

# NLS News



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National Longitudinal Surveys

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## Newest Data Releases

**1994 NLSY79 geocode.** The geocode CD consists of the NLSY79 main file data from 1979-94 plus state, county, and SMSA geographic information for each respondent's residence. In order to obtain the geocode data, researchers must satisfactorily complete the Bureau of Labor Statistics' geocode accessing agreement procedure. Contact NLS User Services for a license application.

**1994 work history data file.** The Work History CD provides a longitudinal work record of each NLSY79 respondent from January 1, 1978 through 1994. The CD includes information on job characteristics; employment gaps; dates of active military service; weekly arrays of labor force status, usual hours worked, dual job information; and detailed information on each of up to five jobs per survey year. Key linkage variables are provided to facilitate use of this data set with the main NLSY79, geocode, and child files.

**1994 child and young adult CD.** This CD includes information on mothers and children from the NLSY79, as well as child cognitive and emotional assessments administered to NLSY79 children between 1986-94 (even-numbered years). It also includes data from interviews with children who are now considered young adults (ages 15 and over). The young adult interview is similar to that administered to the NLSY79 main respondents and covers issues such as employment, marital history, schooling, training, fertility, child care, health, income/assets, and attitudes. The CD also includes 1979-94 data from all females of the NLSY79.

For further information on these releases or the status of other releases, please contact NLS User Services.

## NLSY79 Child School Survey Overview

A school and transcript survey that collected information on NLSY79 children in grades 1-12 is now out of the field and currently slated for public distribution in late 1997. The mail-back survey gathered information from the school administrator (in most cases, the principal) and official school transcripts. The survey, fielded in 1995, concentrated on gathering school data on 3,725 eligible children (defined as any children enrolled in grades 1-12 in either the 1993-94 or 1994-95 school year). Survey follow-up was conducted by mail and when necessary, by phone. Complete records (returned questionnaire and transcript) were obtained for about 65 percent of the sample.

The school administrator first filled out a questionnaire that gathered school-level information. This questionnaire requested the following school characteristics: Type (public, private, etc.), grade levels, enrollment and average daily attendance by students, minimum number of attendance days required by the state, number and characteristics of personnel, racial makeup of students and faculty, percentage of student body in special (remedial, gifted, ESL, etc.) classes, availability of instructional materials, and, if the school had a 12<sup>th</sup> grade, percentage of students graduating.

The next questions for the administrator involved school policy and practices, including admissions policies, retention rules, and estimates of school grades.

A large section on school/community interface asked for information on parental involvement in PTA-type activities, conferences, homework, and volunteering. Administrators were asked for the percentage of students in single parent households. They were also asked about extra-curricu-

lar activities within the school (sports, theater, band, etc.) and the prevalence of problems such as physical abuse of teachers, racial conflict, teen pregnancy, drugs and alcohol, absenteeism, violence, and inadequate nutrition.

The second questionnaire filled out by the school administrator focused on the schooling experience of the individual child. Was the child participating or enrolled in programs such as remedial math/English, ESL, gifted/talented, pregnancy/parenting counseling, free breakfast, or special education? The administrator provided information on the child's attendance, number of suspensions or expulsions, acceleration or retention, and the child's grade point average. If the child was a former student, questions were asked about the date he or she stopped attending and reason, and the highest grade attended/completed.

Administrators were asked to describe the school policies and characteristics relevant to the grade level of the specific child. For example, what was the average class size at this grade level? Number of students suspended? Male/female ratio? Teacher characteristics? Homework amount?

Administrators were also requested to provide a copy of each child's transcript along with the completed questionnaire. Permission for this release was obtained from the child's parent/guardian.

## NLSY97 on Employment

The National Longitudinal Survey of Youth 1997 (NLSY97) is designed to document the transition from school to work and into adulthood for approximately 10,000 youth born during the years 1980-84. This new survey will collect extensive information about the youths' labor market behav-

ior and educational experiences over time.

This article focuses on the comprehensive employment information asked about the youth and the members of his or her household in the round I instrument. In addition, the article highlights differences between the core youth employment topics found in the NLSY97 and in the NLSY79. The NLSY97 information is drawn from three round I sources: The youth questionnaire; the parent questionnaire; and the screener, household roster, and non-resident roster instrument. In future NLSY97 survey rounds, employment data will be collected in the youth questionnaire. Data from round I of the NLSY97 are scheduled for public release by early 1998.

### Youth questionnaire

Designed to capture the youth's early experiences in the labor market, the NLSY97 collects information about "employer jobs" (a situation in which the respondent works for a specific employer) held since the age of 14, as well as "freelance" (a job for which tasks were performed for a number of people without having a specific boss), or self-employment jobs. This strategy ensures that the unique characteristics of odd-jobs or other non-structured work activities will be captured. The survey also gathers information about the youth's employment status in the week before the interview, using questions from the Current Population Survey (CPS).

**Youth employer jobs.** In the set of questions on employer jobs, youth age 14 and older are surveyed about jobs held since their 14<sup>th</sup> birthday. There is no limit on the number of employer jobs the youth may report.

For each employer job, the youth is asked about the job's start and ending date. The youth is also asked about his or her relationship to the person who hired him or her, and to the person who recommended him or her for each job.

The youth are then asked about job information as of their first day on the job. First, he or she is asked the number of hours per week usually worked. Several questions are used to determine the job's rate of pay, which may be reported using the time-scale (e.g., per month, week, day, or hour) the respondent prefers. Additional information is collected on whether the youth received any non-wage, non-salary pay (e.g., overtime, tips, commissions, bonuses, incentive pay, other pay). For each of these types of

pay, the youth is asked to report the rate that he or she earned. Youth are also asked questions about their industry and occupation (which will be coded to three-digit census industry/occupation codes).

For jobs lasting more than 3 months, information on hours worked per week; earnings; non-wage, non-salary pay; industry; and occupation are also asked as of the job's ending date (or interview date if the job is on-going).

Regardless of how long the job lasted, the youth is asked to report any periods of a week or more within an employer job when he or she did not work for the employer, not including paid vacations/sick days. After an employer gap is established, follow-up questions probe for the reason for the gap, such as a strike or on layoff. Next, the youth is asked to state the number of weeks that he or she spent looking for work or on layoff, during the gap. Any youth who is classified as "not looking for work," is asked to give the reason. Finally, a female who reports to have had a job ending after her 16<sup>th</sup> birthday, is also questioned about employment gaps due to pregnancy or the birth of a child.

Additional information is collected from youth who report a job that ended after their 16<sup>th</sup> birthday (or, for those who are currently aged 16 and over, who report an on-going job). These questions include whether the job is, or was for a government agency (local, state, or Federal), a private or for-profit company, a non-profit organization, a family business without pay, or the armed forces. In addition, data are collected on the type of benefits (e.g., medical, dental, tuition reimbursement) offered by that employer as of the survey date or the job's ending date. These youth are then asked about the number of paid vacation and/or sick days to which they are currently entitled, or were entitled to when the job ended.

Questions (for jobs occurring as of the youth's 16<sup>th</sup> birthday) are also asked about whether the youth is, or was covered by collective bargaining and the sex, race, and age of the youth's immediate supervisor. Other questions in this section gather information about the number of employees working at the same location as the youth and the number of employees working for that firm across all locations. Data on the youth's regular shift (e.g., the time of day the shift began and ended, and the number

of weekdays and/or weekend days usually worked) are also collected. For jobs that have ended, the youth is asked to state the main reason that he or she left the job.

**Youth freelance jobs.** In the freelance section, all youth are asked about their experiences with freelance jobs. Youth who are 12 or 13 years old at the time of the survey are asked about the freelance jobs they have held since the age of 12. Older youth (age 14 and above) are questioned on the freelance jobs they have held since the age of 14. For all freelance jobs reported, the youth is asked whether he or she had help finding this job, and to state the corresponding starting and ending dates (month and year). The set of questions on freelance employment gathers information about the usual number of hours the youth worked per week, and usual weekly earnings as of the job's start date. Also, the youth is surveyed about the total number of days, the number of weekday or weekend days, and the number of hours per weekday or weekend days he or she worked. Youth are then asked to provide similar information as of the survey date (or the ending date if the job is not on-going). This way, the survey captures many "typical" youth jobs, such as snow shoveling and baby-sitting, which are often missing from an employment history. When these responses are combined with the information collected about employer jobs and self-employment (see below), the youth's employment history (from age 14) can be constructed.

**Youth self-employment.** Youth who are age 16 or older and report that they usually earn \$200 or more per week in a freelance job, are asked additional questions about this job. As in the employer section, the self-employment section surveys the youth on the type of business or industry in which the job is classified. The youth is also asked to define his or her occupation. Additional information on the number of people who work for the youth is collected. Finally, those who report that the job ended are asked to state the reason (e.g., end of seasonal type work, quit to return to school, quit to take another job).

**Gaps between jobs.** Any youth age 14 or older who reports a period in which he or she is not working at an employer job is asked to report the number of weeks spent in that period working at a freelance job (including self-employment), or searching for

another employer job. Using this information, the total number of weeks spent not working, not looking for work, or not on layoff are computed for each youth. Those who did not report search activity during a specific time period, are questioned about the reasoning for no activity (e.g., did not want to work, child care problems, vacation). Data are also collected on the type of search activity in which the youth participated (e.g., contacted employer directly, contacted an employment agency, placed an ad).

***Youth employment status in the week before the survey.*** In the CPS Section of the NLSY97, youth age 15 and older are surveyed about their employment behavior in the week before the interview. Through these questions, the employment status (e.g., working, looking for work, unable to work) of the youth can be defined according to the Bureau of Labor Statistics (BLS) definition. The BLS uses a similar set of CPS questions to determine the monthly labor force participation and unemployment rates for the Nation.

In this section, youth are also asked about the characteristics of their current job (e.g., usual number of hours, type of business). Any youth who does not report working is asked about job-search activities in the previous month. For those who report they are looking for work, data on the type of search activity are also collected.

### **The household and non-resident rosters**

The household roster, as the name suggests, creates a listing of the various members of the youth's household and also finds out their relationship with the youth. Among other things, it asks for employment information about members of the youth's household.

A question in the household roster asks, for members aged 16 and over, the number of weeks worked (either for pay at an employer job or in self-employment) in 1996. It also seeks information about the household resident's usual number of hours worked per week during that period and about his or her current employment status. Data on the current or most recent occupation of each household resident who is either above the age of 18 or worked at least one week during 1996, are also collected.

In the non-resident roster, which collects information on members of the youth's im-

mediate family living elsewhere, questions are asked about 1996 employment status (e.g., full-time, part-time, or no work during 1996) of the youth's biological or adopted parent, or spouse, who is absent from the youth's household.

### **The parent questionnaire**

Employment information about the youth's responding parent and the spouse/partner of that parent is contained in the Parent Questionnaire.

The parent questionnaire first surveys the responding parent on his or her current employment status; the interview then collects a history of spells of employment. Data on spells of employment are collected from the time the responding parent turned 18. If a youth in the survey was born to that parent before age 18, history starts at the youth's date of birth. A spell is defined as 3 or more months of employment without a break of 6 or more months, regardless of employer. After establishing the start and stop dates for each spell, the responding parent is asked about the usual number of hours worked per week during each spell. Similar employment information is collected for a subset of the responding parents' spouse. To be included in this subset, the spouse must have lived with the oldest NLSY97 youth during the marriage. The responding parent is asked to report the spouse's employment information for the period during which the two were married.

Information about the responding parent's 1996 earnings from self-employment or an employer job is also gathered. In addition, the responding parent is asked to provide the information about 1996 earnings of each household member aged 14 and older.

### **Comparison of NLSY97 to NLSY79**

Over the years, the National Longitudinal Survey of Youth 1979 (NLSY79) has collected extensive information on labor force activity, including an in-depth employer history and questions on job search. The NLSY97's core employment section was designed to reflect many of the same concepts and questions, which will eventually allow for cross-cohort comparisons. In addition to the new freelance section, the core employment section in the NLSY97 differs from that of the NLSY79 in a few areas. These changes were made

in an attempt to capture additional facets of work and non-work experience, particularly work experience that relates to very young, labor force entrants.

Variations in the age at which the youth were first surveyed, account for some of the differences between these surveys. Respondents in the NLSY79 sample were age 14-21 as of December 31, 1978; youth in the NLSY97 sample were age 12-16 as of December 31, 1996. An advantage to the NLSY97's younger sample is that researchers will be better able to analyze whether employment at freelance jobs, self-employment, or employer jobs held at a young age influences later labor market outcomes.

One area in which the NLSY97 questionnaire differs from the one used for the NLSY79 is with regard to retrospective employment information. For those who were 16 and older, the NLSY79 gathers information on all employment experiences occurring after a common date: January 1, 1978. There are, however, a number of exceptions. For example, youth above the age of 20 as of the 1979 survey date are also asked to state the number of weeks they worked from the year they turned 18, information on school-related jobs is collected for 14 and 15 year olds, and information on the "CPS job" is collected for all respondents. For many NLSY79 respondents, more complete employment history begins past the age at which they entered the formal labor market. Due to the relatively young age of the NLSY97 cohort (age 12 to 16 on December 31, 1996), retrospective employment information is collected from a common age (age 14 for employer jobs). The composition of this sample also limits the amount of recall error by the oldest NLSY97 youth, as he or she is only asked about jobs held since his or her 14<sup>th</sup> birthday.

The type of wage information collected for employer jobs also varies between the two surveys. In the NLSY79, up until 1986, interview date or end date wage information was collected; in 1986 and after, respondents who report that their wage changed since the job began, are asked to state their wage as of the job's start date as well as that at the interview date/end date. However, wage information in the NLSY79 (for non-CPS jobs) is only reported for jobs meeting the minimum hours and weeks requirements. These requirements are a tenure of at least 9 weeks and at least 20 hours

per week (1985 interview and earlier), or a tenure of at least 9 weeks and at least 10 hours per week (1986 and after). For jobs ending within 3 months, NLSY97 youth are asked about the wage they received when the job began. Information on all other jobs includes the wage when the job began and when the job ended (or at the time of the interview for on-going jobs).

In the area of non-wage non-salary pay, the two surveys differ in content. In select NLSY79 rounds, information is available on whether the NLSY79 youth had received tips, bonuses, or commissions at a job. However, this survey does not explicitly ask the youth the amount received from each type of compensation. Unlike the NLSY79, the NLSY97 collects information on both the type and amount of each non-wage non-salary pay type received on each job. Additional categories of non-wage non-salary pay in the NLSY97 include incentive pay and other types defined by the youth.

Furthermore, information found in the two data sets differs with regard to fringe benefits. Most years of the NLSY79 only collected information on the provision of fringe benefits for the CPS job. Beginning in 1994, the NLSY79 asks youth about fringe benefits provided through the CPS employer and all other employers. The NLSY97 gathers benefit information for any employer job that the youth was holding as of, or after, his or her 16<sup>th</sup> birthday.

In addition to collecting an extensive employment history, both surveys include some information on short-term or low-hours jobs held by the youth. All information on short-term or part-time jobs is collected in the NLSY79 when the job is a CPS job. Although no job is excluded from the survey, certain information is excluded for some non-CPS jobs. The NLSY79 minimum hours and minimum weeks requirements must be met for the collection of wage, occupation, industry, and class of worker information. In the NLSY97, there is no such restriction. This also means the NLSY97 provides more information on the characteristics of temporary, short-term, and summer jobs, than found in the NLSY79.

### **NLS Topic Spotlight: Job Training**

This article describes the kinds of information available in the NLSY79, NLSY97 Young Adult, NLS Young Women, Young

Men, Mature Women, and Older Men surveys on job training. Particular attention is given to the NLSY79 as it contains the most training information; it also has recently added a set of questions on informal training.

#### **NLSY79**

In the early rounds of the NLSY79 survey, information on three different types of job training was collected: training military personnel received in military jobs, training received from government-sponsored programs, and other training (besides government programs and formal schooling).

From 1979-85, military respondents were asked whether they received any on-the-job training for their primary military duties and the duration of this training in weeks. These questions were asked for the respondent's main military job and a second one he or she might have.

From 1979-86, all respondents were asked a lengthy series of questions about non-military training programs sponsored by the government. In 1979 the list of government programs included: apprenticeship program (RTP), CETA training, Job Corps, MDTA training, opportunities industrialization centers, SER-jobs for progress, urban league, and vocational rehabilitation. This list changed over time to reflect the current government programs available. Information on the number of hours and weeks, level of difficulty, level of discipline, and satisfaction was collected for these government-sponsored programs. Respondents were also asked a number of questions about the services these programs provided to them. One of these questions was: "Did this program provide you with a job, work experience, or on-the-job training?"

In 1987, the collection of extensive information on government training programs ceased. Respondents were only asked if they participated in any government-sponsored programs and what services the training programs provided.

From 1979-86, respondents were also asked about training they received from other sources, such as business school, nurses programs, apprenticeship programs, vocational-technical institutes, barber-beauty school, flight school, correspondence courses and company training programs. For training programs that lasted a month or more, respondents provided the

number of hours and weeks spent in the training. Details were collected on as many as three training programs.

Starting in 1988, a core group of questions were asked about job training, beginning with: "Since the 1986 interview, did you attend a training program or any on-the-job training designed to help people find a job, improve job skills, or learn a new job?" Respondents were then asked the type of training program they attended, choosing from the following categories: Business school, apprenticeship, vocational or technical institute, formal company training by employer or military, seminars or training programs at work not run by employer, seminars or training programs outside of work, and vocational rehabilitation center. Information on training location, who funded the training, start and finish dates, number of weeks and hours spent in training, whether training was completed, and whether training was used on current the job was collected for each training program.

The above information was obtained for all training programs the respondent participated in since the 1986 interview. These 1988 training variables were repeated from 1989-96. Beginning in 1993, additional information was collected on the training programs such as whether the training was necessary for a promotion, if training resulted in a different job, whether the training was sponsored by the employer and if the respondent could have taken the same classes in high school.

In 1993, the NLSY79 added a series of questions designed to capture the more informal ways that workers acquire job skills. Questions concerning informal training are contained in both the main training section and the employer supplements.

In the main training section, respondents were asked about various changes in the workplace that may have required them to learn new job skills (such as the introduction of new equipment). They were then asked how they learned the skills, for example, did they take classes or seminars, learn from others, and/or were they given self-study materials. For each method, respondents provided the amount of time spent on activities. Respondents were also asked which of the learning activities was most important.

In the employer supplements, respondents who were working or who had previously been in the labor force were asked

about the various ways in which they learned to perform their job duties. Again, these learning methods included classes or seminars and more informal methods such as being taught by a supervisor or coworker or through self-study material (i.e. manuals, workbooks, or computer-assisted teaching programs). Respondents gave the amount of time spent on these activities and estimated their usefulness. Similar questions were repeated in the 1994 NLSY79 survey.

In the latest NLSY79 round (1996), as yet to be released, the informal training questions began with the introductory statement: "Job skills can also be acquired informally from supervisors, coworkers, or be self-taught. These informal on-the-job activities are designed to help you learn to do your job and help you upgrade your job skills." The respondent was then asked about the informal on-the-job training they received during the last four weeks. The respondent gave the duration of the training and whether that was a typical amount received.

#### **NLSY 1994 young adult survey**

In 1994, children of the female NLSY79 respondents who were aged 15 years or older in 1994 were surveyed about their on-the-job training experiences, both Armed Forces training and other training. Questions included type of training program, location, who paid for training, specific name of program (particularly if training was a government-sponsored program), length of employment before training became available, result of training, and whether training was the young adult's idea. These training variables are available on the new 1994 Child and Young Adult CD.

#### **NLS mature women and young women surveys**

In 1967, the mature women were asked a core group of questions about training starting with: "Have you taken any training courses or educational programs of any kind, either on the job or elsewhere?" The questions continued with asking about the type of training, training location, duration, completion status, if not completed then the reason for not doing so, and reason the training program was taken. These questions were repeated in 1969, 1971, 1972, and 1977. Beginning in 1979, the mature women cohort was asked the specific ques-

tion: "Have you had any on-the-job training courses?" Additional information was obtained about the numbers of hours and weeks spent in on-the-job training and whether the training was completed. These questions were repeated in 1986, 1987, 1989, and 1995.

The young women's survey (from 1968 on) similarly included a series of questions on whether the respondent took training courses, whether the training was completed, the number of hours and weeks involved, and whether the training is useful in her current position. This information was gathered separately for on-the-job training beginning in 1980. The young women were also asked (in 1985 through present) the specific occupation for which they were receiving job training and the reason for such training.

#### **NLS young men and older men surveys**

The training questions in the young men's survey are nearly identical to the questions asked of the young women. The questions in 1966 included whether training courses were taken, type of training, location, duration, completion, reason for not completing if pertinent, and reason for training. These training questions were repeated in 1968-78 and in 1981, the final year of the survey.

From 1967-69, the older men's survey featured the same set of training questions found in the young men's survey. In 1971, the older men, who were 50 to 64 years-old, were also asked if the training they received might be used after retirement. Job training questions were not part of the older men's survey after 1971 except for a 5 year retrospective question in 1976, and another in 1981.

#### **NLS research on job training**

By combining job training variables in the NLS with other work-related information, researchers have investigated some of the following issues: The correlation between job tenure and on-the-job training, types of industries most likely to provide on-site training versus off-the-job training, job attrition and training, racial issues and job training, and education and job training. For citations on research papers that use the NLS to analyze training, users can access the on-line bibliography web site at <http://www.chrr.ohio-state.edu/nls-bib/> and

specify "training" as the search variable.

### **Extraction Software Error Notice**

For users of the main NLSY79 and work history 1979-94 CDs: A formatting error occurs when the extraction software is used to extract the variables listed below using "formatted SAS/SPSSx cards." The error results in created SAS/SPSSx programs with incorrect record layouts/format statements.

The affected variables include the following:

**Main file:** R45287, R45300, R45311, R49635, R49637, R49639, R49665, R49667.

**Work history file:** TENUR931, TENUR941, TENUR942.

Because these variables overflow the allowed-for variable fields, the data file and programs generated will not work if these variables are included in the extract.

*Users of current versions of the extraction software can avoid the problem by extracting these variables using either comma-delimited or space-delimited file formats. This error will be fixed on future releases.*

### **Frequently Asked Questions**

NLS User Services encourages NLS researchers to contact them with questions about, and problems they have encountered, in accessing and using NLS data and/or documentation. Every effort is made to respond to user questions. Below are some questions asked by NLS users and the answers.

The questions refer to the NLSY79 data.

**Q1:** The hourly rate of pay variables in the NLSY79 contain some values that are quite low, well below the minimum wage. What are the reasons for this?

**A1:** The hourly rate of pay \*created\* variables in the NLSY79 are constructed from respondents' answers to earnings (which can be reported as hourly, daily, weekly, monthly, etc.), and hours worked. Actual hours worked can also include those

worked at home (that the respondent is not officially paid for), so it is possible the constructed hourly wage is lower than the minimum wage. In some cases, employees are exempt from receiving the minimum wage.

However, it may make sense to examine outliers in the hourly rate of pay on a case-by-case basis. Try looking at relevant variables such as industry and occupation codes, usual hours worked per week, and the recorded pay rate and time-rate of pay for that job, as well as what the respondent has reported longitudinally. You might then be able to edit questionable cases to your satisfaction. In addition, the redesigned wage sequence asked in the 1994 interview should minimize errors in reported wage information.

Q2: Profit sharing is a possible benefit of one's employment. Is profit sharing included in any NLSY79 variables that gather details on earnings?

A2: The earnings questions in the NLSY79 do not explicitly ask about profit sharing. However, during 1988 through 1994, a profit sharing category was listed in the NLSY79 fringe benefits section, where a respondent could indicate whether or not the employer provided profit sharing (for the current/most recent job for the 1988-1993 interviews, and for up to five employers in 1994), but the respondent was not further asked about the amount or percentage.

Q3: The 1979-1994 NLSY79 CD keeps producing a runtime error 203 and does not work. What does this mean?

A3: Runtime error 203 indicates not enough free memory; at least 500k of free memory is needed. If you are receiving this error message, check to see whether you are attempting to run other programs or networks simultaneously, which could be funneling the available memory.

### Completed NLS Research

The following is a listing of recent research based on data from the various NLS cohorts that has not appeared in its current form in a previous issue of the *NLS News*.

These entries supplement those found in the NLS Annotated Bibliography located at <http://www.chrr.ohio-state.edu/nls-bib/>

Altonji, Joseph G and Dunn, Thomas A. "The Effects of Family Characteristics on the Return to Education." *Review of Economics and Statistics* 78, 4, pp. 692-704, November 1996. [Young Men, Young Women]

Altonji, Joseph G and Dunn, Thomas A. "Using Siblings To Estimate The Effect of School Quality on Wages." *Review of Economics and Statistics* 78, 4, pp. 665-71, November 1996. [Young Men, Young Women]

Bean, Frank D.; Burg, Ruth R.; and Van Hook, Jennifer V.W. "Socioeconomic and Cultural Incorporation and Marital Disruption Among Mexican Americans." *Social Forces* 75, 2, pp. 593-617, December 1996. [NLSY79]

Berger, Jacqueline Eve. "Essays in Labor Economics and Public Finance." Ph.D. Dissertation, Princeton University, 1996. [NLSY79]

Bowen, Garrett Alma. "Essays in the Economics of Child Mental Health." Ph.D. Dissertation, Columbia University, 1996. [NLSY79, Child]

Caputo, Richard K. "Family Poverty and Public Dependency." *Families in Society: The Journal of Contemporary Human Services* 78, 1, pp. 13-25, January/February 1997. [NLSY79]

Caputo, Richard K. "Receipt of Child Support by Working Single Women." *Families in Society: The Journal of Contemporary Human Services* 77, 10, pp. 615-25, December 1996. [Young Women]

Crane, Jonathan. "Effects of Home Environment, SES, and Maternal Test Scores on Mathematics Achievement." *Journal of Educational Research* 89, 5, pp. 305-14, May-June 1996. [NLSY79, Child]

Currie, Janet and Gruber, Jonathan. "Saving Babies: The Efficacy and Cost of Recent Changes in the Medicaid Eligibility

of Pregnant Women." *Journal of Political Economy* 104, 6, pp. 1263-96, 1996. [NLSY79]

Even, William E. and Macpherson, David A. "Employer Size and Labor Turnover: The Role of Pensions." *Industrial and Labor Relations Review* 49, 4, pp. 707-28, July 1996. [NLSY79]

Goldsmith, Arthur H.; Veum, Jonathan R.; and Darity, William, Jr. "The Impact of Labor Force History on Self-Esteem and Its Component Parts, Anxiety, Alienation and Depression." *Journal of Economic Psychology* 17, 2, pp. 183-220, April 1996. [NLSY79]

Harper, Cynthia Channing. "From Playpen to Federal Pen: Family Instability and Youth Crime." Ph.D. Dissertation, Princeton University, 1996. [NLSY79]

Hungerford, Thomas L. "Full-Time and Part-Time Work Among Young Women." Working Paper, U.S. General Accounting Office and The American University, October 1996. [NLSY79]

Johnson, Richard W., and Neumark, David. "Wage Declines Among Older Men." *The Review of Economics and Statistics* 78, 4, pp. 740-48, November 1996. [Older Men]

Li, Jieyu Phillis. "Intended Retirement and Wealth Adequacy." Ph.D. Dissertation, The Ohio State University, 1996. [Older Men]

Loh, Eng Seng. "Productivity Differences and the Marriage Wage Premium for White Males." *Journal of Human Resources* 31, 3, pp. 566-89, Summer 1996. [NLSY79]

Rothstein, Donna S. "Entry Into and Consequences of Nonstandard Work Arrangements." *Monthly Labor Review* 119, 10, pp. 75-82, October 1996. [NLSY79]

Soh, Hoon Sahib. "The Rate of Return of the General Equivalency Diploma." Ph.D. Dissertation, Stanford University, 1996. [NLSY79]

### **Are You Working With NLS Data?**

If you are, we are interested in your work!

- Have you received funding to sponsor a project using NLS data?
- Are you working on a paper that uses NLS data?
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If you have received funding on a project, are working on a paper, or published a recent paper that uses NLS data, please contact: NLS User Services, Center for Human Resource Research, 921 Chatham Lane, Suite 200, Columbus, OH 43221; (614) 442-7300; e-mail: [usersvc@pewter.chrr.ohio-state.edu](mailto:usersvc@pewter.chrr.ohio-state.edu)

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