

Appendix D: Comparison to Other Longitudinal Surveys

Early Childhood Longitudinal Study- Kindergarten¹

Year of first wave

1998

Size and age of cohort(s) in wave 1

Cohort 1 (Active): 22,000 children from 1998-2007

Cohort 2 (Active): more than 18,000 from 2010-2016

Cohort 3 (Planned): new cohort wave in 2024

Periodicity and dates of follow-up waves

Data are collected roughly every two years:

The Early Childhood Longitudinal Study - Kindergarten (ECLS-K) has followed the same children from kindergarten through the 8th grade. Information is collected in fall and spring of kindergarten, fall and spring of 1st grade, spring of 3rd grade, spring of 5th grade, and spring of 8th grade. There are some slight variations between the two rounds.

Materials and procedures were developed to maximize the inclusion of children and families whose primary language was not English and children with special needs. Both the parent interviews and the kindergarten-first grade direct child assessment math battery were translated into Spanish. If parents felt more comfortable participating in a language other than English or Spanish, translators were utilized when available. Questionnaires designed to collect information regarding a child's Individualized Education Plan (IEP) and receipt of special education services were completed by the special education teachers/service providers of children with disabilities. Only children who required Braille or sign language to complete the direct cognitive assessment, or whose Individualized Education Plan/Individualized Family Service Plan specifically indicated the child should not be assessed, were excluded from the direct child assessments.

Sample structure

The ECLS-K uses a multistage probability design where first geographic areas are sampled, followed by a school-based sample. In the final stage of sampling, children are sampled from this nationally representative sample of schools. Students are sampled from school rosters provided by sampled schools. Children are followed out of their initially sampled schools over time.

To the greatest extent possible, the ECLS-K included all sampled children and their families in the data collection activities.

¹ [Source: Early Childhood Longitudinal Studies Program- Kindergarten](#)

Study informants

Study informants for ECLS-K include the children, their families, their teachers, and their schools.

Areas of interest within study

Data collected was in regards the children's cognitive, social, emotional, and physical development. The data was collected from the children, their families, classroom teachers, special education teachers, school administrators, and before- and after-school care providers. Information was also collected on the children's home environment, including home educational activities; their school environment; their classroom environment, including classroom curriculum; their teachers' background; and before- and after-school care in kindergarten. The following subsections indicate the population from whom the ECLS-K collects data (students, teachers, parents, school administrator) and the types of questions that are detailed in each subsection.

Students

- Third/fifth grade self-report on the following:
 - Friendships and interactions with other students
 - Perception of schoolwork and subject-matter like math, reading, etc.
- Food questionnaire about what kinds of food options are available at the school, and what students eat and buy at school.
- 8th grade questionnaire
 - Respondent Enjoyment of classmates/teachers/school
 - Importance of academic performance
 - Classes they are taking
 - Homework level
 - Academic expectations
 - Friendships and their importance (good grades, postsecondary school, etc.)
 - Extracurricular activities
 - Time spent on various activities (sports, hobbies, out with friends, etc.)
 - Weight, exercise, and diet

Teachers

- Demographics and demographics of class
- Classroom characteristics
- Skills of class
- Behavior of class, activities of class, makeup/design of the classroom
- Instructional activities and curricular focus
- Parent involvement: attending parent-teacher conferences, volunteering, etc.
- School and staff activities
- Attributes of importance for teacher
- Treatment of students and evaluation
- Hours of paid preparation
- Views on readiness, school climate, and environment for children
- Language and literacy grasp of student respondent
 - Spring kindergarten includes general knowledge
 - Mathematical thinking
 - Spring third grade includes science and social studies

- Instructional information: math, language arts, science, social studies
- Special education access, characteristics, and treatment
- Instructional activities and curricular focus: how does the class spend time on activities, subjects, etc.?
- Class organization, activities, and evaluation
- Status of supplies in classroom and school
- Special education teacher questions (if applicable): what special needs the student received services for, communication with children, experience, etc.
- Student information: social rating scale, services such as gifted and talented, tutoring, etc.
 - What does student do during unstructured time, participation in standardized testing, etc.?
 - Academic rating scale for reading, math, and science
 - Reading, math, and science classroom and student characteristics of child's reading and math class
 - Reading, math, and science instructional activities and curricular focus for the child
- Teaching assignment: regular classroom teacher, teacher aide, etc.

Parents

- Parent demographics and history of family
- Parent education and human capital
- Parent activity in labor market
- Parent involvement with the child's school
- Child achievement: how well they did in reading, language arts, math, homework, etc.
- Family structure
- Home environment, activities, and cognitive stimulation
- Critical family processes
- Available child services and if they're used
- Childcare and its characteristics
 - How often do the parents require childcare?
 - How often does the child attend day care?
 - Does a family member care for them?
 - How much do they pay nonrelatives who help with childcare?
 - Does the child attend afterschool centers, etc.?
- Child's health and well-being- siblings, professional diagnoses, activity level, help available, if necessary, etc.
- Discipline, warmth, and emotional supportiveness: bonding between parent(s) and child
- Parental psychological well-being and health
- Food access and security
- Parental income and assets
- How children spend their time outside of the classroom: summer activities, enrichment at home, programs attended, etc.
- Neighborhood characteristics: community pool, park, etc.
- Family rules: TV viewing and rules, interactions between child and parent
- Discipline, warmth, and emotional supportiveness

- Child's schooling: academic performance, satisfaction with school, etc.

School administrator

- School characteristics: emphasis of school, services, type of school, school demographics, etc.
- School facilities and resources
- Community characteristics and school safety
- School policies and practices
- School-family-community connections
- School programs for special populations: ESL and bilingual education, special education, gifted and talented
- Staffing and teacher characteristics
- School governance and climate
- Principal demographics
- School facilities: library, art room, computer lab, sign-in policies, etc.

Areas in this study that the NLS might want to draw from

The ECLS-K has several rounds of questionnaires taken by students' special education teachers that could be applicable.² This survey lists the resources available in the school for children with special education needs, the training, and demographics of special education teachers.

For majority of the study, information about the child is provided by parents and teachers. Given data quality concerns related to questionnaire answers received from kindergarten and first graders, the focus is on understanding the child's development, activities, home life, and academic development from their parents, teachers, and school administrators portrays a wholistic view of the child's environment. Students involved in this cohort are initially too young to give substantive responses, so there is much more utility in getting information about the children from parents and teachers. The questionnaires from parents and teachers may provide useful examples for the NLSY, especially for retrospective questions about youth's childhoods that might be asked in an NLSY parent survey.

Reasons why the study might compete with the NLS

There is unlikely any competition between the NLSY and the ECLS-K since the ages of respondents studied are different as is the goal of each survey: the NLSY seeks to know labor market outcomes while the ECLS-K tracks knowledge and skills of young children. This survey doesn't focus on later-life or labor market outcomes and stops before the child reaches high school.

Reasons why the study might complement the NLS

If the NLSY were to include questions from the ECLS-K, there could be the potential for researchers to use the two data sets in conjunction with these questions serving as a "bridge" for understanding how early life experiences can manifest in later-life outcomes.

² <https://nces.ed.gov/ecls/pdf/firstgrade/specEdAB.pdf>

Comparing ECLS-K variables to NLSY97 underused variables

ECLS-K questionnaires in this comparison include: [Eighth Grade Parent Questionnaire](#), [Eight Grade Student Questionnaire](#), [Third Grade Parent Questionnaire](#), [Kindergarten Parent Questionnaire](#).

Not included: student assessments (not publicly available), School Administrator Questionnaires, Special Education Teacher Questionnaires/Service Provider, Head Start Center Questionnaire, Kindergarten teacher questionnaires, First Grade Year questionnaires, Third Grade Self-Description (Student) Questionnaire, Third Grade teacher questionnaires, Fifth Grade Year questionnaires, Eighth grade year English, math, and science teacher questionnaires.

Link: <https://nces.ed.gov/ecls/kinderinstruments.asp>

1. **Contraceptive choice** – these questions assessed the respondent’s knowledge (e.g., likelihood of getting pregnant, cost) and opinion (e.g., interfering with intimacy, would partner object) about Depo-Provera and withdrawal as contraceptive methods.

None exist in this survey.

2. **Domains of Influence** – there are two main sets of questions. First, how often does the respondent ask a parent or parent figure for advice about education, jobs, relationships, and financial planning? Second, who does the respondent talk to about finances, relationships, school, and employment?

Eighth Grade Parent Questionnaire:

- Who usually helps {CHILD} with {his/her} homework for English or Language Arts class in areas such as literature, grammar, and writing?
- Who usually helps {CHILD} with {his/her} math homework?
- Who usually helps {CHILD} with {his/her} science homework?

Response options for each of the above sources of information are: mother, father, sister or brother, grandparent, another adult in the household, someone at an after school program, adults who don’t live in the household

Eighth Grade Student Questionnaire:

- Among your close friends, how important is it to them that they...
 - Attend classes regularly?
 - Get good grades?
 - Continue their education past high school?

Response options for each of the above sources of information are: not important, somewhat important, very important, not applicable I have no close friends

- What adult do you talk to when you need...
 - Someone to cheer you up?

- Help with schoolwork?
- Advice about making important decisions?

Response options for each of the above sources of information are: parent, adult relative, adult at school, other adult, no one

- What kid do you talk to when you need...
 - Some one to cheer you up?
 - Help with school work?
 - Advice about making important decisions?

Response options for each of the above sources of information are: brother or sister, friends at school, other friends, no one

3. Marriage/fertility – was the respondent’s current spouse/partner previously married and do they have any children from a previous relationship? Similarly, does the other parent of the respondent’s children have any other children?

None exist in this survey.

4. Relationship quality – how often do the respondent and spouse/partner engage in positive/negative behaviors such as screaming/yelling, expressing affection, compromising, etc.?

[Eighth Grade Parent Questionnaire](#): There are a few questions that address how the parents/spouses of the child interact. Examples include:

- The following statements describe the way some people feel about their spouse or partner and their relationship in general. Please tell me whether you strongly agree, agree, disagree, or strongly disagree with the following statements.
 - We enjoy doing even ordinary, day-to-day things together. Would you say you strongly agree, agree, disagree, or strongly disagree?
 - We are BOTH committed to being there for {{CHILD}}/our children.

Response options for each of the above sources of information are: strongly agree, agree, disagree, strongly disagree

- Couples deal with serious disagreements in different ways. When you have a serious disagreement with your spouse or partner, how often do you...
 - Stop speaking to each other?
 - Discuss your disagreements calmly?
 - Argue heatedly or shout at each other?
 - End up pushing, hitting, or throwing things at each other?
 - Reach a compromise?
 - Criticize each other?
 - Argue in front of {CHILD}?

Response options for each of the above sources of information are: never, rarely, sometimes, often

5. Parent relationship quality – same questions as #4, asked of responding parent in round 1 parent interview.

Third Grade Parent Questionnaire:

- {CHILD} and I often have warm, close times together
- Most of the time I feel that {CHILD} likes me and wants to be near me
- Even when I'm in a bad mood, I show {CHILD} a lot of love
- I express affection by hugging, kissing and praising {CHILD}
- I find myself giving up more of my life to meet {CHILD}'s needs than I ever expected
- I often feel angry with {CHILD}
- {CHILD} seems harder to care for than most

Response options for each of the above are: completely true, mostly true, somewhat true, or not at all true

- Sometimes kids mind pretty well and sometimes they don't. About how many times, if any, have you spanked {CHILD} in the past week?
- Most children get angry with their parents from time to time. If {CHILD} got so angry that (he/she) hit you, what would you do?

Some response options: spank (him/her), have (him/her) take a time out, hit (him/her) back

Eighth Grade Parent Questionnaire:

- Most teenagers misbehave or get into trouble from time to time. When {CHILD} misbehaves, what do you {or {NAME OF SPOUSE/PARTNER}} typically do? [examples, as list is extensive

Some response options: Ground {him/her} or put {him/her} on restriction, Take away {his/her} allowance, Hit or slap (him/her), Talk to {him/her} about what {he/she} did wrong, Ignore it

- How many times in the past week have you...
 - Told {CHILD} that you love (him/her)?
 - Praised {CHILD} for doing something worthwhile?
 - Shown {CHILD} physical affection such as kiss, hug, or pat or rub (his/her) back?

6. Childcare – The NLSY97 has a number of underused questions on childcare arrangements. These include questions about how much respondents would be willing to pay for childcare and how far without children might have to travel to obtain care.

Kindergarten Parent Questionnaire: Focuses on questions surround who takes care of the child, how long they take care of the child, where they take care of the child, if this service is paid for, etc.

- I'd like to talk to you about all childcare {CHILD} now receives on a regular basis from someone other than {you/{his/her} {parents/guardians}}. This does not include occasional baby-sitting or backup care providers.

- How old was {CHILD} in years and months when {he/she} first received care from any relative on a regular basis?
- Did any of the following people or organizations help to pay for this relative care provider to care for {CHILD} the year before {he/she} started kindergarten?
- How many children are usually cared for together, in the same group at the same time, by {{CHILD}'s {RELATIVE}/that relative}, counting {CHILD}?
- Now I'd like to ask you about any care {CHILD} receives from nonrelatives in a private home, not including childcare centers. Is {CHILD} now receiving care in a private home on a regular basis from someone who is not related to {him/her} (including care provided before or after school)? This includes home childcare providers, regular sitters or neighbors.

[Eighth Grade Parent Questionnaire:](#)

- How many days a week does {CHILD} spend most of the afternoon after school with adult supervision (for example, with you or other relatives, coaches, or at work)?

7. Childhood background and experiences – several child background questions in the NLSY97 are underused. These questions are mainly from the parent questionnaire, although some were later asked of respondents without a parent interview to fill in gaps. These questions cover topics such as:

- a. Childhood residence history, including living with both parents or with grandparents and at what ages**

[Kindergarten Parent Questionnaire:](#)

- Since {CHILD} was born, how many different places has {he/she} lived for four months or more?
- How long has {CHILD} lived in {his/her} current residence?

- b. Schooling history, including age in each grade, months of school missed, and scores on standardized tests**

[Kindergarten Parent Questionnaire:](#)

- How old is {CHILD}?
- I'm going to read a list of services. For each service, please tell me if {CHILD} or your family ever received this service before this school year to help with {CHILD}'s special needs. [Extensive]
 - Speech or language therapy?
 - Occupational therapy?
 - Physical therapy?
 - Vision services?
- How old was {CHILD} when {this service/the earliest of these services} began?
- What is the month and year when {{CHILD} first received {NAME OF SINGLE SERVICE}/the first of these services began}?
- Is {CHILD} still receiving {this service/any of these services}?

- Overall, how helpful {are/were} the special services your child or family {is receiving/received}?

c. Ages attended Head Start

Kindergarten Parent Questionnaire: This questionnaire has a section dedicated to detailing the child's history with a Head Start program such as where it is, how often they attend, etc. A sample of questions is listed below:

- Head Start is a federally sponsored preschool program primarily for children from low-income families. Has {CHILD} ever attended Head Start?
I would now like to make sure I have complete information on the Head Start Center {CHILD} attended. I have a computerized directory to help me find the address of the center. First, what is the name of the Head Start center that {CHILD} attended.
- Where was the Head Start program located? For example, was it in its own building, a school, in a church or synagogue, your home or another home, or some other place?
- On the days that {CHILD} went to Head Start, did {he/she} go for a full-day or a part-day?

d. Custody information if not living with both biological parents: Question treats biological, step, and foster parents the same

- How long has {CHILD} lived with {you/{NAME}}?

e. Childhood experience living through hardship

Third Grade Parent Questionnaire

- These next questions are about whether your family is able to afford the food that you need. I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {current month}, 2001.
 - {I/We} worried whether {my/our} food would run out before {I/we} got money to buy more
 - The food that {I/we} bought just didn't last, and {I/we} didn't have money to get more
 - We couldn't afford to eat balanced meals
 - {I/We} relied on only a few kinds of low-cost food to feed {{CHILD}/the children} because {I was/We were} running out of money to buy food
 - {I/We} couldn't feed {{CHILD}/the children} a balanced meal because {I/we} couldn't afford that
- {{CHILD} was/The children were} not eating enough because {I/we} just couldn't afford enough food

- In the last 12 months, did {you/you or other adults in your household} ever cut the size of your meals or skip meals because there wasn't enough money for food?

Response options for each of the above are: often true, sometimes true, never true

f. Frequency of contact with non-residential parents

Kindergarten Parent Questionnaire

- Now I have some questions about relationships {CHILD} may have with other people. Is there any person {other than {yourself/the biological mother/the adoptive mother}} who is like a mother to {CHILD}?
- Is there any person {other than {yourself/the biological father/the adoptive father}} who is like a father to {CHILD}?

[Without examining a-f individually in detail, note the level of detail and general topics collected by the survey about child background]

The surveys also ask parents to evaluate the kinds of activities their children do with the family, such as reading books, telling stories, or playing games, and once they are older more complex activities like running errands, attending activities like church or sporting events, etc.

8. Parent background – a number of questions asked about the responding parent's background and spouse/partner's background are underused in the NLSY97. These include whether the parent lived with his/her parents while growing up, large gaps in employment, and receipt of government aid.

Here are some examples showing general topics and level of detail:

Kindergarten Parent Questionnaire: Focuses on parental background like their relationship to the child, whether the parental respondent is married to the biological mother/father, seeking more information about biological parents if parental respondent isn't, job training and employment status, if household is receiving government assistance, etc.

- Are you legally married to someone who is not {CHILD}'s biological {father/mother} at the present time?
- Are {CHILD}'s biological parents currently living together in a marriage-like relationship?
- {Are you/Is {NAME}} currently participating in a job-training or on-the-job-training program?
- Now I have a list of high school mathematics and technical courses. As I read each one, please tell me whether you have taken that course in regular high school.
 - Elementary Algebra or Algebra I
 - Plane Geometry?

- Business Math?
- Intermediate Algebra or algebra II?
- Trigonometry?
- Calculus?
- Physics?
- About how many total hours per week {do you/does {NAME}} usually work for pay, counting all jobs?
- Did {CHILD} receive any WIC benefits as an infant or child?

Third Grade Parent Questionnaire

- [In what country {were/was} {you/{NAME}} born?
- How old {was/were} {you/{NAME}} when {you/{he/she}} first moved to the United States?
- {Are/is} {you/{NAME}} a United States citizen?

9. Income – if the survey asks follow-up questions of respondents who refuse to answer or say don't know, how are these questions asked? (For example – give a range, make an estimate, unfolding brackets, etc.)

Third Grade Parent Questionnaire: parents are asked to provide a range (above \$25k) and also an estimate of total household income.

- In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?
- What was your total household income last year, to the nearest thousand?

Middle Grades Longitudinal Study

Year of first wave

2018

Size and age of cohort(s) in wave 1

17,000 students from about 570 schools have participated. Students were in grades 6 to 8 in 2017-2018.

Periodicity and dates of follow-up waves

Base year of 2018 when students were in 6th grade, first follow-up in 2020 when most students were in 8th grade. No additional waves were mentioned.

Sample structure

The school-based student sample will be representative of students in the U.S. who were enrolled in grade 6 in the fall of the 2017–18 school year. A two-stage probability sampling design was used. Public, private, and charter schools were sampled from the Common Core of Data and Private School Universe Survey.

Study informants

Study informants include students, parents, teachers, special needs teachers, and school administrators.

Areas of interest within study

The biggest areas of interest within the Middle Grades Longitudinal Study (MGLS) are to understand the kind of support students need for academic success, high school readiness, and positive life development such as high school graduation, college and career readiness, and healthy lifestyles of all students. The study tracked progress students made in reading and mathematics, and their developmental trajectories as they transitioned from elementary school to high school. In addition, the study identifies factors in the respondent students' school, classroom, home, and out-of-home experiences that may help to explain differences in achievement and development, and that may contribute to academic success and other outcomes both during the middle grade years and beyond.

- How do parents, teachers, counselors, and students construct choice sets for students, and how are these related to students' characteristics, attitudes, and behavior?

Students

- Reading, mathematics achievement, socioemotional development and executive function are assessed. The relatively simple instruments include many short scales capturing attitudes, expectations and perceptions.
- Students also complete a survey which asks about their engagement in school, out-of-school experiences, peer group and identity development.

Parents

- Parents are interviewed about their background, family resources and parental involvement.

Teachers

- Students' teachers complete a two-part survey which asks about their background and classroom instruction.
- They are then asked to report on the students' academic performance, mathematics performance and conduct.

Administrators

- Report on middle grade-specific programs and practices, school support and services as well as school climate.
- Student information is abstracted from school records and field staff complete an observation checklist on the school physical plant and resources.

Special needs teachers

- Teachers of special needs students for whom testing accommodations are not possible, receive special questionnaires to report on student progress.

Areas of strength of the study

The study uses teachers, parents, and administrators at selected schools to understand the respondent students' academic atmosphere. Many different aspects of the students' lives are evaluated to determine and understand the kind of support a student may need for academic

success, educational development, career readiness and healthy lifestyles. The study tracks the progress students make in reading and math from grade 6 to grade 8 and identify out of home and home experiences which may explain differences in development and contribute to success. The study instrumentation shows a strong developmental focus, with many items collecting the student's perceptions of themselves, their school climate, their likelihood of future success, and their self-identification with a racial/ethnic group.

Areas in this study that the NLS might want to draw from

Obtaining the same information from both students and caregivers allows for comparison of the different perspectives of the respondents. This also potentially allows for understanding relative biases or information gaps that respondents might have.

It may be useful to consider the approach to disability measurement adopted in these instruments, which would facilitate comparative estimates across data sets.

The MGLS questionnaires may be useful sources of items on various attitudinal measures and socioemotional development. Using MGLS items would likely allow comparative analyses between an NLSY26 and the MGLS, although NLSY26 will come almost 10 years later.

The MGLS includes on-line relatively short reading and mathematics assessments that could be considered for use in the NLSY26 if cognition tests were infeasible.

Reasons why the study might compete with the NLS

Education is the primary focus of the MGLS and covers the education topics in more depth as compared to the NLSY. While the NLSY does have a section on education in the survey, its primary focus is on the labor market. The MGLS is a much stronger source of information about the schooling context and process, but the breadth of topical coverage, including in the parent survey, is quite limited. In addition, it is unclear what the long-term follow-up plan is for the MGLS sample.

Reasons why the study might complement the NLS

The MGLS sample age range is likely very similar to the age range of youths in the initial rounds of an NLSY26, thus offering analytic opportunities for comparisons, especially since the MGLS sample comes from birth cohorts that fall between NLSY samples.

Comparing MGLS variables to NLSY97 underused variables

MGLS questionnaires base period and first follow-up questionnaires for students and parents are included in this comparison. Not included: teacher questionnaire, administrator questionnaire, special ed teacher questionnaire, math and reading assessments.

Link: <https://surveys.nces.ed.gov/MGLS/Home/Instrument>

Federal Register materials: [Docket \(ED-2018-ICCD-0082\)](#) and [Docket \(ED-2019-ICCD-0096\)](#)

- 1. Contraceptive choice – these questions assessed the respondent's knowledge (e.g., likelihood of getting pregnant, cost) and opinion (e.g., interfering with intimacy, would partner object) about Depo-Provera and withdrawal as contraceptive methods.**

No questions.

2. Domains of Influence – there are two main sets of questions. First, how often does the respondent ask a parent or parent figure for advice about education, jobs, relationships, and financial planning? Second, who does the respondent talk to about finances, relationships, school, and employment?

- *Parent:* Which parent knows the most about child's development, schooling and home life?
- *Parent:* Frequency of schooling-related topics discussed since start of school year, frequency of student sharing friend-related information with parent, frequency of student sharing school-related information with parent, student keeping secrets from parent,
- *Student:* Frequency of interactions with teachers:

a. I get along well with my teachers.
b. My teachers listen to what I have to say.
c. If I need extra help, I receive it from my teachers.
d. My teachers treat me fairly.
e. My teachers care about my feelings.

- *Student:* Frequency of interactions with parents/guardians:

a. I keep a lot of secrets from my parents/guardians about what I do during my free time.
b. I tell my parents/guardians about my friends without them asking (for example, which friends I hang out with and how my friends feel about various things).
c. I tell my parents/guardians about school without them asking (for example, how each subject is going or my relationships with teachers).

3. Marriage/fertility – was the respondent's current spouse/partner previously married and do they have any children from a previous relationship? Similarly, does the other parent of the respondent's children have any other children?

No questions – respondents are in middle school.

4. Relationship quality – how often do the respondent and spouse/partner engage in positive/negative behaviors such as screaming/yelling, expressing affection, compromising, etc.?

No questions – respondents are in middle school.

5. Parent relationship quality – same questions as #4, asked of responding parent in round 1 parent interview.

No questions found.

- 6. Childcare – The NLSY97 has several underused questions on childcare arrangements. These include questions about how much respondents would be willing to pay for childcare and how far without children might have to travel to obtain care.**

No questions.

- 7. Childhood background and experiences – several child background questions in the NLSY97 are underused. These questions are mainly from the parent questionnaire, although some were later asked of respondents without a parent interview to fill in gaps. These questions cover topics such as:**

- a. Childhood residence history, including living with both parents or with grandparents and at what ages**

All in parent interview:

- Does student live with parent currently, how much of the time does student live with parent, with whom does student live when not living with parent.
- Household roster collected each round and edited from prior round (age, sex, relationship to parent respondent, relationship to student respondent); select student's primary caregiver from roster
- Collect nature of parent's partnering within household (marriage, civil union, domestic partnership). Information collected about up to two parent/parent figures in household.
- Race/ethnicity of both parent/parent figures, including detailed Asian and Latinx ethnicity (Collected by proxy if respondent is not a parent or parent figure).
- Detail on language(s) spoken in home and primary language (if any),
- Student's place of birth year of immigration, number of places student has ever lived, reason for student's most recent move, moves since kindergarten, years at current address places lived for 4 months or more since kindergarten.

- b. Schooling history, including age in each grade, months of school missed, and scores on standardized tests**

- *Student:* name of school, current grade, age, and birth date.

- *Parent*: # suspensions or expulsions since kindergarten, # suspensions or expulsions since 6th grade, reason for most recent suspension/expulsion, length of most recent suspension/expulsion, grades repeated since 6th grade, grades skipped since 6th grade, ever enrolled as an English-language learner, and currently enrolled as an English-language learner
- *Parent*: currently has 504 plan, ever had IEP, currently has IEP, currently receiving special ed services, when stopped receiving, why stopped receiving, school performance since stopped receiving, IEP meeting occurred, who attended, how involved was student in developing IEP, and does anyone other than school pay for special ed services.
- *Parent*: # of times changed school since kindergarten because of grade promotion, times changes schools since kindergarten not because of grade promotion.

c. Ages attended Head Start

Not found

d. Custody information if not living with both biological parents

- *Parent*: With whom does student live when not living with parent?

e. Childhood experience living through hardship

- *Student*: Neighborhood conditions including fear for safety.
- *Parent*: Student ever/since prior interview engaged in delinquent behavior, student experienced bullying, and neighborhood conditions including fear for safety.

f. Frequency of contact with non-residential parents

- *Parent*: reasons for moves count transitions from one parent to another or other custodial shifts (e.g., foster care).

8. Parent background – several questions asked about the responding parent’s background and spouse/partner’s background are underused in the NLSY97. These include whether the parent lived with his/her parents while growing up, large gaps in employment, and receipt of government aid.

- Highest grade completed of up to two parent/parent figures of student in household. Prior week work status of both parent/parent figures. Current parent occupation, labor force participation status, recent job search.
- Highest grade completed of responding parent’s mother and father.
- Country of birth of both parent/parent figures, immigration date.

9. Income – If the survey asks follow-up questions of respondents who refuse to answer or say don’t know, how are these questions asked? (For example – give a range, make an estimate, unfolding brackets, etc.)

Income is collected categorically within the parent CASI questionnaire.

High School Longitudinal Study³

Year of first wave

2009

Size and age of cohort(s) in wave 1

21,000 respondents of 24,000 selected to participate, fall of 9th grade in 2009 and again in spring of 2011 when most students were in 11th grade (2012)

Periodicity and dates of follow-up waves

Follow-ups at variable intervals:

- First follow-up in 2012
- Brief update done in 2013 to record students' postsecondary options and plans
- Second follow-up in 2016 to learn about students' postsecondary experiences
- Another follow-up is tentatively planned to occur in 2025 to learn about participants' choices, decisions, attainment, and experiences in adulthood.

Sample structure

The High School Longitudinal Study of 2009 (HSLs:09) population consisted of all ninth graders across the U.S. enrolled in regular public, Catholic, and other private schools that included 9th and 11th grades.

Students were randomly selected from a nationally representative sample of 944 high schools, including both public and private schools, to participate in HSLs:09. An average of 25 ninth graders per school were selected to participate, which totaled over 24,000 students. 21,444 students responded out of the 24,000+ drawn as a representative sample.

Students' parents and math and science teachers were also invited to complete surveys, as were the school administrator and lead school counselor in each selected school.

Study informants

Study informants include students, parents, teachers, school counselors and school administrators.

Areas of interest within study

What students decide to pursue when, why, and how are crucial questions for HSLs:09, especially, but not solely, regarding science, technology, engineering, and math (STEM) courses, majors, and careers. Example questions that the study is designed to answer include the following:

- How do parents, teachers, counselors, and students construct choice sets for students, and how are these related to students' characteristics, attitudes, and behavior?
- How do students select among secondary school courses, postsecondary institutions, and possible careers?
- How do parents and students plan financing for postsecondary experiences? What sources inform these plans?

³ Source: [High School Longitudinal Study of 2009](#)

- What factors influence students' decisions about taking STEM courses and following through with STEM college majors? Why are some students underrepresented in STEM courses and college majors?
- The new schedule and focus will provide data on how students' plans vary over the course of high school and how decisions in 9th grade impact students' high school trajectories. When students are followed up in the spring of 11th grade and later, their planning and decision-making in 9th grade may be linked to subsequent behavior.

The types of information collected differs across the different informants for the survey:

Students

- Interests, goals, and general thoughts on school generally and to STEM specifically
- Experiences in STEM courses
- Mathematics assessment: algebra skills, reasoning and problem solving (not shown in questionnaire since they may appear in later rounds/cohorts)
- Formation of one's own identity
- Demographics, including parent demographics/education level, job status, etc.
- Academic behavior (e.g., attendance, study habits, performance, STEM classes taken, standardized tests taken, behavior in class)
- Attitudes and beliefs (e.g., self-efficacy, role models)
- Social and cultural experiences
- Exposure to STEM through school or home activities
- Negative school and STEM experiences
- Friends and family and their experiences with post-secondary, employment, and life after high school
 - Benefit recipients
 - Starting a family (marriage/kids)
 - Expenses

Parents

- Demographics and household income
- Educational expectations
- Discussions about courses, postsecondary options and careers
- Support and resources for academic pursuits at home
- School involvement

Teachers

- Demographics and background
- Professional preparation and experience
- Perceptions of parental involvement
- Child education experiences
- Perceptions of educational leadership and involvement with child
- Math and science richness to school
- Work-related attitudes (e.g., efficacy)

School administrators

- Outreach and transition programs for 8th graders

- Course availability and selection processes
- School characteristics
- Staff levels in STEM
- Goals and background

Counselors

- Caseload and staffing
- Duties
- Course placement and advising and support to students
- Placement for STEM classes
- Supports for struggling and excelling students
- School analysis and feedback

Transition to labor market

- How students enter pathways for the workforce
- How administrators plan for students' transition to the workforce
- Career and salary expectations
- How much former students spend each month for bills and other expenses
- What students who entered labor market are experiencing

Transition to postsecondary education

- How students enter pathways for postsecondary education
- Planning for transition to postsecondary
- Parents' expectations and conversations with their child surround postsecondary education
- Where parents find sources and quality of information about college planning and financing
- If students anticipate needing financial aid & questions about other costs of postsecondary education
- Students' experience with applying to colleges, the result, and the importance of characteristics when deciding where to attend

Areas of strength of the study

In addition to surveying students, HSLS also gathers perspectives from teachers, counselors, and administrators at selected schools to gain a better picture of the academic atmosphere around students participating in the survey. While STEM is not the sole focus of the study, it is a core area of data collection which reflects the social and political emphasis on STEM education in the US. Finally, the study asks questions that can shed light on how students make decisions about, for example, which college to attend, and who are some of the enablers for their decision-making process (e.g., social networks, family and non-family peers, school counselors).

Areas in this study that the NLS might want to draw from.

The richer focus in the HSLS on the school atmosphere and school-based supports surrounding students, as well as on how the home environment may influence students' academic choices, aspirations, and pursuits, would also be a useful addition to the NLSY26.

Reasons why the study might compete with the NLS

While the study has some unique strengths as described above, it is unlikely to compete with the NLSY in terms of detaching NLSY users. Unlike the NLSY which collects data at shorter and more regular intervals, the HSLS surveys respondents at longer and more variable intervals, which may pose some research limitations. The NLSY data is also more recent than HSLS (e.g., the latest year of NLSY97 data collection is 2019 at the time of the creation of this report). Additionally, the NLSY includes data about students prior to high school, which is not available with the HSLS. Finally, a particularly important difference is that while the HSLS provides useful data toward understanding educational pathways and career aspirations, it does not collect the type of detailed data on labor market outcomes that is a big focus of the NLSY.

Reasons why the study might complement the NLS

The HSLS collects rich data on school characteristics as well as on the educational atmosphere and school-based supports surrounding students, and such data is collected from multiple respondent types such as teachers, administrators, and school counselors. Including some of the HSLS questions as well as considering these additional respondent stakeholders could provide a holistic picture of how schools shape students' educational and labor market outcomes.

Comparing HSLS of 2009 variables to NLSY97 underused variables

HSLS student and parent questionnaires are included in this comparison. Not included: school counselor, school administrator questionnaires.

Link: <https://nces.ed.gov/surveys/hs09/questionnaires.asp>

1. **Contraceptive choice** – these questions assessed the respondent's knowledge (e.g., likelihood of getting pregnant, cost) and opinion (e.g., interfering with intimacy, would partner object) about Depo-Provera and withdrawal as contraceptive methods.

None found.

2. **Domains of Influence** – there are two main sets of questions. First, how often does the respondent ask a parent or parent figure for advice about education, jobs, relationships, and financial planning? Second, who does the respondent talk to about finances, relationships, school, and employment?

- a) From Sample Member Follow-up([High School Longitudinal Study of 2009 \(HSLS:09\) Second Follow-up Student Instrument \(ed.gov\)](#)):

1. Between the time you [received your high school diploma/received your GED/received your high school equivalency/received your certificate of attendance or completion/last attended high school] and [February 2016/date last attended reference institution (through February 2016)], had you ever sought help for a course such as by participating in a study group, going to office hours, or requesting tutoring?
2. In which course subjects did you seek help? (Please choose all that apply)
 - Courses in a math department
 - Courses in the natural sciences

- *Courses in a computer science or technology department*
- *Courses in an engineering department*
- *Courses in English, reading, or writing*
- *Other courses*

3. S4 B40A-D Question Wording: By the end of [February 2016/date last attended reference institution (through HIGH SCHOOL LONGITUDINAL STUDY OF 2009, SECOND FOLLOW-UP 55 February 2016)], which of the following college or trade school services had you used? (Visiting, emailing, or in any way communicating with and receiving information or help from a school office or department that offers a particular service counts as use of that service.) (Please choose all that apply)

- *Advice or counseling about financial aid*
- *Academic support services (for example, tutoring or writing centers)*
- *Career planning or job placement services*
- *Did not use any of these services*

b) 2012 Parent: https://nces.ed.gov/surveys/hsls09/pdf/2012_parent.pdf

1. [During the 2011-2012 school year/When [teenager] was last enrolled in school], about how many days in an average week [have/did] you [discussed/discuss] homework with [teenager]? Would you say...

- *1=never*
- *2=less than once a week*
- *3=1 or 2 days a week*
- *4=3 or 4 days a week*
- *5=5 or more days a week?*

2. [When [teenager] was last enrolled in school, how/During the 2011-2012 school year, how/How] confident [do/did] you feel about your ability to help [teenager] with the homework [he/she] [has this school year/had] in each of the following subjects?

(1=Very Confident, 2= Somewhat Confident, Not at all Confident)

- *Math*
- *Science*
- *English or language arts*

3. During the last 12 months, which of the following activities have you [or [your spouse/your partner/parent2]]done with [teenager]?
(Yes or No)

- *Visited a science-related destination, such as a zoo, planetarium, or natural history museum*
- *Worked or played on a computer together*
- *Built or fixed something such as a vehicle or appliance*
- *Helped [teenager] with a school science fair project*

Discussed a program or article about science, technology, engineering, or math

- *Visited a library*
- *Gone to a play, concert, or other live show*
- *Gone to an art museum or exhibit*
- *Visited a national or state park*

4. Since the start of the 2011-2012 school year, about how often have you discussed the following with [teenager]?
(1=Never, 2=Once or Twice, 3=Three or Four Times, 4=More than Four Times)

- *Selecting courses or programs at school*
- *Preparing for college entrance exams such as ACT, SAT, or ASVAB*
- *Applying to college or other schools after high school*
- *Careers [he/she] might be interested in Jobs that [he/she] might want to take after high school*
- *Community, national, and world events Things that are troubling [him/her]*

5. In the last 5 years, have you helped another family member complete a college application or have you completed one yourself? Do not include any college applications that [teenager] may have completed.
(Yes/No)

6. Have you done any of the following activities to help [teenager] prepare for life after high school? Attended a career day or job fair with [teenager]
(Yes/No)

- *Arranged for [teenager] to attend a program at, or take a tour of a college campus*
- *Arranged for [teenager] to sit in on or take a college class Arranged for [teenager] to participate in an internship or apprenticeship related to [his/her] career goals*
- *Arranged for [teenager] to work or volunteer in a job related to [his/her] career goals Searched the Internet for college options or read college guides Talked with a high school counselor about [his/her] options for life after high school Talked about [his/her] options with a counselor hired by your family to help [teenager] prepare for college admission Arranged for [teenager] to take a course to prepare for a college admission exam such as SAT or ACT*

3. **Marriage/fertility – was the respondent’s current spouse/partner previously married and do they have any children from a previous relationship? Similarly, does the other parent of the respondent’s children have any other children?**

None found.

4. **Relationship quality – how often do the respondent and spouse/partner engage in positive/negative behaviors such as screaming/yelling, expressing affection, compromising, etc.?**

None found.

5. **Parent relationship quality – same questions as #4, asked of responding parent in round 1 parent interview.**

None found.

6. **Childcare – the NLSY97 has a number of underused questions on childcare arrangements. These include questions about how much respondents would be willing to pay for childcare and how far without children might have to travel to obtain care.**

None found.

7. **Childhood background and experiences – several child background questions in the NLSY97 are underused. These questions are mainly from the parent questionnaire, although some were later asked of respondents without a parent interview to fill in gaps. These questions cover topics such as:**

- a. **Childhood residence history, including living with both parents or with grandparents and at what ages:**

None found.

- b. **Schooling history, including age in each grade, months of school missed, and scores on standardized tests**

2012 Parent Survey: The Entirety of Section B Asks about the Teenager's Educational Experience

1. What [high school] grades, if any, has [teenager] repeated [since the fall of 2009]? (Please check all that apply.)
(lists grades from Kindergarten to 11th, and provides an option for none of these grades).
2. What [high school] grades, if any, has [teenager] skipped [since the fall of 2009]? (Please check all that apply.)
(lists grades from Kindergarten to 11th, and provides an option for none of these grades).
3. [Is [teenager] currently/At the end of the spring 2012 term, was [teenager]] attending high school, not attending high school, or being homeschooled? If [he/she] [is/was] out for school break, illness, injury, or vacation, please consider [him/her] as attending school.

4. *[At the end of the spring 2012 term, had/Has] [he/she] earned a regular high school diploma, GED, or alternative high school credential?
5. [Since the fall of 2009, has/Has] [he/she] been suspended or expelled from school? Please include in-school and out-of-school suspensions, but do not count detentions.
6. [At any time since the fall of 2009, has [teenager]/Prior to the date [teenager] last attended high school, had [he/she] ever/Before [teenager] began homeschooling, had [he/she] ever] stopped going to high school for a period of 4 weeks or more? Do not include school breaks, illness, injury, or vacation. Do include school expulsions or out-of-school suspensions lasting a month or more.
7. [Does [teenager] currently/At the end of the spring term of 2012, did [teenager]/When [teenager] was last enrolled in school, did [he/she]] receive special education services? Students receiving these services often have an Individualized Education Plan or Program (IEP).

2009 Parent Survey: Entirety of Section D focuses on child's educational background

1. Since starting kindergarten, has [your 9th grader] repeated any grades?
(Yes/No)
2. What grades did [he/she] repeat?
(Lists grades from Kindergarten to 9th grade)
3. Since starting kindergarten, has [your 9th grader] skipped any grades?
(Yes/No)
4. Since starting kindergarten, has [your 9th grader] ever stopped going to school for a period of a month or more other than for illness, injury or vacation?
(Yes/No)
5. Since starting kindergarten, has [he/she] ever been suspended or expelled from school? Do not count detentions.
(Yes/No)

c. Ages attended Head Start

None found.

d. Custody information if not living with both biological parents

None found.

e. Childhood experience living through hardship

None found.

f. Frequency of contact with non-residential parents

Parent Survey:

How much of the time does [your 9th grader] live with you?

- *All of the time*
- *More than half of the time*
- *Half of the time*
- *Less than half of the time or*
- *None of the time*

With whom does [he/she/your 9th-grader] live most of the time when not living with you?

- *With another parent*
- *With another adult relative*
- *With a friend*
- *At boarding school*
- *With a nonrelated adult guardian(s)*
- *By [himself/herself/himself or herself]*
- *Other*

8. Parent background – several questions asked about the responding parent's background and spouse/partner's background are underused in the NLSY97. These include whether the parent lived with his/her parents while growing up, large gaps in employment, and receipt of government aid.

2012 Parent Background: [2012_parent.pdf \(ed.gov\)](#)

1. In [date of base year interview], you indicated you had completed [parent 1's highest degree in base year]. Since that time, have you completed a higher level of education beyond [parent 1's highest degree in base year]? OR In [date of base year interview], you indicated you had not completed high school. Since that time, have you completed high school or a higher level of education beyond high school? OR What is the highest level of education [you/parent 1] [have/has] completed?

- *0=No, [you/parent 1] [have/has] not completed any other degree*
- *1=Less than high school completion*
- *2=Completed a high school diploma, GED, or alternative high school credential*
- *3=Completed a certificate or diploma from a school that provides occupational training*
- *4=Completed an Associate's degree*
- *5=Completed a Bachelor's degree*
- *6=Completed a Master's degree*
- *7=Completed a Ph.D., M.D., law degree, or other high level professional degree*

*What was the major field of study for [your/his/her] [parent 1's highest degree in first follow-up]?

*[Have/Has] [you/parent 1] started, but not completed, any work on a degree beyond [a/an] [parent 1's highest degree in first follow-up]? (If [you/parent 1] [have/has] started more than one of the degrees listed below, please select the higher degree.)

- 1=No, [you/parent 1] [have/has] not started any other degree
- 2=Yes, a certificate or diploma from a school that provides occupational training
- 3=Yes, an Associate's degree
- 4=Yes, a Bachelor's degree
- 5=Yes, a Master's degree
- 6=Yes, a Ph.D., M.D., law degree, or other high level professional degree

2. [Do/Does] [you/parent 1] currently hold a job for pay?
(1=Yes 0=No)

*[Have/Has] [you/he/she] ever held a job for pay?

*In [date of base year interview] you indicated that your job title was: [parent 1's job title in base year]. Is that your [current/most recent] occupation?

*[What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/he/she] [have/has/had] more than one job, describe the one at which [you/he/she] [work/works/worked] the most hours. What [do/does/did] [you/he/she] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?

3. In [date of base year interview] you indicated [your spouse/your partner/parent 2] had completed [parent 2's highest degree in base year]. Since that time, has [he/she] completed a higher level of education beyond [parent 2's highest degree in base year]? OR In [date of base year interview] you indicated [your spouse/your partner/parent 2] had not completed high school. Since that time, has [he/she] completed high school or a higher level of education beyond high school? OR What is the highest level of education [your spouse/your partner/parent 2] has completed?

- 0=No, [you/parent 2] [have/has] not completed any other degree
- 1=Less than high school completion
- 2=Completed a high school diploma, GED, or alternative high school credential
- 3=Completed a certificate or diploma from a school that provides occupational training 4=Completed an Associate's degree
- 5=Completed a Bachelor's degree
- 6=Completed a Master's degree
- 7=Completed a Ph.D., M.D., law degree, or other high level professional degree

****Similar follow-up questions from question 2, apply to Parent's partner/spouse.

2009 Parent Background: [2009q_parent.pdf \(ed.gov\)](#)

1. What is the highest level of education [you have/parent #1 has] completed?

- *Less than high school*
- *High school diploma or GED*
- *Associate's degree*
- *Bachelor's degree*
- *Master's degree*
- *Educational Specialist diploma*
- *Ph.D., M.D., law degree, or other high level professional degree*

*What was the major field of study for [your/parent #1's] [highest degree completed]?

*What was the major field of study for [your/parent #1's] Bachelor's degree?

*[Have you/Has parent #1] started, but not completed, any work on a degree beyond [highest degree completed]? (If [you have/parent #1 has] started more than one of the degrees listed below, please select the higher degree.)

- *No, [you have/parent #1 has] not started any other degree*
- *Yes, started but not completed an Associate's degree*
- *Yes, started but not completed a Bachelor's degree*
- *Yes, started but not completed a Master's degree*
- *Yes, started but not completed an Education Specialist diploma*
- *Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree*

2. During the past week, did [you/parent #1] work for pay or income? (If [you/parent #1] held a job but [was/were] not working because of temporary illness, vacation, strike, or jury duty answer "yes.")
(Yes/No)

* [Have you/Has parent #1] ever held a regular job for pay or income?

* About how many total hours per week [do/does/did] [you/he/she] usually work for pay or income, counting all jobs?

* [What is / In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/she/he] [have/has/had] more than one job, describe the one at which [you/she/he] [work/works/worked] the most hours. What [do/does/did] [you/she/he] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?"

****Similar follow-up questions from question 2, apply to Parent's partner/spouse.

9. **Income – if the survey asks follow-up questions of respondents who refuse to answer or say don't know, how are these questions asked? (For example – give a range, make an estimate, unfolding brackets, etc.)**

2012 Parent Background: [2012 parent.pdf \(ed.gov\)](#)

What was your total household income from all sources prior to taxes and deductions in calendar year 2011? Please include all income such as income from work, investments and alimony.

*We understand that you may not be able to provide an exact number for your family's income. However, it would be extremely helpful if you would indicate which of the following ranges best estimates your total household income from all sources prior to taxes and deductions in calendar year 2011. Please include all income such as income from work, investments and alimony.

- 1=\$15,000 or less
- 2=\$15,001 - \$35,000
- 3=\$35,001 - \$55,000
- 4=\$55,001 - \$75,000
- 5=\$75,001 - \$95,000
- 6=\$95,001 - \$115,000
- 7=\$115,001 - \$135,000
- 8=\$135,001 - \$155,000
- 9=\$155,001 - \$175,000
- 10=\$175,001 - \$195,000
- 11=\$195,001 - \$215,000
- 12=\$215,001 - \$235,000
- 13=More than \$235,000

2009 Parent Questionnaire: [2009q parent.pdf \(ed.gov\)](#)

What was your total household income from all sources prior to taxes and deductions in calendar year 2008? Please include all income such as income from work, investments and alimony.

*We understand that you may not be able to provide an exact number for your family's income. However, it would be extremely helpful if you would indicate which of the following ranges best estimates your total household income from all sources prior to taxes and deductions in calendar year 2008. Please include all income such as income from work, investments and alimony.

- 1=\$15,000 or less
- 2=\$15,001 - \$35,000
- 3=\$35,001 - \$55,000
- 4=\$55,001 - \$75,000
- 5=\$75,001 - \$95,000
- 6=\$95,001 - \$115,000
- 7=\$115,001 - \$135,000
- 8=\$135,001 - \$155,000
- 9=\$155,001 - \$175,000

- 10=\$175,001 - \$195,000
- 11=\$195,001 - \$215,000
- 12=\$215,001 - \$235,000
- 13=*More than* \$235,000

The National Longitudinal Study of Adolescent to Adult Health (Add Health)

Year of first wave

2003

Size and age of cohort in wave 1

In School questionnaire administered to 90,118 students in grades 7-12 during the 1994/95 school year.

In-home interviews completed with 20,745 students in grades 7-12 in 1995.

Periodicity and dates of follow-up waves

Five waves of data have been collected to date with Wave 6 planned.

W2 – 1996 when respondents were in grades 8-12 (N=14,738)

W3 – 2001-02 when respondents were ages 18-26 (N=15,197)

W4 – 2008-09 when respondents were ages 24-32 (N=15,701)

W5 – 2016-18 when respondents were ages 32-42 (N~12,000)

Sample structure

This is a cluster sample with a school-based design. From a list of all high schools in the US in 1994, the study chose 80 high schools and a paired feeder school. In-school surveys were given to more than 90,000 students in grades 7-12 during the 1994/95 school year. Using school rosters as the sampling frame for the second stage of sampling, 12,105 students in grades 7-12 in 1995 were selected as the main sample, along with oversamples of blacks, Puerto Ricans, Chinese and Cubans, disabled students, and genetic subsamples (identical and fraternal twins, full siblings, half siblings, and unrelated pairs living in the same household). All children in 16 schools were included (saturated school sample). Total N=20,745.

Study informants

In addition to the sample children/adolescents, various other groups of informants have been included at various times during this complicated, thorough and broad study. For example, School administrators provided information on chosen schools during Wave 1, one parent of each child was asked to provide information in Waves 1 and then again in 2015-16 just prior to Wave 5.

Areas of interest within study

The National Longitudinal Study of Adolescent to Adult Health (Add Health) is the largest, most comprehensive longitudinal survey of adolescents ever undertaken. It was designed to enable researchers from many different disciplines to do be able to model multiple contexts of adolescents' lives (schools, families, peers, neighborhoods) and to try and understand more about genetic as well as environmental influences on development and behavior – originally using various genetic oversamples, and then through the collection of saliva and dried blood. Data collected as part of Add Health have allowed for breakthrough findings in several different areas – for example, the influence of peers and the importance (or not) of peer networks, the collection and use of biomarkers to begin to untangle genetic from environmental influences, plus gene-environment interactions. With such a large sample, they have also built in various methodological experiments such as mode of data collection effects in recent waves.

Wave 1. Main foci were:

- Health status and nutrition
- Peer networks (a significant amount of cutting-edge research has been done with these data – much more valuable data when the sampling design is school-based initially.
- Family composition and dynamics
- Risky/illegal behaviors such as sexual activity, substance use, and criminal activities

Wave 2. Similar questions as in Wave 1 with additional health questions such as sun exposure.

Wave 3. Additional questions on:

- Relationship histories
- Marital histories
- Childbearing histories
- Educational histories
- Key labor force events
- Different kinds of relationship experiences, levels of intimacy and commitment questions for a subsample of 1,507 partners of respondents
- Respondents signed HS transcript release forms
- Saliva and urine specimens collected for HIV and STD testing
- Saliva specimens collected from full siblings and twins subsamples for genetic analysis

Wave 4. Survey questions were expanded to include:

- Educational transitions
- Economic status and financial resources and strains
- Sleep patterns and sleep quality
- Illnesses and medications
- Physical activities
- Memory
- Emotional content and quality of relationships
- Maltreatment during childhood by caregivers
- Additional indicators of interpersonal and occupational stressors
- Loneliness
- Attitudes about parenting
- Expanded questions on substance addiction and dependency
- Items on intersections and balance between work and family responsibilities

Geographic and biological data, including dried blood spots, were also collected in Wave 4.

Wave 5. Mixed-mode survey for the first time which aimed to collect social, environmental, behavioral, and biological data to track the emergence of chronic disease as the cohort aged through their fourth decade of life.

- Repeat anthropometric, cardiovascular, metabolic, and inflammatory measures indicative of the change in and/or onset of chronic disease, including obesity, hypertension, diabetes, and dyslipidemia were collected
- New biomarkers of chronic kidney disease
- Retrospective reports of birth and childhood circumstances to supplement existing early life data.

Wave 6. This wave, still in the planning stage, will “focus on the cognitive, mental, and physical health of Add Health participants, with particular attention given to disparities in health across racial/ethnic, socioeconomic, and gender subgroups of the population.”

Additional Planned sub-study

“Sexual Orientation/Gender Identity, Socioeconomic Status, and Health across the Life Course” (SOGI-SES) to explore the relationship between sexual orientation/gender identity, socioeconomic status, and health. SOGI-SES will collect data from a subset of the Add Health cohort comprised of sexual and gender minorities and a comparison sample of cisgender heterosexuals.

Education

With a school-based sample, education is very well covered.

Clicking on the links below will pull up the specific questions asked and the wave(s) in which they were asked:

- [Attainment/Degrees/Certificates](#)
- [Education Status](#)
- [Educational Expectations](#)
- [Parental Education](#)
- [School Characteristics](#)
- [School Performance/Behavior](#)

Health

A lot of health information is collected as this is the core focus of the study. Health is broadly defined with sexual behaviors, drinking and drug use, and reproductive health falling under the health umbrella. Add Health was also a pioneering study in the collection of not just regular biomarker data such as height and weight etc. but also saliva, urine and blood (dried blood spots) to indicate potential disease and be used in genetic analyses.

Physical Health

- [Biological Function/Development](#)
- [Disabilities](#)
- [Health Behaviors](#)
- [Health Insurance](#)
- [Health Status](#)
- [Illness/Disease](#)
- [Injury](#)
- [Medications](#)
- [Nutrition](#)
- [Physical Activity/Inactivity](#)
- [Receipt of Health Services](#)
- [Sleep](#)
- [Substance Use/Abuse](#)

Psychological Well-being and Cognition

- [ADHD](#)
- [Cognitive Health](#)
- [Depression](#)

- [Development](#)
- [Gender Roles/Gender Typed Behavior](#)
- [Life Expectations](#)
- [Medications](#)
- [Personality](#)
- [Receipt of Mental Health Services](#)
- [Self-Esteem](#)
- [Sleep](#)
- [Social Psychology](#)
- [Social Support & Mentoring](#)
- [Stress/Anxiety](#)
- [Suicidality](#)

Reproductive Health

- [Childbearing/Pregnancy](#)
- [Contraception](#)
- [Sexual Behavior](#)
- [Sexual Knowledge](#)
- [Sexually Transmitted Disease](#)

Areas of strength of the study outside of Education and Health

Questions about peers and peer relationships in the early waves

- Biomarkers – physical and from saliva, urine and blood samples
- Upcoming add-on study about sexual orientation/gender identity.

Areas in this study that the NLS might want to draw from

If there is a parental component to the NLSY26 then it might want to look closely at some of the retrospective reports of birth and childhood circumstances collected from Add Health respondents in Wave 5 to see if any might be useful to ask of NLSY26 parents.

Add Health always does very thorough research when adding new content – questions and topics. NLSY26 might want to look at the questions suggested for future data collection on sexual orientation and gender identity.

Reasons why the study might compete with the NLS

This study was a competitor with the NLSY97 as there was overlap in ages with the NLSY97. Even with the NLSY97 though, the Add Health sample structure differed, there have only been 5 waves, and its focus was more on health and less on economic factors in the transition to adulthood and afterwards. The Add Health is not a competitor with the proposed NLSY26 as respondents are now in their 30s and 40s.

Reasons why the study might complement the NLS

Given the age of the study, Add Health does not complement the NLSY26.

Comparing Add Health variables to NLSY97 underused variables

Information taken from <https://addhealth.cpc.unc.edu/documentation/codebook-explorer/#/>

1. **Contraceptive choice** – these questions assessed the respondent's knowledge (e.g., likelihood of getting pregnant, cost) and opinion (e.g., interfering with

intimacy, would partner object) about Depo-Provera and withdrawal as contraceptive methods.

Sexual Knowledge questions in W1 & W2, including: Do you agree or disagree with the following statement?

- You are quite knowledgeable about how to use a condom correctly.
- You are quite knowledgeable about the rhythm method of birth control and when it is a "safe" time during the month for a woman to have sex and not get pregnant.
- You are quite knowledgeable about the withdrawal method of birth control.
- Your closest friends are quite knowledgeable about how to use a condom correctly.
- Your closest friends are quite knowledgeable about the rhythm method of birth control and when it is a "safe" time during the month for a woman to have sex and not get pregnant.
- Your closest friends are quite knowledgeable about the withdrawal method of birth control.

Depo-Provera is mentioned on the list of possible contraceptives used.

2. Domains of Influence – there are two main sets of questions. First, how often does the respondent ask a parent or parent figure for advice about education, jobs, relationships, and financial planning? Second, who does the respondent talk to about finances, relationships, school, and employment?

Sibling: How often do you turn to {HIM/HER} for help when you have personal problems, or problems at school or work?

Which of the following things have you done with your biological/residential mother/father in the past four weeks (check all that apply): Pick list includes:

- had a talk about a personal problem you were having?
- talked about your schoolwork or grades?
- talked about other things you're doing in school?

3. Marriage/fertility – was the respondent's current spouse/partner previously married and do they have any children from a previous relationship? Similarly, does the other parent of the respondent's children have any other children?

Add Health does not appear to have these variables.

4. Relationship quality – how often do the respondent and spouse/partner engage in positive/negative behaviors such as screaming/yelling, expressing affection, compromising, etc.?

Considering what you put into the relationship compared to what you get out of it, and what <PARTNER> puts in compared to what {HE/SHE} gets out, who is getting a better deal in the relationship?

How much do you agree or disagree with the following statement about your relationship with {initials}?

- We {enjoy/enjoyed} doing even ordinary, day-to-day things together.
- I {am/was} satisfied with the way we handle our problems and disagreements.
- I {am/was} satisfied with the way we handle family finances.
- My partner {listens/listened} to me when I need someone to talk to.
- My partner {expresses/expressed} love and affection to me.
- I {am/was} satisfied with our sex life.
- I {trust/trusted} my partner to be faithful to me.

Partner: Go through the deck of cards and reject any cards that describe things that have NOT happened in your romantic relationship with {INITIALS}. Pick list includes:

- I gave my partner a present.
- My partner gave me a present.
- I told my partner that I loved him or her.
- My partner told me that he or she loved me.

Additional questions include:

- How often has <PARTNER> had an injury, such as a sprain, bruise, or cut because of a fight with you?
- How often has <PARTNER> insisted on or made you have sexual relations with {HIM/HER} when you didn't want to?
- How often has <PARTNER> slapped, hit, or kicked you?
- How often has <PARTNER> threatened you with violence, pushed or shoved you, or thrown something at you that could hurt?
- How often have you had an injury, such as a sprain, bruise, or cut because of a fight with <PARTNER>?
- How often have you insisted on or made <PARTNER> have sexual relations with you when {HE/SHE} didn't want to?
- How often have you slapped, hit, or kicked <PARTNER>?
- How often have you threatened <PARTNER> with violence, pushed or shoved {HIM/HER}, or thrown something at {HIM/HER} that could hurt?

5. Parent relationship quality – same questions as #4, asked of responding parent in round 1 parent interview.

Parents' relationship with each other (asked in Parent survey):

- How much do you fight or argue with your current (spouse/partner)?
- In the past year, have you and your current (spouse/partner) talked to each other about separating?
- On a scale from 1 to 10, where 1 equals completely unhappy and 10 equals completely happy, how would you rate your relationship with your current (spouse/partner)?

6. **Childcare – the NLSY97 has several underused questions on childcare arrangements. These include questions about how much respondents would be willing to pay for childcare and how far without children might have to travel to obtain care.**

Could not locate any childcare arrangement variables for Add Health.

7. **Childhood background and experiences – several child background questions in the NLSY97 are underused. These questions are mainly from the parent questionnaire, although some were later asked of respondents without a parent interview to fill in gaps. These questions cover topics such as:**
- a. **Childhood residence history, including living with both parents or with grandparents and at what ages**
 - b. **Schooling history, including age in each grade, months of school missed, and scores on standardized tests**
 - c. **Ages attended Head Start**
 - d. **Custody information if not living with both biological parents**
 - e. **Childhood experience living through hardship**
 - f. **Frequency of contact with non-residential parents**

[Without examining a-f individually in detail, note the level of detail and general topics collected by the survey about child background]

With whom does <CHILD> live?

- Do you live with either of your biological parents?
- Did you ever live with either of your biological parents?
- Do your biological parents live together in the same household?
- Are you in touch with your biological father? Mother?
- Do you know anything about your biological father?
- During your high school years, did you live with your father or with someone who was a father-figure to you?
- How old were you when you last lived with him [biological father]?
- Before your 18th birthday, how often did a parent or other adult caregiver say things that really hurt your feelings or made you feel like you were not wanted or loved?
- By the time you started 6th grade, how often had your parents or other adult caregivers left you home alone when an adult should have been with you?
- Did you experience neglect, or physical or sexual abuse while you were in the custody of a biological parent?
- [Asked of Parent]: During which years of (his/her) life has {NAME} been away from you for at least 6 months (check all that apply):
- How close do you feel to your {MOTHER/ADOPTIVE MOTHER/STEPMOTHER/FOSTER MOTHER/etc.}? [Also, same question about FATHER]
- How much do you think she cares about you? [Also, same question about FATHER]

- On how many of the past 7 days was at least one of your parents in the room with you while you ate your evening meal?
- Do your parents let you make your own decisions about how much television you watch?
- Do your parents let you make your own decisions about the people you hang around with?
- Do your parents let you make your own decisions about the time you must be home on weekend nights?
- Do your parents let you make your own decisions about what time you go to bed on weeknights?
- Do your parents let you make your own decisions about what you eat?
- Do your parents let you make your own decisions about what you wear?
- Do your parents let you make your own decisions about which television programs you watch?
- Have your [did your] parents ever ordered you to move out of their house?
- How much do you feel that your parents care about you?
- How often had one of your parents or other adult caregivers touched you in a sexual way, forced you to touch him or her in a sexual way, or forced you to have sexual relations?
- How often had your parents or other adult caregivers not taken care of your basic needs, such as keeping you clean or providing food or clothing?
- How often had your parents or other adult caregivers slapped, hit, or kicked you?

8. Parent background – several questions asked about the responding parent’s background and spouse/partner’s background are underused in the NLSY97. These include whether the parent lived with his/her parents while growing up, large gaps in employment, and receipt of government aid.

All of these questions came from Parent questionnaire:

- Are you receiving public assistance, such as welfare?
- Do you have enough money to pay your bills?
- Last month, did you or any member of your household receive: Aid to Families with Dependent Children (AFDC)?
- Last month, did you or any member of your household receive: food stamps?
- Last month, did you or any member of your household receive: unemployment or workers compensations?
- Last month, did you or any member of your household receive: a housing subsidy or public housing?
- In the past 12 months, have you worked outside the home?
- Were you employed full time at your last job?
- Are you unemployed right now, but looking for a job?
- Are you employed full time?
- Are you disabled?

9. **Income** – if the survey asks follow-up questions of respondents who refuse to answer or say don't know, how are these questions asked? (For example – give a range, make an estimate, unfolding brackets, etc.)

What is your best guess of the income you received from earnings?

Panel Study of Income Dynamics (PSID)

Year of first wave

1968

Size and age of cohort(s) in wave 1

The Panel Study of Income Dynamics (PSID) 1968 sample included a total of 4,802 families (18,233 persons). This included 2,930 families (9,461 persons) from a nationally representative sample from the Survey Research Center (SRC sample), and an oversample of 1,872 low-income families (8,772 individuals) from the Survey of Economic Opportunity (SEO sample). Heads and spouses were overwhelmingly ages 18+ although they reported on other family members, including over 2,700 children who were under age 18.

Periodicity and dates of follow-up waves

Annual (1968-1996); Biennial (1997 to present)

Years when respondents were 12-18:

Of the 1968 baseline and follow-ups, parents reported on children at all waves.

Participants in the Child Development Supplement (CDS) were ages 0-12, and were followed prospectively from 1997, with parallel new cohorts starting in 2014 and 2019. The youngest members of the Transition into Adulthood Supplement (TAS) were age 18 in 2015, with new cohorts in 2017, 2019, and 2021.

Sample structures

The original Panel Study of Income Dynamics (PSID) sample of roughly 18,000 people in 5,000 households consisted of a nationally representative sample and an oversample of low-income families. The oversample was included to facilitate investigations of poverty-related issues. The sample grows naturally as children and grandchildren from these families form their own households and are invited to join the PSID. Samples of immigrants have been added to the PSID in 1997/1999 and 2017/2019 so that the sample continues to closely resemble the national population. It also has two spin-off studies that are especially relevant to NLSY: Child Development Supplement (CDS) and Transition into Adulthood Supplement (TAS). The DUST sample (Disability and Use of Time supplement) is not summarized in this memo, as the advanced age of participants (age 60+) makes it not relevant to NLSY26.

[Child Development Supplement \(CDS\)](#). In 1997, PSID supplemented its main data collection with additional information on 0–12-year-old children and their parents. The objective was to provide researchers with a comprehensive, nationally representative, and longitudinal data base of children and their families with which to study the dynamic process of early human capital formation. The original CDS was collected in three waves: CDS-I in 1997, CDS-II in 2002/2003, and CDS-III in 2007/2008. CDS I-III included up to two children per household who were ages 0-12 in 1997, and they were followed over the three waves. A new cohort of the CDS began in

2014, collecting information on all sample children ages 0-17 (born since 1997). Key content focused on:

- Age-graded assessments of cognitive, behavioral, and health status collected from parents and children
- Out-of-school activities using time diary data and stylized survey time-use measures
- Schooling and school environment, linked to National Center for Education Statistics (NCES) Common Core of Data and Private School University Survey
- Family, education, and occupational planning and expectations for adolescents, which link directly into the PSID work and education data as they mature into adulthood, enabling explorations of adolescent precursors to adult education and work experiences
- (CDS 2014 only). Biomarker data (saliva) for children and primary caregivers
- (CDS 2014 only) Via time diaries, enhanced information on media and technology use, interactions with pets, and prosocial behavior

[Transition into Adulthood Supplement \(TAS\)](#). TAS began in 2005 to follow children from the original 1997 CDS cohort into young adulthood, collecting six waves of data through 2015. The study was relaunched in 2017 (with new waves in 2019 and 2021) and follows all PSID sample children who are entering early adulthood (age 18-28). Once these young adults form their own economically independent households, they join the PSID. Information is collected on many domains including:

- Psychological functioning
- Family formation
- Fertility-related behavior
- Cohabitation
- Childhood adversity
- Computer skills
- Employment and income
- Education and career goals and expectations
- Health
- College names and locations are collected and linked with NCES Postsecondary Education Data System

Study informants

PSID: Householders and spouses, and offspring as they transitioned to independent households

CDS: Children of householders and spouses

TAS: Children of householders and spouses

[Areas of interest within PSID study](#)

- Employment
- Wages & Income
- Expenditures
- Wealth
- Mortgage Distress & Foreclosures
- Pensions

- Philanthropy
- Time Uses
- Employment
- Education
- Marriage & Fertility
- Health Status
- Health Behaviors
- Health Insurance
- Program Participation
- Computer Use & Technology
- Housing Characteristics

Note: Most of the items summarized below are from the TAS, which can be thought of as the baseline data on persons ages 18-28 who then complete all the PSID modules.

Education

- Amount and dates of education, starting with high school completion or GED attainment
- High school GPA
- Experience with college entrance exams
- College attendance/graduation status

Health

- Self-rated health
- Chronic illness/symptom checklist (e.g., asthma, diabetes, hypertension, cancer, and any mental health condition)
- Age of diagnosis, each health conditions
- How health conditions limit normal daily activities
- Psychological distress (past 30 days, and past 12 months)
- Independent health management (routine doctor and dentist visits, maintaining health weight)
- Health behaviors (exercise, diet, binge drinking, smoking, illegal drug use, prescription medication misuse)

Areas of strength of the study (outside of Education and Health)

This section focuses on the TAS supplement, as this content is most relevant for the initial decade of NLSY26 (and many of these measures are carried forward in the main PSID).

Time Use. Daily diary used to capture time spent on a selected number of leisure activities, computer use, and community engagement, as well as time spent with friends, family, and romantic partners. The questions in this section asked about frequency of participation in these activities during the past 12 months.

Responsibilities. Assesses the level of responsibility that the respondent assumes for living arrangements and money management including earning their own living, making rent or mortgage payments, paying their bills, and managing their personal finances, as well as their abilities to manage their money and solve day-to-day problems.

Living Arrangements. Movement between parents, independent living, and college housing.

Self-Esteem/Regard. Self-rated levels of skill in areas such as leadership, intelligence, independence, confidence, and problem solving, as well as self-rated psychosocial measures about worries and discouragement.

Marriage, Family, and Relationships. Current marital and cohabitation status; subjective evaluations of all romantic/intimate relationships, future expectations of relationship duration, and the likelihood of marriage and divorce. Past, present, and future childbearing and fertility expectations, gender roles, child rearing/family values, and parenting skills and experiences. Quality of relationship with parents.

Employment. Current employment status and all types of employment and money-earning activities for the previous two years. Measures included salary/wages, hours, experience, and size and type of the employer, reasons for being unemployed and/or not working, as well as the methods and frequencies of job hunting. Service in any branch of the Armed Services, and self-rated satisfaction with military service.

Discrimination. Discrimination and institutional, attribution for mistreatment

Peer influence. Characteristics of friends with respect to school and work-related activities, family and interpersonal relationships, community involvement, and general outlook or attitudes about the future.

High-risk behaviors. Frequency of fighting, damaging property, drunk driving, and unprotected sex in past six months. Incidents of arrest, probation, and jail time (when and why). Incidence of victimization (assaults).

Religiosity/Race & Ethnicity. Current religious preferences and the importance of religion and spirituality. OMB race and ethnicity questions.

Outlook on Life. 29 questions assessing emotional, psychological, and social well-being.

Income and Wealth. Collects (1) income earned during the previous calendar year from a number of other sources, including unemployment compensation, workers' compensation, dividends, interest, trust funds, child support, welfare, and gifts; (2) financial help received from parents and other relatives; (3) net value of automobiles, stocks and bonds, checking and savings accounts, life insurance policies, and any other assets and investments; and (4) student loans, credit card balances, and other debts.

Areas in this study that the NLS might want to draw from

- Peer influence
- Time use diaries
- Age of onset of health conditions
- Level of independence in financial and health management
- Disability
- Linkages to NCES data resources
- Residential transitions (home, school, parents)

Reasons why the study might compete with the NLS

The TAS is a competitor to NLS, as it provides detailed early life information that sets the foundation for these sample members' follow-up in the PSID. In 2007, there were 7,100 children birth 0-17 in the PSID Child Development Supplement, the precursor to the TAS,

yielding an average of fewer than 500 children in each birth year. It is likely, therefore, that an NLSY26 would have substantially greater sample sizes in the relevant birth cohorts than would the TAS (which would span a larger range of birth cohorts). Furthermore, it is somewhat difficult to evaluate whether the child sample in the TAS is nationally representative, since children are not directly sampled for the study. Rather, they are the offspring of the originally sampled members of the PSID (and that original sample was nationally representative). However, at least one analysis of the national representativeness of the 2007 sample of children in the PSID found that the sample coverage was favorable, and that the PSID has the potential to cover 97% of children in the U.S. in 2007. However, there were some important patterns found among the 3% not covered – namely, that Asian and Hispanic children of immigrant parents are over-represented in that subset (for more details see

https://psidonline.isr.umich.edu/Publications/Papers/tsp/2012-01_National_Representativeness_Children_2007_psid.pdf#page=1).

Reasons why the study might complement the NLS

If there are overlapping questions, then there might be opportunities to do cross-cohort research, especially if there is interest in comparing the pre/post effects of particular policy changes or changes in impacts of benefit rule changes.

The fundamentally different sample design of the TAS compared to a birth-cohort-representative NLSY26 could present analytic opportunities similar to those presented by the pairing of the NLSY97 with the Children of the NLSY79. Between those two samples as well, there is significant overlap in sample ages, with larger year-specific sample sizes in the NLSY97 but a broader set of birth cohorts represented in the Children of the NLSY79. The lack of coverage in the TAS of children with two immigrant parents arriving since 1997 is also small in magnitude, but another opportunity for comparative analysis between an NLSY26 (which would presumably include these and all other children in the country at the time of screening) and the TAS.

Comparing PSID variables to NLSY97 underused variables

Except where otherwise noted, information was retrieved from this link:

<https://simba.isr.umich.edu/DC/i.aspx>

- 1. Contraceptive choice – these questions assessed the respondent’s knowledge (e.g., likelihood of getting pregnant, cost) and opinion (e.g., interfering with intimacy, would partner object) about Depo-Provera and withdrawal as contraceptive methods.**

Whether or not R was using contraception was asked in 1969, 1970, and 1971. The Transition into Adulthood Supplement (TAS) has included questions about contraceptive usage, with withdrawal and Depo-Provera among the options.

A good measure of contraception is included in the Childbearing/Adoption module:
https://psidonline.isr.umich.edu/documents/psid/codebook/CAH85_19_codebook.pdf

The pregnancy intention module also may be useful:
https://psidonline.isr.umich.edu/documents/psid/codebook/PREGINT19_codebook.pdf

2. **Domains of Influence** – there are two main sets of questions. First, how often does the respondent ask a parent or parent figure for advice about education, jobs, relationships, and financial planning? Second, who does the respondent talk to about finances, relationships, school, and employment?

PSID does not appear to have these variables.

3. **Marriage/fertility** – was the respondent's current spouse/partner previously married and do they have any children from a previous relationship? Similarly, does the other parent of the respondent's children have any other children?

In 1976 only, asked total number of children of spouse. Other information could be constructed using complex family tree data.

4. **Relationship quality** – how often do the respondent and spouse/partner engage in positive/negative behaviors such as screaming/yelling, expressing affection, compromising, etc.?

TAS has indicators of sexual assault, although unclear whether it is partner violence.

https://psidonline.isr.umich.edu/CDS/TAS17_UserGuide.pdf

5. **Parent relationship quality** – same questions as #4, asked of responding parent in round 1 parent interview.

In the TAS, respondents are asked to retrospectively say how much, before they were 18, their parents did the following:

- Swear at each other, insult each other, or put each other down
- Push, grab, or shove each other
- Throw something at each other
- Slap or hit each other
- Physically harm each other in any other way

The Child Development Supplement (CDS) includes a family conflict scale, which is also asked in the NLSY79 YA.

6. **Childcare** – the NLSY97 has several underused questions on childcare arrangements. These include questions about how much respondents would be willing to pay for childcare and how far without children might have to travel to obtain care.

The PSID and the CDS have questions about actual arrangements, including costs, but do not seem to ask hypothetical questions. See

https://psidonline.isr.umich.edu/cds/cdsi_userqd.pdf.

7. Childhood background and experiences – several child background questions in the NLSY97 are underused. These questions are mainly from the parent questionnaire, although some were later asked of respondents without a parent interview to fill in gaps. These questions cover topics such as:

- a. Childhood residence history, including living with both parents or with grandparents and at what ages
- b. Schooling history, including age in each grade, months of school missed, and scores on standardized tests
- c. Ages attended Head Start
- d. Custody information if not living with both biological parents
- e. Childhood experience living through hardship
- f. Frequency of contact with non-residential parents

[Without examining a-f individually in detail, note the level of detail and general topics collected by the survey about child background]

The PSID collects some basic demographic information about where the respondent grew up but does not collect a childhood residence or a schooling history.

The CDS gathers more information about school history, but not a truly complete one.

In 2017 and 2019, the TAS included many questions about how the parents of the respondent treated them while they were growing up, including how close they were to each parent and whether or not they experienced harsh treatment that parent.

8. Parent background – a number of questions asked about the responding parent's background and spouse/partner's background are underused in the NLSY97. These include whether the parent lived with his/her parents while growing up, large gaps in employment, and receipt of government aid.

In the PSID, for head/reference person and their spouse, information on the following is collected about both their parents:

- Month and year of birth
- Month and year of death, if deceased
- Either current age or age at death
- State born in
- Region grew up in
- Current state of residence
- Marital Status
- Level of education
- Employment
- Income, financial support
- Wealth
- Home ownership
- Health/caregiving by R

Because the TAS is the closest parallel to NLSY and the child reports can be linked to parent(s), it is possible to merge extensive data on parental characteristics to child, including education, work, marital histories, income, and more.

9. Income – if the survey asks follow-up questions of respondents who refuse to answer or say don't know, how are these questions asked? (For example – give a range, make an estimate, unfolding brackets, etc.)

In the 2019 TAS and 2021 PSID questionnaires, no attempts were made to follow up don't know answers to income questions.

Survey of Income and Program Participation (SIPP)

Year of first wave

1983

Size and age of cohort(s) in wave 1

N = 20,900. Ages 15+

Periodicity and dates of follow-up waves

Data are collected every two years

Sample structure

SIPP is a household-based survey designed as a continuous series of national panels, with sample size ranging from approximately 14,000 to 52,000 interviewed households. Each panel generally features a large sample of households that are interviewed multiple times over a 2.5 to 4-year period. It is a multistage-stratified sample of the U.S. civilian non-institutionalized population. All household members aged 15 years and older are interviewed by self-response, if possible; proxy response is permitted when household members are not available for interviewing. Interviews are administered by personal visit and via decentralized telephone.

From 1984-1993, a new panel of households was introduced each year in February. A 4-year 1996 Panel was implemented in April 1996; however, a 3-year panel that was started in February 2000 was cancelled after 8 months due to budget restrictions. Consequently, a 3-year panel was introduced in February 2001. The 2 ½ year 2004 SIPP Panel was started in February 2004 and was the first SIPP panel to use the 2000 decennial-based redesign of the sample. The 2014 Panel, starting in February of 2014, is the first SIPP panel to use the 2010 decennial as the basis for its sample. Two highly targeted one-time supplements were added:

Survey of Program Dynamics (SPD). As part of PRWORA (1996), the Census Bureau was required to collect data on the program's impact on households. Participants in the 1992 and 1993 SIPPS were followed annually from 1997 to 2002, creating 10 years of data on this cohort. Content focused primarily on participate in state welfare programs, and other topics of program impact including:

- out-of-wedlock births
- welfare dependency

- causes of repeat welfare spell
- employment
- marital relationships
- health insurance and utilization
- parental depression
- child well-being (including school enrollment and enrichment activities, disability, health care, childcare arrangements, contact with an absent parent, and payment of child support on their behalf)
- self-administered adolescent questionnaire (the most relevant to NLSY26, with items on family conflict, vocational goals, educational aspirations, crime-related violence, substance abuse, and sexual activity)
- Children's Residential History Calendar (RHC), administered in 2000 only, measured the number and timing of moves of all children in focal household)

Social Security Administration (SSA) Supplement on Retirement, Pensions, and Related Content was administered in 2014 only. This is not highly relevant to the new NLSY cohort, given its emphasis on older adult concerns. The one exception of the measures of childhood disability (elaborated below). SSA Supplement measures include:

- Personal retirement account contributions and withdrawals
- Participation in pension and retirement plans provided by an employer or business
- Marital history
- Health status
- Work, adult, and child disabilities

Study informants

All household members ages 15+

Areas of interest within study

The purpose of the SIPP study is to evaluate the effectiveness of federal, state, and local government programs. The SIPP content through the end of the 2008 Panel centered around a "core" of labor force, program participation, and income questions designed to measure the economic situation of people in the United States, including:

- Labor force participation
- Income
- Participation in government programs

Subsequent topical modules include:

- Work/family history
- Childcare
- Wealth
- Program eligibility
- Child support
- Disability
- School enrollment
- Taxes

More specifically, items include:

Education

- Participation in gifted program (SPD)
- Participation in special ed program (SPD)
- Child attitude toward school (SPD)
- Expelled from school (SPD)
- Diploma or GED
- Alternative credentials (e.g., professional or state licenses) and awarding organization
- Enrollment/years completed

Health

- Behavioral and emotional problems
- Disability and functional limitation: difficulties with hearing, seeing, cognitive activities, ambulatory activities, self-care activities, and independent living activities.
- Work-related disability: difficulty finding or keeping a job, limitations in the kind or amount of work possible, and being prevented from working at all.
- Self-rated health status (e.g., excellent, very good, good, fair, or poor),
- Number of days sick in bed or hospitalized,
- Prescription medication use
- Number of visits to dentists and medical providers.
- (Un)insurance status
- Health-related expenditures, past year (health insurance premiums, over-the-counter medical items, and non-over-the-counter medical products and services, Flexible Spending Account)

Parental oversight (SPD only)

- Parental knowledge about friends, activities, school performance
- Rules about television viewing
- Family routines

Child health behaviors and delinquency (SPD only)

- Stole something less than \$50 in the past year
- Damaged property
- Other criminal activity
- Run away from home
- Smoking
- Alcohol use
- Hard drug use
- Sexual intercourse

Food (in)security

- food insecurity
- anxiety
- perceptions
- incidents of reduced food intake
- receipt of free or reduced lunch at school

Home and Neighborhood Conditions

- home conditions (plumbing, pests, and holes in the walls or floors)
- neighborhood conditions (traffic, trash, and safety)
- Receives energy assistance for home/apartment

Income

- Extensive measures from all sources. [See complete list](#)
- Extensive Disability Income measures (from employer, insurer, and government)
- Life insurance income
- Lump Sum income
- Other income/assistance (clothing, transportation, food assistance)
- Income to poverty ratios
- Survivor income benefits
- Financial supports paid to non-HH members

Assets

Items include: IRA / Keogh accounts, 401(k) / Thrift accounts, government savings bonds, interest checking accounts, non-interest earning (regular) checking, savings accounts, money market accounts, certificates of deposit, stocks, mutual funds, municipal / corporate bonds, life insurance, rental property, real estate (other than primary residence), annuities, trusts, business owned as an investment only, business as a job, and a catch-all for any other assets not covered. Data on the following are collected at the household level (questions are answered by the household reference person): primary residence (including mobile homes), rent, mortgage, utilities, cars and trucks, recreational vehicles (motorcycles, boats, RVs, and other), and educational savings accounts.

Child Care

Questions include:

- Arrangement type (parental, relative, non-relative)
- How care is paid for
- Government receipt of childcare assistance
- Enrollment in Head Start
- Whether and how childcare needs interfere with paid work/school

Family and Household Structure

- Own complete marital and cohabitation history

Language and Nativity Status

- Households where no one age 14 and older speaks English only, or speaks a language other than English at home and speaks English “very well”
- Parental national origin
- Immigrant and nativity status
- Year became citizen

Residence History

- For all homes, collects data on where; how long; type of living quarters
- LQ types include: group quarters, medical institutions, emergency or transitional shelters, unoccupied tent or trailer sites, and cars or vans.

Employment

- Weeks of employment
- Amount and type(s) of earnings
- Business characteristics (size, incorporation status, number employees, union status)
- For participants with a period time not working: reasons why not working, and job search activities, time spent looking for work, time spent laid off.
- Industry and occupation
- Unpaid work activities (farm, family business)

Fertility

- Complete fertility (marital and non-marital)
- Multiple partner fertility
- Total number of children birthed/fathered and DOB of each
- Grandparental status

Areas in this study that the NLS might want to draw from

- Complete measures of childhood residential/relocation history
- More detailed measures of Program Participation, including among low-income children and those with disabilities
- Food insecurity
- Parental oversight
- Complex fertility histories
- Disability

The most useful component is most certainly the one-time adolescent supplement to the SPD. The core component of SIPP, however, is program participation. Some of these data may be available through obtaining SSNs and doing data linkage, rather than saddling the already dense survey content with extensive self-reported measures of program participation and benefit receipt.

Reasons why the study might compete with the NLS

The relatively short four-year observation periods in the SIPP limit the extent to which these data might compete with an NLSY26. Longer observation periods are seen in the SSA and SPD supplements, the latter of which had a ten-year observation period. Nonetheless, the content areas of the SIPP, with their focus on employment transitions and detailed sources of income and program reciprocity, offer alternatives for some research questions that would also be natural uses of an NLSY26 dataset.

Reasons why the study might complement the NLS

If there are overlapping questions, then there might be opportunities to do cross-cohort research, especially if there is interest in comparing the pre/post effects of particular policy changes or changes in impacts of benefit rule changes. In addition, if future rounds of SIPP data collection are undertaken, then SIPP data from slightly older birth cohorts may provide insights into important content areas to be included in the NLSY26 questionnaires as that sample ages.

Comparing SIPP variables to NLSY97 underused variables

Unless otherwise noted, information was retrieved from this link: <https://www.census.gov/data-tools/demo/uccb/sippdict>

1. **Contraceptive choice** – these questions assessed the respondent’s knowledge (e.g., likelihood of getting pregnant, cost) and opinion (e.g., interfering with intimacy, would partner object) about Depo-Provera and withdrawal as contraceptive methods.

No variables found.

2. **Domains of Influence** – there are two main sets of questions. First, how often does the respondent ask a parent or parent figure for advice about education, jobs, relationships, and financial planning? Second, who does the respondent talk to about finances, relationships, school, and employment?

No variables found, although there are a few related variables in the SPD about parental oversight and knowledge of child activities.

3. **Marriage/fertility** – was the respondent’s current spouse/partner previously married and do they have any children from a previous relationship? Similarly, does the other parent of the respondent’s children have any other children?

[See SIPP fertility records, which are very good.](#)

4. **Relationship quality** – how often do the respondent and spouse/partner engage in positive/negative behaviors such as screaming/yelling, expressing affection, compromising, etc.?

No variables found.

5. **Parent relationship quality** – same questions as #4, asked of responding parent in round 1 parent interview.

No variables found.

6. **Childcare** – the NLSY97 has several underused questions on childcare arrangements. These include questions about how much respondents would be willing to pay for childcare and how far without children might have to travel to obtain care.

There are a limited number of questions about childcare, but no hypotheticals are asked.

7. **Childhood background and experiences** – several child background questions in the NLSY97 are underused. These questions are mainly from the parent questionnaire, although some were later asked of respondents without a parent interview to fill in gaps. These questions cover topics such as:
 - a. Childhood residence history, including living with both parents or with grandparents and at what ages
 - b. Schooling history, including age in each grade, months of school missed, and scores on standardized tests
 - c. Ages attended Head Start
 - d. Custody information if not living with both biological parents
 - e. Childhood experience living through hardship

f. Frequency of contact with non-residential parents
[Without examining a-f individually in detail, note the level of detail and general topics collected by the survey about child background]

A child residence history and Head Start attendance are collected. Some questions about current education and educational attainment are asked, but information about the respondent's schooling history is not collected. There are questions about current hardships such as food insecurity, but no questions about childhood adversity.

- 8. Parent background – several questions asked about the responding parent's background and spouse/partner's background are underused in the NLSY97. These include whether the parent lived with his/her parents while growing up, large gaps in employment, and receipt of government aid.**

Information is collected about each parent's date and country of birth and date of death, if applicable.

Extensive information is collected on co-residential parent's use of government aid. All members of household are interviewed, so parental Program Participation measures could be linked to child outcomes.

- 9. Income – if the survey asks follow-up questions of respondents who refuse to answer or say don't know, how are these questions asked? (For example – give a range, make an estimate, unfolding brackets, etc.)**

When asking about amounts for household members, questions are phrased as "your best estimate" and categories are provided. In questions where income is asked and a numeric answer is required, don't know response are followed up with either unfolding brackets or ranges. For some of the questions about reciprocity amounts, don't know answers are followed up with a best estimate question that still has a numeric range with no additional follow-up if they say DK again.

EU SILC – Statistics on Income and Living Conditions

Year of First Wave

2004 for the EU-15 (except Germany, the Netherlands, the United Kingdom) and Estonia, Norway and Iceland; 2005 for Germany, the Netherlands, the UK and nine of the then ten new Member States (all except Estonia).

Size and Age of cohort(s) in Wave 1/Sample Structure

This is not as straight-forward as the NLS surveys, given that there are multiple countries involved, and EU-SILC design suggests target numbers for each country as well as for the overall data collection. There is also both a longitudinal and a cross-sectional component in each wave.

The EU-SILC design also allows a great deal of variability as to how each country does their sampling, based in part on how much of the desired information can be derived from

administrative data in each given country. The EU-SILC design also allows countries to sample either households or individuals.

Their preferred sample design is to have a nationally representative probability sample of the population residing in private households within each country, with one member designated to complete a household enumeration survey and everyone aged 16 and older in the household completing surveys collecting personal information. The sample would be split between cross-sectional and longitudinal subsamples, with those in the longitudinal sample being asked to commit to a 4-year panel. Each subsequent wave, a new sample would be drawn and divided into a cross-sectional and longitudinal subsample, with the longitudinal group being asked for a 4-year commitment.

Each year will contain some respondents who are 16-18; no respondents under age 16 are included.

Periodicity and Dates of Follow-up waves

EU-SILC surveys, both cross-sectional and longitudinal, are on-going and have been completed annually, with cross-section data through 2020 and longitudinal data through 2019 having been released.

Study informants

Study Informants vary by country, based on whether they chose to use individuals or households to sample. In Ireland and the UK, the sampling is done by household, and an attempt is made to interview everyone in the household who is age 16 or older. In both, a designated person, generally the householder, is asked a set of basic questions about members of the household.

Household Interview

The EU-SILC design has certain information they want from each country (obtained either through interviews or through administrative data or both), but they also appear to have given countries some leeway as to how to structure their surveys and what/how they ask.

We reviewed household interview questionnaires from UK and Ireland.

In both countries, an initial informant (generally the householder) is asked a series of questions to establish a household roster. The following elements are collected by both countries for each HH member:

- Name
- Sex
- Date of birth/Age
- Citizenship (UK also has race/ethnicity)
- Level of Education
- Marital Status (16 or older)

Additionally, a matrix of how all HH members are related to each other is obtained by asking the informant how each HH member is related to every other HH member.

The Irish household survey also asks this informant detailed questions about all children under age 16 in the household, covering topics such as childcare, schooling, and health care coverage.

Both surveys also ask the HH informant many detailed questions about the actual dwelling, looking not only at ownership but also physical condition and problems. The UK survey also includes some questions about vehicles and durable goods. The Irish survey asks about vehicles in the individual interviews. Both ask detailed questions about schooling, work status, job characteristics, income, and taxes to all persons aged 16 and older in the household.

Comparison to the Household Enumeration in the NLSY79 and NLSY97

Both the NLSY79 and NLSY97 have collected some information about all persons living in the respondent's household. Both routinely collect:

- Name
- Sex
- Age
- Relationship to Respondent
- Highest Grade Completed
- Employment Status (NLSY79: Yes/No; Nlsy97: FT/PT/not)

The NLSY97 additionally collects marital status, race, and ethnicity.

The NLSY97 also collects some specific information, such as dates of birth of children and spouse/partner employment, income, and religion, that is collected elsewhere in the NLSY79.

Overall, the basic demographics collected about household members are quite similar between the EU-SILC and the NLS, particularly the NLSY97 which collects more information. One difference is the employment status, but the EU-SILC surveys collected detailed employment information from all household members age 16 and older.

Another difference is the collection of a relationship matrix for the entire household in the EU-SILC versus ascertaining the relationship of each HH member to the respondent. The NLSY97 did collect a relationship matrix in their first round.

Reasons why the study might compete with the NLS

As an EU study, this is not a direct competitor to the NLS.

Reasons why the study might complement the NLS

Researchers have utilized the NLS household enumeration data to look at transitions out of and back into parental households as well as formation of independent households. There might be a narrow opportunity to do some cross-national comparisons of household structure, and within four-year EU-SILC panels one might be able to track some transitions out of and back into households.

Additional comments

The demographics collected on all household members in the NLSY97 are quite comparable to demographics collected on household members in the EU-SILC household enumeration. Our suspicion is that the collection of the matrix of relationships would not add enough significant value to the NLS data collection to warrant the amount of survey time it would take.

Comparing EU-SILC variables to NLSY97 underused variables

BLS directed us to focus this comparison on the household roster. We therefore do not include a comparison of underused variables for this survey.

German National Education Panel Study (NEPS)⁴

Year of first wave

2008

Size and age of cohort(s) in wave 1

Up to 9 waves with six different cohorts. Cohorts include newborns, Kindergarteners, Grade 5, Grade 9, students finishing postsecondary education, and adults. Each cohort typically contains more than 3,000 sample members, though exact size varies by cohort.

Periodicity and dates of follow-up waves

- Starting Cohort 1: Waves 1 to 8 from 2012 to 2019
- Starting Cohort 2: Waves 1 to 8 from 2011 to 2019
- Starting Cohort 3: Waves 1 to 7 from 2010 to 2019
- Starting Cohort 4: Waves 1 to 9 from 2010 to 2019
- Starting Cohort 5: Waves 1 to 9 from 2010 to 2019
- Starting Cohort 6: Waves 1 to 7 from 2009 to 2019

Sample structure

The sample structure for the NEPS differs across the different cohorts that are studied. For example, in the case of the newborn cohort children born in Germany between Feb-July 2012 and their families. Children had to be 6 months old at the start of the panel. The NEPS employs a two-stage disproportional stratified sampling strategy with municipalities as the primary sampling units, proportionally stratified according to a classification of urbanization; addresses of newborns are the secondary sampling units, disproportional stratified with more addresses in bigger municipalities. Municipalities in the first stage were selected based on the distribution of births according to the German Microcensus in three strata (based on population). In the second state, addresses are randomly selected from the municipalities' register data via systematic interval sampling, divided into two tranches (births from February to April and births from May to July).

For the Grade 9 cohort that is most similar to the age ranges for the NLSY, the NEPS uses a stratified cluster sampling with the following selection stages:

- 1) Random sampling of regular schools at the German lower secondary level.
- 2) Random selection of Grade 9 classes at the selected schools; and
- 3) selection of all students within the selected classes to be invited to participate in the study.

This sampling design differs from the NLSY97, where PSUs are selected from NORC's master probability sample of the United States, with each PSU representing either a metropolitan area or one or more non-metropolitan counties (NEPS PSUs are only metropolitan areas). In the second stage, rather than sampling addresses directly, the NLSY97 selects one or more adjoining blocks (of at least 75 housing unit) from each PSU, and then selects a subset of housing units within these segments.

⁴ Source: [National Education Panel Study](#)

Study informants

Study Informants include children, parents, staff, teachers, and principals.

Areas of interest within study

The main interest of the NEPS is to track respondents beginning as newborns and track their progress through the labor market as adults. Specifically, the various cohorts and waves seek to understand how education factors into the lives of respondents and whether the skills they learn in school translates to labor market success. Additionally, the survey seeks insights into this interaction between education and later outcomes through parent and teacher interviews, the environment the respondent has at home, with friends, and in the classroom.

The study captures respondents during transitional moments in their development, both educationally and socially. Cohorts are divided by newborns, kindergarten, fifth grade, ninth grade, entering vocational or post-secondary education, and as full-fledged members of the labor force as adults. Through every cohort, the importance of formal and informal education is examined and thus how it relates to outcomes in life.

The next sections individually address the information collected by each of the six cohorts.

Newborns: In these surveys, parents and others interacting with the child (childcare workers, “childminders”) are the respondents. The survey seeks to answer the following questions.⁵

- How do children in early childhood develop early skills and abilities and in what ways are processes of development and education supported by settings of childcare and education within and outside the family?
- How do intra-familial and extra-familial settings interact?
- From what age of the child do families make use of childcare settings and education outside the family and to what extent does this depend on the development of the child and/or on the family background including the intra-familial learning environment, parental needs, and orientations?

Kindergarten: This set of surveys seeks to measure the following by asking students, parents, educators, principals:

- Development of skills and educational trajectory
- Learning environment inside and outside of the classroom (for example, home environment)

Grade 5: These surveys were the first to introduce competence tests. They also feature questionnaires for students, parents, teachers, and principals. The specific content includes the following.⁶

- Competence testing for language (spelling, reading, and listening comprehension in German, knowledge of first language and English in students with migration background), mathematics, sciences, and meta competencies (ICT competence and cognitive problem-solving ability).
- Key questions of this study include the development of students’ competences, conditions, and prerequisites of educational processes, as well as possible personal consequences on the success and on the future course of education and the integration of students into social networks.

⁵ <https://www.neps-data.de/Data-Center/Data-and-Dokumentation/Start-Cohort-Newborns>

⁶ <https://www.neps-data.de/Data-Center/Data-and-Dokumentation/Start-Cohort-Grade-5>

- The teaching staff and school principals' questionnaires in the participating schools address, for example, data on class size, the composition of the student body, and the school equipment but also questions about lessons in general.

Grade 9: This is the first cohort where an important focus is tracking respondents during the transition from education to vocational training, the labor market, or postsecondary school. Questionnaires were given to students, parents, teachers, and principals. Example measures include the following

- Competence measures
- Measures of educational progress through school
- Information on training and the transition to vocational education
- Information on the transition to the labor force

Students: Specifically, this cohort is on respondents who pursue higher education and their transition into the labor market. Areas of focus include the following.⁷

- Students' competencies and competence development during the course of studies
- Educational choices during the course of studies and success in studies
- Entrance into working life and professional success

Adults: The final cohort seeks to tie the previous ones together to investigate the relationships between educational achievement, competencies, relationships, and labor market outcomes, and seeks to answer the following questions.

- How did earlier educational experiences impact individuals' outcome?
- Do respondents continue to grow their education in formal and nonformal ways?
What different educational competencies exist within the population and what are their importance for determining labor market success?

Areas of strength of the study

The NEPS is similar to the NLSY as it is a longitudinal survey that includes both educational experience and labor market outcomes. The NEPS is strong in using competency tests to develop what kinds of traits or education level are particularly important for shaping respondents later in life. It also provides information to allow researchers to understand the types of formal and informal training that leads to success in the German labor market.

Areas in this study that the NLS might want to draw from

The additional surveys completed by teachers and school principals in the early development of the study participants provide a useful resource for measuring childhood environments in a way that allows for analysis of how these environments affect outcomes later in life. The NLS might also want to draw on some of the questions asked of parents in this study.

If the new NLSY cohort envisions matching administrative data to survey data, then this might be a good study to learn from. Note that the German social service network is more interconnected from a data standpoint than the American system. The Institute for Employment Research (IAB) data includes opportunities to link the data based on "employee history, the

⁷ <https://www.neps-data.de/Data-Center/Data-and-Dokumentation/Start-Cohort-Students>

benefit recipient history, the unemployment benefit II recipient history, the jobseeker history, and the participants-in-measures history.”⁸

Reasons why the study might compete with the NLS

The competition from NEPS is anticipated to be minimal because this is not a US study. While they do target similar populations and are both longitudinal, the context of training and the labor markets are different between the U.S. and Germany.

Reasons why the study might complement the NLS

If there are overlapping questions, then there might be opportunities to do cross national research, although the fact that the ages don't overlap in the same time period may make this less appealing to researchers.

Comparing NEPS variables to NLSY97 underused variables

Note: NEPS Grade 9 cohort waves 1 and 2 questionnaires are included in this comparison as they were the most relevant to the new NLS cohort. Not included are the Grade 9 cohort waves 3-9, Newborns cohort, Kindergarten cohort, Grade 5 cohort, students cohort, and adults cohort questionnaires. Information was retrieved from <https://www.neps-data.de/Data-Center/Data-and-Dokumentation/Start-Cohort-Grade-9/Dokumentation>

1. **Contraceptive choice** – these questions assessed the respondent's knowledge (e.g., likelihood of getting pregnant, cost) and opinion (e.g., interfering with intimacy, would partner object) about Depo-Provera and withdrawal as contraceptive methods.

None found.

2. **Domains of Influence** – there are two main sets of questions. First, how often does the respondent ask a parent or parent figure for advice about education, jobs, relationships, and financial planning? Second, who does the respondent talk to about finances, relationships, school, and employment?

- How often does it normally happen that you talk with your mother or father...

Options:

About books?

About movies or TV programs?

About political or social issues?

About works of art or art in general?

Response options for each of the above are: never or rarely, several times a month, once a week, several times a week, everyday

- How important are the following sources of information for your job choice?

Among the sources of information are:

Tips from parents

Tips from other relatives (siblings, aunt, uncle...)

Tips from friends and acquaintances

Tips from teachers

⁸ <https://www.neps-data.de/Data-Center/Data-and-Dokumentation/NEPS-ADIAB>

Response options for each of the above sources of information are: very unimportant, rather unimportant, rather important, very important

- The following questions refer to people from your private life, whether or not you know them well.
 - Imagine you are looking for an apprenticeship. How likely is someone from your private life going to inform you about interesting apprenticeships?
 - How likely is someone from your private life going to make an effort towards getting an apprenticeship for you?

Options for each of the above sub-questions: very likely, rather likely, rather unlikely, very unlikely

- {Follow-up question asked after each of the above sub-questions}: Who did you have in mind when you heard the last question?

Options:

Your parents

Your siblings

Other people from your family or relatives

A teacher at your school

Someone you know from an internship, a part-time job or a probationary job

Your friends

Other acquaintances

- When you look for an apprenticeship, how important do you consider the following information?

Among the sources of information are:

Parents

Other relatives (siblings, aunt, uncle...)

Friends

Teachers

Career counselors or social education workers at the school

Response options for each of the above sources of information are: very unimportant, rather unimportant, rather important, very important

- 3. Marriage/fertility – was the respondent’s current spouse/partner previously married and do they have any children from a previous relationship? Similarly, does the other parent of the respondent’s children have any other children?**

None found.

- 4. Relationship quality – how often do the respondent and spouse/partner engage in positive/negative behaviors such as screaming/yelling, expressing affection, compromising, etc.?**

None found.

5. Parent relationship quality – same questions as #4, asked of responding parent in round 1 parent interview.

None found.

6. Childcare – the NLSY97 has several underused questions on childcare arrangements. These include questions about how much respondents would be willing to pay for childcare and how far without children might have to travel to obtain care.

{From the parent questionnaire}:

- I will now read to you some forms of care and kindly request you to tell me what forms of care you have utilized so far for <Name of the target child>. Has <Name of the target child> ever been looked after in one of the following facilities and/or by one of the following persons? Please only state regular care of at least six hours per week.

Among the options are: Kindergarten, day-care center or children's daycare home

- How much do you pay for the Kindergarten place of <Name of the target child> per month?
- And how much do you pay for [au pair care] per month?

7. Childhood background and experiences – several child background questions in the NLSY97 are underused. These questions are mainly from the parent questionnaire, although some were later asked of respondents without a parent interview to fill in gaps. These questions cover topics such as:

a. Childhood residence history, including living with both parents or with grandparents and at what ages

- Who normally lives with you at home (e.g., biological mother, grandmother and/or grandfather, biological father, etc.). Respondent can check all that applies.

b. Schooling history, including age in each grade, months of school missed, and scores on standardized tests

- Did <Name of the target child> change school afterwards or did <Name of the target child> stay out of school for more than 3 months?

c. Ages attended Head Start

NA (Germany)

- d. Custody information if not living with both biological parents
- e. Childhood experience living through hardship
- f. Frequency of contact with non-residential parents

None found for d, e or f.

- 8. Parent background – a number of questions asked about the responding parent’s background and spouse/partner’s background are underused in the NLSY97. These include whether the parent lived with his/her parents while growing up, large gaps in employment, and receipt of government aid.**

{From the parent questionnaire}:

- Since when have you been registered unemployed? Please give me the month and year.
- Do you currently receive one of the following government benefits: Unemployment compensation II or social money under the Hartz IV program or social welfare?
- Does your partner currently receive one of the following government benefits: Unemployment compensation II or social money under the Hartz IV program or social welfare?

- 9. Income – if the survey asks follow-up questions of respondents who refuse to answer or say don’t know, how are these questions asked? (For example – give a range, make an estimate, unfolding brackets, etc.)**

{From the parent questionnaire}:

- *{If respondent refused to answer income question}:* Please tell me whether your monthly net household income is more or less than 2,500 Euro?
- *{If respondent refused to answer income question}:* How do you judge your economic household situation today?

Options are:

- 1: very poor
- 2: rather poor
- 3: partly
- 4: rather good
- 5: very good

Growing Up in Australia

Year of first wave

2003

Size and age of cohort(s) in wave 1

2 cohorts:

- Birth Cohort (Cohort B): 5,000 children ages 0-1 in 2003-2004
- Kindergarten Cohort (Cohort K): 5,000 children ages 4-5 in 2003-2004

Periodicity and dates of follow-up waves

Data are collected every two years. Note that respondents in cohort B were ages 12-18 in waves 7-9 and respondents in cohort K were ages 12-18 in waves 5-8.

Sample structure

A representative sample of children from urban and rural areas of all states and territories in Australia. Study used a clustered sample design because a) it provided the opportunity to gather multiple observations within a community, increasing the capacity of the study to analyze community-level effects; and b) it offered the opportunity to cost-effectively conduct face-to-face interviews. Face-to-face interviews with families in remote areas would have been prohibitively expensive.

Study informants

Study informants include children, parents, careers, teachers, and other family members.

Areas of interest within study

Uses a bio-ecological conceptual framework where the **family, school, community and broader society**, as well as the **children's own attributes**, are seen to contribute to the child's development in complex interacting ways over time. Designed to study development and wellbeing over the life course in relation to topics such as parenting, family, peers, education, childcare and health.

Fourteen key research questions were proposed that could be broadly classified into five initially selected areas: health, family functioning, non-parental childcare, education, and cross discipline. Research questions were then reviewed in 2008 as cohorts we envisioned as aging up into adolescence.

Originally, three 'domains' were selected for the study children as the major components of their wellbeing, and as markers for their future capability to participate *civically, socially and economically*: **health and physical development, social and emotional functioning, and learning and cognitive ability**. We matched these areas to the three key areas of Education, Health and Income that a new NLSY Cohort might want to focus on.

Education

LEARNING AND COGNITIVE ABILITY

- non-verbal reasoning
- language – vocabulary, communication skills and receptive language
- academic readiness

- literacy and numeracy competence
- academic achievement
- school engagement and adjustment

Health

HEALTH AND PHYSICAL DEVELOPMENT

- health-related quality of life/health functioning
- global health
- special needs
- perinatal indicators such as birthweight and gestational age
- specific health issues such as asthma, oral health, vision, sleep problems, toileting problems
- headaches, allergies (Enuresis, constipation)
- injuries and hospital admissions
- nutrition
- motor skills
- physical activity, fitness and cardiovascular health
- height, weight and girth
- puberty
- mental health including:
 - internalizing problems (e.g., anxiety, depression)
 - externalizing problems (e.g., conduct problems, hyperactivity)
 - temperament
 - social competence
 - self-esteem, self-concept

Income

Income questions have been added in later waves. This is not the primary focus of the study, however. An example of interesting employment/work questions is provided at the end of this summary but there are several others we could look at. The NLS covers this topic more thoroughly than Growing Up in Australia (or pretty much any other survey).

Areas of strength of the study outside of Education, Health and Income

- parent-child, teacher-child and peer relationships
- bullying
- civic engagement and social consciousness
- issues such as substance use, antisocial behaviors, risk taking behaviors and eating disorders. Note that some of these could be considered under health (e.g., substance use and eating disorders).

The study also has a focus on **socio-demographic Indicators**. For infants and young children this broadly tapped social, educational, economic, employment, geographic and other demographic features of the study child's **parents, careers, and other family members**.

Moving forward, the focus shifts to the adolescent/young adult respondent with “an overarching theme of Transitions to adulthood”. Questions to focus on:

- Economic participation
- Social participation

- Civic participation and citizenship
- Educational attainment and skill development (cognitive and non-cognitive skills)
- Relationships within and outside the family
- Family formation and parenting
- Personal safety/security and housing
- Health status
- Social and emotional adjustment

Areas in this study that the NLS might want to draw from

If there is a parental component to the new cohort study, then the NLS might want to draw on some of the questions asked of parents in this study or ask parents about child development milestones.

There are also useful questions in more recent surveys when the adolescent/young adult has been asked about their own “transitions to adulthood”.

If the new NLSY cohort envisions matching administrative data to survey data, then this might be a good study to learn from. The Growing up in Australia study links to several administrative databases, for example:

- The Medicare Australia database provides information about the participant’s medical history.
- The Centrelink database provides information about social security payments received.
- National Childcare Accreditation Council data provides information on the childcare centers attended by children.
- The Australian Early Development Census (AEDC) provides measures of how young children have developed by the time they start their first year of full-time school.
- The National Assessment Program - Literacy and Numeracy (NAPLAN) scores provide detailed assessments of children’s literacy and numeracy progress.
- The Australian Curriculum, Assessment and Reporting Authority’s (ACARA) My School data provides information about characteristics of the child’s school, such as location, sector, and student and staff numbers.
- The ABS Census of Population and Housing data provides socio-demographic profiles of the neighborhoods and communities in which children live.
- The Murdoch Children’s Research Institute’s [Child Health CheckPoint](#) provides detailed health data.

Not all examples will be relevant to a US data collection, but they at least serve to provide examples of what has been done within the Australian context.

Reasons why the study might compete with the NLS

None because this is not a US study

Reasons why the study might complement the NLS

If there are overlapping questions, then there might be opportunities to do cross national research, although the fact that the ages don’t overlap in the same time period may make this less appealing to researchers. Period “shocks” such as COVID-19 make it less appealing to compare age groups internationally if information isn’t collected within each study at the same ages within the same time period.

Additional comments

Wave 9 plans were interrupted by COVID-19 but online data collection continued. There are multiple questions in 2020-2021 that tried to see how COVID-19 interrupted educational and work activities and plans but these are unlikely to be that useful for a new cohort. There are, however, some useful questions about the gig economy and other activities to earn money. For example:

WORK_Q19

There are lots of different ways that people can earn money. Some people might not consider all of these activities to count as formal work or employment, either because they do not have a 'boss' or employer, or because the activities are very short term or irregular. The next questions are about these types of activities.

In the last 12 months have you done any of the following to earn money?

- a. Driven for a ride-sharing service (e.g., Uber, Ola Cabs, Didi, Taxify, Local limousine company)
- b. Driven for an online food ordering service (e.g., Uber Eats, Menulog, Deliveroo, Eatnow, Foodora)
- c. Participated in medical, marketing or other research (e.g., participating in a medical study, responding to a survey, being part of a focus group)
- d. Performed as an actor, musician or entertainer (e.g., singing at a wedding, entertaining at a children's party, juggling at a street fair)
- e. Posted videos, blog posts, or other content online (e.g., running a fashion blog or YouTube channel that generates ad revenues or commission)
- f. Rented out your vehicle, home, or other possessions (e.g., AirBnB, CarNextDoor, KitSplit, the Volte, ToolMates)
- g. Sold goods you made yourself (e.g., selling art at a local market, selling crafts on Etsy or your own website, selling goods in someone else's shop (on consignment), selling designs on RedBubble)

Comparing Growing Up in Australia variables to NLSY97 underused variables

Information was retrieved from <https://growingupinaustralia.gov.au/data-and-documentation>.

1. **Contraceptive choice** – these questions assessed the respondent's knowledge (e.g., likelihood of getting pregnant, cost) and opinion (e.g., interfering with intimacy, would partner object) about Depo-Provera and withdrawal as contraceptive methods.

Wave 8 included "withdrawal" as a pick list item for "last time you had sex, which contraceptive method did you use?"

2. **Domains of Influence** – there are two main sets of questions. First, how often does the respondent ask a parent or parent figure for advice about education, jobs, relationships, and financial planning? Second, who does the respondent talk to about finances, relationships, school, and employment?

Related questions include the following:

Wave 9C: Since the beginning of the coronavirus restriction period, how much support have you needed from your parent(s) or other family members, for advice (e.g., helping with a decision or suggestions about things you could do) compared to usual?

Wave 9C: How often do you feel that you need support or help but can't get it from anyone?

Wave 8: Below is a list of people who you might seek help or advice from if you were experiencing a personal or emotional problem. Have you sought help for personal or emotional problems from any of these in the last 12 months?

- Boyfriend or girlfriend
- Friend
- Parent
- Brother or sister
- Other relative / family member
- Teacher
- Other school staff
- Family doctor
- Mental health professional
- Other adult
- Phone help line
- Internet
- Someone else not listed above
- I have not sought help from anyone
- I have not had any emotional or personal problems

Wave 7: At any time in the last 4 weeks have you.... asked school / college / university for advice? [about job search]

Wave 6: **How likely is it** that you would seek help from the following people, if you had a personal or emotional problem during the next 4 weeks? [similar pick list as Wave 8]

Wave 5: If you had a problem could you ask your [mum/dad] for help?

- Definitely true
- Mostly true
- Mostly not true
- Definitely not true

Wave 5: There's at least one teacher or other adult in this school I can talk to if I have a problem.

- Not at all true
- Not very true
- Neither not at all true nor completely true
- Somewhat true
- Completely true

Wave 5: The next questions are about how you get on with friends. For each statement, choose the number that best describes you and your friends. I tell my friends about my problems and troubles.

- Almost always true
- Often true
- Sometimes true
- Seldom true
- Almost never true

Wave 5: If you had a problem, who would you talk to about it?

- Mum
- Dad
- Brother or sister
- Friend
- Teacher
- Other Relative
- Other
- No one

Wave 5: For each of these statements, choose the best answer for you (almost never/sometimes/often/almost always true: I can count on my parents to help me when I have a problem. I talk with my parents when I have a problem. I share my thoughts and feelings with my parents.

Wave 5: Thinking about [mum/dad], does ... like you to tell when you are worried or have a problem? 1 Strongly agree 2 Agree 3 In between 4 Disagree 5 Strongly disagree

- 3. Marriage/fertility – was the respondent's current spouse/partner previously married and do they have any children from a previous relationship? Similarly, does the other parent of the respondent's children have any other children?**

No variables found.

- 4. Relationship quality – how often do the respondent and spouse/partner engage in positive/negative behaviors such as screaming/yelling, expressing affection, compromising, etc.?**

Wave 8: How often do people in your family yell at each other?

- 5. Parent relationship quality – same questions as #4, asked of responding parent in round 1 parent interview.**

Wave 8:

- Is your partner a resource or support to you in raising your child(ren)? Never, rarely, sometimes, often, always
- Are a resource or support to your partner in raising your child(ren)?

- Do you feel your partner understands and is supportive of your needs as a parent?
- Do you and your partner disagree about basic parenting issues?
- Is your conversation with your partner awkward or stressful?
- Do you and your partner argue?
- Is there anger or hostility between you and your partner?
- Do you have arguments with your partner that end up with people pushing, hitting, kicking or shoving?
- Do you and Parent 2 back each other up if you are having difficulties with the child/your children?
- Do you and Parent 2 work together in supporting the child/your children with any difficulties he/she/they may be having?
- Have you ever been afraid of Parent 2?
- How well does your partner meet your needs?
- In general, how satisfied are you with your relationship?
- How good is your relationship compared to most?
- How often do you wish you hadn't married or lived together?
- To what extent has your marriage or relationship met your original expectations?
- How much do you love your partner?
- How many problems are there in your relationship?
- Which best describes the degree of happiness, all things considered, in your relationship?

6. Childcare – the NLSY97 has several underused questions on childcare arrangements. These include questions about how much respondents would be willing to pay for childcare and how far without children might have to travel to obtain care.

Wave 8: Generally, how satisfied are you with first child's overall [child]care arrangements?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

In the last 12 months, how many times did you change childcare arrangements for first child?

In the last 12 months, how many times did you increase or decrease childcare hours for first child?

In the last 12 months, have you experienced any problem in trying to find suitable childcare for the first child?

- Couldn't afford to pay for the number of hours of care I needed. Y/N
- Hours of care didn't match the hours that I needed. Y/N
- Lack of care providers near my place of work/study or my home. Y/N

- Available care providers were poor quality. (e.g., poor environments, programs or staff) Y/N
- Not able to get siblings into the same care provider. Y/N
- I have had to combine a variety of sources of care to get the cover that I have needed. Y/N
- I have used some short-term arrangements while waiting for more appropriate care to become available. Y/N
- Problems with getting childcare places. Y/N
- Transport problems for parent or child. Y/N
- Child has disability or special needs. Y/N
- Did not suit culture or ethnic beliefs. Y/N
- Other problem. Y/N

7. Childhood background and experiences – several child background questions in the NLSY97 are underused. These questions are mainly from the parent questionnaire, although some were later asked of respondents without a parent interview to fill in gaps. These questions cover topics such as:

- Childhood residence history, including living with both parents or with grandparents and at what ages**
- Schooling history, including age in each grade, months of school missed, and scores on standardized tests**
- Ages attended Head Start**
- Custody information if not living with both biological parents**
- Childhood experience living through hardship**
- Frequency of contact with non-residential parents**

[Without examining a-f individually in detail, note the level of detail and general topics collected by the survey about child background]

Here are some examples showing general topics and level of detail:

Wave 5 Child:

Here is a list of things that some kids have done - please read through the list and answer the questions as honestly as you can. [use this scale: 0 Not at all 1 Once 2 Twice 3 Three times 4 Four times 5 Five or more times]. In the last 12 months have you

- ...skipped school for a whole day?
- ...been suspended or expelled from school?
- ...broken into a house, flat or vehicle?
- ...stolen something out of a parked car?
- ...started a fire in a place where you should not burn anything?
- [list is quite extensive]

Wave 5 Parent:

- Since we last interviewed you, has [name of child] repeated a grade level? What grade/year level was repeated?

- What was the main reason [name of child] repeated a grade/year? 1 Health reasons 2 Academic learning difficulties 3 Social or behavioral difficulties 4 Disability 5 Changed schools (e.g., family residential move from another state or country) 6 Other
- What is the reason that [name of child] does not currently attend school? 1 Home schooling 2 Health problems 3 Disability 4 Waiting to start at another school 5 Distance education 6 Other (specify)
- How many children are present in [name of child]'s class for the main educational program?
- Since we last interviewed you, has [name of child] changed schools?
- Apart from the school was at when we last interviewed you, how many schools has [name of child] attended?
- What was the main reason for the most recent change of school?
- Does currently have an Individualised Education Plan (IEP)?

8. Parent background – several questions asked about the responding parent's background and spouse/partner's background are underused in the NLSY97. These include whether the parent lived with his/her parents while growing up, large gaps in employment, and receipt of government aid.

Wave 7 Parent: During the time when you did not have a job or business, for how many months were you actively looking for work?

Wave 7 Parent: Did you ever live in any of the following family circumstances before you were 18 years of age?

- With both natural parents
- In a single parent family
- With a natural parent and stepparent
- With grandparents or other relatives as main caregivers
- With adoptive parents
- In a foster family, welfare home or an institution (excluding boarding school)
- Other

How many times did you change between these family circumstances before you were 18 years of age?

Wave 7 Parent: When you were a teenager, before you were 18 years of age, did any of the following occur?

1. You ran away from home
2. You got into trouble with the police
3. You had problems with alcohol
4. You started using illicit drugs
5. You attended child/juvenile court due to juvenile offending
6. You started to hang out with a bad crowd
7. You became pregnant/ got someone pregnant
8. You were raped or sexually assaulted

9. You were admitted to a psychiatric hospital

Wave 7: During your childhood, did you experience any of the following?

1. Your parents did their best for you
2. There were frequent arguments between your parents
3. Your father physically abused your mother (punched, hit, kicked, etc.)
4. Your mother physically abused your father (e.g., punched, hit, kicked, etc.)
5. Your father verbally abused your mother (e.g., ridiculed, humiliated, etc.)
6. Your mother verbally abused your father (e.g., ridiculed, humiliated, etc.)
7. You had a strict, authoritarian, or regimented upbringing
8. You were verbally abused, ridiculed or humiliated by a parent
9. You received frequent beatings or too much physical punishment (e.g., hitting, smacking)
10. You were sexually abused by someone in your family living in the household
11. You were sexually abused by someone in your family not living in the household
12. You were frequently left alone to look after yourself
13. There was often not enough food in the house
14. You moved home frequently
15. Your family was very poor and struggled to make ends meet
16. You had a pretty normal upbringing

Wave 5 Parent:

When you were growing up, how would you describe your family's financial situation overall?

- 1 Prosperous
- 2 Very comfortable
- 3 Reasonably comfortable
- 4 Just getting along
- 5 Poor
- 6 Very poor

Did parents permanently divorce or separate? How old were you when this happened?

Was {your father/your mother} unemployed for a total of 6 months or more while you were growing up?

Thinking back to when you were 14 years old, was your father or mother the main breadwinner?

When you were growing up, how much interest did {your father/your mother} show towards your learning and education? This could include helping you with homework or otherwise encouraging your learning.

9. **Income – if the survey asks follow-up questions of respondents who refuse to answer or say don't know, how are these questions asked? (For example – give a range, make an estimate, unfolding brackets, etc.)**

Wave 8: Instructions to interviewer: If respondent unable to answer, prompt for their best estimate.

Understanding Society: The UK Household Longitudinal Study

Year of first wave

2009-10

Size and age of cohort(s) in wave 1

39,802 households across all regions and nations of the United Kingdom (UK). All members of the household are part of the sample, with parents responding on behalf of any participants under age 10. Survey includes “all ages” (1-99). The sample incorporates 8000 households from the British Household Panel Survey (BHPS), which began in 1991.

Periodicity and dates of follow-up waves

Annual.

Sample structure

Sample members are followed when they leave a household, and new people join the Study as they become part of existing sample member households. The overall Study has multiple sample components. The main survey includes:

- The General Population Sample (GPS) a stratified random sample of England, Scotland and Wales and a simple random sample in Northern Ireland.
- The Ethnic Minority Boost Sample (EMBS); Introduced at Wave 1, to ensure the study had at least 1,000 adults from the five main ethnicity groups in the UK: Indian, Pakistani, Bangladeshi, Caribbean, and African. Each year the study asks extra questions to this sample of particular relevance to ethnic groups.
- The BHPS Sample, which ran from 1991-2009 and had around 10,000 households in it. Understanding Society started in 2009 and interviewed around 40,000 households, including around 8,000 of the original BHPS households. The inclusion of the BHPS households allows researchers and policy makers to track the lives of these households from 1991 forward.
- The Immigrant and Ethnic Minority Boost Sample (IEMBS). Includes people were born outside the UK (“immigrants”) and members of five ethnic minority groups. It provides coverage of people who have entered the UK since Wave 1 (2009). Introduced at Wave 6, interviews were conducted with 4,656 adults who are now part of the ongoing sample.
- A separate survey, the Innovation Panel (IP), is a sample of 1,500 households. This is used by researchers as a test bed for innovative ways of collecting data and for developing new areas of research. There is an annual competition for researchers to propose experiments.

Study informants

Members of baseline sample households, and members of their new households upon formation.

Areas of interest within study

- Sociodemographic: age, sex, ethnic group, country of birth
- Race/Ethnicity (see below)
- Social Background: parents' occupations, parents' grand parents' countries of birth
- Attitudes and values: ethnic identity, political beliefs and support, gender attitudes, etc.
- Health: self-reported and biomarkers (see below)
- Work and Employment
- Mental Health
- Political Participation
- Caregiving and Receipt
- Social Relationships
- Life Satisfaction and Mental Health

Areas of strength of the study

- **Education.** Excellent questions with extensive coverage of: educational aspirations among HS students and courses taken
- **Health.** General health, substance use, smoking, mental health; health benefits; health services utilization; nutrition.
- **Income.** Household finances; pension drawdown; financial expectations and worries
- **Family Formation.** Complete histories of marital and cohabitation transitions (1991-2018)
- **Cognitive Ability.** Collected of all persons starting at age 16, including self-rated memory; working memory; verbal fluency; phonemic memory, prospective memory. Most measures are identical to HRS/NLSY79, except the latter two.
- **Ethnicity/Community.** Items include:
 - strength of British identity,
 - parental ethnic identity,
 - strength of parental ethnic identity,
 - perceived belonging and pride,
 - race/ethnic composition of associates,
 - harassment and discrimination,
 - religion,
 - language, and
 - citizenship
- Caregiving and Childcare
- Device use and Online Activity Module
- Gig Economy
- Harassment
- Work, including first job, physical labor, job satisfaction and mother's return to work; non-employment; self-employment; second jobs
- Positive and negative life events module
- Religion
- Retirement planning
- Political participation and attitudes, e.g., EU election participation
- Parenting styles and behavior

- Social relationships including loneliness, and non-co-resident social relationships; social support

Areas in this study that the NLS might want to draw from.

- 1. Strategically oversampling some ethnic groups or immigrant youth.** This would enable more fine-grained within-race comparisons of Blacks (e.g., U.S born vs. Caribbean), Asians (Chinese, Vietnamese, etc...) or contrasting first vs. 1.5 generation immigrant youth.
- 2. Administrative linkages.** The Study regularly requests consents from panel members to link their data with administrative datasets. These consents cover data held by a broad range of government departments and devolved administrations, enabling linkage, for instance, to data on educational performance, health, tax and benefits, vehicle registrations and energy consumption. Most relevant to NLSY, they link to the National Pupil Database.
- 3. Biometric measures.** ~20,000 participants ages 16+ also received nurse visits in Waves 2 and 3, which provides a range of objective health measures, genetic and epigenetic data.
- 4. COVID-19 module.** A more extensive module than NLS used. Most of these items may not be useful in several years, other than perhaps the long-term conditions. Areas covered include household composition, coronavirus illness, long-term health conditions management GHQ, loneliness, and employment.
- 5. Young Adults module.** Some of the innovations include the Expectations module, in which respondents indicate their likelihood (Very, fairly, not very, not at all likely) to make the following transitions: enter higher ed, obtain training in chosen field, successfully finish school, find suitable job, be long-term unemployed, be held back in career, be successful, be self-employed, work abroad, marry, and cohabit. The follow-up is reason WHY for some transitions.
- 6. Child module.** Modules focused on children 10-15 have interesting topics, although some may be “too young” for NLSY including school, screen time, sports, mental health, and money.

Reasons why the study might compete with the NLS

None because this is not a US study

Reasons why the study might complement the NLS

If there are overlapping questions, then there might be opportunities to do cross national research, although the fact that the ages don't overlap in the same time period may make this less appealing to researchers.

The user-designed module competition may generate novel ideas for substantive foci that could be included selectively and as relevant on the NLSY.

Additional comments

Given the broad age range, the study does not specialize in topics pertaining to youth. It is a good general omnibus survey that may not be particularly instructive for guiding new NLSY content. The most promising modules are: Expectations (Young Adult); Gig Employment; and the oversampling approaches for racial and ethnic minorities and immigrants.

Comparing Understanding Society variables to NLSY97 underused variables

Information was retrieved from

<https://www.understandingsociety.ac.uk/documentation/mainstage/dataset-documentation>

1. **Contraceptive choice** – these questions assessed the respondent's knowledge (e.g., likelihood of getting pregnant, cost) and opinion (e.g., interfering with intimacy, would partner object) about Depo-Provera and withdrawal as contraceptive methods.

None found.

2. **Domains of Influence** – there are two main sets of questions. First, how often does the respondent ask a parent or parent figure for advice about education, jobs, relationships, and financial planning? Second, who does the respondent talk to about finances, relationships, school, and employment?

Wave 1:

Suppose you felt upset or worried about something and you wanted to talk about it. Who would you turn to first within your family?

- Mum or stepmum
- Dad or stepdad
- A brother or sister (or step-brother/sister)
- Another relative living with you
- Another relative not living with you
- No-one within my family

Wave 11:

(Thinking about your [friends/family/partner]) How much can you open up to them if you need to talk about your worries?

3. **Marriage/fertility** – was the respondent's current spouse/partner previously married and do they have any children from a previous relationship? Similarly, does the other parent of the respondent's children have any other children?

From Wave 10, there is an indirect question about ever living with any stepchildren (broadly, not legally, defined) that might provide a small amount of info on this.

4. **Relationship quality** – how often do the respondent and spouse/partner engage in positive/negative behaviors such as screaming/yelling, expressing affection, compromising, etc.?

From Wave 11:

For each of the following questions, please indicate which best describes your relationship with your partner at the moment. Please select only one answer per question.

- How often do you have a stimulating exchange of ideas?
- How often do you calmly discuss something?
- How often do you work together on a project?
- How often do you discuss or consider divorce, separation or terminating your relationship?

(Considering your relationship with your partner / spouse...) Do you ever regret that you married or lived together?

How often do you and your partner quarrel? Get on each other's nerves? Kiss? Engage in outside interests together?

- | | |
|---|---------------------|
| 1 | All of the time |
| 2 | Most of the time |
| 3 | More often than not |
| 4 | Occasionally |
| 5 | Rarely |
| 6 | Never |

The responses below represent different degrees of happiness in your relationship. The middle point, "happy", represents the degree of happiness of most relationships. Please select the number which best describes the degree of happiness, all things considered, of your relationship.

- | | |
|---|-------------------|
| 1 | Extremely unhappy |
| 2 | Fairly unhappy |
| 3 | A little unhappy |
| 4 | Happy |
| 5 | Very happy |
| 6 | Extremely happy |
| 7 | Perfect |

5. Parent relationship quality – same questions as #4, asked of responding parent in round 1 parent interview.

No variables found for parents' relationship.

6. Childcare – the NLSY97 has several underused questions on childcare arrangements. These include questions about how much respondents would be willing to pay for childcare and how far without children might have to travel to obtain care.

These hypothetical questions do not appear in this survey, but here is a childcare question that could be useful:

You said earlier that you had different arrangements for looking after [CHILD NAME] in school term-time and school holidays. The next questions are about what happens in school holidays. What are your usual arrangements for looking after [CHILD NAME] during the school holidays? [From Wave 11]

- 7. Childhood background and experiences – several child background questions in the NLSY97 are underused. These questions are mainly from the parent questionnaire, although some were later asked of respondents without a parent interview to fill in gaps. These questions cover topics such as:**
- a. Childhood residence history, including living with both parents or with grandparents and at what ages**
 - b. Schooling history, including age in each grade, months of school missed, and scores on standardized tests**
 - c. Ages attended Head Start**
 - d. Custody information if not living with both biological parents**
 - e. Childhood experience living through hardship**
 - f. Frequency of contact with non-residential parents**

[Without examining a-f individually in detail, note the level of detail and general topics collected by the survey about child background]

Wave 5: Some education data received from school transcripts.

Wave 11: Some education data received from higher education transcripts.

Wave 11: Thinking back to when you were 14 years old, was your [father/mother] working at that time? What job was your [father/mother] doing at that time?

Very little else found.

- 8. Parent background – several questions asked about the responding parent’s background and spouse/partner’s background are underused in the NLSY97. These include whether the parent lived with his/her parents while growing up, large gaps in employment, and receipt of government aid.**

Wave 11 asked Father’s/Mother’s country of birth. No other relevant information was found.

- 9. Income – if the survey asks follow-up questions of respondents who refuse to answer or say don’t know, how are these questions asked? (For example – give a range, make an estimate, unfolding brackets, etc.)**

From Wave 3:

When asking about income, interviewer says: Is that an exact amount or an estimate?

How much received in dividends or interest from savings or investments? If DK or refuse, ask:

Would it amount to £ 500 or more?

Would it amount to £ 1000 or more?

Would it amount to £ 2500 or more?

Would it amount to £ 5000 or more?

Would it amount to £ 10,000 or more?

When question is about monetary amount of benefits they are receiving, instruction to interviewer is <If DK/Can't Remember, Probe for approximate amount>

1970 British Cohort Study (BCS70)

Note: We included only a high-level overview of unique features of this survey due to the current age of the respondents, the length of time since adolescence, and the availability of a newer British Cohort Study for comparison. We include here a few notes about unique features of the survey. We did not conduct a comparison of underused variables for this survey.

Year of first wave

1970

Size and age of cohort in wave 1

Over 17,000 born in a single week in April 1970 in England, Scotland, Wales and Northern Ireland (N. Ireland sample dropped after Wave 1)

Periodicity and dates of follow-up waves

Wave 2 – 1975 at age 5

Wave 3 – 1980 at age 10

Wave 4 – 1986 at age 16

Waves 5-11 – 1998 to 2021 at ages 26-51

There were also sub-studies at 22 and 42 months (1972-1973), age 7 in 1977, twins in 2008-09 and a 10% sample of 21-year-olds in 1992 to study forces and circumstances influencing young people in transition from full-time education into employment, and to examine the extent of literacy and numeracy problems within the cohort.

Respondents were age 16 in 1986 (wave 4).

Brief overview of study

Because this study is now quite old, these notes provide only a high-level overview. We focus on wave 4 when cohort members were age 16. There were 16 separate survey instruments, with information gathered from parents, class teachers, school principals and the children themselves via surveys, in-person cognitive tests and medical examinations. Knowing that the British Birth Cohort Studies have tried to keep many questions consistent over time to enable cross-cohort analyses, the Millennium Cohort is a better comparison for a new NLS cohort.

In Wave 4, there were a lot of **health-related** questions with topics including:

- Family health
- Chronic illness and disability
- Medication
- Accidents and injuries
- Use of health services
- Alcohol consumption

- Smoking
- Laterality
- Sexual behavior
- Special health requirements
- Chronic illness and disability
- Psychological/psychiatric problems
- Blood pressure
- Distant and near vision tests
- Motor co-ordination tests
- Audiometry
- Height and weight
- Head circumference
- Exercise and sporting activities
- Hygiene
- Diet (16 cohort members were asked to complete detailed dietary diaries over a 4-day period (also detailed 4-day diaries on all their activities))
- Self esteem
- Medical History
- Attitude to health and emotions
- Health status

Information collected on **Education** from the cohort member and teacher(s) included questions on:

- Performance at school
- School curriculum
- Teaching methods
- Special education
- Teacher's assessment of behavior
- Academic achievement
- Academic potential
- Absences from school

Next Steps (previously known as the Longitudinal Study of Young People in England or LSYPE)

Note: We included only a high-level overview of unique features of this survey due to the current age of the respondents and the availability of a newer British Cohort Study for comparison. We include here a few notes about unique features of the survey. We did not conduct a comparison of underused variables for this survey.

Year of first wave

2004

Size and age of cohort in wave 1

15,770 14-year-olds

Periodicity and dates of follow-up waves

Waves 1 through 7 were annual 2004-2010 (ages 14-20)

Wave 8 – 2015/16 at age 25

Wave 9 – 2022 at age 32

Respondents were ages 14-18 in waves 1-5.

Brief overview of study

These cohort members are a little younger than the NLSY97. Next Steps has collected information about cohort members' education and employment, economic circumstances, family life, physical and emotional health and wellbeing, social participation and attitudes.

Because the study was run by the Department for Education until 2013, and designed to examine key factors affecting educational progress, attainment and transitions following the end of compulsory education, it has a **strong emphasis on education** and cohort members provided detailed and frequent measures on education annually between ages 14 and 18. Questionnaires covered attitudes to school, aspirations for future work and study and transitions to college, university and work. Resident parents were also interviewed for the first four waves.

The questionnaire data was **supplemented by linked administrative data** from the National Pupil Database including cohort members' individual scores at Key Stage 2, 3 and 4 (for more information on what kinds of tests make up the Key Stages as part of the national curriculum see <https://www.gov.uk/national-curriculum>.) Data linkages appear to make up an important part of this study.

Linked data currently available:

Health

- NHS Hospital Episode Statistics (up until 2017)

Education

- Data from Individualised Learner Records

- Data from the National Pupil Database (NPD) for Key Stages 2, 3, 4 and 5 and school level data

Future data linkages:

Health

- NHS primary care data
- NHS Hospital Episode Statistics data refresh (with COVID-related ICD-10 codes)

Education

- Higher Education Statistics Agency information on university participation and attainment
- Universities and Colleges Admissions Service data, covering higher education applications and offers
- Student Loans Company information, covering amount taken out in loans and institution attended

Economic

- Department for Work and Pensions data on benefits and employment programs
- HM Revenue & Customs data on employment, earnings, tax records, occupational pensions and National Insurance contributions
- Cohort members who consented to economic linkages were also asked for their National Insurance number (like an SSN).

Crime

- Ministry of Justice information held on the Police National Computer, covering arrests, cautions and sentences

The Age 25 wave (although beyond the early years of the proposed NLSY2026 study) maintained a strong focus on education with questions on qualifications, further study, university applications and experience, and student fees and debt (much less than in the US but a relatively new introduction in the UK). Permissions to link to a wide range of educational administrative data on further and higher education were also collected, including Individualised Learner Records, Higher Education Statistics Agency, University and Colleges Admissions Service and Student Loans Company.

Some key findings from the age 25 wave show the important role of subject choice (much more restrictive in the UK than the US) and educational aspirations in educational trajectories. Also found an association between shift work and zero-hours contracts and mental health.

There is also a second study, [Our Future](#) (also known as LSYPE2), which began in 2013 and will track a sample of over 13,000 young people from the age of 13/14 annually through to the age of 20 (seven waves).

UK Millennium Cohort Study (MCS)

Year of first wave:

June 2001 – January 2003

Size and age of cohort in wave 1:

18,818 at 9 months old

Periodicity and dates of follow-up waves

Wave 2 – 2003-05 at age 3 (N=15808)

Wave 3 – 2006 at age 5 (N=15,460)

Wave 4 – 2008 at age 7 (N=14,043)

Wave 5 – 2012-13 at age 11 (N=13,469)

Wave 6 – 2015-16 at age 14 (N=11,872)

Wave 7 – 2018-19 at age 17 (N=10,757)

Wave 8 – 2022-23 (planned) at age 22

Sample structure

Eligible children were all children born September 2000-August 2001 (England and Wales) and November 2000-January 2002 (Scotland and Northern Ireland), alive and living in the UK at 9 months, and eligible to receive Child Benefit (CB). The CB is a universal benefit but not available to families with a temporary residency status (e.g., foreign armed forces families) or uncertain status (e.g., asylum seekers). UK born children not resident in the UK at 9 months were excluded.

To draw the sample, the population was:

- Stratified by UK country
- Stratified to represent disadvantaged/deprived children and ethnic minorities

Study informants

In addition to the sample children/adolescents, various other groups of informants have been included at various times:

Wave 1 – parents

Wave 2 – child, parents, older siblings ages 10-15 (England only)

Wave 3 -5 – child, parents, grade teachers

Wave 6-7 – child and parents

Areas of interest within study

The MCS is the most recent of the UK birth cohort studies. It was designed to chart the circumstances, growth and development of children living in 398 areas in England, Scotland, Wales and Northern Ireland. The sample is large, and interviews have been undertaken frequently. Areas of interest are presented by wave below.

Wave 1:

- family composition

- housing and local area
- parental education, employment and income
- parental health
- parenting activities and attitudes
- ante-natal care, labor and delivery, breastfeeding, health, behavior and development.
- Childcare
- Linkage of hospital delivery records and birth registration records

Wave 2: In addition to family context and circumstances information collected in Wave 1

- Physical (height and weight), social, and cognitive development of cohort members
- childcare and preschool education
- child health
- cheek swabs taken by parent to measure exposure to common childhood infections
- Older siblings asked about leisure and extra-curricular activities, home life, health, school, bullying and victimization, and anti-social behaviors
- Interviewer provided information on family neighborhood and home environment

Wave 3:

- Family composition
- Housing
- Parental health
- Parental employment and income
- Parenting attitudes and activities
- Child health
- Child behavior and development
- Child leisure activities
- Schooling and childcare
- Child cognitive assessments
- Child height, weight and waist circumference
- Information from grade teacher
- Information from older siblings – same as at wave 2

Wave 4:

- Same information collected from parents as at wave 3
- Children completed short paper questionnaire on their own about their lives, school, relationships and attitudes
- Expanded set of cognitive assessments of children – some matched those in prior wave plus progress in reading and math added
- Child body fat measured in addition to height, weight and waist circumference
- Information from grade teacher on child's development and behavior, plus information about child's study environment
- Child wore activity monitor for 7 days after home visit to measure physical and sedentary behaviors
- Child milk teeth collected to assess levels of lead exposure.
- Linkage to administrative health records for cohort members, parents and siblings; education records for cohort members and siblings; and economic records for parents.

Wave 5:

- Same parental information collected as in waves 3 and 4
- Child health – including puberty
- Child behavior and development
- Schooling
- Childcare arrangements
- Children again completed own paper questionnaire with questions repeated from wave 4 plus smoking, drinking, bullying and anti-social behaviors
- Age-appropriate cognitive assessments including the Cambridge Gambling Task (risk taking and decision making under uncertainty) and Spatial Working Memory Task.
- Child height, weight and body fat
- Linkage of parental economic records
- Information from grade teacher

Wave 6:

- Additional information collected from parents on quality of relationship with partner and cohort member, alcohol consumption and drug use, and depression and anxiety
- Parents also completed a cognitive task for the first time to measure knowledge of vocabulary (like cohort members, see below)
- Adolescents (first time interviewed as teenagers) completed online survey: school, relationships, daily activities, mental and physical health, wellbeing, aspirations and the future, identity and attitudes, age-appropriate questions on sensitive topics such as risky behaviors (including alcohol, smoking and drugs; antisocial and criminal activities and contact with the police); puberty, romantic relationships and sexual behavior
- Adolescent cognitive assessments: repeat of the Cambridge Gambling Task and same Word Activity measuring knowledge of vocabulary as given to parents
- Adolescent height, weight and body fat
- Large subset of adolescents wore a wrist activity monitor for two randomly selected days (one weekday and one weekend day). On the same days, they completed a time use diary covering all activities over a 24-hour period
- Adolescents and resident natural parents provided saliva samples for DNA extraction and genotyping.

Wave 7:

Stressed importance of building up a picture of daily life, including factors such as:

- relationships with parents
- family and peers
- risky behaviors
- social media engagement
- effort on activities such as education/school
- preferences for education
- attitudes to risk
- willingness to trade off resources at different points in time
- expectations about future life events
- measurement of social and emotional development, mental health and cognitive development

Wave 8:

This is planned to include questions on transitions in employment, education, partnerships, fertility and residence, alongside anthropometric measurements and objective measures of cognitive skills and processes. Also considering interviewing resident partners of cohort members and collecting some information on offspring.

The next sections are divided into topics covered (and by whom) in waves 1-4 (up through age 11) and then in waves 5-7 when the child is ages 11, 14 and 17.

Education

Education is covered well in this study. Because all respondents are from the same birth cohort and pretty much in the same year (grade) at school, in the earlier years (from age 3 through 11) information is collected from parents on the types of school attended (mixed or single sex, private or non-fee-paying etc.), and parents are also asked questions about how they made school-choice decisions, what they think their child feels about school (do they enjoy it, do they talk about school, are they reluctant to go to school etc.), whether or not their child has learning difficulties and the kind of support they receive if relevant, the educational aspirations they have for their child and so on.

At ages 5, 7 and 11 the year teacher also provides information about the child.

Children are given batteries of age-appropriate cognitive tests such as questions on school readiness at age 3, and then various questions from the British Ability Scales on reading, vocabulary, math etc.

The school year during which children turn 12 is a year of transition from junior school (elementary) to secondary school (middle and high-school combined or at least up until age 16). At age 14, students drop certain subjects in school that they will not be examined in at age 16. Adolescents can leave school at age 16. If they are staying on to do “A Levels” at age 18 (a subset of 3 or 4 subjects which are studied for two years in the 6th Form) and which are required for university entrance, they may stay on at their current secondary school, move to another school’s 6th form, or choose to attend a separate 6th Form College. This is why ages 11, 14 and 17 were chosen as years to interview cohort members

- At ages 11 and 14 they are asked if they like school, like English, like Math, like Science, like PE. And are also asked if they think they are good at those same subjects.
- How often do they find school interesting; do they try their best in school, feel unhappy at school, get tired at school, feel that school is a waste of time?
- Do they care how well they are doing in school?
- An expanded list of special needs related to schooling – e.g., dyslexia, ADHD, Autism/Asperger’s, family problems, child is gifted or talented.
- Parents are asked why they don’t think their child is likely to attend university
- Age 11 – what would you like to be by age 30?
- Age 14 – what would you like to be when you grow up?
- Age 17 – what are they doing now (going to school/college, looking for work etc.)
- Main reason they left school
- What academic qualifications do they have so far (specific to the various countries making up the UK)

Health

Health information is collected from parents during the earlier ages. Topics are again age relevant. Health information on children 11 and under include: physical measurements; immunization and booster timings (DTP, polio, BCG, Hep B, MMR); hearing, vision or speech problems; epilepsy; asthma; allergies and eczema; whether the child ever had measles, chicken pox, whooping cough or TB; information on accidents and injuries; hospital admissions; medications. Parents are also asked questions about their child's diet and nutritional habits.

Starting in Wave 4 (age 7), children are also asked how often they get worried or feel sad, and about their physical activity.

- Age 11 – alcohol use and whether friends use alcohol
- Age 11 - Parents report on a longer list of health problems, reasons their child has utilized health services, reasons for any surgeries, and whether they have been to the dentist in the past 12 months (dental care is free up to age 16).
- Age 14 – questions on smoking, cannabis use, sleep patterns, pubertal development and whether they have had the HPV vaccine
- Age 17 – additional questions on exercise, Covid vaccination, drug use (cannabis, cocaine, acid, ecstasy, speed, semeron, ketamine, mephedrone and psychoactive substances).
- Kessler 6 item scale on mental health. Also asked about depression, anxiety and self-harm.
- STIs, pregnancy, fertility

** Parents are also asked about their own illnesses and disabilities. They also answer the Kessler 6 Scale on mental health.

Areas of strength of the study outside of Education and Health

- At ages 7 and 14, activity monitors were worn in order to measure physical activity and sedentary behavior.
- At age 14, cohort members and their residential natural parents were asked to provide a saliva sample for DNA extraction and subsequent genotyping.
- Data has been collected from resident fathers, including stepfathers, in addition to mothers at all waves reflecting strong scientific interest in the role of fathers and the increasing diversity of family life.
- Linkages to administrative data in health domain. Health data linkages are from birth registration records and maternity records. Other health data linkages depend on specific country within the UK, for example, currently working to link Hospital Episode Statistics for England, linked health data for 2000-2015 for Scotland on outpatient, inpatient and day care, maternity and prescriptions.
- Linkages to administrative data in education domain. Again, depends on country. For example, pupil-level linked education data from the National Pupil Database are available for Key Stages 1, 2 and 4, including exam results as well as information on absences, ethnicity, languages spoken at home, special educational needs, and eligibility for free school meals. School-level data are also available. Different linkages in Scotland and in Wales.

- At age 17, cohort members were asked for their permission to link data from an extensive range of administrative records to the MCS survey data. These include information on:
 - health (from hospital records)
 - education and training records after age 16
 - higher education applications and offers
 - payments of student loans
 - records kept by the Department for Work and Pensions and HM Revenue & Customs, including about benefit claims, participation in employment programs, jobs, earnings, tax and National Insurance
 - crime records.
- Because this study has a parental survey at all waves, quite a bit of information is collected from parents about their employment, periods of paid work, reasons not looking for paid work, occupation, income, welfare and benefits, flexible work arrangements, savings habits, consumption and expenditures, housing (including periods of homelessness, type of heating, number of rooms in the house), number of cars; whether they are up to date on their bills; and if they receive financial support from their own parents and from an absent parent of their child.

Areas in this study that the NLS might want to draw from

- If the NLSY26 were to have a parental questionnaire then it would be worth diving more deeply into questions on assets, expenditures, jobs, income etc. of parents.
- The health questions in the MC are also fairly comprehensive for a general cohort study but only because they ask parents about their child's health and have asked parents repeatedly over all waves.
- Green space availability
- When questions were asked of, for example, kid's drinking behaviors, questions were also asked about their friends' drinking behaviors. Might be a possible way to get at influence of peers.

A future design team may want to take a closer look at questions asked of these cohort members themselves, and perhaps also of their older siblings too (when the Millennium Cohort children were younger, some of their older siblings were asked about leisure and extra-curricular activities, home life, health, school, bullying and victimization, and anti-social behaviors) once the NLSY26 has nailed down specific topic areas. The MC is far too large a study to be able to cover everything in this short report. However, the MC respondents aren't too far in advance of NLSY26 cohort members (they were 17 in 2018-19 and there might be mileage in being able to do some cross-national comparisons).

For example, the MC includes more up to date items for criminal behaviors such as have they written/spray painted somewhere they shouldn't, hacked into someone else's computer/online account, sent viruses to damage/infect other computers.

They have a series of questions to measure "risk and time preferences": Would you prefer a 50-50 chance of £240 or £132 for certain? £120 for certain? £108 for certain? £96 for certain? £84 for certain? £72 for certain? £60 for certain etc. Would you prefer £50 in two months or £50 in four months? £52 in four months? £55 in four months? £60 in four months? £70 in four months? £80 in four months? £90 in four months? £100 in four months? £120 in four months?

Reasons why the study might compete with the NLS

Limited given that this is a UK study.

Reasons why the study might complement the NLS

Cohort members will be older than NLSY26 members but not significantly outside the age range (at least for the older NLSY26 birth cohorts). This might present opportunities for cross-national comparisons.

Comparing Millennium cohort variables to NLSY97 underused variables

Information was taken from <https://cls.ucl.ac.uk/cls-studies/millennium-cohort-study/>

- 1. Contraceptive choice – these questions assessed the respondent's knowledge (e.g., likelihood of getting pregnant, cost) and opinion (e.g., interfering with intimacy, would partner object) about Depo-Provera and withdrawal as contraceptive methods.**

In the sweep for age 17, respondents who have had sex are asked if they or their partner used certain forms of contraception (in a yes/no matrix), but it is not an extensive list. Withdrawal is not on the list. No questions were asked that assessed knowledge or opinions.

- 2. Domains of Influence – there are two main sets of questions. First, how often does the respondent ask a parent or parent figure for advice about education, jobs, relationships, and financial planning? Second, who does the respondent talk to about finances, relationships, school, and employment?**

In both the age 14 and age 17 sweeps, respondents are asked a social support grid where they are asked to say whether the following statements are very true, partially true, or not true at all:

- I have family and friends who help me feel safe, secure and happy.
- There is someone I trust whom I would turn to for advice if I were having problems.
- There is no one I feel close to.

In the age 14 sweep, respondents are asked a code all about what they would do if they were worried about something, with the following response categories

- 1 Keep it to myself (SINGLE CODE ONLY)
- 2 Tell my parent(s)
- 3 Tell a brother or sister
- 4 Tell a friend or boyfriend/girlfriend
- 5 Tell another relative
- 6 Tell a teacher
- 7 Tell another adult

- 3. Marriage/fertility – was the respondent's current spouse/partner previously married and do they have any children from a previous relationship? Similarly, does the other parent of the respondent's children have any other children?**

No variables found.

- 4. Relationship quality – how often do the respondent and spouse/partner engage in positive/negative behaviors such as screaming/yelling, expressing affection, compromising, etc.?**

No variables found.

- 5. Parent relationship quality – same questions as #4, asked of responding parent in round 1 parent interview.**

No variables found.

- 6. Childcare – the NLSY97 has several underused questions on childcare arrangements. These include questions about how much respondents would be willing to pay for childcare and how far without children might have to travel to obtain care.**

In the early sweeps, the primary parent is asked about types of childcare, length in each care situation, and costs, but no hypotheticals are asked.

- 7. Childhood background and experiences – several child background questions in the NLSY97 are underused. These questions are mainly from the parent questionnaire, although some were later asked of respondents without a parent interview to fill in gaps. These questions cover topics such as:**

- a. Childhood residence history, including living with both parents or with grandparents and at what ages**
- b. Schooling history, including age in each grade, months of school missed, and scores on standardized tests**
- c. Ages attended Head Start**
- d. Custody information if not living with both biological parents**
- e. Childhood experience living through hardship**
- f. Frequency of contact with non-residential parents**

[Without examining a-f individually in detail, note the level of detail and general topics collected by the survey about child background]

Because of the nature of this study, these kinds of questions are not collected retrospectively. Up through the age 17 sweep, there is a parent questionnaire that includes questions about current schooling as well as information about schools attended since the last sweep. The most questions are asked about current schooling. At each sweep, questions are asked about whom the child respondent is living, including some questions about any absent parent, primarily focused on contact and monetary support. Legal custody is not asked.

- 8. Parent background – several questions asked about the responding parent's background and spouse/partner's background are underused in the NLSY97. These include whether the parent lived with his/her parents while growing up, large gaps in employment, and receipt of government aid.**

Information is collected about the primary parent's date and country of birth, race/ethnicity, educational attainment, income, occupation, religion, religion while growing up, and health through ongoing parental questionnaires at each sweep. Some of this information is also collected for the current spouse/partner of the primary parent. The primary parent is also asked the following about their parents: age if alive or age when died; if ever permanently separated or divorced; if so, how old parent of R was when their parents separated/divorced. The primary parent is also asked if they ever lived outside their parents HH before age 17 and, if so, where and for how long.

9. Income – if the survey asks follow-up questions of respondents who refuse to answer or say don't know, how are these questions asked? (For example – give a range, make an estimate, unfolding brackets, etc.)

From reviewing the most recent survey, done when these respondents were 17, there were no follow-up questions asked of the respondent for don't know answers on income questions. However, in the parent surveys done in earlier sweeps, unfolding brackets were used in follow ups to don't know or refusal answers. In their unfolding brackets, each question has three answer choices: LESS THAN \$, ABOUT \$, or MORE THAN \$ (except in pounds). When we have used unfolding brackets, we have YES/NO as our response options.