or whether the school was public or private. To find this information, he or she can then look at the data for those items contained in the roster for school #02, or the school that is on the second line of the roster. For all other questions asked after the roster was created in that same

### Example: Creation of the Employer Roster

This example describes the creation of the employer roster, highlighting the assignment of line numbers on the roster and UIDs that link employers across survey rounds. Although only the employer roster is described in detail, the other rosters are created in a similar manner. This example uses the NLSY97, but NLSY79 rosters from CAPI interviews are created in the same way.

#### Round 1

Note that no data from a previous interview were available in round 1.

**Raw data collection.** The round 1 survey asked for the names of all employers for whom the respondent had worked since age 14. Assume that a respondent named Emma reported delivering the *Smalltown Press* when she was 14, then switching companies and delivering the *County Register*, and finally working in her parents’ business, Peel’s Corner Store, at the time of the round 1 interview. For this example, the newspaper delivery jobs are assumed to be employee jobs and not freelance-type work. The survey then assigned a UID to the jobs in the order in which they were reported: 9701 for the *Smalltown Press*, 9702 for the *County Register*, and 9703 for Peel’s Store.

**Roster creation and roster sort.** After the UIDs were assigned, Emma reported the dates she started and stopped working for each employer. At this point, the survey program sorted the jobs according to stop date, so that the most recent employer was employer #01, the next most recent was employer #02, and so on. Therefore, Peel’s Store (UID 9703) became the first job on

the roster, the *County Register* (UID 9702) was listed as job #02, and the *Smalltown Press* (UID 9701) was listed third. Key information about each employer, including the UID and dates of employment, was organized in the employer roster. All of the information about Peel’s Store is located in variables numbered #01 in the title, the *County Register* data are in variables numbered #02, and so on.

**Roster use in the interview.** Throughout the rest of the employment section, the employer numbers remain constant, so that each variable containing, for example, the phrase “Job #03” or “Employer #03” refers to Emma’s *Smalltown Press* job. Note that the *Smalltown Press* is **not** the third employer Emma reported at the beginning of the employment section of the interview. It became employer #03 during the roster sort because the other two jobs were more recent.

#### Round 2

**Data from previous interviews.** The employer information was collected in a similar manner in subsequent rounds. Because data were available from the previous interview, they could be used in the construction of the round 2 roster. Before the survey was fielded, survey staff loaded information about each respondent into the interviewers’ laptops. In Emma’s case, part of this information would be the list of employers she reported in round 1.

**Raw data collection.** During the survey, respondents first provided information about employers who were current at the last interview date. Assume that Emma

stated that she worked at Peel’s Store for several months after the round 1 interview. Respondents next reported new employers since the last interview date, in no particular order. Emma reported only one additional job, waiting tables at Steed’s Diner after she turned 16. At this point, UIDs were given to each employer. Because Peel’s Store was previously reported, it already had a UID—9703—assigned during the last interview. Steed’s Diner was a new employer in round 2, so it was given a UID of 9801.

**Roster creation and roster sort.** Emma then reported the date on which she had stopped working at each job, and the roster was sorted according to these stop dates. At the round 2 interview, the diner job was more recent, so it was listed as job #01 on the roster, and the store became job #02. At this point, the roster contains information from multiple survey rounds. The UID and start date of the Peel’s Store job are carried over from round 1, while the stop date of the store job and all the information about Steed’s Diner comes from round 2. Note that, because the jobs are sorted by stop date, employers from different rounds may be mingled on the roster; previous round employers do not necessarily precede current round employers.

**Roster use in the interview.** Just as in round 1, the employer numbers remain the same for the rest of the interview. As Emma answered questions about Steed’s Diner, her rate of pay, hours worked, and so forth, were recorded in the “Employer #01” questions. Peel’s Store data were recorded in the “Employer #2” questions.

survey year, school #02 will refer to the same educational institution.

Users should be aware that, in some cases, the information contained in the rosters actually appears in the data set more than once. As figure 1 suggests, data may first be included at the point in the interview at which the information was actually collected. For example, the round 1 screener question SE-28 asked the household informant for the date of birth of each household member. After all of the raw data had been gathered, the computer sorted the answers and created the household roster. At this point, the date of birth information also is located in the round 1 roster variables named HHI2\_DOB. In the case of the round 1 household roster, both the raw data and roster items are included in the data set.

In other cases, the raw answers may be blanked out of the public use data set. If a reference number is not listed for a given question in the questionnaire, then that raw data item may be represented only in roster form. For example, answers to the raw data questions used to create the employer roster are blanked out, and do not appear on the CD. In the printed questionnaire, these questions have no reference numbers. However, all of the data collected for these questions (except for confidential information, such as the name of the employer) appears in the employer roster.

Even though the data may appear more than once, **survey staff strongly recommend that researchers use the roster information, rather than the raw data, whenever possible.** For some variables, the roster information may be more accurate because some rosters are updated during the interview if the initial report was inaccurate. When survey staff prepare the data for release, they clean up the rosters, if necessary, but do not always clean up the corresponding raw data. Finally, because many rosters are sorted in a particular order, the number of a person or item on the roster will not match the number in the questions that precede roster creation.

For example, in the household screener (the SE questions), person #01 is the first household resident mentioned to the interviewer. In the household roster and all later interview questions, person #01 is the oldest person in the household who was eligible for the NLSY97. Person #01 in the SE questions might be person #05 on the

roster. It can be very difficult to determine which person, school, or job a presort question refers to. For all of these reasons, roster data are always preferable to raw data for cases in which both are available.

**Using rosters from more than one round.** Because the NLSY97 is a longitudinal survey, researchers often want to link data across survey rounds. However, household residents, jobs, and so on may move around on the roster in different interviews. That is, a father who was listed third on the roster in round 1 might move to position 2 or 4 in round 2. The *unique identification numbers (UIDs)* are the key to finding the same person or thing in different rounds. Most of the rosters contain variables assigning a unique number to each person or thing listed. This number never changes, and can be used to link roster items across rounds.

In some cases, the UID also makes it possible to link people between two different rosters in the same survey. For example, beginning in round 2 the UID listed for a child on the biological children roster is the same as that assigned to the child on the household roster. (This is true only for the NLSY97, and not the NLSY79.) Re-

searchers can therefore examine data about the same child on both rosters.

An additional feature of most UIDs is that they incorporate an indicator of the round in which the person or item was first reported. For example, UIDs of roster items reported in round 1 may begin with "1" or "97," while those first reported in round 2 begin with "2" or "98." (Researchers should note that, beginning with round 3, four-digit years are used, so that IDs begin with "1999" rather than just "99.") UIDs for people on the household roster are constructed in a slightly different manner; researchers should refer to the *NLSY97 User's Guide* for more information.

### What rosters are used in the NLSY97?

A number of rosters are created throughout the interview. Different rosters have been used in different rounds, depending on the topics included in the interview and the type of information collected. Figure 2 shows which rosters were included in rounds 1 through 4. It also lists the beginnings of the question names assigned to items on the roster, which can be used to locate roster items on the CD-ROM. The remainder of this section briefly describes

#### Example: Use of the Employer Roster in Analysis

Emma's information, as organized in the round 1 and 2 employer rosters, can be used to examine the characteristics of her jobs at the date of each interview or over time. This example focuses primarily on the round 2 employer roster.

As described on the previous page, Emma worked for Peel's Store and Steed's Diner during the period between the round 1 and round 2 interviews. Information about these employers was sorted and a roster constructed, with the most recent employer appearing first. A researcher using these data would need to be aware of the impact of roster construction.

Because the roster is sorted and employers reported in different rounds may be mixed, variables with "Employer #01" in the title do not necessarily refer to employer number 9701, 9801, and so on. The #01 refers solely to the order of the job as listed on the current year's roster. The UIDs provide a crosswalk between the

two systems of identification. They also allow users to link employers across survey rounds and to identify the round in which an employer was first reported.

For example, Emma's value for the round 2 variable R24761., "YEMP, Employer 02 Unique ID (Ros Item)," would be 9703—Peel's Store. The user can identify this as an ID assigned in round 1 because it starts with "97," and look at the round 1 UID (R05311.-R05317.) variables to match the employer. In Emma's case, the UID for employer #01 in round 1 would be 9703. Therefore, the researcher knows that information about employer #01 in round 1 refers to the same job as do the variables about employer #02 in round 2. The variables from the two rounds can then be compared to determine if there were any changes in job characteristics such as hours worked, rate of pay, occupation, and so forth.

**Figure 2. Rosters included each round**

Roster	Question name	Round 1	Round 2	Rounds 3, 4
Household Information	HHI2 (round 1), HHI (rounds 2-4)	✓	✓	✓
Nonresident	NONHHI	✓	✓	✓
School	NEWSCHOOL		✓	✓
Employer	YEMP	✓	✓	✓
Freelance Jobs	FREELANCE		✓	✓
Training	TRAINING			✓
Biological Children	BIOCHILD	✓	✓	✓
Youth Information	YOUTH	✓		
Parent Household Information	PARHHI	✓		
Parent Youth Information	PARYOUTH	✓		

the contents of the various rosters.

**Household information roster.** This roster provides information about all members of the youth's household. In round 1, it was created during the *Screener, Household Roster, and Nonresident Roster Questionnaire*. In subsequent rounds, it was created during administration of the household information section of the *Youth Questionnaire*.

Available information includes each household member's age, gender, race, ethnicity, marital status, enrollment status, highest grade completed, highest degree earned, employment status, and a UID. The UID permits researchers to link household members across survey rounds. In round 1, a series of variables indicates the relationship of every household member to every other household member. After round 1, the roster contains a variable only for the relationship of each household member to the NLSY97 respondent. Finally, the round 1 roster contains some additional variables indicating whether various household members were eligible to participate in the survey, and whether each member had been approved for special accommodations at school or work.

**Nonresident roster.** This roster organizes data about key relatives of the youth who do not reside in the household. Included are the relative's age as of the interview date, gender, race, ethnicity, marital status, and relationship to the youth. The round 1 roster also includes information on whether the relative holds a degree, the relative's highest grade completed, his or her school

enrollment status, and whether the relative was deceased. A UID permits users to track nonresident relatives across survey rounds.

Nonresident relatives who might be included on the roster are biological parents, step- or adoptive parents living with the youth's biological parent, siblings, spouses, and biological children. Not all information in the above list is collected for each relative. Users should consult the table in the nonresident characteristics section of the most recent *NLSY97 User's Guide* for more information about the exact data available.

**School roster.** The school roster first appeared in the round 2 survey, when the schooling section was redesigned using an event history format. (For a detailed explanation of the resulting changes, see the education section in chapter 4 of the *NLSY97 User's Guide*.) This roster contains information about the number of enrollment periods at each school, dates of up to three periods of enrollment at each school, the level (elementary, middle, high school, college) and type (public or private) of school attended, and the round in which the school was first reported. The school roster also includes a UID, so that a respondent's schools can be linked across rounds. (This UID does **not** permit researchers to identify schools attended by more than one respondent.)

In each round, the roster is constructed so that the school the respondent was attending at the time of the last interview is school #01. If the respondent denies ever attending this school, it will be deleted and

the first other school attended since the last interview will become school #01. The remaining schools are listed in whatever order they are reported by the respondent.

**Employer roster.** Present in each survey round, this roster organizes information about all employers for which the respondent worked since the last interview date (including employers current at the time of the last interview). For each employer, the roster includes an indicator of whether the respondent was still working for that employer at the interview date, the start and stop dates for the respondent's employment, a variable indicating whether the job was an internship, and a UID that permits linking of employers across rounds. Beginning in round 2, the roster also contains variables denoting whether the job was in the military and, if so, in which branch. The employer roster is sorted by the stop date of the jobs, with the most recent listed first.

**Freelance roster.** Similar to the employer roster, the freelance roster lists freelance and self-employment jobs held by the respondent. Although these questions were asked in round 1, the information was not used to create a roster in that round; the freelance roster was first used in round 2. For each job, this roster includes the type of work performed (babysitting, mowing lawns, or other), the start and stop dates, and indicators of whether the job was ongoing at the last interview date and whether it is still held at the current interview date. Beginning in round 3, the roster also assigns a UID to each freelance job,

so that such jobs can be linked across rounds in the future.

**Training roster.** First created in round 3, the training roster organizes basic information about training programs in which the respondent participated. Data include start and stop dates, and a flag indicating whether the training was in progress at the interview date. The roster also includes a UID that will permit users to link training programs across rounds in the future.

**Biological children roster.** This roster, constructed during administration of the fertility section of the questionnaire, collects information about the respondent's biological children. Data include each child's UID, date of birth, and gender, and indicate whether the child resides in the respondent's household and whether the child is deceased. The UID permits users to link children across survey rounds. Beginning in round 2, the roster also provides the UID for the child's household, as assigned in the household roster. This allows linkage of child variables with data collected in the household information section.

**Youth information roster.** In round 1, this roster was created using data from the household and nonresident rosters. As explained in detail in chapter 2 of the *NLSY97 User's Guide*, the round 1 interview began with a screening instrument to determine whether any household members were in the appropriate age range for the survey. If so, this initial questionnaire collected information on household members and nonresident relatives, as described above. After the screening instrument had been completed, the youth questionnaire was administered to the NLSY97 respondent. The youth information roster was created from information provided in the initial screening questionnaire, and then transferred into the youth instrument so that the information could be used throughout the interview.

The youth information roster contains the following information: UIDs for the youth's parents, some characteristics of the youth's parents, residence status of the youth, current grade in school, whether the youth had any children, and the UID for the youth's spouse or partner.

Researchers should note that some of the same information is available on both

the youth and parent youth information rosters. If the data for a given item on the two rosters is different, the parent youth roster is correct because it was updated during the interview.

**Parent household information and parent youth information.** Like the youth roster, the parent household information roster and parent youth information rosters were created in round 1 using data from the household and nonresident rosters. One parent of each respondent was asked to respond to a special *Parent Questionnaire* that gathered information about the youth's background. These two rosters were created based on information in the initial screening questionnaire, and were then transferred into the parent instrument for use during the interview.

The parent household information roster contains information about the members of the respondent's household. The types of data included are very similar to those in the household roster described above. The parent youth information roster, providing information tailored to the youth respondent, is comparable to the youth information roster. It lists UIDs for the youth's parents, some characteristics of the youth's parents, residence status of the youth, current grade in school, whether the youth had any children, and the UID for the youth's spouse or partner.

#### For more information

These descriptions of how NLSY97 rosters are created and how they can be used for research are general in nature. For detailed descriptions of a specific roster, including notes about unique characteristics of that roster not explained here, researchers should consult the appropriate topical section of the *NLSY97 User's Guide*. The household and nonresident rosters also were discussed in issue 100 of the *NLS News*. Finally, appendix 8 in the *NLSY97 Codebook Supplement* describes the creation of the round 1 rosters, and lists all the variables contained on the rosters in each round.

All of these items are available from NLS User Services. (See the contact information on the back of this newsletter.) The *NLS News* article on the household and nonresident rosters also can be viewed on the Internet at <http://stats.bls.gov/nlsnews.htm>. □

#### Completed NLS Research

The following is a listing of recent research based on data from the NLS cohorts that has not appeared in its current form in a previous issue of the *NLS News*. See the online *NLS Annotated Bibliography* at [www.nlsbibliography.org](http://www.nlsbibliography.org) for a comprehensive listing of NLS-related research.

Handcock, Mark S.; Morris, Martina; and Bernhardt, Annette. "Comparing Earnings Inequality Using Two Major Surveys." *Monthly Labor Review* 123,3 (March 2000): 48-61. [NLSY79]

Kaestner, Robert. "A Note on the Effect of Minimum Drinking Age Laws on Youth Alcohol Consumption." *Contemporary Economic Policy* 18,3 (July 2000): 315-25. [NLSY79]

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Muthen, Bengt and Muthen, Linda K. "Integrating Person-Centered and Variable-Centered Analyses: Growth Mixture Modeling with Latent Trajectory Classes." *Alcoholism—Clinical and Experimental Research* 24,6 (June 2000): 882-91. [NLSY79]

Roscigno, V.J. "Family/School Inequality and African-American/Hispanic Achievement." *Social Problems* 47,2 (May 2000): 266-90. [NLSY79]

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Zagorsky, Jay. "Do Individuals Know How Much They Are Worth?" *Financial Counseling and Planning* 11,1 (2000): 13-24. [NLSY79]

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