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Release of the Round 3 NLSY97 Geocode and Event History CD-ROMs

Event history and geocode data from round 3 of the NLSY97 now are available. The newest survey in the National Longitudinal Surveys program, the NLSY97 is designed to be representative of the U.S. population born during 1980-84. Round 1 interviews were conducted with 8,984 young adults aged 12 to 16 as of December 31, 1996; of these, 8,209 respondents (91.4 percent) were interviewed in round 3. This article describes the data available on the newly released event history and geocode CD-ROMs.

Event History Data

In addition to all variables on the main file CD, the event history CD contains created variables covering four major topics: Employment status, marital status, program participation, and schooling experiences. Each topic is examined through a series of arrays that report the respondent's status or activities during each week, month, or year within a specific period.

Employment status of each respondent (that is, working for employer #1, unemployed, out of the labor force, and so forth) is included for each week from the respondent's 14th birthday to the most recent interview date. This section also provides data on total hours worked at all civilian jobs each week and data on dual jobs, where applicable. Finally, the section includes beginning and ending dates for each job and for gaps within jobs. The employment status variables can be found by searching for question names on the CD-ROM that begin with "EMP_."

The second section contains the marital status variables. These cover the respondent's marital or cohabitation status

during each month from his or her 14th birthday to the month of the most recent interview. Possible status labels include the following: Never married and not cohabiting, never married and cohabiting, married, legally separated, divorced, or widowed. The marital status variables also provide an identification number for the respondent's spouse or partner that can be used to link the spells of marriage or cohabitation with information about that person collected during the youth interviews. In round 3, the dual array in the marriage section was dropped. A variable indicating if there was a period of overlap in partners since the last interview was added. Question names beginning with "MAR_" on the CD-ROM will locate these marital status variables.

Program participation status is included in the third section. For each month since the respondent's 14th birthday, these variables report the respondent's receipt of economic assistance. The variables include six categories of assistance: unemployment compensation; workers' compensation; Aid to Families with Dependent Children (AFDC); Food Stamps; the Women, Infants, and Children program (WIC); and any other government program, such as Supplemental Security Income (SSI) or the Low Income Home Energy Assistance Program (LIHEAP). The different types of assistance are represented by six separate sets of variables. Each set includes status variables indicating receipt or non-receipt of that type of assistance, variables providing the amount of assistance received each month, and variables showing which people in the respondent's household received the assistance (respondent only, spouse or partner only, respondent and child, other, and so forth). For unemployment compensation and workers' compensation, data are presented for the respondent only. Finally, this section pro-

vides the dates on which the respondent began and stopped receiving assistance. These variables can be located by searching for question names beginning with "WKCOMP_," "UNEMP_," "AFDC_," "FDST_," "WIC_," or "OTHER_."

The fourth section on the event history CD contains data on the respondent's schooling experiences. Unlike the other sections, this one presents some of the information on a yearly basis, beginning with each youth's date of birth. For each year, the schooling variables provide data regarding:

- The respondent's grade in school
- The number of times that the respondent changed schools
- Months during which the respondent did not attend school
- Summer classes that the respondent attended
- Whether the respondent repeated or skipped a grade
- The number of days for which the respondent was suspended during the year

In rounds 2 and 3, survey staff also created a set of monthly schooling event history variables. These variables provide information about the respondent's educational status for each month from the round 1 interview date to the current interview date. The three monthly arrays report the respondent's enrollment status, the type of school attended that month, and the ID code of the school. Because the same ID codes are used in the monthly arrays and on the NEWSCHOOL roster, data users can link the monthly arrays with information collected in the schooling section of the interview. Finally, a "dual school" array flags the small number of respondents who attended more than one school during the same month. There is only one variable for

the period between consecutive interviews; the specific month of the overlap is not reported.

The round 3 data also include the addition of “deny” variables for schools attended, program participation, employment, and marital status. These variables indicate if a respondent has denied a previously reported event in these areas.

In addition to the event history arrays, the round 3 event history CD includes new individual variables from the school transcript survey and the results of the Armed Services Vocational Aptitude Battery (CAT-ASVAB) given to respondents in round 1.

Transcript survey data come directly from high school transcripts secured from youths’ high schools after respondents are no longer enrolled. In 1999-2000, transcripts were obtained and processed for 1,417 youths who had graduated from high school or had reached age 18 and were no longer attending high school. School registrars provided a copy of the transcript that the high school maintained and a course catalog (if available), and indicated whether the student was designated for programs such as bilingual education, special education, or gifted/talented programming.

Transcript data files provide information about the type of school (private, public, parochial, or other); student-specific information such as standardized test scores, absence and tardy records, the student’s completion status, and dates of enrollment; and information about each course on the student’s high school transcript. Variables for each course include term start and end dates, the student’s grade level during the term, the school at which the student took the course, and the total credits earned by the student that term. Course-specific variables, such as the grade earned and the credit value of the course, also are available.

The transcript survey variables can be found by searching for “TRANS_” on the CD-ROM. Additional transcripts will be collected as respondents leave high school.

The CAT-ASVAB was given to most NLSY97 respondents during the round 1 interview period. This military enlistment and general ability test is described in detail in a separate article in this newsletter. Included on the round 3 event history CD are scores for each test section and responses to an online questionnaire

given to respondents before they took the CAT-ASVAB. This questionnaire contained demographic questions, as well as questions about the subjects that each respondent took in school.

Geocode Data

The majority of the geographic data collected about NLSY97 respondents is found on the geocode CD. These variables provide detailed statistics that are not available on the main/event history CDs for each respondent’s county of residence. Due to their confidential nature, completion of a thorough application process and confidentiality agreement is required for access to these data. (See the end of this article for more information.) All of the variables described in this section have question names that begin with “GEO_.”

In addition to all main file and event history data, the geocode CD provides a list of the counties in which respondents lived between interviews, as well as a variety of county-level statistics for the places in which respondents lived when they were interviewed during the first three survey rounds. Basic demographic information about these counties makes up the first group of variables. These data include land area in square miles; population by race, age, and gender; and birth and death rates.

Factors that might influence the respondent’s education and employment outcomes are the focus of several other variables. For the respondent’s county of residence, these provide the number of serious crimes, households with children, female householders with no spouse present, persons with high school or college degrees, and families below the poverty level. A pair of variables summarizes availability of medical care in the county, reporting the number of active nonfederal physicians and community hospital beds.

Economic and labor force characteristics are represented by geocode variables for the size of the county’s civilian labor force, the percent employed in various industries, and the percent of workers aged 16 and older with jobs outside their county of residence. Income variables include per capita money income for the respondent’s county, per capita personal income, and median family money income. The unemployment rate for the respondent’s metropolitan area or state also is reported.

The final group of variables on the geocode CD focuses on colleges attended by the respondents. Survey staff use information from the Integrated Postsecondary Education Data System (IPEDS) to provide users with the identification code (UNITID) and State of each college attended by the respondent. The codes can be used to associate the NLSY97 respondent’s college with various characteristics of the institution contained in the IPEDS database.

Most county-level variables on the geocode CD are based on the 1994 *County and City Data Book (CCDB)* prepared by the U.S. Census Bureau. The CCDB data file includes information from the 1990 Census of Population and Housing and from the Current Population Surveys, as well as other supplemental data obtained from a variety of Federal Government and private agencies. The unemployment rate is computed using Bureau of Labor Statistics (BLS) State and metropolitan area labor force data from March of the previous year.

Obtaining the event history and geocode data

NLSY97 event history data are available to the public on CD-ROM for \$20. Each CD contains the data record for each youth, including all information in the main file and the event history variables described above. The data file also includes Windows-based search and extraction software and complete codebook documentation on each variable. To aid researchers in using the data, each disc is accompanied by the *NLSY97 User’s Guide*, which examines the data set in detailed topical sections, and the codebook supplement. Other supplemental documentation items, such as the questionnaires, are available at an additional charge. Researchers can obtain NLSY97 event history discs and documentation from NLS User Services.

Because the NLSY97 geocode CD-ROM contains confidential data, researchers interested in obtaining the CD must complete the accessing agreement procedure required by BLS. This process includes filling out an application and signing a confidentiality agreement. For more information or to receive an application, contact NLS User Services or Rita Jain at BLS. (See the back cover for contact numbers.) Like the event history CD, this disc

is accompanied by the *NLSY97 User's Guide*. Other available documentation includes the questionnaire and a geocode codebook supplement containing the codes for the various geographic areas.

NLSY97 ASVAB Data Now Available

Included on the round 3 event history CD-ROM are initial scores for NLSY97 respondents who participated during round 1 in the administration of the computer adaptive form of the Armed Services Vocational Aptitude Battery (CAT-ASVAB), a military enlistment test. These scores will enable researchers to assess NLSY97 respondents' relative academic ability. When normed scores are released, researchers also will be able to compare the test performance of NLSY97 respondents with that of respondents in the NLSY79 cohort, who took the earlier paper form of the test in 1980. This article briefly describes the content of the CAT-ASVAB, discusses how the test was given to NLSY97 respondents as part of a larger administration, and explains what scores are available to researchers.

Content of the CAT-ASVAB

The Armed Services Vocational Aptitude Battery measures the respondent's knowledge and skills in the following topical areas:

- Arithmetic reasoning
- Assembling objects
- Auto information
- Coding speed
- Electronics information
- General science
- Mathematics knowledge
- Mechanical comprehension
- Numerical operations
- Paragraph comprehension
- Shop information
- Word knowledge

Some of these areas apply to skills needed for various military occupations. The less specialized sections provide an assessment of the test taker's general educational achievement. These sections often are used by researchers as a proxy for academic ability in analyses of respondent outcomes.

The flexibility of the computer-adaptive version allows the test program to route youths through each topical series of questions according to their responses. If a respondent answers a question correctly, the next question will be more difficult; if the respondent answers the question incorrectly, his or her next question will be comparatively easier. The CAT-ASVAB also permitted the administration of an easy form of the test to the youngest NLSY97 youths, those born in 1983 and 1984. In the easy form, the first question in each section is easier than that on the standard form.

Administration of the CAT-ASVAB to NLSY97 respondents

The administration of the CAT-ASVAB to NLSY97 respondents, and to members of two additional samples selected during the NLSY97 screening process, was sponsored by the U.S. Department of Defense. In addition to providing researchers with an aptitude score for NLSY97 respondents, the Department of Defense plans to use the scores of older test takers to create new norms for the CAT-ASVAB.

During the round 1 interview, all NLSY97 respondents were asked to take the CAT-ASVAB at a designated testing center. Test center staff administered the test according to standard ASVAB procedure guidelines, and respondents were paid \$75 for their participation. A total of 7,127 NLSY97 respondents (79.3 percent of the NLSY97 sample) completed this test: 5,452 members (80.8 percent) of the cross-sectional sample and 1,675 members (74.9 percent) of the supplemental sample.

During the NLSY97 screening process, two additional nationally representative samples were identified to complete the CAT-ASVAB. The first group, the Student Testing Program (STP), consisted of students who expected to be in the 10th through 12th grades in the fall of 1997. Included were many respondents who also participated in the main NLSY97 survey, as well as youths who refused to participate in or were not eligible for the NLSY97.

The second sample, the Enlistment Testing Program (ETP), was a nationally representative sample of youths 18 to 23 years old as of June 1, 1997. This group provided the normative information that will be used by the Department of Defense

to determine the score distribution of military-eligible youths, and that will help to assess the impact of these tests on minority and female military eligibility. The sample for this group, none of whom were eligible for the NLSY97, was drawn during the same screening period. Many of these sample members have siblings in the NLSY97 cohort. More information about the NLSY97 screening process, including the selection of the two additional ASVAB samples, is provided in chapter 2 of the *NLSY97 User's Guide*. Researchers should be aware that, at this time, the NLSY97 CD provides scores and other information only for NLSY97 respondents, and not for other test takers selected during the NLSY97 screening process.

Online questionnaire. At the time they took the test, ASVAB participants were asked to answer a series of questions referred to as the online questionnaire. Intended to provide the Department of Defense with basic background information about test takers, the resulting data also are useful to NLSY97 researchers and are included on the event history CD.

Respondents first answered questions about their school experiences, such as the highest grade they had completed and the highest degree attained, their average grades in their last year of school, the subjects they had taken in school, and the quality of teaching in their high school science and shop classes. With respect to respondents' backgrounds, variables report respondents' ethnicities, whether English was their primary language, whether another language was spoken at home, and whether their parents worked for pay during the respondent's childhood. Finally, questions related to the ASVAB administration determined whether the respondent had taken the test before, whether he or she had served in the military, the extent of the respondent's computer use prior to test administration, and the main reasons why the respondent took the test. When the test was completed, respondents were asked to evaluate the comfort and noise level of the test-taking environment and to state whether the test's instructions were clear.

CAT-ASVAB scores

The ASVAB data on the round 3 event history CD include two sets of variables to

help researchers interpret respondent scores. The computer-adaptive testing program chooses questions for respondents based on their answers to the previous questions. Because respondents do not answer the same questions, their raw scores cannot be directly compared. Instead, the data set includes final ability estimates, also called theta scores, for each section of the test. These ability estimates permit researchers to compare the performance of respondents on each section. Also available is a variable that provides the variance of the final ability estimate. Researchers interested in using these scores should read appendix 10, "CAT-ASVAB Scores," for detailed information about the construction and meaning of these scores. (Contact NLS User Services for a copy.)

Two additional sets of scores are scheduled for a future data release. The Defense Department will create normed scores for each section of the ASVAB. These differ from final ability estimates because they take into account respondent characteristics such as age. The department also will provide an Armed Forces Qualifications Test score (AFQT), a general measure of trainability and a primary criterion of eligibility for Armed Forces enlistment. This is a composite score derived from selected sections of the CAT-ASVAB.

Scores from the CAT-ASVAB and answers to the online questionnaire are located on the round 3 event history CD in the "Achievement Tests" area of interest. Users also can search for question names that begin with "ASVAB_." More information about the administration of the CAT-ASVAB to NLSY97 respondents is provided in the *NLSY97 User's Guide*.

Self-Employment and the NLS

Each year, many people work for profit or fees in their own business, shop, office, or farm. This segment of the population can be examined using the NLS data, as the characteristics of self-employed respondents have been tracked through the years. This article reviews the types of information available regarding respondents' self-employment. Respondents in each cohort have answered questions about income earned, hours worked, the value of the business, and other job-specific characteristics.

NLSY97

In the early rounds of the NLSY97 surveys, a distinction is made between freelance jobs and self-employment. Freelance jobs are those typically held by very young workers, such as snow shoveling or babysitting. Youth respondents who are aged 16 or older and report earning \$200 or more per week at their freelance job are classified as self-employed. In addition, beginning in round 4, respondents aged 18 or older are classified as self-employed if they do *any* work for themselves, regardless of the income earned. In general, the basic data collected about self-employment jobs remain comparable between rounds, although round 4 collects considerably more detail about the self-employment of older respondents.

To identify self-employment jobs, researchers must first determine whether the information was collected in the freelance jobs series (rounds 1-3: youths 16 and older; round 4: 16- and 17-year olds) or the regular employment section (round 4: youths 18 and older) for each respondent. In the freelance jobs section, two check items determine whether the respondent's job qualifies as self-employment. Respondents go through only 1 of the 2 questions, depending on whether the job has ended or is ongoing at the interview date. These questions, YEMP-112800 and YEMP-112900, check whether the respondent earned at least \$200 per week and determine whether the job ended after the respondent's 16th birthday (or, for current jobs, whether the respondent is at least 16 years old). If both conditions are met, the job is classified as self-employment.

In round 4, respondents who were at least 18 years old by December 31, 1999, went through the regular employment section rather than the freelance section. A series of questions at the beginning of the section determined whether each job should be classified as self-employment. The answers to these questions were used to create a flag identifying self-employed jobs. This flag is located on the employer roster, and the question name is YEMP_SELFEMP.

Industry and occupation. Self-employed respondents report the kind of business or industry of their job, which is coded according to the 1990 three-digit Census industrial classification system. Industry is

collected for the job's start date and for the stop date (if the job ended) or the interview date (if the job is ongoing).

A similar process is followed for determining self-employed respondents' occupations. Respondents describe the kind of work they do, as well as their usual activities or duties on each self-employed job. This is coded according to the 1990 three-digit Census occupational classification system. Like the industry classification, this information is recorded for the job's start date and for the stop date or interview date.

Tenure and hours. Respondents provide the start date and stop date (if applicable) of each self-employed job. These are then used as reference points in other questions about the job. Beginning in round 4, for those 18 and older, the survey also collects information about periods of a week or more during which the respondent was not working at a self-employed job. These details include the number of weeks not working at the job, any search activities during the gap, and the reason for not conducting a job search.

All self-employed respondents report the usual number of hours worked per week and whether the work usually took place during the day, evening, or night. If the respondent is answering self-employment questions in the freelance section (only those aged 16 and 17 in round 4), he or she also states the total number of days worked per week, the number of weekdays and weekend days worked, and the number of hours per weekday and weekend worked.

Job-specific characteristics. A series of questions gathers specific details about a respondent's self-employment. The survey records whether the business is incorporated, the number of people it employs, whether the business is run from the respondent's home or from an outside office or shop, and whether it has more than one location. Questions also determine the benefits available, whether a union contract is in effect, and the level of the respondent's job satisfaction.

Financial characteristics. In the freelance jobs section, respondents reporting self-employment are asked about the usual number of hours they work per week and

the usual weekly earnings as of the job's start date and end date (or at the survey date, for ongoing jobs). Researchers can use this information to estimate the respondent's hourly rate of pay for each job. Beginning in round 4, self-employed respondents aged 18 or older answer a more detailed series of questions about their rate of pay.

Total yearly self-employment income is recorded during the survey, including any amount received from a farm, business, or professional practice. Information on the amount of income earned by the spouse or partner of the respondent at a self-employed job also is collected. (The survey data describe income from other sources as well; see the *NLSY97 User's Guide* for more details.) In addition, if a respondent reports ownership of a business, partnership, or professional practice, the value of that business is recorded.

Data on self-employment are collected in the employment section (YEMP) of the youth questionnaires. Financial characteristics are found in the combined income and assets section (YINC) of the round 1 youth questionnaire and in the separate income (YINC) and assets (YAST) sections of subsequent rounds.

NLSY79

Unlike the NLSY97, other NLS cohorts have not been asked separate questions tailored to freelance jobs the respondent has held, but information on self-employment is available.

Self-employment status for NLSY79 respondents is determined by the class-of-worker question included in each survey. Although coding categories have varied slightly across survey years, this question generally describes whether the respondent (1) is a government employee; (2) works for a private company or individual for wages, salary, or commission; (3) works for a nonprofit or charitable organization; (4) is self-employed in his or her own business, professional practice, or farm; or (5) is working without pay in a family business or farm. The class-of-worker series also asks self-employed respondents whether their business is incorporated or unincorporated. These questions are similar to those asked in the *Current Population Survey*.

Although the NLSY79 survey collects information about all jobs held by the re-

spondent, many questions are asked about only those jobs meeting certain hours and weeks worked requirements. The hours limit requires that the respondent work a minimum of either 10 or 20 hours per week, depending on the survey year. Additionally, jobs must have lasted at least 9 weeks before many questions are asked. Information specific to particular survey years is available in the *NLSY79 User's Guide*. Further, the main NLSY79 CD contains information about only the first five jobs reported by the respondent in each interview. Information about additional jobs is used in the construction of work history variables but is not released to the public because a very small number of respondents are affected.

Users should be aware that, beginning in 2002, the employer supplement section will contain a new set of questions tailored to self-employment. All of the information collected below will still be collected, but the specific questions about self-employment will permit closer examination of this key labor force issue.

Industry and occupation. Data on industry and occupation are collected for the respondent's most recent job and for all other jobs meeting the hours and weeks worked requirements described above. The respondent's answers are coded using the 1970 and 1980 (current or most recent job only) Census industrial and occupational classification systems.

Time and tenure. During each survey, information is collected on the number of hours that a respondent usually worked per week at each job. For each job meeting the minimum hours and weeks worked requirement, post-1987 surveys differentiate the number of hours worked at home from the hours worked at the place of employment. Data on the type of shift usually worked have been collected during all but the 1986 and 1987 surveys.

Tenure with an employer or a business is calculated in weeks for the period between the date of last interview and the current interview date, and then is added to tenure reported with that employer in prior survey rounds. Thus, a cumulative tenure in weeks is available for each job, including self-employment. In addition, information is collected about unpaid gaps within and between jobs.

Job-specific characteristics. The NLSY79 survey asks several questions about the characteristics of the respondent's self-employed job. Many of these questions are asked about all jobs meeting the minimum hours and weeks worked requirements, with certain wording changes made when necessary. Respondents who are self-employed are asked whether they hold a regular or an odd job, the number of other workers they employ, and the specific benefits that are available to them. In addition, the 1994–98 surveys also asked self-employed respondents whether they were regular employees, temporary workers, consultants or contractors, or the employee of a contractor. This question led to a series that defined the job in detail.

Financial characteristics. Data on respondents' usual earnings (inclusive of tips, overtime, and bonuses but before deductions) have been collected during every survey. The amount of earnings, reported in dollars and cents, is matched with information on the applicable unit of time (for example, per day or per hour).

In the income section, total self-employment income in the previous calendar year is considered. The net business income and net farm income (if applicable) are collected in each year of the survey. Assets questions in the 1985–90 and 1992–98 interviews recorded whether the respondent owned a farm, a business, or any real estate. Information on the market value of this business or property and the amount of debts owed on it also was gathered.

NLSW

For many survey years, the NLSW class-of-worker variable is the key to identifying mature and young women who are self-employed. Through 1992 for the mature women and 1993 for the young women, the class-of-worker variable includes a category for respondents working at their own business or on their own farm. In these pre-CAPI years, self-employed respondents follow the skip pattern designated for "O" (own business or self-employed) or "WP" (working without pay) groups.

Starting with the first CAPI survey in 1995, the employment section was redesigned, and self-employed respondents are no longer asked the class-of-worker question. Researchers instead can find

the self-employed group by looking at two sets of variables. First, a flag variable called either "BUSNS_FLG" or "BUSNS-FLG" identifies some self-employed jobs. Other jobs are reported as self-employment by respondents during the interview in question RES-1-xx (where xx is the number of the job, as in job #01, job #02, and so on). Researchers must look at both variables to identify all self-employed respondents.

Industry and occupation. Each of the mature and young women surveys has recorded the industry and occupation of the respondent's job. Responses are coded using three-digit codes from the 1960, 1980, and 1990 Census classification systems.

Time and tenure. The number of hours worked per week is collected in each survey; other questions vary between years. These details include the start date and any gaps, the usual shift worked, and whether the respondent does any scheduled work at home. CAPI surveys also record the hours per day that the respondent usually worked.

Job-specific characteristics. Several details about their job are collected from self-employed respondents. In the pre-CAPI telephone interviews, respondents reported the duties they perform at their job, their level of job satisfaction, and the number of other people they employ. In addition to these questions, the pre-CAPI personal interviews asked about the length of the commute to work and whether the respondent ever did scheduled work at home. The CAPI interviews collect other details, including information on whether any work was done on a home computer (first collected in 1995) and continuing time series (begun in 1993) about any work done at home.

Financial characteristics. If the respondent owns, rents, or has an investment in a farm, the pre-CAPI personal and CAPI surveys record the farm's total market value and the amount of debts owed for the entire operation. Similarly, respondents who own, rent, or have an investment in a business or professional practice report the total market value of all the business's assets and the amount of debts owed on it. The pre-CAPI telephone interviews, however, asked only whether the respondent or her husband had received income during

the last 12 months from "working on your own or in your own business, professional practice, partnership, or farm." A follow-up question then collected the amount of that income.

In addition to the data described in this article, many other questions are asked about respondents' jobs, including self-employment. Researchers who want more information about topics related to self-employment are encouraged to read the relevant sections in the cohort-specific user's guides and to browse through the data on the CD-ROMs. Data CDs, user's guides, and other documentation items are available from NLS User Services at the address and phone number provided on the back of this newsletter. Users can also view abstracts and source information for articles written using the NLS self-employment data by searching for the phrase "self-employed workers" on the Internet bibliography at www.nlsbibliography.com.

Frequently Asked Questions

NLS User Services encourages researchers to contact them with questions and problems they have encountered while accessing and using NLS data or documentation. Every effort is made to answer these inquiries. Some recently asked questions that may be of general interest to NLS users are listed below, with their answers.

Q1. In the NLSY79, is job #1 always the "CPS job"?

A1. For 1979–98, the "CPS job" is the NLSY79 respondent's current job at the interview date. If more than one job was held at that time, the CPS job is the one at which the respondent worked the most hours in the week before the survey. If the respondent was not working, the CPS job is the job most recently held since the date of the last interview.

In 1979 and in surveys from 1993 to the present, job #1 is always the CPS job. While this order often is true for the 1980–92 NLSY79 surveys, there are some cases in which the CPS employer may not be listed as job #1. Researchers using 1980–92 data can identify the CPS job by looking at variables titled "Int Check-Is Job #xx Same as Current Job?" (for example, R03377.).

Researchers should be aware of an important change in the 2000 survey. The CPS section was not included in this round. However, the employer roster was created in the same way as in the 1993–98 surveys, so employer #1 is the current or most recent employer and is comparable to the CPS employer.

Q2. I am looking at the NLSY79 variables for work-related injuries or illnesses in the past 12 months. This variable appears for each year except 1991. Is there any information available for this year?

A2. Yes, this information was obtained in the 1992 questionnaire, when respondents reported work-related injuries or illnesses since the date of their 1990 interview (or their 1989 interview, if they were not interviewed in 1990).

Q3. Is it possible to determine whether respondents in the mature and young women cohorts are Hispanic? I know that the race question in the initial survey year identifies whites, blacks, and others. Can I assume that 'others' are Hispanic?

A3. The race classifications from the initial survey years were assigned according to the Census Bureau's rules in the mid-1960s, which instructed interviewers to code Hispanic respondents as white unless they were obviously of another race. Respondents classified as being of other races are most likely of Asian or American Indian descent. However, mature and young women respondents who participated in more recent surveys have provided information about their ethnicity. Beginning in 1993 for the young women and in 1995 for the mature women, each respondent was asked to report her ethnic origin or background by selecting a designation from a detailed list. Respondents were permitted to choose more than one category. Although the question was included in each survey from 1993 to 1999, each respondent answered only once, during the first survey in which she participated after 1993. Therefore, researchers must use the variables for each year to create a total ethnicity variable. These variables can be located by searching for the word "race" on the mature and young women CD.

Q4. I am interested in using the "Attitude Toward Women Working" series

of questions in the young men surveys. It appears that this series of questions was asked of the young men only in 1981. Is that correct?

A4. The 11-part series was addressed to young men only in 1981, although a shorter, 3-part series was asked in multiple years. In addition, you should be aware that respondents in the other original cohorts (older men, mature women, and young women) also answered both the 3-part and 11-part series in various survey years. Eight questions from the 11-part series have been asked of both NLSY79 respondents and the young adult children of NLSY79 mothers. The original cohort items can be found by searching for the word "attitude," and the NLSY79 and NLSY79 young adult items include the phrase "family attitudes" in their titles.

Completed NLS Research

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

Alon, Sigal; Donahoe, Debra; and Tienda, Marta. "The Effects of Early Work Experience on Young Women's Labor Force Attachment." *Social Forces* 79,3 (March 2001): 1005-1034. [NLSY79]

Argys, Laura M.; Peters, H. Elizabeth; and Waldman, Donald M. "Can the Family Support Act Put Some Life Back into Deadbeat Dads?" *Journal of Human Resources* 36,2 (Spring 2001): 226-252. [NLSY79]

Budig, Michelle J. and England, Paula. "The Wage Penalty for Motherhood." *American Sociological Review* 66,2 (April 2001): 204-225. [NLSY79]

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Did you know?

Each survey of the NLSY79, NLSY79 young adults, NLSY79 children, NLSY97, and mature and young women includes questions answered by the interviewer. After the respondent finishes the survey, the interviewer fills out the "interviewer remarks" section and, for the NLSY79 child survey, the "interviewer evaluation of testing conditions." Data collected include:

- Whether anyone else (other than small children) was present during the interview. The NLSY79 child survey asks this question for each of the assessments.
- Whether the respondent has any special characteristics—such as a physical disability, illiteracy, or speaking English as a second language—that might affect data quality
- The interviewer's impression of the respondent's attitude about the survey or, for the NLSY79 children, the child's attitude toward the assessments
- The interviewer's impression of how well the respondent understood the questions

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