

CHILDREN OF THE NLSY79

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

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

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

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

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

Chapter organization

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

The NLSY79 child sample

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

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

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

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

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

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

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

Sampling weights

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

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

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

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

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

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

viewed.

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

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

Sample groups	1986	1988	1990	1992	1994	1996	1998	2000	2002
Total interviews	4,971	6,266	5,803	6,509	7,089	7,103	7,067	6,417	7,467
By age¹									
Birth to 9 years	4,676	5,380	4,508	4,430	4,154	3,480	2,978	1,915	1,621
10 to 14 years	294	851	1,158	1,700	1,955	1,951	1,996	1,477	1,608
15 years and older	1	35	137	379	980	1,672	2,143	3,025	4,238
By race and ethnicity²									
Hispanic	937	1,158	1,304	1,483	1,546	1,520	1,550	1,193	1,625
Black	1,604	1,895	1,994	2,133	2,350	2,330	2,229	1,914	2,412
Nonblack/non-Hispanic	2,430	3,213	2,505	2,893	3,193	3,253	3,288	3,310	3,430

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

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

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

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

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

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

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

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

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

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

The interviews

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

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

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

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

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

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

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

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

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

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

¹Age in years unless otherwise noted.

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

from 1986 or 1988 was *not* eligible.

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

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

Major data elements

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

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

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

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

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

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

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

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

Figure 4.1. Data elements in the children of the NLSY79

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

1. Child demographic and family background characteristics

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

2. Prenatal and child postnatal health history

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

3. Child health

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

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

4. Child home environment

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

5. Child cognitive development

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

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

memory. Not administered after 1994.

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

6. Child motor, social, and emotional development

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

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

7. Educational experiences

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

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

8. Preteen and teen behaviors and attitudes

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

9. Young adult survey

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

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

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

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

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

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

10. Mother-specific information

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

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

Data files and documentation

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

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

Lists of NLSY79 child and young adult documentation

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

References

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

Selected variables by survey year: Children of the NLSY79

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 4.8. Content of Child Schooling Questionnaire

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

Table 4.8. Content of Child Schooling Questionnaire

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