PATHWAYS TO ADULTHOOD

Postdoctoral Fellowship Programme

Comparative Analysis of Productive Youth Development (CAPYD):
Overview of Participating Studies and Comparative Indicators

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December 2007

Leading education and social research
Institute of Education
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Contents

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INTRODUCTION

Comparative Analysis of Productive Youth Development (CAPYD)

The Jacobs Foundation, Zurich, funded an International Workshop (held in London from 7-9 December 2007) bringing together a group of experts to discuss and examine the scientific case for a large-scale international study of youth development, comparing antecedents, correlates and outcomes of transition experiences and varying transition strategies in a changing global context. The objective was to assess the scope and feasibility of a comparative study of productive youth development, drawing on existing data sets following the lives of young people in their transition to adult roles.

The workshop was intended as a first step in formulating a comparative research agenda of high policy relevance, and to prepare future project applications to national and international funding agencies (such as the National Science Foundation, the Sloan Foundation, the UK Economic and Social Research Council). It is anticipated that the findings of such a collaborative research effort will be relevant for developing and evaluating intervention strategies aiming to promote successful transitions from school to work.

An additional outcome of teaming up of leading researchers from different countries was the emergence of an international post-doctoral Fellowship Programme 'PATHWAYS TO ADULTHOOD', also funded by the Jacobs Foundation. The program offers the opportunity for outstanding young scholars to work with experts in the field with the aim to develop and advance our understanding of the challenges facing young people today, and involves a consortium of several leading institutions and scholars located in Finland, Germany, Sweden, UK, and the US.

Key objectives for the first meeting were to:

- Identify key research questions topics
- evaluate the comparability of data from available longitudinal youth studies
- examine the ways in which different data sets can be used as a joint research resource for comparative studies
- examine the scope of different analytic strategies for examining data from multiple sources and from different countries
- identify comparative indicators for transition strategies and experiences
- identify potential risk factors and obstacles (including comparative indicators of socio-economic risk, social risk, health, and other risk factors)
- identify potential protective factors and mechanisms (including individual competencies and characteristics, personality, value orientations, goals, family circumstances, and influences in the wider social context as assessed in the different studies)
- discuss possibilities for inter-institutional training program

Comparative Measures and Indicators

Before the meeting all delegates are requested to provide some documentation of the data sets they are working with, including information on:

- Demographic data (sample size, age range, ethnicity, education)
- Social context (historical context [i.e. date of data collection], region, etc)
- Family background (socio-demographic, health, family structure)
- Parent-child interactions at different ages
- School context (type of school, social mix, size)
- Individual development (cognitive, behaviour, motivation, aspirations, goals, self-esteem, values, personality)
- Peers
- Educational career and training
- Job search (first job, number of jobs, duration of first job, ..)
- Employment (employment status at different ages [ft, pt, unemployment], occupational status, precarious employment, match to skills)
- Social mobility
- Partnership status, romantic relationships
- Health and well-being
- Indicator by age table (i.e. information on indicators assessed at specific ages)
- OTHER (suggestions please!)

Pooling data from existing data sets available to the invited delegates will provide a unique contribution to the study of productive youth development. The transition into adult life, in particular the transition from education into working live is a key topic of current social research and policy interests. It has also been the most challenging, due to the lack of adequate, accessible and comparative longitudinal data. In Europe this situation has improved with the introduction of the European Union Labour Force Survey (LFS) which since the year 2000 included an ad hoc module on transitions from school to work. This module provides information on educational qualifications and careers, as well as data on social background (see attached paper for assessment of comparative indicators: Statistics in focus, 2003). We should aim to match the indicators, especially regarding education and training (ISCED classifications), socio-economic and occupational status (ISEI).

Within existing comparative longitudinal data there is however a lack of information of how young people themselves experience the transition into adult lives, their hopes and aspirations for the future, their individual characteristics and resources, and the potential support they receive from parents, peers, teachers and the school environment in general. Identifying and pooling these psychological and individual indicators and experiences of young people in the transition process will be one of the key strengths of our proposal.

OVERVIEW: Participating studies, years of data collection, and sample size

Country	Name of Data Set	Type of Sample	Start Year/Waves	Sample size
Finland	Jyväskylä Longitudinal Study		1968-2001; waves; ages 8-42	N=369
	FIN HELS- Helsinki Longitudinal Student Study			N=303
	FinTwin12		1994; 3 waves; ages 12-17.5	N=3,000
	FinTwin16			N=3,000
	FIN Edu1, from comprehensive school to education and work (cohort 1988),		2004; 4 wave; ages	N=954
	FIN Edu2, from senior high school to education/ work (cohort 1986)		2004; 4 waves; ages	N=763
	FIN Edu3, from university to work life, (cohort 1982)		2110; 3 waves; ages	N=520
Germany	Berlin Youth Longitudinal Study	Convenience Sample	1982; 7 waves Ages 11.5-	N=1,434
	Shell Study Adolescents	Quota Sample	1991; 2 follow-ups Ages 13-19	N=1,563
	Shell Study Young Adults	Quota Sample	1991; 2 Waves; Ages 18-29	N=3,805
	EVA-A Ethnic Germans Study	School based convenience sample	1992; 4 waves	N=242
	Children Study 1993	Quota sample	1993; 3-waves; Ages 10/13 -	N=720
	DIP German-Israeli Study	School based convenience sample	2003/4; 4 waves; ages 10-27	N=4,034
	AZUR study	Convenience sample	2004/5; 4 waves; Ages 23-45	N=523
	SFB Social Change Study	Random route sample	2005; Ages 16-43	N=3,065
	BMBF German-Israeli Study	Random sample	2008; 2 waves	N=3,500
Sweden	IDA (Individual Development and Adaptation)		1965-2003; 7 waves' ages 10-48	N=1,300
Switzerland	COCON (Swiss Survey of Children and Youth)	Representative samples	1984-2007; Ages 6-21	N=3,112
	FASE B (Family-School-Job)	Representative samples	2002; 4 waves; Ages 12-19	N=2182
UK	National Child Development Study	National birth cohort	1958-2004; Ages 0-46	N=17,414
	British Cohort Study	National birth cohort	1970-2004; Ages 0-34	N=17,189
	The Millennium Cohort	National Sample	20001 – ongoing; 4 waves; Ages 0-7 years	N=18,818

	Household Panel Study	Panel Study		
	ALSPAC (Avon Longitudinal Study of Parents and Children)	Population Study	1991-2007; waves; ages 0-16	N=14,000
	LSYP (Longitudinal Study of young people in England)	Population study ; two stage sample	2004 – ongoing; 4 waves sofar; ages 13-17	N=21,234
US	CAB (Childhood and beyond)		1987; 4 waves; ages 12-22	N=845
	MSALT (Michigan Study of Adult life transitions)		1983; 8 waves; ages 11-29	N=1,200
	MADICS (Maryland Adolescent Development in Context Study)		1991; 6 waves; ages 12-22	N=1,482
	Sloan Study of Youth and Social Development (SSYSD)		1992-1997; 4 waves; Ages 12-18	N=1,221
	PSID-CDS (Panel Study of Income Dynamics)	National Study	1997-2002; Ages 0-20	N=3,500
	ADD Health Study	National Study	1994-2007; 3 waves; ages 12-26	N=20,745
	Monitoring the Future;	National Panel Study	1976-2002; Ages 18-31	N>50,000
	NLSY79 – National Longitudinal Study of Youth	Nationally representative sample	1979-present; 22 waves; Ages 14/22 -27/35	N=12,686
	NLSY97 – National Longitudinal Study of Youth	Nationally representative sample	1997-present; 9 waves; Ages 14/22 -23/32 1986-2002; Ages 0-16	N=8,984
	Children of the NLSY (NLSYC)	All biological children of female NLSY79 resp.	1986-present (biennially; Ages 0-16	N=7,467
	NELS (National Educational Longitudinal Study)	Nationally representative Sample	1988-2000; 5 waves; Ages 14-26	N=24,599
International Study	PISA (Programme for International Student Assessment)	2-stage stratified sample Internationally standardized assessment	2000-2009; 4 sweeps; ages 15/16 year olds; 57 countries	4,500 – 10,000 per country

FINLAND

Data Sources in Finland

For the comparative analysis of productive youth development it is possible to draw on a) the Jyväskylä Longitudinal study, b) Two FinnTwin studies FinnTwin 12, 16 c) the Helsinki Longitudinal Student Study(HELS), and a series of Finnish educational transition samples (FinEdu).

Indicators

In all these studies we will identify comparable indicators of

- SES (parental social class, parental education, material resources and housing),
- educational experiences (academic attainment, school motivation, educational aspirations),
- aspirations and personal goals for the future,
- school track (comprehensive school, vocational track, academic track)
- Economic activity (full-time/part-time employment, unemployment, in education, NEET, out of labour force, salary) between aged 16 and late 40's
- Well-being at work (job satisfaction, work engagement, work-life balance, burnout)
- Partnership formation
- Parenthood
- Health (physical and psychological health, general health)
- Well-being (life satisfaction, feeling in control)
- Social participation (voting, membership in organisation, religion)

Table 1: Finnish Cohort Data available for analysis

No	Age Cohort	Short Description	N	Follow-ups
1	FIN 1958 Jyväskylä Longitudinal Study, leader L. Pulkkinen	Includes cohort born 1958. Six large data collections, school performance, work/family life transitions, interviews.	369	Age 8, 9,14, 20, 27, 33,36, 42
2	FIN HELS- Helsinki Longitudinal Student Study, cohort around 70 Leaders KSalmela-Aro & Nurmi	University→ working life During university: Personal goals, Strategies, Academic achievement, Depression, Self-esteem, Peer groups, Study burnout	303	Since 1991 annual data collections 6 times during university studies (1991, 1992,1993,1995,1996,1999) and twice after graduation (2001, 2005) Life history data collection 2009, 2011

No	Age Cohort	Short Description	N	Follow-ups
		After graduation: Life-events calendar, Transitions to work calendar, Personal goals, Depression, Burnout and Well-being, SES, Status		
3	FinTWIN12 Born 1987	Kaprio, Rose, Pulkkinen Twins + their parents	3000	12,14,17.5 (begin 1994)
4	FinTWIN16 Born 1983	Kaprio, Rose, Pulkkinen	3000	
5	FInEdu, from comprehensive school to education and work (cohort 1988), Salmela-Aro	9th graders Comprehensive school→Tracks→ working life At school: Learning motivation, Personal goals, Educational aspirations, GPA, Depressive symptoms, Problem behaviour, Self-esteem, Peer groups, School burnout After transition: Life-events calendar, Transitions to work calendar, Personal goals, Depression, Burnout and Well-being, SES, Status	954	Twice in 9th grade (2004), then 2005, 2006, Life history data collection 2008, 2010 Parents data 2004
6	FINEdu, from senior high school to education/ work (cohort 1986), Salmela-Aro	Senior high school -> univ -> work At school: Learning motivation, Personal goals, Educational aspirations, GPA, Depressive symptoms, Problem behaviour, Self-esteem, Peer groups, School burnout After transition: Life-events calendar, Transitions to work calendar, Personal goals, Depression,	763	Twice at senior high school (2004, 2005), then 2006, Life history data collection 2008, 2010 Parents data 2004

No	Age Cohort	Short Description	N	Follow-ups
		Burnout and Well-being, SES, Status		
7	FINEdu, from university to work life, (cohort 1982), Salmela-Aro	During entrance to university: Personal goals, Strategies, Achievement, Depression, Self-esteem, After graduation: Life-events calendar, Transitions to work calendar, Personal goals, Depression, Burnout and Well-being, SES, Status	520	Three times during transition to university at 2001, Life history data collection 2008

FinEdu Comprehensive School Sample

Variable List

Variable	9th-graders, 1st measurement N=670 Age 15	9th-graders, 2nd measurement 15.5	Upper secondary school 1st grade, 3rd measurement Age 16	Upper secondary school 2nd grade, 4th measurement Age 17
Background				
Birth year	✓	✓	✓	
Mother tongue	✓	✓	✓	
Gender	✓	✓	✓	✓
Name of school	✓	✓	✓	✓
Class/group	✓	✓	✓	✓
(Identical) twins			✓	
Family (I have…) composition	✓	✓		
I live in the same household with...	✓	✓	✓	✓
Current form of living	✓			
Name and address of mother and father	✓			
Occupation of mother and father	✓	✓	✓	
Mother tongue of mother and father	✓	✓	✓	
Children			✓	✓
Academic				
Grade Point Average (GPA)	✓	✓	✓	✓
Social relations				
Peer nomination	✓	✓	✓	✓
Relations to mother and father	✓		✓	
Relations to mother and father in terms of thoughts on educational aspirations				✓
Educational and occupational aspirations	✓	✓	✓	✓

Variable	9th-graders, 1st measurement N=670 Age 15	9th-graders, 2nd measurement 15.5	Upper secondary school 1st grade, 3rd measurement Age 16	Upper secondary school 2nd grade, 4th measurement Age 17
Dating			✓	✓
Aspirations, personality				
Personal goals	✓	✓	✓	✓
Education-related personal goal appraisals	✓	✓	✓	✓
Goal-related Social capital	✓		✓	
Internal and external motivation	✓	✓	✓	✓
Achievement Motivation	✓	✓	✓	✓
Task value	✓		✓	✓
Self-Identity	✓		✓	✓
Life expectation scale	✓			
Important matter	✓			
Studying, Work life, transition				
Current life situation	✓	✓	✓	✓
Occupational aspirations	✓	✓	✓	✓
Study preferences	✓	✓	✓	✓
Employment			✓	✓
Self-efficacy	✓	✓		
Attitude towards education	✓	✓		
Inoculation against setbacks	✓	✓		
Well-being, health				
Bullying	✓		✓	
Life satisfaction	✓	✓	✓	✓
Self-esteem	✓	✓	✓	✓
Depression	✓	✓	✓	✓
School-related burnout	✓	✓	✓	✓

Variable	9th-graders, 1st measurement N=670 Age 15	9th-graders, 2nd measurement 15.5	Upper secondary school 1st grade, 3rd measurement Age 16	Upper secondary school 2nd grade, 4th measurement Age 17
School engagement, flow			✓	✓
Problem behaviour	✓		✓	✓
Free-time activities and exercise	✓			
Learning disabilities	✓		✓	
Somatic symptoms	✓		✓	✓
School absences	✓	✓	✓	✓
Long-term disease	✓		✓	

FinEdu Upper Secondary School and Fin edu Espoo & Vantaa / Vocational School Samples

Variable List

Variable	Upper secondary school 2nd grade, 1st measurement age 17 n=	Upper secondary school 3rd grade, 2nd measurement 18	Former 3rd grade upper secondary school, 3rd measurement 19	Separate cohort Vocational school students Age 17
Background				
Birth year	✓	✓		✓
Mother tongue	✓	✓		✓
Gender	✓	✓	✓	✓
Name of school	✓	✓		✓
Class/group	✓	✓		✓
(Identical) twins		✓		
Famil composition	✓			✓
live in the same household	✓	✓	✓	✓
Current form of living			✓	
Living expenses per month			✓	
Name and address of mother and father	✓			✓
Occupation of mother and father	✓	✓		✓
Mother tongue of mother and father	✓	✓		✓
Children	✓	✓	✓	
Academic				
Grade Point Average (GPA)	✓	✓	✓	✓
Social relations				
Peer nominations	✓	✓		✓
Relations to mother and father	✓			
Goal-related Social capital	✓	✓	✓	✓
Dating		✓	✓	
Personality, aspirations				
Personal goals	✓	✓	✓	✓

Variable	Upper secondary school 2nd grade, 1st measurement age 17 n=	Upper secondary school 3rd grade, 2nd measurement 18	Former 3rd grade upper secondary school, 3rd measurement 19	Separate cohort Vocational school students Age 17
Education-related personal goal appraisals	✓	✓	✓	✓
Internal and external motivation	✓	✓	✓	✓
Personal concerns			✓	
Achievement Motivation	✓	✓	✓	✓
Perfectionism scale		✓	✓	
Strategy (SAQ) and attribution		✓	✓	
Task value	✓	✓		✓
Self-Identity	✓		✓	✓
Life expectation scale	✓			✓
Important life matters	✓			✓
Transition from school to work				
Educational and occupational aspirations	✓	✓	✓	✓
Current situation	✓			
Occupational aspirations	✓	✓	✓	✓
Study preferences	✓	✓	✓	✓
Matriculation examination		✓	✓	
Employment	✓	✓	✓	✓
Well-being, health				
Life satisfaction	✓	✓	✓	✓
Self-esteem	✓	✓	✓	✓
Depression	✓	✓	✓	✓
School-related burnout	✓	✓	✓	✓
School engagement, flow		✓	✓	

Variable	Upper secondary school 2nd grade, 1st measurement age 17 n=	Upper secondary school 3rd grade, 2nd measurement 18	Former 3rd grade upper secondary school, 3rd measurement 19	Separate cohort Vocational school students Age 17
Problem behaviour, alcohol	✓	✓	✓	✓
Free-time activities and exercise	✓			✓
Learning disabilities	✓	✓		✓
Somatic symptoms	✓	✓	✓	✓
School absences	✓	✓	✓	✓
Long-term disease	✓			✓
Economical situation			✓	

FinEdu / Parents' Samples: Parents of 9th-grade students and upper secondary school students

Mothers and fathers

Variable List

Variable	9th-graders' parents	Upper secondary school students' parents
Background		
Birth year	✓	✓
Mother tongue	✓	✓
Degree of education	✓	✓
Name of school (of child)	✓	✓
Occupation	✓	✓
Marital status	✓	✓
No. of children, year of birth	✓	✓
Social		
Relation to child	✓	✓
Aspirations		
Personal goals	✓	✓
Personal concerns	✓	✓
Life expectation scale	✓	✓
Educational and occupational aspirations	✓	✓
Work		
Current (employment) situation	✓	✓
Unemployment	✓	✓
Towards child		
Occupational aspirations	✓	✓
Study preferences	✓	✓
Well-being		
Life satisfaction	✓	✓
Economical situation	✓	✓

Helsinki Study Indicators

HELS	f1991	s1992	f1992	F1993	S1995	S1996	S1999	S2001	S2005
Mage	**21**	**22**	**22**	**23**	**25**	**26**	**29**	**31**	**35**
n	**303**	**294**	**282**	**256**	**263**	**242**	**230**	**220**	**205**
Background									
Gender	✓								
Study subject	✓		✓				✓	✓	
Year of starting university, how many times trying	✓								
Basic education	✓								
Marital status	✓		✓	✓	✓	✓	✓	✓	✓
children	✓		✓	✓	✓	✓	✓	✓	✓
Aspirations towards children						✓	✓	✓	
Gpa	✓								
Matricular examination	✓								
Parents SES, occupation	✓								
Distance from capital	✓								
Life situation							✓	✓	✓
Personality, aspirations									
Personal goals	✓			✓		✓	✓	✓	✓
Achievement Strategy and attribution	✓			✓		✓	✓	✓	✓
Social strategy and attribution	✓			✓		✓	✓	✓	✓
Satisfaction with studies			✓	✓	✓	✓	✓		
Study burnout						✓			
Master thesis					✓	✓	✓	✓	
Well-being									
Self-esteem, stability	✓			✓	✓	✓			✓
Life satisfaction	✓					✓			✓
depression	✓		✓	✓	✓	✓	✓	✓	✓
Pss, stress			✓						
Loneliness			✓		✓				
Alcohol, smoking					✓		✓	✓	✓
Health					✓	✓	✓	✓	✓
Use of medical services					✓		✓	✓	✓
Eating disorders							✓		
Learning diff									✓
Social relationships									
Family atmosphere	✓								
sociometric					✓				
Social strategies	✓								

Contact with parents, discussion	✓								
Contact with siblings	✓								
cohabiting	✓					✓	✓	✓	✓
Partner atmosphere, satisfaction, discussion	✓					✓	✓	✓	✓
Friends, number, contacts	✓		✓		✓				
Belong to Social network									✓
Test anxiety		✓							
Exam									
Test stategies									
grades									
Life events			✓	✓	✓	✓	✓	✓	✓
Work life									
Jobs			✓			✓	✓	✓	✓
Satisfaction									
Ses									
Part-time/no									
burnout							✓	✓	✓
engagaement									✓
Work holism									✓
Strategies finding work							✓	✓	
Aspirations towards work						✓		✓	
Economic situation			✓		✓				✓
Salary, satisfaction							✓	✓	✓
Work/fam/ch-balance							✓		

GERMANY

Data Sources in Germany

Comparative Analysis of Productive Youth Development (CAPYD)

German Data Sources available at the Center for Applied Developmental Science (CADS)

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Data Sources

For the CAPYD project, we would be able to contribute at least nine German data sources, which are available at the Center for Applied Developmental Science (CADS) at the University of Jena, Germany. All data sources stem from longitudinal studies and involve adolescents and/or young adults. These studies hence allow for an investigation of how young people navigate the transition to adulthood. Moreover, in many of these studies it is possible to analyze specific developmental transitions, for example transitions into (or out of) employment or partnership as employment and partnership status were assessed at multiple waves. In the following, we shortly introduce each study alongside with a brief overview of the indicators available in each study including both indicators of central interest to CAPYD as well as additional indicators. At the end of this document we provide an overview table of all studies (Table 1). Moreover, we provide wave-by-indicator tables for each study – not age-by-indicator tables as all our studies involve participants from a wider age range and do not involve participants from single birth cohorts.

1. Berlin Youth Longitudinal Study 1982

This 7-wave longitudinal study involved a school-based convenience sample of two cohorts of adolescents from West Berlin (N = 1,434). At the first wave of data collection, participants of cohort 1 were about 11.5 years old (grade 5 and 6) whereas participants of cohort 2 were about 14.5 years old (grade 7 to 9). Six annual follow-ups were scheduled. A variety of indicators of potential interest to the CAPYD project are available (see Table 2): Sociodemographic characteristics, social context, motivation, personality, and career development. Additional indicators include self-concept, developmental timetables, physical development, and externalizing problem behavior.

2. Shell Study Adolescents 1991

This study involved a quota sample of 1,563 adolescents from East and West Germany between 13 and 19 years who were assessed soon after German unification in 1991. Two follow-ups were conducted with a subsample; and additional parental reports were obtained. Moreover, a cross-sectional replication study was launched in 1996, thus, allowing for cross-cohort comparisons. A variety of indicators of potential interest to the CAPYD project are available (see Table 3):

Sociodemographic characteristics, family context, school context, social context, motivation, personality, education, and well-being. In addition, identity, developmental timetables, physical development, critical life events, social change, and externalizing problem behavior were assessed.

3. Shell Study Young Adults 1991

This study involved a quota sample of 3,805 young adults from East and West Germany between 18 and 29 years who were also assessed soon after German unification in 1991. Two follow-ups were conducted with a subsample; and additional parental reports were obtained. Moreover, a cross-sectional replication study was launched in 1996, thus, allowing for cross-cohort comparisons. A variety of indicators of potential interest to the CAPYD project are available (see Table 4): Sociodemographic characteristics, family context, social context, motivation, personality, and education. In addition, identity, developmental timetables, physical development, critical life events, social change, and externalizing problem behavior were assessed.

4. EVA-A Ethnic Germans Study 1992

This 4-wave longitudinal study involved a school-based convenience sample of 242 immigrant families to Germany (i.e., ethnic Germans from former socialist countries in Europe) with differing length of residence in Germany (short vs. longer). Adolescents between 10 and 16 years and their parents were interviewed. Three follow-up waves were scheduled every six months. A variety of indicators of potential interest to the CAPYD project are available (see Table 5): Sociodemographic characteristics, family context, social context, personality, behavior, education, well-being, and physical health. Additional indicators include identity, developmental timetables, physical development, and a variety of migration-related indicators.

5. Children Study 1993

This 3-wave longitudinal study involved a quota sample of 720 children between 10 and 13 years from East and West Germany. In addition, parental reports were obtained. A variety of indicators of potential interest to the CAPYD project are available (see Table 6): Sociodemographic characteristics, family context, school context, social context, motivation, personality, behavior, education, and well-being. Moreover, identity, developmental timetables, physical development, and externalizing problem behavior were assessed.

6. DIP German-Israeli Study 2003/4

This 4-wave longitudinal study involved a school-based convenience sample of 4,034 participants between 10 and 27 years who immigrated to Israel and Germany from what was formerly known as the Soviet Union. Moreover, a native group plus ethnic minorities were studied in Germany. This cross-cultural study investigates pathways to adaptation and adjustment to a new society, as opposed to those conditions that are conducive to maladjustment of immigrants in general, and of young people in particular. All participants were recruited in various schools at the first wave. For a subsample of participants, parental reports were obtained. A variety of indicators of potential interest to the CAPYD project are available (see Table 7): Sociodemographic characteristics, family context, school context, social context, motivation, personality, behavior, education, employment, and well-being. Moreover,

developmental timetables, coping, and externalizing problem behavior were assessed as well as a broad spectrum of migration-related indicators. The composition of the sample is shown in Table 8.

7. AZUR Study 2004/2005

This 4-wave longitudinal study involved a convenience sample of 523 graduates (two cohorts) from German universities who were followed from graduation until one year after graduation. Participants came from four selected fields of study with favorable vs. unfavorable employment prospects. The design hence allows for a comparison of high- vs. low-opportunity contexts. Ages vary between 23 and 45 years with a mean age of about 27 years. A variety of indicators of potential interest to the CAPYD project are available (see Table 9): Sociodemographic characteristics, family context, motivation, personality, behavior, education, employment, partnership, and well-being. Moreover, qualitative interviews were conducted one year after graduation. This project is affiliated with the SFB project on social change (study 7).

8. SFB Social Change Study 2005 (ongoing)

This study involves a random route sample of 3,065 participants between 16 and 43 years from four selected federal states in Germany with rich vs. poor sociostructural resources. The design further allows for comparing data across about 200 regions of varying economic prosperity. A subsample of participants is followed up longitudinally. At least four waves of measurement are planned, two are completed. A variety of indicators of potential interest to the CAPYD project are available (see Table 10): Sociodemographic characteristics, social context, motivation, personality, behavior, education, employment, partnership, well-being, and physical health. In addition, developmental indicators, critical life events, and externalizing problem behavior are assessed. Moreover, an emphasis is on how individuals perceive and cope with social change in work, partnership/family, and leisure. This project is part of the Collaborative Research Center SFB 580 “Social Development in Post-Socialist Societies” at the University of Jena, Germany.

9. BMBF German-Israeli Study 2008 (ongoing)

This 2-wave longitudinal study targets different social (immigrant and minority) groups in Israel and Germany, together with a native group in each context. Random samples are obtained via German registration offices. The aim is to study developmental transitions in childhood and adolescence among migrants and minorities in comparison with the native population in these countries. The transitions of interest include 2 formal transitions within the educational system (e.g., entering kindergarten, progression from kindergarten to school) and 2 informal transitions outside the family (e.g., first romantic relations, marriage). Children, adolescents and their parents are interviewed before and after the respective transitions. Thus, 4 transitions with 2 waves of measurement in 2 countries are scheduled with a total sample size of 3,500. A variety of indicators of potential interest to the CAPYD project are available (see Table 11): Sociodemographic characteristics, family context, social context (capital), motivation, personality, education, and employment. In addition, cultural capital, positive development, and a variety of migration-related indicators are assessed. The exact composition of the planned sample is shown in Table 12. This study is part of a German-Israeli Research Consortium on "Migration and Societal Integration", which involves projects at several universities in Germany and Israel. The overall aim of the research consortium is to study acculturation and its consequences for

the psychosocial adjustment of diaspora migrants in Israel and Germany. Other developmental transitions are studied by other members of the consortium.

Table 1

Data Sources Available from CADS, University of Jena, Germany

No	Study Year	Short Description	N [a]	Follow-ups
1	Berlin Youth Longitudinal Study 1982	School-based convenience sample of two cohorts of adolescents from West Berlin; cohort 1: grade 5 and 6, (mean age: 11.5 yrs.) cohort 2: grade 7 to 9 (mean age: 14.5 yrs.)	1,434	T1: 1982 T2: 1983 T3: 1984 T4: 1985 T5: 1986 T6: 1987 T7: 1988
2	Shell Study Adolescents 1991	Quota sample of East and West Germans; age range 13-19 yrs.; plus parental reports	1,563	T1: 1991 T2: 1993 (subsample) T3: 1996 (subsample) Cross-sectional replication study in 1996
3	Shell Study Young Adults 1991	Quota sample of East and West Germans; age range 18-29 yrs.; plus parental reports	3,805	T1: 1991 T2: 1993 (subsample) T3: 1996 (subsmple) Cross-sectional replication study in 1996
4	EVA-A Ethnic Germans Study 1992	Convenience sample of immigrant families (i.e., ethnic Germans) with differing length of residence in Germany (short vs. longer); reports from adolescents (age range 10-16 yrs.) and parents	242	T1: 1992 T2: 6 months post T3: 12 months post T4: 18 months post
5	Children Study 1993	Quota sample of East and West Germans; age range 10-13 yrs.; plus parental reports	720	T1: 1993 T2: 1994 T3: 1995 T4: 1997
6	DIP German-Israeli Study 2003/4	School-based convenience sample of immigrants from former Soviet Union to Germany and Israel (plus natives in Germany); age range 10-27 yrs.; parental reports for subsample	4,034	T1: 2003/4 T2: 2004/5 T3: 2005/6 T4: 2006/7
7	AZUR Study 2004/2005	Convenience sample of two cohorts of graduates from German universities four fields of study	523	T1: Graduation T2: 4 months post T3: 8 months post

No	Study Year	Short Description	N [a]	Follow-ups
		(favorable vs. unfavorable); age range 23-45 yrs. (mean age 27 yrs.); plus qualitative interviews		T4: 1 year post
8	SFB Social Change Study 2005 [b]	Random route sample of Germans from four federal states (rich vs. poor resources); age range 16-43 yrs.	3,065	T1: 2005 T2: 2006 (subsample; *n* = 601) T3: 2007 (subsample; *n* = 400) T4: 2008 (subsample)
9	BMBF German-Israeli Study 2008 [b]	Random sample obtained through registration offices comprised of Russian-Jewish immigrants, ethnic German immigrants from former Soviet Union, Turkish migrants and natives (Germany); Russian-Jewish immigrants, Ethiopian-Jewish immigrants, Arabs, and natives (Israel); interviewed before and after 4 transitions: kindergarten and school (parental report), dating and marriage (self- and parental report)	3,500	T1: 2008 T2: 2009 (post transition)

Note. a At wave 1. b Ongoing study.

Berlin Longitudinal Study 1982: Indicators

	T1	T2	T3	T4	T5	T6	T7
Sociodemographic characteristics	data not yet available						
Social context							
Friendships							
Helping							
Perception of environment							
Reactions to hypothetical situations: peers, opposite sex, best friend, team play							
Questions about children and parents							
Motivation							
Values							
Leisure motives							
Control beliefs							
Personality							
Reactions to evaluation by others							
Career development							
Reactions to hypothetical situations: career development							
Self-concept							
Developmental timetables							
Physical development							
Reactions to hypothetical situations: Physical developmental timing							
Externalizing problem behavior							
Substance use							
Deviant behavior							

Shell Study Adolescents 1991: Indicators

	T1	T2	T3
Sociodemographic characteristics	x	x	x
Family context			
Parental education	x		
Parental occupation	x	x	x
Economic situation	x	x	x
Family climate		x	
Conflict with parents		x	x
Parenting style	x	x	x
Help child - parents	x	x	x
Help parents - child	x	x	x
Parental monitoring	x	x	x
Cultural capital	x	x	x
School context			
School engagement		x	
Social context			
Friendship status	x	x	x
Subjective importance of social environment	x	x	x
Deviant peers	x	x	x
Peer group composition		x	x
Membership in organizations	x		
Motivation			
Values	x		
Future optimism	x	x	x
Control beliefs		x	x
Personality			
Self-efficacy		x	x
Education			
Educational aspirations/attainment	x	x	x
School achievement		x	x
Well-being			
Psychosomatic symptoms	x		
Depressive symptoms		x	x
Identity	x	x	x
Developmental timetables	x	x	x
Physical development	x	x	x
Critical life events	x	x	x
Social change		x	x
Externalizing problem behavior			
Social problems			
Substance use	x	x	x
Deviant behavior	x	x	x
Bullying		x	

Shell Study Young Adults 1991: Indicators

	T1	T2	T3
Sociodemographic characteristics	x	x	x
Family context			
Parental education			x
Parental occupation	x		
Economic situation	x	x	
Family climate			x
Conflict with parents	x	x	x
Cultural capital	x		
Parent-child relations		x	x
Parental monitoring	x	x	
Help child - parents	x	x	x
Help parents - child	x	x	x
Social context			
Friendship status	x		
Subjective importance of social environment	x	x	x
Deviant peers	x		
Membership in organizations	x	x	x
Motivation			
Future optimism	x	x	x
Control beliefs		x	
Personality			
Self-efficacy		x	
Education			
Educational aspirations/attainment	x	x	x
Identity	*x*	*x*	*x*
Developmental timetables	*x*		
Physical development	*x*		
Critical life events	*x*	*x*	*x*
Social change			*x*
Externalizing problem behavior			
Substance use	x		
Deviant behavior	x		

Note. CAPYD target indicators and additional indicators. For some indicators only adolescents' report, for some only parental reports, for some reports from both.

EVA Ethnic Germans Study 1992: Indicators

	T1	T2	T3	T4
Sociodemographic characteristics	x	x	x	x
Family context				
Parental education	x	x	x	x
Parental occupation	x	x	x	x
Economic situation	x	x	x	x
Family integration (parenting style, cohesion, conflict)	x	x	x	x
Social context				
Social support (institutions and persons)	x	x	x	x
Social attitudes	x	x	x	x
Contact with immigrants and natives	x	x	x	x
Personality				
Values	x	x	x	x
Behavior				
Leisure activities	x	x	x	x
Education	x	x	x	x
Well-being	x	x	x	x
Physical health	x	x	x	x
Identity (national, social, and psychological)	x	x	x	x
Developmental timetables	x	x	x	x
Physical development	x	x	x	x
Migration-related indicators	Some only once,			
Living conditions before migration	some at all waves			
Language use				
Migration motivation				
Acculturation strategies				
Negative experiences				
Goals				

Note. CAPYD target indicators and additional indicators.

Children Study 1993: Indicators

	T1	T2	T3	T4
Sociodemographic characteristics	x	x	x	x
Family context				
Parental education	x			
Parental occupation	x	x	x	x
Economic situation	x	x	x	x
Family climate	x	x	x	x
Conflict with parents	x	x	x	x
Parenting attitude	x	x	x	x
Advice competency	x	x	x	x
Parental monitoring	x	x	x	x
Cultural capital	x	x	x	x
Help child - parents	x			
Help parents - child	x			
School context				
School engagement	x	x	x	x
Social context				
Friendship status	x	x	x	x
Subjective importance of social environment	x	x	x	x
Deviant peers	x	x	x	x
Peer group composition	x	x	x	x
Membership in organizations	x	x	x	x
Motivation				
Future optimism	x	x	x	x
Control beliefs	x		x	
Personality				
Self-efficacy (school)	x	x	x	x
Self-efficacy (general)				x
Temperament	x		x	
Behavior				
Leisure activities	x	x	x	x
Education				
Educational aspirations/attainment	x	x	x	x
School achievement	x	x	x	x
Well-being				
Depressive symptoms	x	x	x	x
Identity	x	x	x	x
Developmental timetables	x	x	x	x
Physical development	x	x	x	x
Externalizing problem behavior				
Social problems	x	x	x	x
Substance use	x	x	x	x
Deviant behavior	x	x	x	x

	T1	T2	T3	T4
Bullying	x	x	x	x

DIP German-Israeli Study 2003/4: Indicators

	T1	T2	T3	T4
Sociodemographic characteristics	x	x	x	x
Family context				
Parental education	x			
Parental occupation (previous and current)	x			
Parents' marital status	x	x	x	x
Family cohesion	x	x	x	x
Economic situation	x	x	x	x
Interparental conflict	x	x	x	x
Parental monitoring	x	x	x	x
School context				
School bonding	x	x	x	x
Social context				
Social involvement - peer group	x	x	x	x
Social support	x	x	x	x
Neighborhood composition (migrants vs. not)	x	x	x	x
Delinquent peers	x	x	x	x
Deviant peers – substance abuse	x	x	x	x
Motivation				
Expectations in job and education	x	x	x	x
Educational aspirations	x	x	x	x
Perceived control		x	x	x
Personality				
Self-efficacy	x	x	x	x
Values	x			
Behavior				
Leisure activities	x	x	x	x
Education				
Education history	x	x	x	x
School achievement	x	x	x	x
Employment				
Employment status			x	x
Well-being				
Depressive symptoms	x	x	x	x
Developmental timetables	x	x	x	x
Coping	x	x	x	x
Externalizing problem behavior				
Substance use	x	x	x	x
Delinquency (behavior and attitudes)	x	x	x	x
Migration-related indicators (for migrants)				
Contact to native adolescents	x	x	x	x
Migration history	x	x	x	x
Migration motivation	x			

	T1	T2	T3	T4
Language use	x	x	x	x
Acculturation strategies	x	x	x	x
Acculturation expectations of hosts	x	x	x	x
Perceived discrimination	x	x	x	x
Ethnic self-labeling	x	x	x	x
Acculturation experiences	x	x	x	x
Victimization experiences	x	x	x	x

Note. CAPYD target indicators and additional indicators.

DIP German-Israeli Study 2003/4: Sample (*N*)

	Ethnic Germans (immigrants) in Germany	Other immigrants in Germany	Native Germans	Immigrants to Israel	Total
Participation (annual waves)					
T1 (2003/4)	1,422	339	851	1,422	4,034
T2 (2004/5)	739	156	496	1,112	2,503
T3 (2005/6)	711	157	517	951	2,336
T4(2006/7)	571	112	453	0	1,136
Parents	411	52	379	877	1,719

AZUR Study 2004/2005: Indicators

	T1	T2	T3	T4
Sociodemographic characteristics	x			
Family context				
Parental education	x			
Motivation				
Control strategies	x	x	x	x
Work goals and goal properties	x	x	x	x
Partnership/family goals and goal properties	x	x	x	x
Life goals	x	x	x	x
Personality				
Goal adjustment		x		x
Self-efficacy			x	
Behavior				
Work-related strategies		x	x	x
Education				
University entry and graduation date	x			
Field of study	x			
Degree	x			
GPA	x	x		x
International exchange		x		x
Stages		x		x
Vocational education				x
Employment				
Employment status		x	x	x
Occupation		x	x	x
Income		x	x	x
Work hours/week		x	x	x
Number of jobs		x	x	x
Entrepreneurship		x	x	x
Temporary contract		x	x	x
Job search		x	x	x
Unemployment (current and life-time)				x
Partnership				
Partnership status	x		x	x
Marital status	x		x	x
Children	x		x	x
Well-being				
Satisfaction (with life and domain-specific)	x	x	x	x
Positive affect	x	x	x	x
Negative affect	x	x	x	x
Psychological well-being	x	x	x	x
Transition-related affect	x			
Self-esteem		x	x	x

SFB Social Change Study 2005 (ongoing): Indicators

	T1	T2	T3 [a]
Sociodemographic characteristics	x	x	x
Sociostructural resources of geographical region	x	x	x
Social context			
Social comparisons		x	
Social support	x	x	
Weak ties		x	
Social models	x		
Civic engagement	x	x	x
Integration in neighbourhood	x	x	x
Motivation			
Control beliefs	x	x	x
Life goals	x	x	x
Planfulness		x	x
Personality			
Self-efficacy	x	x	x
Need for exploration and curiosity	x	x	x
Openness	x		
Optimism	x	x	x
Ambiguity tolerance	x		
Behavior			
Mobility	x	x	x
Education			
Educational aspirations	x	x	x
Educational attainment	x	x	x
Employment			
Employment status	x	x	x
Occupation	x	x	x
Income	x	x	x
Work hours/week	x	x	x
Additional jobs	x	x	x
Unemployment	x	x	x
Occupational success	x	x	x
Partnership			
Partnership status	x	x	x
Partnership quality	x	x	x
Well-being			
Anxiety	x		
Depressive symptoms	x	x	x
Positive affect	x	x	x
Self-esteem	x	x	x
Satisfaction (general and domain-specific)	x	x	x
Flow experiences in leisure time	x		

	T1	T2	T3 [a]
Physical health	x	x	x
Developmental indicators			
Developmental timetables	x		
Developmental assets	x		
Critical life events	x	x	x
Externalizing problem behavior			
Substance use	x	x	x
Social change			
Demands of social change in work and partnership/family (plus leisure at T1)	x	x	x
Coping with demands of social change in work and partnership/family (plus leisure at T1)	x	x	x
Attitude towards social change	x		
Evaluation of demands of social change		x	x
Preparedness for social change	x	x	x
Government responsibility	x	x	x

Note. CAPYD target indicators and additional indicators. [a] Planned.

BMBF German-Israeli Study 2008 (planned): Indicators

	T1	T2
Sociodemographic characteristics	x	x
Family context		
Safety and sustenance: Assuring physical well-being	x	x
Stimulation: Engaging attention and providing information	x	x
Socio-emotional support: Providing an environment responding to social and emotional needs	x	x
Structure: Arranging the inputs	x	x
Surveillance: Keeping track of the activities of the child	x	x
Economic capital	x	x
Social context (capital)		
Strong and weak ties	x	x
Motivation		
Control strategies	x	x
Personality		
Big Five	x	x
Self-efficacy	x	x
Education		
Educational attainment	x	x
Employment		
Employment status	x	x
Cultural capital	x	x
Positive development		
Competence: Cognitive and social skills	x	x
Confidence: Internal sense of positive self-worth and self-efficacy	x	x
Connection: Building positive bonds with people and institutions	x	x
Character: Showing moral sense and respect for societal rules	x	x
Caring: Sympathy and empathy for others	x	x
Migration-related indicators (for migrants)		
Migration history	x	x
Perceived discrimination	x	x

Note. CAPYD target indicators and additional indicators. Indicators may differ depending on the transition under study and migration status.

BMBF German-Israeli Study 2008: Sample (*N*)

	Transitions							
	Kindergarten		School		Dating	Marriage		
	Children	Parents	Children	Parents	Children	Parents	Children	Parents
Native Germans	-	100	-	100	100	100	100	-
Ethnic Germans	-	100	-	100	100	100	100	-
Russian Jews in Germany	-	100	-	100	100	100	100	-
Turks in Germany	-	100	-	100	100	100	100	-
Native Israeli	-	100	-	100	100	100	100	-
Israeli Arabs	-	100	-	100	100	100	100	-
Russian Jews in Israel	-	100	-	100	100	100	100	-
N	3,500 x 2 Waves = 7,000 Interviews							

SWEDEN

The Longitudinal Data Base Individual Development and Adaptation (IDA)

1 General purpose of IDA

The general purpose of IDA is to study individual development as a process in which adaptation is a central concept. It is a multi disciplinary approach and the focus is on forms of individual development in a representative sample. We are interested in factors leading to a good or bad adaptation with regard to work and family, social adjustment including social relations, subjective well-being, and selected aspects of physical and mental health. We are also interested in how adaptation in different areas emerges together in the same individual through development and the influence on that process of multiple determinants. Obviously, no single research program can cover the large research areas indicated above and the involved major research projects are introduced in Section 4.

2 The theoretical and methodological framework of IDA

A holistic-interactionistic theoretical framework has guided the IDA-program from the beginning. As far as possible, individuals are seen as intergrated wholes and attention is paid to interactions between psychological, biological and social factors. This theoretical framework has been emphasized within the new developmental science (Cairns et al, 1996; Magnusson, 1996) and contributions have been given by David Magnusson (e.g. Magnusson & Törestad, 1993). The theoretical framework of the IDA-program has been presented in a book (Magnusson, 1988). The holistic-interactionistic framework implies an interest in complementing the usual specialized studies based on standard methodology with integrative studies and with studies based on a person-oriented approach where the available information about an individual is viewed mainly as a “Gestalt” (often operationalized as value profiles or patterns in a number of measured variables; Bergman & Magnusson, 1997).

The promise and potential of the holistic-interactionistic paradigm have been documented in different ways. One example is the Nobel symposium arranged by David Magnusson in 1994 on the theme individual development. The symposium was cross-disciplinary and perspectives from both the social sciences, medicine, and the natural sciences were represented. A unanimous conclusion from the symposium was the paramount importance of a holistic perspective and the danger of the present day fragmentation of research, especially within the social sciences (Magnusson, 1996).

Starting from the theoretical framework presented above, several conclusions were drawn concerning the design of the IDA research program:

1. A longitudinal design is necessary where the participants are followed from childhood to middle-age.

2. Cohort effects can be important to consider, see, for instance Schaie (1965, 1983). For this purpose, a variety of designs are available, preferably using longitudinal data from more than one cohort, as outlined by Baltes and Nesselroade (1979). However, often mean levels are more sensitive to cohort differences than relationships and operating mechanisms at the level

of the individual. Our evaluation is that, for most of our central problems, the one-cohort longitudinal design based on the IDA main cohort will be sufficient.

3. The adjustment process contains a large number of interwoven components, and it is important to have a reasonably broad picture of the different aspects of the process. As far as possible, this picture should be considered even if only very limited aspects can be focused on in a specific study (cf. the so called ”co-morbidity” phenomenon; Caron & Rutter, 1991).

4. In many cases, the standard arsenal of methods used within the social sciences is not suited to conduct research within the holistic-interactionistic theoretical framework. Standard methods must be complemented by new methods of which person-oriented methods are one example.

Methodological work is carried out within the IDA program with regard to longitudinal research methodology (especially concerning the person-oriented approach and measurement issues). Lars R. Bergman, who is the principal investigator, has a chair in longitudinal research methodology in the behavioral sciences. This work is briefly described in Section 4.5. Of course, methodological work is carried out by many research groups around the world that is highly relevant to us. For instance, concerning the use of structural equation modeling (SEM) for different purposes, including the simultaneous modeling at different aggregation levels and latent growth curves (Gustafson, 1996; Jöreskog & Sörbom, 1989; McArdle & Epstein, 1987; Raykov, 1996 and others). A more model-based person-oriented approach is presented by Collins and Wugalter (1992) in the form of Latent Transition Analysis. Configural Frequency Analysis provides tools for studying all possible value patterns longitudinally (von Eye, 1990a, b). Issues of intra- versus interindividual variability in the context of studying living systems will be considered, as discussed by Nesselroade and Featherman (1989). Event history analysis (Mayer & Brandon, 1990) will also be used.

3 Main features of the IDA data base

The IDA-program was initiated by David Magnusson in the beginning of the sixties and he led it until 1996 when Lars Bergman became the principal investigator. It is briefly described below

THE FIRST DATA COLLECTION was made in 1965 for three complete school-grade cohorts of children from the town of Örebro, aged about 10, 13, and 15, respectively. Örebro is a town in the middle of the southern part of Sweden. The youngest cohort, called the main group, and the one aged 13 in 1965, called the pilot group, have been followed to adult age. Each cohort comprises about 1300 boys and girls. Extensive information was collected from different sources:

From the children themselves information was collected about, for instance, intelligence, school performance, adjustment to school, anxiety, psychosomatic symptoms, mobbing.

From the teachers information was collected about, for instance, aggression, motor restlessness, lack of concentration, certain symptoms.

From the parents information was collected about, for instance, education and vocation, conditions of living, family situation in general and problems with the child.

From peers information was collected about, for instance, social relations.

Register information was collected about, for instance, school marks and number of hours absent from school.

IN THE SECOND DATA COLLECTION, three years later when the main group participants were in grade 6 and the pilot group participants in grade 9, approximately the same data collection was repeated but with three important additions: (1) For a representative sample of ca 240 children from the main group a medical examination was undertaken including the measurement of the excretion of stress hormones, EEG, and physical capacity. This group is called the biomedical sample. (2) Extensive information was collected concerning various aspects of vocational preferences. (3) Information about self-reported criminality was collected for the pilot group.

IN GRADES 7-9 additional data collections were carried out for the main group. The same type of data that had already been collected was collected again and in addition to that two age-relevant questionnaires were given, namely one about norm breaking and norm groups and another one concerning self-reported symptoms of teen-age girls.

ADDITIONAL DATA COLLECTIONS WERE CARRIED OUT DURING THE HIGH SCHOOL YEARS (grades 10-12) mostly related to experiences of the school situation and issues of relevance to vocational and educational behavior. Ability test data were also collected for those attending the theoretical stream in grade 12.

AT EARLY ADULT AGE several mail questionnaire surveys were carried out directed to different groups, focusing on education, vocation, family, and job situation. At age 26, the main group was studied in this way and the biomedical sub sample was also interviewed, medically examined, and tested in the laboratory.

REGISTER DATA were collected covering the age period up to about age 30. This concerns official records about criminality, alcohol abuse and mental health problems.

AT AGE 43 a new large data collection was carried out for the women in the main group (n=569). It contained the following parts:

- A personal interview focusing on work and family. The basis for the interview was the one used in the longitudinal sociological Swedish Level-of-Living Survey (LNU). Questionnaires were also administered (5 hand-outs and 7 leave-afters) measuring, for instance, social relations and attitudes to work and unemployment, femininity-masculinity, distribution within the family of responsibilities and actual work carried out with regard to the home and family.

- A psychological-medical investigation. It was directed to all IDA-women living in the county of Örebro or living elsewhere but belonging to the biological sub sample of IDA (n=479). A thorough physical health examination was carried out by a physician and a number of health questionnaires were also filled out by the subjects. Blood, urine, and saliva samples were stored and and 21 standard medical parameters were measured (for instance, blood pressure, B-Hb, B-LPK, S-Calcium, S-Albumin, S-Cholesterol, B-Glukos, B-HbAlc). Psychological tests were given of, for instance, personality (the Karolinska Personality Scales), memory function, and a psychiatric interview was carried out on every second woman, based on the SCID protocol. Questionnaires were administered

measuring, for instance alcohol consumption (AUDIT), SWB, smoking, shoulder, neck, and back pain, and subjective symptoms.

- A study of stress hormones. The excretion of stress hormones was measured at the job and in the women's homes. This study was restricted to those living in the Örebro area (n=347).

- A study of bone density. The investigation of bone density was carried out at the county hospital of Örebro (RSÖ). This study was also restricted to those living in the Örebro area.

The response rates of 89% for the personal interview and 77% for the medical examination have exceeded our expectations, see Bergman (2000) for an overview. In fact, in all data collections since the beginning of the program in 1965 the drop out has been very low, usually below 5 percent at school age. Data from official records and some basic data from the school years are available almost without any drop out.

AT AGE 48, a new large data collection was carried out for the males in the main group who belonged to the original sample in 1965 (n=393, 82% response rate). Essentially, information was collected for the same variables described above for the females at age 43 except that most medical variables were omitted.

TWO TARGETED MAIL QUESTIONNAIRES were given to the females in the main group:

- At age 47 with regard to their health related life-style (an area of interest in itself but data were also collected to compare health-related behavior between those subjected only to the personal interview and those who took part in the medical examination and were given health advice).

- At age 49, subjective well-being, job satisfaction, and various health variables (focusing on subjective symptoms, GHQ and the Ryff scales) were studied to enable a longitudinal follow-up between age 43 and age 49 in these areas.

4 Current research

The scientific work will profit from the common holistic-interactionistic theoretical framework presented above but it will, of course, in each specific case also be guided by the theoretical framework of the area under investigation. To present all these different frameworks here is not feasible.

Two features of the proposed research program should be pointed out:

1. Since all studies will be based on the same sample, all specific studies will benefit from the knowledge already accumulated within the IDA-program. This will lead to synergy effects and makes possible multi disciplinary research.

2. This is primarily a study of normal variation. The sample is representative of a whole school grade cohort and can be assumed to incorporate all normal interindividual variation in each area investigated. This means, of course, that more rare conditions cannot sometimes be well studied, considering the limited sample size. However, power calculations show that for most

studied purposes the power is sufficient (>80%), even when studying certain more infrequent conditions such as, for example, heavy drinking.

Five broad research areas are regarded as especially important and, considering the already collected information, also feasible to study within the program. Within each area at least two projects are ongoing. These five areas are described below. More research than reported below are ongoing in IDA and in Appendix A an overview is given of the different research projects for which contracts have been written to use the IDA data base.

4.1 Vocational and educational developmental paths and their associated factors

4.1.1 Work and non-work activities (Professor Gunn Johansson, Department of Psychology, SU)

This area focuses on the work-related experiences of the IDA primary cohort. Major themes within the sub project is the interplay between employed work and other activities, especially in the case of women, early causes of vocational achievements and work-related attitudes, and middle-age health as related to occupational history. Most of the data on work-related activities were collected in systematic interviews. The type of activities that have been recorded are employment, study periods, child births, periods of unemployment, etc. For each activity the years of commencement and ending are recorded. Furthermore, the extent to which the activity was freely chosen and the level of personal satisfaction with it have been rated by the participants. A fundamental aspect of this research is the complex problem of creating a structure of career patterns which, especially for women, can be complicated with periods of leave/child care interspersed with periods of work in different vocations (full time or part time and with recurrent education. By the use of sequence analysis, a solution to this problem has been found and the work has resulted in a doctoral thesis by Quinghai Huang, see Huang et al (2007) for a report of the main results. The typical career patterns found are now used in ongoing research both as explanatory factors to, for instance, social adjustment and health-related factors and as the dependent variable to be explained by childhood factors.

It should be pointed out that the IDA database offers unique opportunities for a renewed analysis of career patterns. The uniqueness results from a combination of several factors:

1. The longitudinal approach. Although the IDA data on work-related activities were collected at middle age by retrospective questions, it has been done very systematically by way of lengthy interviews, and the data may be partly validated against data collected at the age of 26. Thus, fairly reliable information is available for the entire occupational history up until the age of 43 (48).

2. All participants were born the same year. Thus the design of and changes in health insurance, parental insurance, unemployment benefits, active labor market programs, etc. which must usually be regarded as confounders in career analysis can be controlled for.

3. In an international perspective, the IDA cohort is particularly interesting since it represents a country and a time when societal support to families has been designed in a way that has facilitated parents' employment in various ways. Although these conditions may not remain the

same in the future, considerable theoretical and principal knowledge can be retrieved from this database.

4. In a gender perspective, the IDA database is particularly interesting since the elaborate work of systematizing occupational histories and identifying career patterns was first performed for the women in the cohort, and only later will be done for the male sample. Thereby, the prevailing "male model" of the worker, which has dominated previous research on career development, will not form the starting point here.

4.1.2 Education in a life-span perspective

(Professor Magnus Sverke, Department of Psychology, SU)

Psychological research on factors such as careers, vocational preferences, and educational choice has been conducted for several decades. This has resulted in an increased understanding of the role of education. However, most models depart from an assumption of universality or generality for different cultures and for men and women. Theoretical frameworks and empirical studies typically are based on white, middle-aged American men and therefore it is necessary to do long-term longitudinal studies in other countries and studies of women (e.g., Arnold, 1997; Gustafsson & Magnusson, 1991). Men tend to work in more high status jobs and get better wages as compared to women. Research has suggested that the origin of such differences is the divergent career choices of the sexes (Ward & Mueller, 1985). Educational and vocational plans of women seldom take a straight path. Rather, many factors - such as labor market possibilities for women, marriage and children, and age periods - need to be taken into account in order to understand women's career development (Larwood & Gutek, 1987). Theories and models of educational choice often suffer from a short time perspective and therefore may be less predictive of women's actual educational choices. Long-term longitudinal data are required in order to illuminate the complex developmental paths that men and especially women follow on their way from compulsory school to adult levels of education and occupation. Very rarely data are available that enable the study of individual educational careers and their relations to psychological factors in a life-span perspective. The IDA data base makes this possible.

Since women have been studied to a much less extent than men, they are at focus in the present project (although men are also studied). The following research questions are considered as central:

1. What factors decide if a woman obtains a higher education? Women to a lesser degree than men invest in so called "prestigious" forms of higher education, even if their school records are comparable. Now the IDA women are middle-aged and, essentially, education is completed. What may have hindered many capable women from obtaining higher education?

2. What is the educational life-cycle of women today? The multiple roles and responsibilities of many women can create difficulties in fulfilling educational goals, especially "according to plan". What is the role of marriage, partners, child responsibility, and paid work in determining when in life women seek higher education? Can adult education compensate for earlier educational plans that were postponed as a function of multiple roles?

3. What is the role of education in women's vocational life? To what extent do women reach the positions they aspired at younger age? Is education (at young or adult age) important? Are women with higher education more satisfied with their present work conditions?

4. The importance of personality factors and cognitive factors has been much more studied for men than for women (although then usually based on retrospective data). Do these types of factors relate to the educational choices in the same way for women as for men? It is reasonable to assume that sex-stereotypic choices apply to women as well as to men but that they take a different form.

4.2 The process of social adjustment

In this area several projects are ongoing and only two are described below.

4.2.1 Studies of peer relations and social networks

(Professor Lars Bergman, Department of Psychology, SU and Professor Katariina Salmela-Aro, Department of Psychology, University of Jyväskylä)

The study of the relationship between early peer relations and later adjustment has resulted in a doctoral dissertation by Peter Zettergren in 2007. For instance, in this work a new and promising methodology for identifying rejected and popular children has been developed (Zettergren, 2006) and it was used for following such groups of children into middle age, looking at various forms of adjustment outcomes (Zettergren, Bergman, and Wångby, 2007). A new interest is the long-term consequences of having /lacking a stable mutual friend and the friend´s characteristics on later social adjustment, including social relations. In a newly started collaborative project with Salmela-Aro´s research group at the University of Jyväskylä, we are studying the importance of a child´s social network for mainly the educational and vocational career. Finnish studies have shown that the characteristics of the friends you associate with has a strong relationship to this career but their studies were limited by a smaller sample size than IDA:s and by a much shorter follow-up time than can be studied using IDA data.

4.2.2 The role of very early biological maturation in female social development.

(Professor Håkan Stattin, Department of Psychology, Örebro University and Professor David Magnusson, Department of Psychology, SU)

In a volume based on data from IDA, Stattin and Magnusson (1990) reported results demonstrating a strong relationship between the age of menarche and norm breaking behavior of different types when the girls were 14-15 years old. Ten years later, alcohol habits and other types of social adjustment problems were not related to the age of menarche. Instead, very early maturing girls had married earlier, had more children, had completed less education, and had acquired a lower job status than average or late maturing girls. The results were discussed with reference to the social context of the girls/females and in a cross-cultural perspective. The aim of the present project has been to investigate to what extent these effects of very early biological maturation influence the life process of the females up to the age of 43 and their life situation at that time. The life-courses of the females have been analyzed in their social context and in a cross-cultural perspective and data for males are now being

analyzed. Which are the life-long implications of individual differences in biological maturation? Can we find differences in social relations, social adjustment, everyday life activities, and physical and psychic well-being, thirty years later in life among those who matured early and late? Do the early developed girls differ in their life-long adjustment and well-being from girls who predominantly were antisocial in adolescence?

The study of biological maturation offers means both for understanding social relations and social adjustment changes occurring during adolescence, future life implications of adolescent life styles, as well as compensatory mechanisms in the longer life-span. Hence, theory driven attempts at coming to terms with life-span trajectories are set in focus. In our opinion, no comparable study of the life-long implications of very early maturation has been performed. Finally, it is also planned to study a model for the moderating role of culture on the link between pubertal timing and problem behavior and then also use data from Slovakia that have already been collected.

4.2.3 Aging in relation to biological maturation

(Professor Lars-Göran Nilsson and Professor David Magnusson, Department of Psychology, SU)

As was discussed above, one of our real contributions to the knowledge about developmental processes is the empirical demonstration of the role of biological age as a marker for individual development. It has been substantially recognized in the international literature. An interesting question follows from this finding: Does early biological maturation indicate an earlier aging for those girls that mature earlier during puberty? The IDA women are now in their fifties and the age of biological maturation can be related to indicators of aging, like a drop in cognitive performance and the emergence of health-related risk factors indicative of premature aging.

4.3 Opportunities for well-being

4.3.1 Factors and processes in the development towards an unusually good adult life situation.

(Professor Lars R. Bergman, Department of Psychology, SU)

Most often good health, social adjustment, etc. is studied in terms of an absence of bad outcomes. This is a too limited view. During the last decade it has become increasingly clear that a strong effort is needed to understand the mechanisms behind favorable outcomes and that they should be studied in their own right, not as “non-negative” outcomes (Cowen, 1991; Ryff & Singer, 1998). It is important to distinguish this field from the study of resilience and protective factors in the presence of risk which is a rapidly expanding research field of its own (Rutter, 1987). However, it should be noted that for this kind of research the focus is on the absence of a bad outcome and not an unusually favorable development. Within this context, Bergman and Mahoney (1999) also pointed to the importance of taking into account patterns of operating factors in order to understand the developmental processes; a point that also is relevant in the study of factors leading to an unusually good adjustment.

To our knowledge, no longitudinal study on a representative sample has been made of the stability and change in unusually good adaptation which covers individuals’ adaptation patterns in several

important arenas over a considerable part of the life-span. It is intended to carry out such a study based on the IDA data base and to also search for explanatory factors.

A natural starting point is to identify major arenas of good adaptation. This is a difficult task considering that there is no consensus in the literature on this point. It should also be recognized that, in difference to the findings of strong co-morbidity in negative adjustment, there are reasons to believe that, within a given individual, it might be expected that there will be less common with a generalized very good adaptation as pointed out by Mahoney and Bergman (2002). A preliminary study on this topic done by Håkan Andersson is now almost finished and it is planned that he should join the IDA-program as a doctoral student within this area.

The following four research questions will be addressed:

1. What is the natural history of adaptation in different arenas when focusing on unusually good adjustment? For instance, how early in life can favorable adjustment paths be detected that are maintained into middle age? The answers to this question provide basic information of interest in itself but is also of interest as background knowledge for the other sub projects.

2. To what extent does an unusually good adjustment in different arenas go together? Typical patterns of adjustment problems have been studied intensively within the IDA program and by others and an interesting issue is to what extent typical patterns of good adjustment are mirrors of those of bad adjustment and to what extent other arenas than those found for bad adjustment tend to combine together in typical individual patterns of good adjustment.

3. What are the background factors related to an unusually good adaptation at adult age? Are those the same ones as have been found to operate as protective factors against risk? Are those simply the inversion of well-known risk factors for bad outcomes?

4. Is there a price to be paid for a good adaptation? Some research indicates that sometimes a seemingly good adaptation is obtained by an almost continuous straining of the system. It has been hypothesized that this strain can lead to an allostatic load with negative health consequences (Seeman et al, 1997). Within the project there are data during the life course about, for instance, stress and anxiety, and this information can be related to different health consequences (for instance, musceloskeletal problems, high blood pressure, and subjective health).

4.3.2 Studies of subjective well-being and psychological well-being, taking gender differences into account

(Professor Lars Bergman, Dr. Daiva Daukantaite, and Dr. Petra Lindfors, Department of Psychology, Stockholm University)

SWB has been studied within IDA concerning, for instance, cross-sectional determinants of middle-aged women well-being and its childhood roots. For example, two fundamental questions with regard to the determinants of SWB are the relative importance of personality factors compared to social circumstances and the long-term stability of SWB. This area has resulted in a doctoral thesis by Daiva Daukantaite in 2006 and preliminary findings relating to these two questions are reported in

Daukantaite and Bergman (2006) and Daukantaite and Zukauskiene (2006). The focus now shifts to the study of gender differences in the etiology of SWB. PWB has also been studied and related to, especially, health-related factors.

4.4 The relationship between psychological factors and health, health risk factors, and health-related life-styles

(Professor Ulf Lundberg at the Department of Psychology, Stockholm University and Professor Olle Lundberg at the Department of Sociology, SU)

The major health problems in modern societies (e.g., musculoskeletal disorders, cardiovascular disease, fatigue, headache, irritability) have a complex and multifactorial etiology, where psychosocial factors seem to play an important role by interacting with physical conditions, personality characteristics and life style over an extended period of time. Information on the psychobiological pathways between psychosocial stress and illness would increase the possibilities for prevention and treatment of these disorders and provide a deeper understanding of the social inequalities in health. With regard to the enormous costs and suffering associated with the musculoskeletal disorders, which are more prevalent among women than men, the identification of mechanisms linking psychosocial stress to neck, shoulder and back pain problems is of particular importance (Lundberg, 1999).

Conditions early in life seem to be of particular importance in forming the functioning of the psychobiological stress systems (Francis et al., 1999; Suomi, 1997). Thus, it is important to follow these processes over time. According to a new stress model, the Allostatic Load Model (McEwen, 1998), activation of various bodily systems in response to environmental demands is necessary for survival and for protection of the body. A normal and flexible stress response means rapid activation of physiological systems in order to cope with the stressor, followed by a rapid shut-off of the response as soon as the stress is terminated and an allowance of enough time for rest and recovery before exposure to new challenges and threats. However, over or under activity of the allostatic systems may add to the wear-and-tear of the organism and over time cause various health problems. For example, over or under activity of the hypothalamic pituitary adrenocortical (HPA) system has been linked to cardiovascular disease (elevated blood lipids, blood clotting etc.), diabetes (insulin resistance), infections (compromised immune functions), and cognitive impairment (degenerative processes in hippocampus). In keeping with this model, new hypotheses regarding the development of musculoskeletal disorders in stressful jobs have received experimental support, which suggest that lack of rest and recovery may be a greater problem in the modern society than the intensity or frequency of the biomechanical exposure (Hägg, 1991; Johansson & Sojka, 1991). In a longitudinal perspective, dynamic and flexible stress responses are thus likely to be health protective, whereas chronically elevated or suppressed physiological activity constitutes a health risk. This underscores the importance of studying these mechanisms in individuals over time.

Paradoxically, most research on health has been focused on mortality and morbidity, rather than on well-being and good health. However, there are exceptions (Antonovsky, 1990) and more recently, new attempts have been made to define conditions contributing to a “positive health” (Ryff & Singer, 1998). Positive health is defined as something different than the absence of symptoms or disease and can be independent of somatic health problems. These studies suggest that psychological factors such as the striving against meaningful goals, mastery of life, close social ties with significant others and a

high self-esteem are important components of an exceptionally good health. It has also been found that conditions early in life seem to be of specific importance in forming a "positive health". The biological correlates or determinants of a positive health still need to be elucidated.

The following research questions are focused upon:

1. How can the pathways between psychosocial conditions and symptom formation be explained in a longitudinal perspective?

2. What are the specific mechanisms causing a relationship between psychosocial stress exposure and the development of musculoskeletal and, in particular, neck and shoulder disorders?

3. How important are different phases of the life course in the development of positive versus negative health? What is the role of basic psychological functioning (like personality and cognitive factors), social class and vocational and educational career in these relationships?

The IDA data base provides a unique opportunity to study these psychobiological mechanisms for females in a longitudinal perspective. Data on health and behavior collected during the past 30 years can be related to psychological, physiological and health data obtained recently. This makes it possible not only to identify associations between variables but to analyze temporal patterns and interactions between health and psychosocial factors, such as unemployment, changes in family conditions etc., in order to demonstrate causal relationships. Data representing perceived health as well as objective health (based on a medical examination), psycho physiological stress responses, personality, social background, and work conditions will be analyzed to study these relationships.

4.5 Methodological work devising methods for studying individual development

(professor Lars Bergman, Department of Psychology, Stockholm University, Professor Daniel Thorburn, Department of Statistics, Stockholm University, and Dr. Bassam El-Kouri, The Karolinska Institute.)

This work mainly concerns methods that sets the individual as an integrated whole in focus, that is, broadly speaking, methods for describing and testing hypotheses about typical developmental patterns of operating factors. The main line of research concerns the development of strategies and methods for carrying out a person-oriented approach based on procedures for classification (e.g. Bergman, Magnusson & El-Khouri, 2003). For instance, cluster analysis-based methods have been developed where groups of individuals with homogenous developmental patterns are formed (Bergman, 1998). We have also developed a statistical package for person-oriented analyses (SLEIPNER, Bergman & El-Khouri, 1998). In collaboration with Daniel Thorburn at the Department of Statistics, Stockholm University, we are developing Bayesian model-based methods for longitudinal classification that can handle errors of measurement and outliers.

Another type of methodological research that is just starting deals with transforming methods for studying nonlinear dynamic systems (NOLIDS) developed in the natural sciences to the study of individual development within our areas (Bergman, 2002, in prep.). This is difficult for mainly two reasons: The typical data in developmental psychology rarely are of the time-series type with very many measurement points which usually are the input data in a NOLIDS analysis and the systems we

study are more complex and have less stable basic characteristics than most systems studied within the natural sciences. Nevertheless, it is promising line of research in that the structure of a well-developed NOLIDS model is nicely aligned to modern theoretical conceptualizations of developmental processes – in difference to standard linear statistical models. It is also possible, in a first step, not to develop fully functional models that can reproduce the empirical data but rather use a generic NOLIDS model as a help in formalizing a verbally formulated theory.

5 Ethical considerations

In 1986 the IDA-program was examined by the ethical committee of HSFR and was given a very positive evaluation. For the medical part of the 1998 data collection for females we have obtained permission from the ethical committee of the county hospital of Örebro (RSÖ). A reference group has been formed consisting of four cohort participants at each new major data collection, beginning in 1998, and it has proved to be very useful.

Throughout, ethical considerations have been important in IDA since the data base contains sensitive information about individuals. Only code numbers are used as identification on the data base with the code key locked in our safe. Code books and the filled out questionnaires are locked up in rooms and cupboards to which only we have access. A booklet with ethical rules for the IDA program exists and all researchers who use the IDA data base have to sign a statement that they will follow these rules. For each research group that we have an agreement with that they can use IDA data, a contract is written and they are only given an anonymized data file to analyze.

6 Publications and evaluations of the IDA program

Research related to the IDA program (both theoretical and empirical work) has resulted in a large number of publications. Per January 2007 the IDA-related publication list contains 121 articles published in scientific journals, 18 books, 78 chapters in edited books, and several hundreds of other publications. Sixteen doctoral dissertations have been based on IDA data.

On behalf of the Swedish Council for the Planning and Coordination of Research (FRN), five Swedish longitudinal programs were evaluated (Johansson, Montgomery & Rosengren, 1991). The evaluation of the IDA-program was very positive and it especially emphasized the strength of the combination of a well developed theoretical framework, longitudinal data of a high quality and a well-adapted research methodology, partly developed within the program. IDA, was described as a ”scientific fortune”. The IDA-program has received similar evaluations many times.

When the third book describing the IDA-program was reviewed in Contemporary Psychology, which is the main journal for scientific reviews in psychology, Richard Lerner, a leading developmental psychologist, and Jaqueline Schwab wrote ” *To the extent that this research is the exemplar of the importance of what may be a new theoretical paradigm - not only for developmental psychology but also for the study of human development in general (cf. Bandura, 1986) - then Magnusson's IDA-project may be the single most important longitudinal study of this century*.”

7 Qualifications of the participating researchers and cooperation with other researchers

Twenty-six researchers of which eleven are full professors now use the IDA data base. Lars Bergman has a chair in longitudinal research methodology in the behavioral sciences at the Department of Psychology, Stockholm University.

Since a long time the IDA program collaborates with the Center for Developmental Science, University of North Carolina at Chapel Hill. We have also together with them created an annual institute on developmental science to train young scientists and to initiate international cooperation. The tenth institute will be held in Örebro, May 24-27, 2007.

Of course, the IDA program and all the involved researchers cooperate with many different research groups, both nationally and internationally. Of special interest is the cooperation we have developed over the years with the Centre of Excellence at the University of Jyväskylä, led by Jari-Erik Nurmi. Nationally we collaborate with Håkan Stattin at the Department of Psychology, Örebro University (the study of social adjustment and biological maturation) and Daniel Thorburn at the Department of Statistics, Stockholm University (the development of Bayesian methods for longitudinal classification) and internationally we collaborate with Brett Laursen, Department of Psychology, Florida Atlantic University (the study of peer relations and friendship), Katariina Salmela-Aro, the Department of Psychology, University of Jyväskylä (the study of social networks in relation to the educational and vocational career), David Sbarra, the Department of Psychology, The University of Arizona (methodology and the study of the impact of stressful life events), and Elizabeth Susman, Department of Biobehavioral Health, Penn State (the study of health outcomes of early antisocial behavior and alcohol abuse).

Appendix A. Overview of contracts for ongoing/planned research using the IDA data base.

No.	Researchers	Summary of research area	Contract expires	Interfaces with
1*	Anna-Karin Andershed & Deborah Pepler	The development of aggressive girls adjustment. Health variables are not studied.	2008-12-31	7, 15, 16, 19
2*	Karen Benzies, Margit Wångby & Lars Bergman	Women´s health-related life-styles.	2008-12-31	10, 17
3*	Lars R. Bergman	The natural history of positive adaptation from a person-oriented perspective	2009-12-31	5, 17
4*	Lars R. Bergman & Bassam El-Khouri	Methodological research, especially concerning the person-oriented approach	No time limit	
5*	Lars Bergman & Daiva Daukantaite	The study of subjective well-being.	2008-12-31	3, 10, 17
6	Bassam El-Khouri	The study of drug abuse, especially its relation to risk and protective factors.	2008-12-31	16, 18, 19
7	Sheilagh Hodgins, Henrik & Anna-Karin Andershed	The study of affective disorders in women.	2008-12-31	1, 21
8*	Gunn Johansson & Magnus Sverke	The vocational and educational career and factors related to it.	2008-12-31	5, 10
9*	Britt af Klinteberg & Lars Oreland	Personality and psychobiology. KSP is related to MAO.	2008-12-31¤	10, 21

10*	Ulf Lundberg & his resesearch group	Subjective and objective health in women as determined by stress-related factors and psychosocial factors.	2008-12-31	2, 5, 14, 16-18
11*	David Magnusson	Integrative research	No time limit	
12*	Chris Magnusson	Girls´early sexual behavior and its long-term effects on health and adjustment.	2008-12-31	1, 2, 5, 10, 16
13	Lars-Göran Nilsson	Explanatory factors of memory function.	2008-12-31	10, 11
14	Mats Palmér & Johan Löfgren	Factors related to osteoporosis.	2008-12-31[&]	10, 18
15*	Håkan Stattin	Biological maturation and behavioral outcomes. Social relations in a life-span perspective.	2008-12-31	1, 12, 16, 19, 20
16*	Elizabeth Susman & Lars Bergman	Alcohol consumption, biosocial, and behavioral determinants of physical health in women.	2008-12-31	1, 2, 6, 10, 15, 19
17	Kari Trost	Positive adaptation in relation to social relationships, family factors, and resiliency and protective factors.	2009-01-31	3, 5, 10, 15, 20
18	Bo Werner	Örebro county specific questions of social medicine.	2008-12-31	6, 10
19*	Margit Wångby & Lars Bergman	The development of females syndromes of adjustment problems.	2008-12-31	1, 16, 21
20*	Peter Zettergren	The importance of peer groups and friendship groups for later adjustment.	2008-12-31	15, 17
21	Marie Åsberg	Suicide ideation.	2008-12-31	1, 7, 10, 18, 19
22*	Katariina Salmela-Aro	Networks of peer relations in childhood and the vocational career	2010-02-01	8, 15, 20

* Ongoing project/projects [¤] No time limit for MAO data [&] No time limit for osteoporosis data.

SWITZERLAND

Data Sources in Switzerland

It would be possible to draw on two data sets: The *Swiss Survey of Children and Youth* (COCON) and the study „*Family-School-Job*"(FASE B).[1] Both data sets are not yet publicly accessible. They will be available for comparative analyses within CAPYD.

COCON is an ongoing longitudinal study representative for the German- and French-speaking part of Switzerland. It contains information on three birth cohorts, born between September 1, 1984 and April 30, 1985 (N=584); September 1, 1990 and April 30, 1991 (N=1255); and September 1, 1999 and April 30, 2000 (N=1273) respectively. At the time of the first survey in spring and summer of 2006, the respondents were 6, 15 and 21 years old. The second wave took place in summer 2007 and included the cohorts of the 6- and 15-year olds (by then 7 and 16 years old: N=1174 and N=1161). The third wave will take place in 2009. The data includes detailed retrospective longitudinal information about the respondent's education and job history, the family, peer, school context and leisure time activities, social, productive, and cognitive competencies, goals and value orientations, psychological well-being and disturbances as well as personality traits, individual resilience, and risk factors. For the two younger cohorts, additional data gained from primary care givers and teachers is available.

FASE B is an ongoing longitudinal study with four waves of data collection. The first three have completed and took place in 2002, 2006, and 2007. The fourth is planned for 2008. The first wave is representative for the German speaking part of the canton Bern. It consists of 6th (N=451) and 8th graders (N=678), being about 12- and 14-years old at the time of data collection. In the second wave (by then 9th and 11th graders), the sample was enlarged by students from the cantons of Zürich and Aargau (N=1053). In the first and second wave, student and parent data and achievement test results for math and German are available; for the first wave, there is also teacher data are available. The data includes detailed information for all major life domains, including socio-economic circumstances, education, family, parenting, cognitive functioning, goals and value orientations, behaviour, well-being, risk factors, coping, and social attitudes at different life stages.

[1] A third potential data set refers to the longitudinal project "*Transition from Education to Employment*" (TREE). The annually collected data is based on a sample of some 6,000 youth who took part in the PISA study (Programme for International Student Assessment) in 2000 and completed their obligatory schooling in the same year. The sample is representative both on national and on regional levels. TREE focuses the educational and occupational pathways pursued by young people after compulsory school. Seven waves of data collection have been completed (2001, 2002, 2003, 2004, 2005, 2006, 2007). The data isn't publicly accessible. The inclusion would depend on the principal investigator's permission.

Indicators

A number of indicators are available in both studies. Indicators marked with an asterisk are available in COCON only, indicators with two asterisks in FASE B only.

We will identify comparable indicators of

- SES (parental social class, parental education, material resources and housing)
- Economic activity (full-time/part-time employment, unemployment, in education, NEET, salary, employment sector)*
- School track (type of vocational or academic track)
- Educational experiences (academic attainment, educational aspirations, coping with transitions, motivation, homework, attributions of teachers and parents)
- Well-being in school and at work (satisfactory, versatile, and autonomous work)
- Partnership information (older cohorts only)
- Family structure (siblings, parental partner history)
- Family interactions (family climate, family support, parental involvement in school, parent-child relationship)
- Health (general physical and psychological health)
- Social competencies (prosocial behaviour, empathy, cooperation, assertiveness, perspective taking skills, moral maturity*, coping**)
- Productive competencies (achievement motivation, volition, persistency)
- Civic competencies (interpersonal and societal responsibility*, political action orientation*, capacity for teamwork*, autonomy*)
- Individual development (cognitive ability, academic and general self-concept, aggression, bullying, anxiety/Depression, attention problems, personality characteristics*, future perspectives**)
- Values (social justice*, hedonism*, achievement*, self-realization*, academic task values, job values, parental education values)
- Social participation (membership in organisations)*
- Social networks and peer relationships (Number of friends, number of colleagues, mutual reciprocity)*
- Leisure time (Non-organized and organized activities, media use)
- School characteristics (classroom and school climate, school equipment, parent-teacher contact, teaching style, teacher classroom behaviour**, classroom misbehavior**)

Table 1: Swiss COCON Data

No	Age Cohort	Short Description	N	Follow-ups
1	CH COCON, cohort born 1984/1985 (Buchmann)	Includes a representative sample of individuals born between 9/1984 and 4/1985, who were 21- years old at first data collection wave. Retrospective life-course information from age 6 to 21.	584	Age 21
2	CH COCON, cohort born 1990/91 (Buchmann)	Includes a representative sample of individuals born between 9/1990 and 4/1991, who were 15- years old at first data collection wave. Retrospective life-course information from age 6 to 15.	1255	Age 15, 16. In planning: Age 18, 21
3	CH COCON, cohort born 1999/2000 (Buchmann)	Includes a representative sample of individuals born between 9/1999 and 4/2000, who were 6- years old at first data collection wave. Life-course information from age 6 onwards.	1273	Age 6, 7. In planning: Age 9, 12, 13, 15

Table 2: Swiss FASE B Data

3	CH FASE B, cohort born about 1990/91 (Neuenschwander)2	Sample of 6th graders representative for German speaking part of canton Bern. About age 12 at first wave.	451	6th, 9th, 10th, 11th grade (about age 12, 15, 16, 17).
4	CH FASE B, cohort born about 1988/89 (Neuenschwander)	Sample of 8th graders representative for German speaking part of canton Bern. About age 14 at first wave.	678	8th, 11th,12th, 13th grade / employment (about age 14, 17, 18, 19)
5	CH FASE B, cohort born about 1990/91 (Neuenschwander)	Sample of 9th graders representative for canton Zürich and Aargau. About age 15 at first wave.	244	9th, 10th , 11th grade (about age 15, 16, 17)
6	CH FASE B, cohort born about 1988/89 (Neuenschwander)	Sample of 11th graders representative for canton Zürich and Aargau. About age 17 at first wave.	809	11th, 12th, 13th grade / employment (about age 17, 18, 19)

[2] Because a classroom based sample was administered, each cohort consists of two birth years.

COCON: Indicators

	Age at data collection						
	Cohort 1			Cohort 2			C3
	6	7	9*	15	16	18*	21
SES							
Highest education mother and father	✓	✓	✓	✓		✓	✓
Occupation mother and father	✓	✓	✓	✓		✓	✓
Employment status mother and father	✓	✓	✓	✓			✓1
Average parental employment level since birth	✓	✓	✓				
Household income	✓		✓	✓			
Housing situation	✓		✓	✓			
Educational and economic activities							
Employment status				✓	✓	✓	✓
Employment level				✓	✓	✓	✓
Occupation				✓	✓	✓	✓
Firm characteristics (size, sector)				✓	✓	✓	✓
Earnings				✓	✓	✓	✓
Type of non-gainful activities				✓	✓	✓	✓
Type of voc. or academic track				✓	✓	✓	✓
School class characteristics		✓	✓	✓	✓	✓	
Educational experiences							
Academic attainment			✓	✓			
Educational aspirations	✓		✓	✓		✓	✓
Coping with transitions		✓			✓	✓	
Motivation			✓	✓		✓	✓
Homework		✓	✓	✓			
Attributions of teachers and parents	✓		✓	✓		✓	
Well-being in school and at work							
Satisfactory, versatile, and autonomous work					✓	✓	✓
Partnership information							
Marital status						✓	✓
Stable partner						✓	✓
Cohabiting						✓	✓
Children							✓

Family structure							
Number, age and sex of siblings	✓	✓	✓	✓	✓	✓	✓
Parental partner history	✓	✓	✓	✓		✓	
Current parental partner situation	✓	✓	✓	✓	✓	✓	
Family interactions							
Family climate	✓		✓	✓		✓	✓
Family support	✓	✓	✓	✓		✓	
Parental involvement in school		✓	✓	✓			
Parent-child relationship	✓		✓	✓		✓	✓
Health							
General physical health				✓		✓	✓
Psychological health				✓		✓	✓
Social Competencies							
Prosocial Behaviour	✓	✓	✓	✓		✓	✓
Empathy	✓	✓	✓	✓		✓	✓
Cooperation	✓		✓	✓		✓	✓
Assertiveness	✓		✓	✓		✓	✓
Perspective taking skills	✓		✓	✓		✓	✓
Moral maturity	✓		✓	✓		✓	✓
Productive competencies							
Achievement motivation			✓	✓		✓	✓
Volition			✓	✓		✓	✓
Persistency			✓	✓		✓	✓
Civic Competencies							
Interpersonal and societal responsibility			✓	✓		✓	✓
Political action orientation				✓		✓	✓
Capacity for teamwork			✓	✓		✓	✓
Autonomy			✓	✓		✓	✓
Individual development							
Cognitive ability	✓		✓	✓			✓
Academic self-concept	✓		✓	✓		✓	✓
General self-concept			✓	✓		✓	✓
Aggression	✓	✓	✓	✓		✓	✓
Bullying	✓		✓	✓		✓	
Anxiety/Depression	✓		✓	✓		✓	✓

Attention problems	✓	✓	✓	✓	✓
Personality characteristics	✓	✓	✓	✓	✓
Values					
Social justice, hedonism, achievement, self-realization		✓	✓	✓	✓
Job values			✓	✓	✓
Parental education values	✓	✓	✓		
Social participation					
Membership in organization			✓	✓	✓
Social networks and peer relationships					
Number of friends and mates	✓	✓	✓	✓	✓
Mutual reciprocity		✓	✓	✓	✓
Leisure					
Non-organized and organized activities	✓	✓	✓	✓	✓
Media use	✓	✓	✓	✓	✓
School characteristics					
Classroom and school climate	✓	✓	✓		
School equipment	✓	✓	✓		
Teaching style	✓	✓	✓		

* In planning for follow up of 2009 [1] at age 15

FASE B: Indicators

	Age at data collection							
	cohort 1				cohort 2			
	13	17	18	193	15	19	20	211
SES								
Highest education mother and father	✓	✓			✓	✓		
Occupation mother and father	✓	✓	✓	✓	✓	✓	✓	✓
Employment status mother and father	✓	✓		✓	✓	✓		✓
Housing situation	✓	✓	✓	✓	✓	✓	✓	✓
Nationality	✓	✓			✓	✓		
Parental Earnings	✓	✓			✓	✓		
Educational experiences								
Academic attainment		✓	✓	✓	✓	✓	✓	✓
Educational aspirations	✓	✓	✓	✓	✓	✓	✓	✓
Academic expectations	✓	✓	✓		✓	✓	✓	
School subject specific values fathers and mothers		✓	✓			✓	✓	
School class characteristics	✓	✓			✓	✓		
Homework	✓	✓	✓		✓	✓	✓	
Attributions of teachers and parents	✓	✓			✓	✓		
Perceived fit with education		✓	✓	✓		✓	✓	✓
School characteristics								
Classroom and school climate	✓	✓	✓		✓	✓	✓	
Teachers classroom management	✓	✓			✓	✓		
Perceived teacher characteristics	✓				✓			
Vocational Education and Training System								
Apprentice ship (type, training year)		✓	✓	✓		✓	✓	✓
Stress and resources in the firm		✓	✓	✓		✓	✓	✓
Relationship with master and collaborators		✓	✓	✓		✓	✓	✓
Earnings		✓	✓	✓		✓	✓	✓
Transition								
Stress with transitions		✓	✓	✓		✓	✓	✓
Coping with transitions		✓	✓	✓		✓	✓	✓
Parental support in vocational choice process		✓	✓	✓		✓	✓	✓
Educational and economic activities								

[3] Data collection wave 4 in planning

Employment status			✓	✓			✓	✓
Occupation			✓	✓			✓	✓
Firm characteristics (size, sector)			✓	✓			✓	✓
Family structure								
Current parental partner situation	✓	✓	✓	✓	✓	✓	✓	✓
Family interactions								
Family climate		✓				✓		
Family support general	✓	✓	✓	✓	✓	✓	✓	✓
Cognitive stimulation	✓	✓	✓	✓	✓	✓	✓	
Parental role models		✓				✓		
Parental involvement in school	✓				✓			
Parent-child relationship	✓	✓	✓	✓	✓	✓	✓	✓
Academic Competencies								
Achievement in math and school language	✓	✓			✓	✓		
School grades in different subjects	✓	✓	✓	✓	✓	✓	✓	✓
IQ							✓	
Social Competencies								
Empathy	✓	✓	✓	✓	✓	✓	✓	✓
Conflict	✓	✓	✓	✓	✓	✓	✓	✓
Assertiveness	✓	✓	✓	✓	✓	✓	✓	✓
Productive competencies								
Intrinsic/extrinsic motivation	✓	✓	✓	✓	✓	✓	✓	✓
Volition	✓	✓			✓	✓		
Aptitude self-concept in math and school language	✓	✓	✓		✓	✓	✓	
Professional self-concept		✓	✓	✓		✓	✓	✓
General self-esteem		✓	✓	✓		✓	✓	✓
Self-concept sport, body attraction			✓				✓	
Well-being in school and at work								
Subjective well-being	✓	✓		✓	✓	✓		✓
School satisfaction	✓	✓	✓		✓	✓	✓	
Individual development								
Personality characteristics	✓		✓	✓	✓		✓	✓
Life-events		✓	✓			✓	✓	
Professional exploration		✓				✓		
Aggression	✓	✓	✓	✓	✓	✓	✓	✓

Bullying	✓	✓	✓	✓	✓	✓	✓	✓
Classroom misbehaviour	✓	✓			✓	✓		
Alcohol			✓				✓	
Values								
Different life-domains			✓	✓			✓	✓
Job values				✓				✓
Parental education values	✓	✓		✓	✓	✓		✓
Future perspectives		✓	✓	✓		✓	✓	✓
General values				✓				✓
Social participation								
Membership in organization				✓				✓
Social networks and peer relationships								
Number of friends and mates				✓				✓
Leisure								
Media use			✓	✓			✓	✓

UNITED KINGDOM

Data sources in the UK

Among the UK data sources it would be possible to draw on data collected for two major British birth cohorts, in particular the 1958 National Child Development Study (NCDS), the 1970 British Cohort Study (BCS70), as well as the British Household Panel Survey (BHPS). These data sets are deposited with the ESRC data archive and are publically available.

NCDS and BCS70 are two of the most comprehensive UK data sources for the study of human development, and youth transitions in particular, in a changing socio-historical context:

- NCDS is based on all persons living in Great Britain who were born in one week in March 1958 (n=17,415). Follow-up studies were conducted at ages 7, 11, 16, 23, 33, 42, and age 46.
- The BCS70 takes as its subjects all persons living in Great Britain who were born in one week in April 1970 (n=16,571). Data are available on cohort members at birth, 5, 10, 16, 26, 30, and 34 years.

In each of the cohorts detailed information was collected in all the major life domains, including socio-economic circumstances, work, education, family, parenting, physical and mental health, cognitive functioning, behaviour, and social attitudes at different life stages.

The longitudinal nature of the data makes it possible to assess the influence of early childhood influences in shaping transition experiences and behaviour later on in life. The study populations are large and representative. Being able to compare different age cohorts has the additional advantage of allowing for assessment of stability and change in exclusion processes in times of social change.

The BHPS is a panel data set of around 5,000 households which is broadly representative of the British population. They have been interviewed yearly since 1991. The most recent wave available for analysis is 2005. Children are interviewed when they reach the age of 16. The BHPS is large enough to allow meaningful analysis of certain age groups of the population, as well as subgroups of socially excluded youth and young adults.

Indicators

In all these studies we will identify comparable indicators of

- SES (parental social class, parental education, material resources and housing),
- educational experiences (academic attainment, school motivation, educational aspirations),
- aspirations and personal goals for the future,
- school track (comprehensive school, vocational track, academic track)
- Economic activity (full-time/part-time employment, unemployment, in education, NEET, out of labour force, salary) between aged 16 and late 40’s
- Well-being at work (job satisfaction, work engagement, work-life balance, burnout)
- Partnership formation

- Parenthood
- Health (physical and psychological health, general health)
- Well-being (life satisfaction, feeling in control)
- Social participation (voting, membership in organisation, religion)

Table 1: UK Cohort Data

No	Age Cohort	Short Description	N	Follow-ups
1	UK 1958 National Child Development Study (NCDS)	Includes all babies born in GB during a week in March 1958. Eight follow-up studies from birth to age 50	17,415	Birth, age 7,11,16,23,33,42,44
2	UK 1970 Birth Cohort Study (BCS70)	Includes all babies born in GB during a week in April 1970. Seven follow-up studies from birth to 38	16,571	Birth, age 5,10,16,26,30,34, 38 (interview at age 38 planned for 2008)
3	The Millennium Cohort	National population sample of babies born during 2000-2002	18,818	Age 9mths, 3,5,7 years

Table 2: UK Household Panel Study (BHPS)

No	Age Cohort	Short Description	N	Follow-ups
3	UK British Household Panel Study (annual sweeps since 1991)	Annual survey of more than 5,000 nationally representative households	about 10,000	Since 1994 it includes a special sample of young people aged 11-15 years

Table 3: Longitudinal Study of Young People in England (LSYPE)

No	Age Cohort	Short Description	N	Follow-ups
4	UK Longitudinal Study	Study of key factors affecting progress in transition from school to work	about 21,000	4 waves of yearly data collection in 2004/5/6/7 at ages 15-18

Table 4: Avon Longitudinal Study of Parents and Children (ALSPAC))

No	Age Cohort	Short Description	N	Follow-ups
5	UK Longitudinal Study	Follow up study of children from birth to adolescence	about 14,000	Yearly data collections since 1989

The 1958 National Child Development Study (NCDS)

The 1958 National Child Development Study (NCDS)									
	Age of data collection								
	0	7	11	16	23	33	37*	42	46
SES									
Highest education mother and father	✓	✓							
Occupation mother and father	✓	✓	✓	✓					
Employment status mother and father	✓	✓	✓	✓					
Household income				✓	✓	✓	✓	✓	✓
Housing situation		✓	✓	✓	✓	✓	✓	✓	✓
Family context									
Parents' marital status	✓	✓	✓	✓					
Family composition (deaths, divorce, etc)		✓	✓	✓					
Household composition	✓	✓	✓	✓	✓	✓	✓	✓	✓
Number of siblings	✓	✓	✓	✓					
Family cohesion		✓	✓						
Parental monitoring			✓						
Home learning environment		✓							
Parental aspirations			✓	✓					
Parental interest in child's education		✓	✓	✓					
Conflict with parents				✓					
Education and Qualifications									
Reading tests		✓	✓	✓					
Math tests			✓	✓					
General abilities			✓						
School type		✓	✓	✓					
Teacher ratings			✓	✓					
Self ratings of ability				✓					
Qualifications				✓	✓	✓	✓	✓	✓
Motivation									
School motivation			✓						
Job aspirations				✓					
Occupational values				✓					
Family/marriage plans or aspirations				✓					

The 1958 National Child Development Study (NCDS)									
	Age of data collection								
	0	7	11	16	23	33	37*	42	46
Behaviour									
Rutter behaviour scale		✓	✓	✓					
Truanting				✓					
Leisure activities			✓	✓	✓				
Own economic activities									
Employment status					✓	✓	✓	✓	✓
Employment level					✓	✓	✓	✓	✓
Occupation					✓	✓	✓	✓	✓
Firm characteristics (size, sector)					✓	✓	✓	✓	✓
Earnings						✓	✓	✓	✓
CM employment history back to 16 / last interview					✓	✓	✓	✓	✓
Job satisfaction						✓	✓	✓	
Partnership information									
Marital status					✓	✓	✓	✓	✓
Partner					✓	✓	✓	✓	✓
Cohabiting					✓	✓	✓	✓	✓
Children					✓	✓	✓	✓	✓
Happiness in relationship						✓			
Health and Well-being									
Birth risks	✓								
General physical health		✓	✓	✓	✓	✓	✓	✓	✓
Health behaviour (smoking, drinking, drugs)				✓	✓	✓	✓	✓	
Malaise/Depression					✓	✓	✓	✓	✓
Life satisfaction						✓	✓	✓	
Feeling in control						✓	✓	✓	
Social Participation									
Voting					✓	✓		✓	✓
Member in organisation				✓	✓	✓	✓	✓	✓
Social attitudes					✓	✓	✓	✓	✓

CM = cohort member, *age 37 survey = 10% sample

The 1970 British Cohort Study (BCS70)

The 1970 British Cohort Study (BCS70)								
	Age of data collection							
	0	5	10	16	21*	26	30	34
SES								
Highest education mother and father	✓	✓						
Occupation mother and father	✓	✓	✓	✓				
Employment status mother and father	✓	✓	✓	✓				
Household income			✓	✓	✓	✓	✓	✓
Housing situation		✓	✓	✓	✓	✓	✓	✓
Family context								
Parents' marital status	✓	✓	✓	✓				
Family composition (deaths, divorce, etc)	✓	✓	✓	✓				
Household composition	✓	✓	✓	✓	✓	✓	✓	✓
Number of siblings	✓	✓	✓	✓				
Family cohesion		✓	✓	✓				
Parental monitoring			✓	✓				
Home learning environment		✓	✓					
Parental aspirations			✓	✓				
Parental interest in child's education		✓	✓	✓				
Conflict with parents				✓				
Education and Qualifications								
Reading tests		✓	✓	✓				
Math tests			✓	✓				
General abilities			✓					
School type		✓	✓	✓				
Teacher ratings			✓	✓				
Self ratings of ability			✓	✓				
Qualifications				✓	✓	✓	✓	✓
Motivation								
School motivation			✓	✓				
Job aspirations				✓				
Occupational values				✓				
Family/marriage plans or aspirations				✓				

The 1970 British Cohort Study (BCS70)								
	Age of data collection							
	0	5	10	16	21*	26	30	34
Behaviour								
Rutter behaviour scale		✓	✓	✓				
Truanting				✓				✓
Leisure activities			✓	✓	✓			
Own economic activities								
Employment status					✓	✓	✓	✓
Employment level					✓	✓	✓	✓
Occupation					✓	✓	✓	✓
Firm characteristics (size, sector)					✓	✓	✓	✓
Earnings						✓	✓	✓
CM employment history back to 16 / last interview					✓	✓	✓	✓
Job satisfaction					✓		✓	
Partnership information								
Marital status					✓	✓	✓	✓
Partner				✓	✓	✓	✓	✓
Cohabiting					✓	✓	✓	✓
Children					✓	✓	✓	✓
Happiness in relationship							✓	
Health and Well-being								
Birth risks	✓							
General physical health		✓	✓	✓	✓	✓	✓	✓
Health behaviour (smoking, drinking, drugs)				✓	✓		✓	✓
Malaise/Depression				✓	✓	✓	✓	✓
Life satisfaction					✓		✓	✓
Feeling in control					✓		✓	✓
Self esteem			✓					
Social Participation								
Voting					✓	✓	✓	✓
Member in organisation				✓		✓	✓	✓
Social attitudes					✓	✓	✓	✓

CM = cohort member, *age 21 survey = 10% sample

The Millennium Cohort

The Millennium Cohort Study (MCS) is an ongoing survey of 18,818 babies born between September 2000 and January 2002 into 18553 families living in the UK. The 1st sweep of the Millennium Cohort Study was carried out during 2001/2 when most babies were 9-months old, followed by data collections at ages 3, 5 and currently 7 years. Future data collections are planned for ages 9,11, and 14.

The sample design allowed for disproportionate representation of families living in areas of child poverty. Electoral wards based on 1998 geography were used as the sampling frame and information about child poverty was incorporated as provided in the Index of Deprivation. Due to disproportionate sampling, special weights have to be applied in analyzing the data.

Data were collected from the parents of the babies via personal interview and self-completion questionnaire, covering information on baby's health and development, cognitive and behavioural development in childhood, family structure, education and employment, parental health and psychological well-being, as well as parenting styles and housing conditions.

Understanding the social conditions surrounding birth and early childhood is increasingly appreciated as fundamental to the study of the whole of the life course. This applies across the range, from the origins of social exclusion through investigation of the influence of early circumstances on health over the life course to providing evidence for major policy initiatives such as "Sure Start". The initiation of the MCS presents an exceptional research opportunity to study the all-important first year of life and potentially resolve many of the issues about its long-term impact. These include issues of central policy interest such as the foundations of social capital and cohesion.

Major questions about the prospects for children born in 2000-1 concern poverty and wealth, the quality of family life and its support by public policy and the broader community. The health and well being of parents and infants will be located in the context of the rich socio-economic data to be collected in the study. Issues to emerge for future sweeps of the cohort will include: advantage and disadvantage in education, health, employment and the parenting of the next generation. Besides changing family forms, there are social and economic changes in the labour market, technology, social polarization, gender roles, and the ideology of individualism. These will make the unfolding lives of the new cohort different from those of their predecessors. Will such changes also be reflected in variation in behaviour, attitudes and expectations among parents? Which of the intricate links between the social and biological aspects of human development can be illuminated?

The Sample

The sample population for the study was drawn from all live births in the UK over 12 months from 1 September 2000 in England & Wales and 1 December 2000 in Scotland & Northern Ireland.

The sample was selected from a random sample of electoral wards, disproportionately stratified to ensure adequate representation of all four UK countries, deprived areas and areas with high concentrations of Black and Asian families.

The sample design of the MCS differs from that of its predecessors (NCDS & BCS70) in that it took a whole year's births, and covers the whole of the United Kingdom for the first time. The sample was drawn slightly later in Scotland and Northern Ireland so as not to coincide with other surveys being carried out on families with babies in these areas at the same time.

Cohort Sample by Type					
	Clusters, families and children, by country				
	Number of sample wards*	Achieved Responses **			
		Children	Families interviewed	Single Mothers	Fathers***
TOTAL UK	398	18,818	18,552	3,194	13,599
ENGLAND	200	11,695	11,533	1,853	8,558
WALES	73	2,799	2,761	590	1,957
SCOTLAND	62	2,370	2,336	375	1,758
N IRELAND	63	1,955	1,923	376	1,326

Notes

* including 49 groupings of two or three small wards

** provisional totals, all productive contacts

*** partners of main respondent in two parent families

Guide to the Data and Documentation

http://www.cls.ioe.ac.uk/studies.asp?section=0001000200010010

The data for MCS1 can be downloaded from the UK Data Archive at Essex University.

http://www.data-archive.ac.uk/orderingData/introduction.asp

You will receive the data as a cross-sectional SPSS or STATA (or plain text) datafile. As future sweeps are deposited, each will be able to be merged longitudinally by linking on the individual case identifier variable FAMSRNO.

Tools for choosing variables to analyse

There are nearly 2000 MCS variables, so finding the ones you need for a particular purpose can be bewildering. The following tools and guides, available for download from this site, can help you:

(a) Data Dictionary

One way to start is to download the MCS Idealist Data Dictionary, which is a searchable database containing a 'record' for every MCS variable. The free software that comes with it enables you to

search by keywords, producing a ‘hit list’ of variables with those words in their description. The list can be progressively narrowed down until you reach a manageable group of variables for your purposes.

Additional help is available by going to the elements of documentation for the MCS1 survey. First click 'MCS1' in the button to the left, then you will see the following subsidiary options (amongst others):

(b) Questionnaire

On the Questionnaire page (within each survey) you can see a list of the subject areas on which questions were asked.

By clicking on the downloadable questionnaire itself, viewable in Acrobat .pdf format, you can see the exact wording of each question, and the context in which it was asked, along with other questions on similar subjects.

Normally the variables in the dataset follow the same order as the questionnaire.

(c) Guide to the Dataset

This explains the background and rationale behind the survey at that point in time, its funding, methodology, fieldwork and the processing of the data.

(d) Code Book

Some questions were open-ended, involving a written response rather than a categorical answer (e.g. what is father's current job?). The coding frame for these kinds of questions is available to view on-line in Acrobat .pdf format.

(e) Derived Variables

This documentation details various series of derived variables produced by the internal team that are available on the data.

Contact

Finally, you can always contact the User Support Group here at CLS if you can’t easily tell whether a question you want to look at has been asked, or if you can’t make sense of how variables are coded, or for any other query about the data.

Avon Longitudinal Study of Parents and Children (ALSPAC)

The Avon Longitudinal Study of Parents and Children (ALSPAC) also known as “Children of the 90s” is aimed at identifying ways in which to optimise the health and development of children. The ALSPAC study is run by the University of Bristol.

History: 14,541 pregnant women with an estimated date of delivery between April 1991 and 31 December 1992 enrolled in the study. These women, their partners, and the children born are the ALSPAC cohort of families.

The ALSPAC study team has followed around **14 000 children and their parents** from before birth. The children are now around 16–17 years old. Throughout this time, detailed information has been gathered about their **health and lifestyle** each year. The cohort's size, and the range of information gathered, means that many health-related associations can be explored.

Goal: ALSPAC’s main goal is to understand the ways in which the physical and social environment interact, over time, with the genetic inheritance to affect the child's health, behaviour and development.

The following is a summary of some of the data collected through the questionnaires. The ALSPAC resource also includes a wide range of biological samples including DNA.

	Age at Data Collection															
	antenatal	*<1yr*	*1yr*	*2yr*	*3yr*	*4yr*	*5yr*	*6yr*	*7yr*	*8yr*	*9y*	*10y*	*11y*	*12y*	*13y*	*16+*
Health																
Medical history (parents & grandparents)	*		*													
Physical health (parents)	*	*	*	*	*		*	*			*	*		*		
Medication use (parents)			*	*	*		*	*			*					
Use of health services					*											
Physical Health (children)		*	*	*	*	*	*	*	*	*		*	*		*	
Accidents & injuries (children)		*	*	*		*	*	*		*			*			
Medications taken (children)		*	*	*	*	*	*	*	*	*						
Dental care (children)			*	*	*	*	*	*		*						
Height / weight etc (children)			*			*	*	*			*	*	*		*	
Handedness (children & parents)				*	*	*										
Environmental Health																
Exposure to Environmental Pollutants	*		*	*	*			*			*					
Exposure to Electrical Equipment	*															
Passive smoking		*	*	*	*	*	*	*		*						
Animal contact			*	*		*	*	*								
Parents' Lifestyle																
Physical Activity	*		*	*					*				*			

	Age at Data Collection															
	antenatal	*<1yr*	*1yr*	*2yr*	*3yr*	*4yr*	*5yr*	*6yr*	*7yr*	*8yr*	*9y*	*10y*	*11y*	*12y*	*13y*	*16+*
Sleep deprivation		*	*	*												
Diet	*				*								*	*		
Caffine consumption	*	*			*				*	*			*	*		
Alcohol consumption	*	*	*	*	*				*	*				*		
Smoking	*	*	*	*	*		*	*	*	*	*			*		
Illigal Drug use	*		*	*	*		*	*			*					
Gambling								*								
Children's Lifestyle																
Physical Activity							*	*	*	*	*	*	*		*	
Sleep		*	*	*	*	*	*	*	*		*	*	*			
Diet		*	*	*	*	*	*	*		*	*				*	
Alcohol consumption		*	*	*	*	*		*		*	*				*	
Smoking											*				*	
Illigal Drug use											*		*		*	
Education																
School results									*	*	*	*	*	*	*	*
Attitudes towards education (parents & children)					*	*	*	*	*	*	*	*	*	*	*	
Expectations & aspirations (parents & children)											*		*		*	*
School characteristics								*	*	*	*	*	*	*	*	*
Special Educational Needs & Learning Disabilities							*	*		*	*	*				
Psychological Well-being (parents)																
Crown-Crisp Experiential Index	*	*	*	*			*	*					*			

	Age at Data Collection															
	antenatal	*<1yr*	*1yr*	*2yr*	*3yr*	*4yr*	*5yr*	*6yr*	*7yr*	*8yr*	*9y*	*10y*	*11y*	*12y*	*13y*	*16+*
Edinburgh Post Natal Depression Scale	*	*	*	*			*	*		*				*		
Locus of Control	*							*								
Bachman Self Esteem Measure			*				*									
Significant Events	*	*	*	*	*		*	*			*			*		
Child Behaviour and Psychology																
General Behaviour		*	*	*	*	*			*		*					
Strength & Difficulties Questionnaire					*	*		*		*	*		*		*	
Development & Well-being Assessment									*			*				*
Antisocial behaviour (self report)										*		*		*		
Carey Infant / Toddler Temperament Scale		*		*												
EAS Temperament Scale					*	*	*									
Mental health problems											*	*	*	*	*	*
Rutter Parent Scale for PreSchool children					*	*	*									
Social Cognition						*		*	*	*		*		*	*	*
Self concept / self esteem										*			*	*	*	*
IQ						*				*						*
Neurophsychological functioning						*	*			*		*	*		*	*
Gendered behaviour				*	*	*				*						
Child development																
Language Development			*	*	*	*	*		*	*	*	*		*	*	
Co-ordination & motor ability		*	*	*	*	*			*			*		*		
Infant development		*	*	*												

	Age at Data Collection															
	antenatal	*<1yr*	*1yr*	*2yr*	*3yr*	*4yr*	*5yr*	*6yr*	*7yr*	*8yr*	*9y*	*10y*	*11y*	*12y*	*13y*	*16+*
Pubertal development										*	*	*	*	*	*	*
Activities / toys		*	*	*	*	*										
Life events			*	*	*	*	*	*			*					
Child's Relationships																
Relationships with peers										*		*	*	*	*	*
Sibling Relationships			*		*	*										
Parent-Child Relationships		*	*	*	*	*		*			*	*		*		
Parent-child conflict			*	*	*	*			*		*					
Parents' Relationship																
Partner temprament			*	*				*			*					
Marital Relationship Scale	*		*													
Intimate Bond Measure				*				*			*					
Gender roles in home			*	*				*			*					
Support & conflict			*	*				*			*					
Parenting																
Expectations	*	*														
Childcare		*	*													
Parenting attitudes & behaviours	*		*	*												
Child safety			*	*												
Childcare			*	*	*	*	*	*		*						
Social Support Networks																
Parents - Social Network Measure	*		*					*			*					
Parents - Social Support Measure	*	*	*					*			*					
Support & help with domestic chores		*	*													
Religious beliefs	*							*			*					

	Age at Data Collection															
	antenatal	*<1yr*	*1yr*	*2yr*	*3yr*	*4yr*	*5yr*	*6yr*	*7yr*	*8yr*	*9y*	*10y*	*11y*	*12y*	*13y*	*16+*
SES/SEP																
Household income				*	*				*	*			*			*
Housing situation	*		*	*												*
Financial hardship			*	*			*		*				*			*
Occupation of parents	*	*								*						*
Employment status of parents	*	*	*	*	*		*		*	*						*
Highest education level of parents	*						*			*					*	
Highest education level of grandparents	*									*						
Ethnicity & nationality	*									*						
Religion	*						*	*			*					
Family structure																
Household composition	*		*	*	*				*	*		*				*
Current parental partner situation	*		*	*	*			*			*					*
Age of siblings					*			*	*							
Contact with non-resident biological parents			*	*	*											
Neighbourhood																
Quality	*		*	*			*		*				*			
Indices of Multiple Deprivation	*						*			*						
Social Problems			*	*												
Parents' childhood experiences	*															
Parents' experiences of childhood abuse				*												
Parents' early sexual experiences	*															
Parents' childhood happiness	*															

	Age at Data Collection														
	antenatal	*<1yr*	*1yr*	*2yr*	*3yr*	*4yr*	*5yr*	*6yr*	*7yr*	*8yr*	*9y*	*10y*	*11y*	*12y*	*13y*	*16+*
Significant events in parents' childhoods	*															
Parents' experiences of schooling				*												
Parents' housing conditions in childhood				*												

BHPS – The British Household Panel Survey

The British Household Panel Survey is a multi-purpose study which began in 1991. Its unique value resides in the fact that it follows the same representative sample of individuals (the panel) over a period of years. It is household-based, interviewing every adult member of sampled households annually, and it contains sufficient cases for meaningful analysis of certain groups such as the young or lone parent families. The wave 1 panel consists of some 5,500 households and 10,300 individuals drawn from 250 areas of Great Britain. Additional samples of 1,500 households in each of Scotland and Wales were added to the main sample in 1999, and in 2001 a sample of 2,000 households was added in Northern Ireland, making the panel suitable for UK-wide research. The main objective of the BHPS is to further understanding of social and economic change at the individual and household level in Britain and the UK. Since 1994, BHPS included a special sample of young people aged 11-15 who completed a short interview, asking them about their plans and outlook to the future.

The special survey of young people aged 11-15 – the British Youth Panel (BYP) – consists of all those in this age range within the selected households. The survey at age 11-15 asks mostly about attitudes and future plans. With regard to employment: child asked about part-time employment since wave 12 and income/hours from such work from wave 4. They are also asked about their weight, smoking behaviour and truancy from school from wave 4. In addition at the household level other socio-economic data is collected on the family the young person is living in.

On turning 16 these young people become full members of the BHPS. As a full member of the BHPS they are asked questions about employment, income, welfare benefits, education, expenditure, attitudes, health and their neighbourhood . Again at the household level other socio-economic data is collected on the family the young person is living in.

Therefore it would be possible to identify cohorts of young people who took part in the BYP from 11-15 and were subsequently members of the BHPS from age 16. By considering the household level files it would also be possible to consider data about the family at this time and the neighbourhood in which they lived. These pseudo cohorts could be constructed potentially for people born in 1979 to 1996 depending on the sample sizes in each sweep of the BYP/BHPS. In addition pseudo cohorts for those born before 1979 could also be constructed with data from 16 only. Given these are young people from 11 upwards this would be a good sample to use to consider transitions in to work and further education.

LSYPE - Longitudinal Survey of Young People in England

Summary

The *Longitudinal Study of Young People in England* (LSYPE), known as the *Next Steps Study,* is a panel study of young people which brings together data from a number of different sources, including both annual interviews with young people and their parents and administrative sources.

Its key role is to identify, and enable analysis and understanding of, the key factors affecting young people's progress in transition from the later years of compulsory education, through any subsequent education or training, to entry into the labour market or other outcomes.

Beginning in spring 2004, when the young people sampled were in Year 9 (aged 13-14), sample members and their parents are interviewed annually (up to now using face to face interviewing although this may change to telephone at the next wave). Current plans are to continue interviewing young people for up to 11 waves (age 25).

Data collected through interview are supplemented by linkage to administrative databases, such as the *National Pupil Database* and *Individual Learner Record.*

Sample Design

The original sample drawn for Wave 1 of the study was just over 21,000. The *target population* sampled was young people in Year 9 (or equivalent) in all schools in England in February 2004 and born between 1st September 1989 and 31st August 1990.

Among those excluded from the sample are:

- those educated solely at home;
- pupils in schools with fewer than 10 (maintained sector) or fewer than 6 (independent sector) Y9 pupils (less than 1% of the cohort);
- boarders
- those in the UK solely for education purposes.

LSYPE used a *two stage sample*. At the first stage a sample of 892 *schools* was drawn from a stratified frame. These schools were then approached for access to their pupil rolls. Of these 647 (73%) co-operated with the study, school level non-response was a specific problem however in London, especially Inner London (56%), and the independent sector (57%). At the second stage a *sample of pupils in Y9* was drawn from the school rolls along with their parental and address details. The average number of pupils sampled per school was 32. In the maintained sector schools the number sampled per school varied, however, according to the ethnic group composition of the school population.

Sample boosts took place for *deprivation factors* and for *ethnicity*.

After cleaning to remove cases where e.g. a home address was incomplete or unidentifiable the issued sample at Wave 1 was 21,234.

Data Collection Design

The current design is for annual waves of interviewing, and data collected so far is as follows:

- Wave 1 2004
- Wave 2 2005
- Wave 3 2006
- Wave 4 2007.

All data collection has been face to face. It is currently intended to implement telephone interviewing at either of Waves 5 or 6.

The Wave 1 and 2 parent interviews were a main parent interview (of about 40-45 minutes) and a second parent interview (about 10 minutes). Second parent interviews covered only those topics where specific information was needed for both parents (employment details, employment history at W1 and full income details at W2).

All waves should have a YP interview. Parental interviews will be continued subsequently where relevant.

Data linkage

Survey data are currently linked to various administrative data sources such as the National Pupil Database and School Census details. In addition other data linkage IDs (such as SOA) have been added. The intention is to link further to relevant FE and other databases.

Response details

- Wave 1 achieved 15770 households (74%)
- Wave 2 achieved 13539 households (86%)
- Wave 3 achieved 12,435 households (92%)
- No major response biases have yet been found.

Appendix 1: Indicative Content

(not every item is asked at every sweep and future content of sweeps still to be determined)

YP born in UK, if not year started living in UK
Birth weight; born on time; how late/early
Long term ill; what illnesses
Parent spends time looking after YP
Expect YPs health problems to continue
Health condition makes it hard to - go to school; do school work
Current school first choice; why
Reason chose independent school
Information sources for school choice
Number of siblings
Non resident elder siblings – age, economic status, age finished FT education; type of school/college attended
Relationship history – Date started living with current partner; spells apart; how many; length of time apart
All relationships one month or longer since YP born; name of partner; date relationship started/stopped; stopped living in same accommodation or relationship ended
Spells lived in different HH to YP; how many; date started living with YP again
YP lives in private home, hotel, institution etc (type of institution)
HH members – name; nickname; sex; date of birth; ethnic group
YP name; marital status; economic activity; ethnic group
Relationship grid
Housing tenure; in whose name accommodation rented
Own or rent motor vehicles; how many
English first language in HH; other languages spoken
Establish main parent respondent, name and PN plus job title if YP in institution
Whether same address
HH membership changes – leavers/joiners – dates; reasons
Age HH member finished full time education; current type of school /college
YP still in Y10 or school broken up
Whether YP currently excluded
YP has a parent or guardian in the HH
Rating of overall quality of school
Satisfaction with – YPs school progress; subjects offered; how much interest teachers show; discipline levels; how YP gets on with other YPs

Parents evening - attended in last 12 months; who went
Had specially arranged meeting to discuss YP
How often go to school to talk to teacher
How involved in YPs school life
Spoken to school about whether YP should stay or leave at 16
Talks about report with YP; how often
Involvement with school activities; which
Agree/disagree – finds it easy to deal with people at YPs school; school gives clear information about YP getting on; school makes it easy to get involved with YPs education; knows all needs to about how to help in YPs education
Extra curricular lessons – which subjects; how often attended
Y10 subject choices – talked about choice with YP; gave advice about subject choices; satisfaction with choice of courses; how important is choice of courses; whether YP gets enough advice after Y9; whether parent knows enough to give advice
Agree/disagree – need qualifications to get good job; leaving school at 16 limits career later on; I want YP to have better education than me
Special educational needs – YP ever or currently has, age identified; which special needs
Ever given statement of needs; has one currently
Satisfaction with how school deals with special needs
Transition plan – has one
Transition plan suggest YP to do - stay on or not; to do A levels etc
What parent *wants* YP to do/*thinks YP will* do at 16 - stay on or leave education
Talked to YP about staying on after 16
Educational expenses – how will be paid for
Likely financial sources to fund education
EMA – heard of it; whether eligible; reason not eligible
EMA – ever applied; is going to apply; whether successful
Likelihood of YP going to university; why unlikely
Currently making financial arrangements to cover University costs
Other family members making financial arrangements
How often – eat a evening meal together; spend evening at home together; go out together to an event
How often knows where YP is school day/ weekend evenings
States time to be back at home school day/weekend evenings; how often YP abides the curfew
Argues with YP – how often
How well or badly gets on with YP
Been in touch with council social services/educational welfare services/other types of services because YPs behaviour

School been in touch with parent about YPs behaviour
YP ever been in care; type of care; how many times; longest time spent in care; currently in care; dates in care, dates living with parents again; reason not living with parents
Reason YP not living with natural parents
Been off school for **3 months (wave 1) 1 month (waves 2 & 3)** or more; how many times; dates; reason; in the last 12 months; reason
Total time been off school
Been suspended/expelled in last 3 years (W2/W3 "since last interview"); how often
After expelled what happened
YP suffered various type of bullying; how often
Police contacted parent about YP; how often
Parent is carer for someone within/outside HH
Time spent caring inside/outside HH
Benefits received; which; amount
Total income from all sources; amount
How managing financially
HH has telephone; computer; internet access
Language spoken by YPs mother/father
What school year YP in/just finished
Whether in same school as Wave 1; if no – name; address; reason left; dates
Attended nursery school
Vocational subjects – parent spoken to YP person about
School history – names; addresses; dates

INDIVIDUAL PARENTS
Age left school
If went back to FT education
Age left FT education
Qualifications; trade apprenticeships; which
Currently doing a course to get qualifications; which subjects; which qualification
Currently doing a course that doesn't give qualifications
Father/mother went to university
If working job title; job title; date started
If ever worked
Current economic activity
Employer providing training; where
Reads etc to keep up with developments in job

Date began living in HH
Economic activity history – dates; job title, reason ended
General health assessment, very good etc
Long term ill
Health limits activities
Ethnic group
Religion – which; how important religion to life
Benefits – which received; amount received
Other sources of income – which received; amount received
Cares for someone in the HH/outside the household; hours a week
Total household Income estimate

YOUNG PERSON
Name, sex, date of birth; ethnic group, if English main language, other language, language at home; religion, how important religion
Single thing like/dislike about school
Attitudes towards school – sport facilities; toilets clean; enough textbooks, library facilities
Favourite/least favourite subject
How much likes/ how good at – maths, English, science, IT
Y10 subject choices are settled
Who decided subject; who mostly decided
How much subject choice depends on grades get
Choose subjects – I know will do well at; interested in; like the teacher; same as friends; need for courses after Y11; need for job/career
How satisfied with choice of subjects
Disagree/agree –school too many rules, discipline level
How often other pupils/I misbehave
How often bad behaviour made it difficult to learn
Homework – how often gets; number of evenings does homework; someone in HH helps; someone in HH makes sure homework is done
Homework – when usually does homework
Teachers make sure homework is done
Uses computer for school work – how many days a week/hours a day; type of use
Other uses than schoolwork
ICT lessons how many days a week
Non ICT lessons – how many times a week use computer
How important computers to help do well at school

Computer – number of days uses
Computer – where uses, computer at home is for sole use; access to a laptop; use computer for school work; how easy to use home computer for school work; how many hours a day; ways uses computer for school work; other ways uses computer
Has mobile phone – type of use
How often use – time outside lessons with teachers; sport facilities; school clubs and societies; time outside lesson when can work with teacher, time outside lesson can work alone; time during school holidays can work with teacher or alone
Learning mentors – school offers; YP has used
Connexions – heard about; talked to a PA, how useful; how often
Plans for future study – how often talked to teachers part of lesson; teacher outside lesson; HH members; friends
Plans for future study – how often talked to Careers Advisory Service
Plans for future study – how useful talked to teachers part of lesson; teacher outside lesson; HH members
When 16 want to leave school or stay on
How likely to apply to go to University
How likely will get in if apply to university
If don't stay on what wants/thinks will do
What will friends do at 16
Since leaving school what are friends doing – staying on or leaving FT education
If stays on in education will do A levels or something else; whether doing A levels so can apply for university
Planning to go back to FT education in September; why not
When decided to stay on; reason staying on
Going to 6th form or college; why 6th form
Have decided what to study at University; what subject
Reason chosen University course for specific job, training for job or something else
Why chosen to leave FT education; reasons; what wants to do; what thinks will do
What want to be doing in 12 months time; what thinks will be doing
Choice about whether to stay on or not – who spoke to; did they say YP should stay on; how much influence did they have
Choice about getting a training place - who spoke to; did they say get a training place; how much influence did they have
How important is it to be self employed or have own business; what business
Disagree/agree – any job better than being unemployed; a job that leads somewhere is important
How important a job that – helps others; pays well; can be own boss; is interesting; can get promoted; has regular hours
How important is – a career; raising a family
Agree/disagree – I don't think much about the future; more important to do what you enjoy than

what helps get a job; I'll wait and see where I end up
Why wants to leave FT education (open ended)
Specific idea of job wants to do; job title
Agree/disagree – I am happy at school; school is waste of time; school work worth doing; I don't want to go to school; people think my school is good; I like being at school; I work as hard as I can; I count the minutes in lessons; I'm bored in lessons; the work in lessons is waste of time; work in lessons is interesting; I get good marks; school is clean and tidy (last one not in W3)
Agree/disagree: Teachers – make me do homework, make clear how we should behave; take action when rules broken, praise me; I like teachers; can keep order
Agree/disagree : Teachers - treat everyone the same; don't really listen to what I say; I get treated unfairly by teachers
Compared to other pupils more/less likely to be punished if break rules; punished more/less severely than other pupils
Compared to other students teacher takes more/less interest in work
Compared to other students teacher more/less likely to praise work
If there's trouble teacher more/less likely to pick on me as cause
Why treated differently? (open ended); is it because of YPs ethnicity; religion
Skin colour/ethnicity or religion will make it more difficult to – get on in education/get a job; how much more difficult
Most teachers – make me work; mark my work
Self assessment/teachers assessment of how good at school work
Mother/Father – how well get on with; how often quarrel with; how often talk about things that matter
Mother/father let YP make own decisions
How often eat evening meal together; parents know where YP is in evening; set a curfew; talk about days events
Played truant in last year, longest period; reason
Parent kept YP off school (for holidays, caring etc); how often
How often upset by name calling; excluded by friends; extortion, threatened, actually hit
Bullied because people are racist
Smokes cigarettes – how often
Drink alcohol; ever; now (in last 12 months); how often
Ever smoked cannabis
Ever (W2/W3 "in last 12 months") done graffiti; vandalised; shop lifted; been in a fight
Cares for HH member – who for; hours spent; missed school due to caring; how often
Household chores, time spent
Paid job – hours worked; earnings
Pocket money received
YP works in a family business

Television - number of hours watched
How often had friends round; gone out with friends
Where spend time with friends, gender mix
Friends inside school/out of school – gender mix; same age as YP; same ethnicity as YP
Leisure activities in last month
How often attended religious meeting; done sport; read books
Courses – Options; which subjects
Courses – Core subjects; which subjects
Options – Reasons chose; most important reason chose
Core Subjects – reasons chose; most important reason chose
Vocational courses; which subjects; why didn't chose vocational courses
Placement/work experience- location; hours a week
Apprenticeships – talked about; who talked with; how likely try to do apprenticeship; has specific job in mind
Apprenticeships – whether applied; specific job; what job; whether application successful; whether accepted on scheme; whether started; why not accepted
"Apprenticeships" government scheme – heard of (asked at W3 if not gathered at W2)
EMA – heard of (asked at W3 if not gathered at W2) think maybe eligible; why not
General health evaluation, very good etc
GHQ - 12 questions
Agree/disagree – if someone is not a success it's their fault; even if I do well it will be hard to get the right kind of job; working hard now at school will help me get on in later life; people like me don't have much of a chance in life; I can pretty much decide what will happen in my life; doing well at school means a lot to me; how well you get on in this world is mostly luck; if you work hard at something you usually succeed
YPs economic activity – if working date; employed/or self employed; job title; whether supervises; training needed for that job; number of employees; salary net and gross; hours worked; amount paid overtime; works on own or has employees; number of employees; annual earnings; what college course doing; which qualification
Total household income; which sources; amount
School history if changed school in last year; why moved school; why not currently in school; address; date left old school
New subjects – whether started; how many; which
Courses that wanted to do but couldn't – how many; reason; reason why not
Parents occupation and income – methodological experiment – 4 versions of questions asked

UNITED STATES

Sloan Study of Youth and Social Development

Research questions

1. How do young people of various ages and family backgrounds differ in their conceptions of work?

2. What learning opportunities do families with different economic circumstances provide for their children with respect to work and careers?

3. How do schools influence educational expectations and career formation?

Study history

Funding was provided by the Alfred P. Sloan Foundation with additional support from Office of Research - U.S. Department of Education

Principle Investigator: Barbara Schneider[4], University of Chicago

Special Collaborators: Charles Bidwell, Mihaly Csikszentmihalyi, Larry Hedges

Grant # 97-6-13

Internal Project Number # 97-061

Data collection conducted by: Ogburn Stouffer Center, National Opinion Research Center, University of Chicago

Time frame: 1992 - 1997

Unit of Analysis: Students (also beeps within students) and parents

Instruments: Experience Sampling Method (ESM), Career Orientation Survey (COS), Teenage Life Questionnaire (TLQ), and interviews

Objectives

Adolescents' formulation of career plans is not always a calculated process; rather it is often haphazard and piecemeal and does not occur in isolation. The career plans and aspirations that young people develop are highly influenced by the social contexts that surround them such as family, community, peer groups, and school. The degree of meaning and importance associated with adolescent career plans are dependent on how these social contexts influence and shape their work-related behavior.

[4] Currently Professor Schneider is the John A. Hannah Chair, Graduate School of Education, Michigan State University

The Alfred P. Sloan Study of Youth and Social Development was designed to gather a holistic picture of the adolescent experience. Based on the argument that in order to understand how young people form ideas about their future, it is important to consider nto only what adolescents' aspirations are, but also how they may be influenced by family, peer groups, schools, and their communities. Because of this data was collected within 3 major social environments: adolescents' schools, families, and peer groups. The study gathered information from 12 sites over 5 years.

Sample characteristics & Sites

Sites & site selection

The sample for this study was selected in three stages: localities, public schools within each locality, and students within each school. Communities that differed significantly in economic condition and the make up of the labor force were selected in order to determine if these differences factored into adolescent decision making. The twelve localities that were chosen are widely geographically distributed and include urban (including two of the U.S.'s three largest urban populations), suburban, and rural.

In order to guarantee a sample that was racially and ethnically representative, sites in which racial/ethnic groups were over represented (in comparison with the national population) were selected. 15 communities in 12 states were identified as potential study locations. Overall, 12 sites were selected. Final selection depended on cooperation from schools within these communities. The 12 sites that were selected for the study included 33 schools: 20 middle schools and 13 high schools. 2 of the high schools were specialized schools – 1 is a mathematics/science high school (located in the largest urban area studied) and 1 is a magnet language academy. 11 of the schools had comprehensive high school curriculums.

Description of focal v. cohort data

In each elementary and middle school 2 student samples were selected: focal and cohort. The focal students were chosen from school enrollment lists of students in grades six, eight, ten, and twelve. Criteria for student selection for all grade levels included: gender, race, ethnicity, and level of academic performance in order to produce a representative sample of students in general (in the school). Teacher ratings of students' academic success were also used to designate participants as high-, medium-, and low- ability. Based on these ratings, 24 students in each grade were chosen as the focal group. The core set of longitudinal data comes from this focal group.

The cohort student samples represent one of the schools grades in which a panel of focal students was enrolled. The cohort samples are not longitudinal and are reselected for each wave of data collection. Information collected from the cohort sample is used as a means to measure characteristics of the focal sample such as school environments and peer networks. In addition, for some cross-sectional analyses, focal and cohort student data may be combined. In most schools the cohort sample was a random sample of 150 students unless a school had less than 150 students enrolled in one grade in which case the entire grade was sampled. At each wave the sample was refreshed to correct for attrition rates. Whenever possible, the focal sample was refreshed with students from the cohort sample.

Demographic characteristics of the focal and cohort samples are similar. In both the focal and cohort samples the percent breakdown of both gender (with a slightly higher proportion of females than males) and race/ethnicity are similar. The proportion of students whose parents have no college education, some college education, bachelor's degrees, or advanced degrees are also distributed similarly.

Base year:

Focal Group Sample

Year 1 Cohort	Year 1	Year 2	Year 3	Year 5
6th Grade	316	261 (83%)	240 (76%)	155 (49%)
8th Grade	345	300 (87%)	259 (75%)	169 (49%)
10th Grade	281	267 (95%)	235 (84%)	147 (52%)
12th Grade	275	231 (84%)	190 (69%)	98 (36%)
Total	1217	1059 (87%)	924 (76%)	569 (47%)

Freshened Sample[5]

Year 1 Cohort	Year 1	Year 2	Year 3	Year 5
6th Grade	348	302 (+16)	302 (+17)	237 (+35)
8th Grade	380	327 (+6)	445 (+150)	242 (+11)
10th Grade	349	312 (+20)	373 (+53)	169 (52%)
12th Grade	275	232 (+1)	192 (+1)	98 (-)
Total	1352	1173 (+43)	1312 (+221)	746 (-)

Data collection

Data were collected in years 1, 3, and 5 by teams of four to six interviewers who visited each site over an initial two-week period.

Instruments/methodology

Data was collected from focal students by three methods: the experience sampling method (ESM), an in-depth interview, and a battery of questionnaires. The questionnaires included the Teenage Life

[5] Additional students were added at each wave to make up for students who had moved away or dropped out of the study. These students were selected from the cohort sample. Statistics in parenthesis indicate the number of cohort students added to the focal sample.

Questionnaire (a modification of instruments used in the National Educational Longitudinal Study, NELS:1988-94), a Friends Sociometric form which provided detailed information about the respondents' peer groups and social ties, and the Career Orientation Survey (COS), which measures respondents' knowledge about jobs and occupational expectations. Cohort students were also administered the questionnaires but did not participate in the ESM or in-depth interviews. All instruments were administered to focal students in years 1, 3, and 5. In addition, in year 2 in-depth interviews alone were administered to focal students. In years 1, 3, and 5 a separate group of cohort students were administered the questionnaires.

ESM

The ESM is useful for eliciting the subjective experiences of respondents when in their natural environments. It allows the respondents to report their activities as they occur, throughout the day, while simultaneously detailing their cognitive and affective states. This methodology allows researchers to examine how differences in time, location, physical, and social environments affect the quality of experience. For example, the ESM data allows researchers to identify what day-to-day activities respondents enjoy the least, find the most stressful, feel the most productive when engaged in, etc. For the purposes of this study, it allows researchers to identify continuities and discontinuities in the lives of adolescents as well as the range of activities and experiences that occur in the socially diverse settings of adolescents' lives.

For this study respondents wore pre programmed wrist watches that signaled focal students randomly eight times each day at different intervals (no less than 30 minutes and no more than 2 hours apart) from 7:30am through 10:30pm over the course of a normal week. The predetermined schedule was designed to be unpredictable and changed each day. This provided researchers with a representative sample of each person's moods and activities for that day and week. At the time of each beep, respondents were asked to fill out a one page form. The form asked respondents what activity they were engaged in (both primary and secondary activities), their location, any other persons presents, and their thoughts and feelings at the time.

Survey Data

The Teenage Life Questionnaire

The TLQ incorporates questions from the eighth and tenth grade student questionnaires from NELS (NELS:1988-94), a longitudinal study based on a nationally representative sample of students, their schools, parents, and teachers. The inclusion of NELS questions enables researchers to make comparisons between the responses of the students in the focal and cohort samples with those in a large-scale national sample. The TLQ focuses on the determinants of academic performance, postsecondary education plans, and occupational goals and choices. The questionnaire provides demographic information (race/ethnicity, religious background, family composition, parent education and occupation, family socioeconomic status) as well as information regarding parental involvement, academic and social guidance, and family expectations for respondents' futures. Items regarding family decision making processes focus on the distribution of responsibility for career decisions such as whether the respondent may drop out of school, take a paying job, enroll in course, or apply to

college. A large portion of the questionnaire is devoted to students' experiences and activities at school. Questions concerning friends, role models, current work experiences, and the amount of time students spend on various activities are also included.

The Career Orientation Survey

The COS was designed to capture the complex nature of adolescents' thoughts about their future careers. Questions were designed to measure respondents' career aspirations and knowledge of work. The survey also contains a leadership scale and an optimism scale. In years 1 and 3 students were asked to identify role models and to state why these persons are important to them. Respondents were also asked to indicate when they expected such key events in their lives to occur such as beginning full-time work, getting married, having a baby, and retirement. In year 5, an expanded section on job knowledge, a science knowledge and attitudes toward science were included.

Qualitative Data - Interviews

Student Interviews

Interviews with students were designed to elicit detailed information about focal students' educational and career goals. Questions regarding aspects of students' family life, relationships, and future expectations were asked. Interviews typically lasted from thirty minutes to an hour. Respondents were asked questions about adult work that focused on how their life goals related to possible careers they envisioned. Interviewers probed for the degree of understanding of the type of adult work they would like to do, as well as their ability to recognize potential obstacles to attaining these goals. Questions concerning occupational role models and what kind of work respondents would like to do, if there were no constraints, were also asked. Part time and summer employment was also discussed as well as the nature of the job, main reasons for working, how they obtained the job, the job's relation to long term goals, and what steps would be necessary to find another job if one were needed in the near future. The main content of the interviews remained the same throughout each wave of data collection, however, in years 2, 3, and 5, interviews focused on changes in key areas of students' lives (e.g. friends, family, school, work, and future plans) since the students were last interviewed. Students were also asked to elaborate on their responses to specific ESM questions to gauge subjective well-being.

In the 3rd year, students were asked to elaborate on a question from the ESM that asked whether what they were doing when signaled was more like work, play, both or neither in order to gauge how students perceived their actions. Interviewers probed for students' definitions of work-like activities, their feelings and attitudes about work, and its importance in their lives. With the exception of post high school interviews, all interviews were conducted in person.

In the 5th year, interviews elaborated on questions from the TLQ and the COS. Students were asked how they decided which courses to take each semester, whether or not they planned to attend college, how they would decide what college to attend, and what type of career they planned to pursue after they completed their education. Students were also asked how they intended to cope if their plans failed to work out.

In years 2, 3, and 5, interviews with high school graduates were conducted. These interviews focused on students' educational and career goals, but also included questions about their postsecondary status: whether they were attending college and/or working, what type of college they were attending, their major or field of study, and their sources of emotional and financial support. These interviews were conducted over the phone because of the increased geographical distance created by post secondary plans.

Parent Interviews

One third of the focal cohort's parents were interviewed in years 1, 3, and 5. In each of these years, the parents of eight students in each school were selected. Parent interviews sought information about family composition and structure – with an emphasis on the relationships between parents and children. This interview data enhanced the TLQ data on family context provided by students.

Common Analysis Techniques/Suggested Variable Use

File Set Up

For both the survey and ESM data, files are sorted based on Identification (ID) number and data is entered per item in both instruments.

Survey Data

- There are 4 files for each year: COS focal, COS cohort, TLQ focal, and TLQ cohort.
- The focal and cohort files may be merged to increase sample size, but researchers should note that longitudinal data is not available for the cohort sample.

ESM Data

- ESM data files are constructed at the beep level. Files are sorted by ID number, booklet number, beep number, month of the year, day of the month, and time respondent was signaled.
- The variables correspond with the items asked in the ESM booklet.
- All data is coded as entered by respondent (i.e. location, place, time)
- A subjective well-being score, as indicated by the respondent, is entered for each beep
- In the event that data is missing you may replace it with a person level mean for that item

Analysis Techniques

Survey Data

- To examine the lives of working parents, the parent file may be aggregated based on family ID
- Composite variables based on similar measures may also be created. For example, a variable indicating the degree of parental "boundaries" could be constructed based on responses to the following questions: "Who decides how late R can stay out?", "Who decides which friends R

can be with?", "Who decides which classes R can take?", "Who decides hoe R can spend money?" etc.

ESM Data

- To analyze the subjective experience at the person level, compute person level means or aggregate data by person ID
- Composite measures can be computed based on groups of subjective experience measures. For example, positive experience can be computed based on the composite mean of the following measures: did you feel good, felt happy, felt relaxed, etc.
- Because respondents indicate their locations at the time of beep, the file may be split for comparative analysis purposes. For example, means comparisons of the subjective experience at school vs. home can be conducted.
- For a more complete analysis, the survey and ESM data can be merged based on student ID.
- Combining the ESM or survey data with an SPSS file based on qualitative codings of interview questions may be conducted. One common use coding scheme centers on the degree of realism, self-regulation, and goals in order to measure ambition and direction. The coding can be scaled from "not at all" to "very much" or "never" to "all the time".

Key findings

What adolescents think about their futures (education and work wise), the values they have towards work, and how they feel when working:

- Students have higher educational expectations and occupational aspirations than in previous generations
- With age there is an increase in realism in occupational aspirations
- Aligned ambitions are a powerful indicator for success in postsecondary education and could potentially predict adult occupational success
- Students who have an interest in mathematics and science are more likely to have aligned ambitions than students who have interests in other areas such as business or communications
- Teenagers do not aspire to the same jobs as their parents
- Teenagers view the world of adult work with great uncertainty
- Unlike occupations pursuits, which school no differences by gender and social class, the values young people have toward work are problematically stereotypic
- While expressing uncertainty about the type of job they will have as adults, teenagers have an optimistic view of their futures
- Most teenagers have a very limited understanding of the responsibilities, educational requirements, and advancement policies for many professional and service jobs

- Adolescents' unrealistically high occupational aspirations appear to be the consequence of lack of information and difficulty in drawing accurate inferences from the information that is available
- Science knowledge is predicted by information, student performance in school, and science values
- Adolescents view school and employment as work
- Teenagers have the most positive and enjoyable experiences when the challenges of an activity match their skills

The influence various contexts have on the formation of career goals"

- When adolescents' home environments are both supportive and challenging they are more likely to confront responsibilities with enthusiasm and competence
- For the most part, adolescents describe their parents as supportive, loving, and accepting of them
- Students are less likely to engage in negative behaviors when their families are supportive, challenging, and communicative
- Students with aspirations to pursue careers in science and mathematics are more likely to be from highly educated, challenging families
- Most of the time adolescents spend in school is passive and unstructured
- Students report that their academic classes are challenging and are related to their future goals but they also find them uninteresting and unenjoyable
- Mathematics and science courses are found to be the most important, challenging, and engaging, but are among the least enjoyed of all subjects
- How high schools allocate their resources reflects the opportunities for postsecondary schooling, the interests of the community, and the local labor market
- Vocational programs in high school are seen as undesirable
- Adversity experiences in schools can have different psychological effects on males and females
- Most teenagers have paid jobs while in high school. While teenagers enjoy these jobs, they are not related to their future goals.
- High schools maximize opportunities for students to have paid work experiences
- Hours in the workplace appear to come at the price of time in school, at home, and doing homework
- Most teenage jobs require minimal skills and have little connection to high school learning experiences
- Internships can provide adolescents with meaningful work experiences that can influence their ideas about future careers
- Most teenagers have fluid friendships

- Friends are important to young people and help to shape their sense of self, but they have limited influence on educational goals and career plans
- Compared with less structured and less supervised environments, schools provide a safety zone for adolescents living in low income and working-class communities
- Students in communities with few social resources tend to spend more time at home in passive activities

The various pathways teenagers take after high school and the resulting consequences of their choices:

- Postsecondary education if the dominant transition pattern of most high school graduates
- Parent educational attainment and social class of the community can produce unexpected transition patterns
- Family challenge provided during high school has an enduring effect on post secondary school attendance
- Science and mathematics course taking in high school is a strong predictor of college attendance
- College persistence is influenced by high school experiences, parent resources, and college academic success
- Students who attend two-year institutions expecting to transfer and obtain a bachelor's degree are taking a long and improbably route
- Most teenagers do not start families during the first four years following high school

Alfred P. Sloan Center, Michigan State University Data Archival

All questions and correspondence should be directed to:

Jeff Keesler
Data Manager
517-432-0187
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Basic File Information

Sloan Study of Youth and Social Development

Sloan Study of Youth and Social Development						
File Name	**File Structure**	**# of Cases**	**# of Variables**	**Record Length**	**Records per Case**	**Format**
ESM1	SPSS	1228	70	<=70	1 – 56	SPSS
ESM3	SPSS	613	71	<=71	1 - 70	SPSS
ESM5	SPSS	349	80	<=80	1 – 55	SPSS
COS1.cohort	SPSS	3465	315	<=315	1	SPSS
COS1.focal	SPSS	987	315	<=315	1	SPSS
COS3.cohort	SPSS	4042	210	<=210	1	SPSS
COS3.focal	SPSS	711	210	<=210	1	SPSS
COS5.cohort	SPSS	2735	181	<=181	1	SPSS
COS5.focal	SPSS	309	181	<=181	1	SPSS
TLQ1.cohort	SPSS	2951	490	<=490	1	SPSS
TLQ1.focal	SPSS	977	490	<=490	1	SPSS
TLQ3,cohort	SPSS	2951	490	<=490	1	SPSS
TLQ3.focal	SPSS	646	485	<=485	1	SPSS
TLQ5.cohort	SPSS	2543	467	<=467	1	SPSS
TLQ5.focal	SPSS	309	467	<=467	1	SPSS

500 Family Study						
File Name	**File Structure**	**# of Cases**	**# of Variables**	**Record Length**	**Records per Case**	**Format**
ESM	SPSS	1173	90		1 – 60	SPSS
Parent Survey	SPSS	878	648	<=648	1	SPSS
Student Survey	SPSS	465	485	<=485	1	SPSS
Cortisol	SPSS	91	405	<=405	1	SPSS

Jewish School Study						
File Name	**File Structure**	**# of Cases**	**# of Variables**	**Record Length**	**Records per Case**	**Format**
Parent	SPSS	288	485	<=485	1	SPSS
Student	SPSS	834	511	<=511	1	SPSS
Teacher	SPSS	23	840	<=840	1	SPSS

CAB: Childhood and Beyond

The purpose of this study is to gain an understanding of the development and socialization of children's self-perceptions, task values, and activity choices. Childhood and Beyond is a large-scale, cross-sequential, longitudinal study of development in four primarily white, lower-middle- to middle-class school districts in Midwestern urban/suburban communities, begun in 1986. The study began with groups of children in kindergarten, first, and third grade. CAB extended the work to younger children and a broader set of children's activities. The study was designed to look at four basic issues:

- the development of self and task beliefs within and across domains,
- the role of these beliefs in shaping children's behavioral choices across the domains,
- the antecedents of parents' and teachers' beliefs about their children in each of these domains, and
- the impact of parenting and teaching styles and of teacher and parent beliefs, values, and perceptions on children's developing self and task beliefs.

The original sample included 875 children, their parents, and teachers from 10 schools in 4 school districts in Southeastern Michigan. Seventy-nine percent of the sample agreed to participate in the study which began in 1987. In Year 1 (1987), parents and teachers provided basic information on the children and the children took a school-administered test of cognitive abilities. In Years 2 to 4 (1988 to 1990), data were collected from children, teachers, parents, and school records. During Year 5 (1994), all children from the original sample were re-contacted and 82% of the original sample participated in another wave of data collection. Data collection continued through two years post-high school.

The full design can be found on our web site www.rcgd.isr.umich.edu/garp. Look for the CAB study.

MSALT (Michigan Study of Adult Life Transitions)

How do social and academic experiences at school, at home, at work, and with one's peers relate to work and educational options and to psychological adjustment during adolescence and the early twenties? We have used the Eccles Expectancy – Value Model of Achievement-related Choices to study questions such as these has been used over the last fifteen years to study educational and role-related choices among children and adolescents. In 1983, we began a longitudinal study of adolescent development with a group of fifth and sixth graders recruited from 10 different school districts in Southeastern Michigan. In the spring of 1990, when the students were in the 12th grade, we collected the sixth wave of this study for the 2,381 adolescents still remaining in our school districts.

In 1992 and 1993, when our sample was approximately 20-21 years old, we gathered the seventh wave of information. We selected this age because it is likely to be particularly stressful for those adolescents not attending college. It is likely to be particularly difficult for youth who have experienced less than optimal development during early and middle adolescence. As a result the poorest families in this country are the families of non-college educated youth who dropped out of high school prior to graduation. Employers are reluctant to put these adolescents into career track jobs, and society provides very few opportunities for post high school vocational training and support other than college. We know very little about how these youth cope with this transitional period.

We recontacted our sample in 1995-1996 and again in 1999-2000 to update our information on their occupational, educational and family status and to maintain contact with the sample for future follow-ups. Analysis of our longitudinal data set focuses on the following general goals: (a) tracing the development of achievement-related beliefs, self perceptions and values, and psychological adjustment across the adolescent and early adult years; (b) assessing the impact of these beliefs, self perceptions, values, and psychological resources on adolescents' educational, occupational, and interpersonal life-task planning; on work and educational achievements; on leisure activity choices and participation; and on other life-role choices and outcomes during 18-29 year age period and (c) assessing the relation of social experiences and individual characteristics to adolescents' transition into young adulthood.

The Passages Through Adolescence: Education Outcomes project uses MSALT data to identify those aspects of the environment at Time 1 that are associated with subsequent characteristics of both the family and the adolescent. It focuses on which family and/or personal characteristics are facilitative of positive adaptation and growth and which are predictive of less than optimal development. Because our longitudinal design includes six waves of data and a rich array of measures collected both from the parents and the adolescents themselves, as well as from teachers and school records, we are able to study complex, dynamic change. To understand adolescent development, we need to understand the complex interplay of changes within the family system and the school. The course of adolescent development depends on characteristics of the adolescent's family, the adolescent him/herself, and the school environments in which the adolescent develops. This data set provides information on such influences.

Maryland Adolescent Development In Context Study (MADICS)

The Maryland Adolescent Development In Context Study (MADICS) is a research project under the University of Michigan's Gender and Achievement Research program. The study originated at the University of Colorado in 1991, and was administered jointly between universities until it moved completely to Michigan in 1998. If you have any comments, suggestions or observations, please write or phone GARP, or e-mail oksana@umich.edu. MADICS was known to participants as the Family Survey Study or Prince George County Study. If you have been a participant in the study, we would love to hear from you!

Abstract

The main purposes of this longitudinal study were to describe and understand the influences of social context on the psychological determinants of behavioral choices and developmental trajectories during adolescence. Data were collected from multiple informants, on an economically and ethnically diverse sample of adolescents and their families.

The sample of 1,482 families with adolescent children is unique in that it includes a large proportion (61%) of African-American families and a broad range of socio-economic status among both African-American and European-American families. The sample is drawn from a county with several different ecological settings including rural, low income, and high risk urban neighborhoods. Data collection began in Fall 1991 as the adolescents entered middle school. Four waves of data were collected from the adolescents, parents (both primary and secondary care givers), older siblings, school records, and the 1990 census data banks via in-home and telephone interviews and self-administered questionnaires while the youth were in middle and high school. Two additional waves took place after the youth had finished high school when they were one year and three years out. These were self-administered questionnaires and were filled out only by the youth.

Data

The Murray Center holds the data for the first three waves at http://www.radcliffe.edu/murray/data/show_data.php?file_name=ds1066.htm and is currently processing the data for Wave Four. Waves Five and Six will be available at a later date.

Data Sample. The sample is drawn from a county on the Eastern seaboard of the U.S. that consists of several different ecological settings including: low income, high risk urban neighborhoods; middle class suburban neighborhoods; and rural, farm-based neighborhoods. The sample is broadly representative of different SES levels, with the mean pretax family income of the participants in 1990 being normally distributed around a mean of $45,000-$49,000 (range $5,000-$75,000). White families reported significantly higher pretax incomes in 1990 than the African American families.

Wave 1. In the fall of 1991, 1,700 adolescents and their families were initially contacted to participate in the study; 1,482 families of those initially contacted participated in the study. At that time, each family had a seventh grader attending a public seventh- and eighth-grade junior high school. The male to female ratio in the adolescent sample was approximately equal (51% male, 49% female). One

thousand four hundred eighty primary caregivers (92%) female, and seventh grade target youth, 431 older siblings (50% female) and 789 secondary caregivers (85% male) completed Wave 1. Fifty-four percent of the primary caregivers had graduated from high school, and another 40% had graduated from college.

Wave 2. In 1992, 1188 target adolescents (80% of the wave 1 sample), and 1223 parents (83% of the wave 1 sample) were surveyed by phone.

Wave 3. In 1993 (during the adolescents' eighth grade year), 1449 families were relocated and 1060 were reinterviewed (76% of those still living in Prince George's County). The Wave 3 sample does not differ from the sample at Wave 1 in terms of parents' education, income, race, and both marital and employment status.

Wave 4 was collected when the youth were in the 11th grade. At this time, the interviews were collected at home with both parents and youth.

Waves 5 and 6 were collected by mail and involved only the youth. These were collected 1 year and 3 years after high school graduation.

Data Collection. In the fall of 1991, letters were sent to the homes of 1,700 seventh graders of select schools in Prince George's County, Maryland. The letter asked for parents' permission for their seventh grader (target child) and his/her parent, and older sibling, if applicable, to participate in the study. Another letter was sent to the secondary caregiver, asking for them to participate in the study as well, if they wished to. The primary caregiver was asked to participate in a face-to-face interview that lasted approximately 50 minutes and to complete a self-administered questionnaire that took about 30 minutes. The secondary caregiver was asked to complete a similar 30 minute self-administered questionnaire. The target child was asked to participate in a 50 minute face-to-face interview and a 30 minute self-administered questionnaire. If the seventh grader had an older sibling who wished to participate, that sibling was asked to fill out a self-administered questionnaire similar to that of the target child. This procedure was repeated in the spring of 1993. During the intervening months, two brief confidential telephone interviews were conducted with the primary caregiver and the target child to assess the child's transition into the eighth grade. Between the months of July and October of 1993, the process was repeated with only the parent being interviewed by telephone to evaluate the child's transition into ninth grade.

Many of the questions asked during the face-to-face interview and in the self-administered questionnaire were pre-coded questions. However, the face-to-face interview also included open-ended questions to learn more about parental aspirations for the children, as well as the child's own aspirations. The questionnaires included a broad range of items about the family dynamics, family and peer relationships, resources, well-being and stressors, as well as a broad array of indicators of adolescent development.

Development and Testing of Measures

Many of the items come from other large-scale longitudinal studies: Items on family management styles, monitoring, and rules came from the Philadelphia Family Management Study (Furstenberg,

1992; Furstenberg, Cook, Eccles, Elder, & Sameroff, 1999) and from studies by Steinberg (Steinberg, 1981; Steinberg, 1990; Steinberg, Dornbusch, & Brown, 1992) and Dornbusch (Dornbusch, Ritter, & Steinberg, 1991). Items on neighborhoods, communities, and delin-quency came from the National, and the Denver, Youth Studies (Elliott, Wilson, Huizinga, Sampson, Elliot, & Rankin, in preparation). Items on family perceptions, mental health, problem-solving, and perceived economic situation came from Conger et al.'s Iowa Youth and Family Study (Conger, Ge, Elder, Lorenz, & Simons, 1994; Conger, Lorenz, Elder, Melby, Simons, & Conger, 1991) as well as the National Study of Children (Allen, Moore, Kuperminc, Bell, 1998). Items on self-concept of ability, values and im-portance placed on academic domains, and on gender-roles, and peer characteristics came from The Michigan Study of Adolescent Life Transitions (Eccles, Midgley, Buchanan, Wigfield, Reuman, & MacIver, 1993). Items used to assess sense of personal efficacy were developed by Bandura, Cook, and Eccles for the MacArthur Network on Successful Adolescent Development. Most items on family involve-ment in the school came from surveys designed by Epstein (Epstein, 1990; Epstein & Dauber, 1991). Markus and Oyserman's (Oyserman & Markus, 1990) techniques were used to assess possible selves. A slightly modified version of The Petersen Scale of Pubertal Development (Petersen, Compas, Brooks-Gunn, Stemmler, Ey, & Grant, 1993) was used to assess physical maturation; the Children's Depression Inventory (Kovacs, 1992), Achenbach's Child Behavior Check List for parents only (Achenbach, 1991), a reduced version of the Eating Disorder Inventory for Anorexia Nervosa and Bulimia (Garner, Olmstead, Polivy, & Garfinkel, 1984), and items from Derogatis's SCL-90-R (Derogatis, 1976, 1983) were added at Wave 3 to better measure the adolescents' mental health. Finally, because they were often entering relatively uncharted territory, many open-ended and projective type questions were included to allow for richer responses than possible with close-ended question formats (e.g., questions focused on school climate, parent involvement in school, race and gender discrimination, experiences of race/ethnicity, family management strategies to deal with discrimination, and identity).

At wave 4, we added the Attitude-Achievement Paradox scale created by Mickelson (Items 289, 291, 296-302 of youth self-administered questionnaire; Mickelson, 1990); items from the Multidimensional Inventory of Black Identity created by RM Sellers and colleagues (items 53 a- gg of youth self-administered questionnaire; Sellers et al., 1997); items from BK Barber on parent psychological control (items 110-118 on the youth self-administered questionnaire; Barber, 1996). The items from the MMBI were also used in waves 5 and 6 along with unique items designed by T Chavous to assess college environments.

In addition, the California Achievement Test, taken during the target child's third and fifth-grade school years, was used as a measure of prior academic ability. The Revised Symptoms Checklist assessed adolescents' reports of how frequently in the past month they had experienced symptoms such as feeling very upset, destructive, or hopeless.

Monitoring the Future

Monitoring the Future is an ongoing study of the behaviors, attitudes, and values of American secondary school students, college students, and young adults. Each year, a total of approximately 50,000 8th, 10th and 12th grade students are surveyed (12th graders since 1975, and 8th and 10th graders since 1991). In addition, annual follow-up questionnaires are mailed to a sample of each graduating class for a number of years after their initial participation.

The Monitoring the Future Study has been funded under a series of investigator-initiated competing research grants from the National Institute on Drug Abuse, a part of the National Institutes of Health. MTF is conducted at the Survey Research Center in the Institute for Social Research at the University of Michigan.

For additional information regarding the Monitoring the Future study, please e-mail us at **MTFinfo@isr.umich.edu**.

Purposes of Monitoring the Future

The Monitoring the Future (MTF) project, begun in 1975, has many purposes. Among them is to study changes in the beliefs, attitudes, and behavior of young people in the United States. In recent years, the U.S. has experienced tremendous changes in public opinion toward such diverse issues as government and politics, alcohol and other drug use, gender roles, and protection of the environment. Much of our current upheaval in attitudes is especially concentrated, and often first seen, in today's youth. This study focuses on youth because of their significant involvement in today's social changes and, most important, because youth in a very literal sense will constitute our future society.

The results of the study are useful to policymakers at all levels of government, for example, to monitor progress toward national health goals. Study results are also used to monitor trends in substance use and abuse among adolescents and young adults and are used routinely in the White House Strategy on Drug Abuse.

Design of Monitoring the Future

The Monitoring the Future (MTF) project, also widely known for some years as the National High School Senior Survey, is a repeated series of surveys in which the same segments of the population (8th, 10th, and 12th graders; college students; and young adults) are presented with the same set of questions over a period of years to see how answers change over time.

The project has been conducted under a series of research grants from the National Institute on Drug Abuse, a part of the National Institutes of Health. Surveys have been carried out each year since 1975 by the University of Michigan Survey Research Center. MTF respondents are 8th, 10th, and 12th grade students who participate by completing self-administered, machine-readable questionnaires in their normal classrooms, administered by University personnel.

The survey began with senior classes in 1975, and each year about 16,000 students in approximately 133 public and private high schools nationwide participate. Beginning in 1991, similar surveys of

nationally representative samples of 8th and 10th graders have been conducted annually; the 8th-grade samples contain about 18,000 students in about 150 schools, and the 10th-grade samples contain about 17,000 students in about 140 schools. In all, approximately 50,000 students in about 420 public and private secondary schools are surveyed annually.

Beginning with the class of 1976, a randomly selected sample from each senior class has been followed up biannually after high school on a continuing basis. These respondents receive a mail questionnaire at their home, which they complete and return to MTF.

The study's design permits the investigators to examine four kinds of change:

- Changes in particular years reflected across all age groups (secular trends or "period effects").
- Developmental changes that show up consistently for all panels ("age effects").
- Consistent differences among class cohorts through the life cycle ("cohort effects").
- Changes linked to different types of environments (high school, college, employment) or role transitions (leaving the parental home, marriage, parenthood, etc.).

Sampling Procedures

The data from students are collected during the spring of each year. Each year's data collection takes place in approximately 420 public and private high schools and middle schools selected to provide an accurate representative cross section of students throughout the coterminous United States at each grade level.

A multi-stage random sampling procedure is used for securing the nationwide sample of students each year at each grade level.

Stage 1:

The selection of particular geographic areas.

Stage 2:

The selection (with probability proportionate to size) of one or more schools in each area.

Stage 3:

The selection of classes within each school.

Within each school, up to 350 students may be included. In schools with fewer students, the usual procedure is to include all of them in the data collection. In larger schools, a subset of students is selected either by randomly sampling entire classrooms or by some other random method that is judged to be unbaised. Sampling weights are used when the data are analyzed to correct for unequal probabilities of selection that occurred at any stage of sampling.

Monitoring the Future: Additional Details on Design and Sample

A. National panel data following young people from last (senior) year in high school through young adulthood and into middle adulthood.

1. Base year (BY) surveys: Senior year in high school (modal age 18)
   - So far, 33 cohorts including 1975-2007 (about 16,000-17,000 per cohort). (See attached table summarizing MTF cohort sequential longitudinal design.)
   - In-class administration of surveys.
   - 5 or 6 distinct questionnaire forms (with some common core items across all forms), randomly distributed within classrooms.
   - Broad content, covering more than drugs (though drug use is central feature) (see attached tables regarding MTF Measurement Content Areas).

2. Follow-up (FU) surveys: Transition to adulthood/early adulthood (modal ages 19-32)
   - Cohorts 1976-2006 (so far) (see attached table summarizing MTF cohort sequential longitudinal design).
   - Random 2,400 selected for follow up from each senior year cohort, with oversample of drug users.
   - Random half of 2,400 surveyed one year out of high school and then every two years afterward; other random half survey second year of high school and then every two years after that. So, FU1 covers modal ages 19-20, etc.
   - Mail surveys (same 5 or 6 form set-up, always same form per respondent).
   - Content very similar to high school surveys, though some changes regarding young adult experiences and transitions. (see attached tables regarding MTF Measurement Content Areas).

3. Middle adulthood surveys: 35 (cohorts 1976-90), 40 (cohorts 1976-1985), 45 (cohorts 1976-80), and brand-new age 50
   - Limited cohorts so far, obviously, but grows each year.
   - Mail survey, single form.
   - Content somewhat similar to young adult surveys, but more detail on health, disorder, family experiences, and work experiences.

B. Sample coverage
   - Nationally representative, with no oversamples (except drug users for follow-up).
   - High school drop-outs (roughly 15% of population) excluded.
   - College students and non-college age-mates followed from high school into adulthood.
   - Differential attrition (e.g., slightly more attrition among drug users).

Administration

In-school Survey. About 10 days before the administration, the students are given flyers explaining the study. Also, advance letters to parents inform them about the study and provide them a handy means for declining their child's participation if they so desire. The actual questionnaire administrations are conducted by the local Institute for Social Research representatives and their assistants, following standardized procedures detailed in a project instruction manual. The questionnaires are group administered in classrooms during a normal class period whenever possible; however, circumstances in some schools require the use of larger group administrations.

Follow-up Survey. The questionnaires are mailed to respondents with a return, self-addressed, stamped envelope and a small monetary gift from the University of Michigan as a token of appreciation.

NELS (National Educational Longitudinal Study)

General Overview

Like the pioneering High School and Beyond study (HS&B), the National Educational Longitudinal Study (NELS) was designed by the National Center for Education Statistics (NCES) for research on the link between school contexts and educational pathways, but it had the added mission of providing better information on the link between home and school. NELS is valuable to life course research because it allows the examination of schooling experiences that set the stage for the rest of life in connection to the family and school contexts that are major settings of early life.

NELS began in 1988 with a nationally representative sample of 24,599 eighth graders enrolled in 1,052 schools across the U.S. After the base year data collection, which included interviews with students, parents, teachers, and school administrators, follow ups were conducted in 1990, 1992, 1994, and 2000. Parents were re-interviewed in 1992, and teachers and school administrators at all time points through 1992. High school and college transcripts were also collected during the 1990s. Importantly, efforts were made to follow drop outs as well as those who remained in school, and some young people were added to the sample after 1988 in order to maintain the representativeness of the sample as a whole. The student is the unit of the analysis, but data was collected from multiple actors in the students' lives as they transitioned through and then out of (by graduating or dropping out) the educational system and higher education.

NELS provides data that can be used to construct academic histories across different family and institutional contexts. Moreover, its timeframe allows researchers to understand how these histories forecast adult experiences. In this way, NELS allows researchers to take a life course perspective on education.

Selected Works Using NELS

- Croninger, Robert G. and Valerie E. Lee. 2001. "Social Capital and Dropping out of High School: Benefits to At-Risk Students of Teachers' Support and Guidance." *Teachers College Record* 103: 548-581.
- Schneider, Barbara and James S. Coleman. 1993. *Parents, their Children, and Schools*. Boulder, CO: Westview.
- Schiller, Kathryn S. 1999. "Effects of Feeder Patterns on Students' Transition to High School." *Sociology of Education* 72:216-233.

Web Site

http://nces.ed.gov/surveys/nels88/

Quick Guide/Codebook

http://nces.ed.gov/surveys/nels88/quick_guide.asp

Purpose

To provide a publicly available resource for scientists aiming to conduct policy-relevant research about educational processes and outcomes; for example: student learning; early and late predictors of dropping out; and school effects on students' access to programs and equal opportunity to learn.

Sample Design

- Sampled U.S. eighth-graders in the spring of 1988. NELS is a nationally representative sample of American 8th graders in 1998.
- A two-stage sampling frame led to the random selection of 1,052 schools and then 24,599 students within these schools (approximated 24 students per school). Asian-American and Latino/a youth were oversampled at a rate of about 2-3 per school.
- A sample of original respondents were then resurveyed through four follow-ups in 1990, 1992, 1994, and 2000. Dropouts were followed in 1990 and 1992. The sample was freshened in 1992 to be representative of the high school class of 1992.
- Sample size: 24,599 in 1988 base year; 27, 394 (including freshened cases) participated at least once between 1988-1992; 14,915 participated in 1994; 12, 144 participated in 2000.

Respondents

- Students (1988, 1990, 1992, 1994, 2000)
- Dropouts (1990 and 1992)
- School Administrators (1988, 1990, 1992)
- Teachers (1988, 1990, and 1992)
- Parents (1988, 1992)
- Cognitive Tests (19988, 1990, 1992)
- Education Transcripts (1992, 2000)

Response Rates

Within-each data collection, response rates for students targeted for that data collection was over 90% until the 2000 data collection (82%). Response rates varied for other types of respondents (e.g., parents, teachers) and attrition across waves was nearly 50% from 1988-2000.

Family Data

Primarily collected through student (1988-2000) and parent (1988, 1992) reports.

- Longitudinal information collected on family SES (income, parent education, parent employment/occupation) through 1992. Data also collected on parents' marital histories and statuses, family size/composition, home language use, and immigration history.
- Detailed information from parents about saving and planning for students' college education.
- Distribution of household responsibilities among household members

- Frequency of family activities
- Family cultural capital (in/out home)
- Parental involvement at school and contact with school personnel
- Parent management of coursework
- Home learning activities
- Parental monitoring/family rules
- Parents' expectations for future
- Parent-student closeness/warmth

Education/Achievement Data

*Because NELS is an educational data set, its data on achievement and learning is too extensive to summarize completely. Some highlights are given instead.

- Cognitive tests in reading, math, science and history (1988-1992)
- Self-reported grades in core subjects (1988-1992)
- Transcript-recorded grades (9^{th}-12^{th} grades)
- Transcript recorded course enrollments/credits (9^{th}-12^{th} grades)
- Transcript reported grades (post-secondary)
- Transcript reported coursework/majors (post-secondary)
- Self-reported postsecondary enrollment history and degree attainment (1994-2000)
- Self-reported curricular track, ability grouping, coursework level (1988-2000)
- Self-reported educational activities in middle/high school (homework, reading, etc) (1988-2000)
- Parent/self-reported retention/failure history (1988-2000)
- Self-reported extracurricular/sports participation in middle/high school (1988-2000)
- Self-reported academic attitudes (expectations, values, engagement, attachment to school/teachers) (1988-2000)
- Self-reported planning/preparation for college in 1992 (saving, testing, getting applications, what is wanted in a college, etc.)
- Parent-reported child care/pre-school history (1988)
- Parent-reported student receipt of special services (1988)
- Language status of student, based on mixture of student/teacher/parent reports (1988-1992)
- Self-reported activities within classrooms (1988-1992)

Psychosocial Adjustment and Functioning

- Self-reported substance use (alcohol, tobacco, drugs) (1988-2000)
- Self-reported school-based delinquency (e.g., vandalism, truancy) (1988-1992)
- Self-reported sexual activity (1988-2000)
- Self-reported work history while in school (1990-1992)
- Self-reported volunteering history (1992-2000)
- Peer associations (time with friends, values of friends) (1988-1992)
- Self-reported locus of control (1988-1992
- Self-reported self-concept (1988-1992)
- Self-reported values about education, work, family, community (1990-2000)
- Civic participation and voting (1994-2000)

School Context

* Again, the education focus of NELS means that its battery of school/classroom context questions is extensive. This battery is based on student, parent, teacher, and administrator/counselor reports. Most items are asked in all three 1988-1992 data collections, with some age/grade-related variation over time. Below is a sampling.

- Self-reported perceptions of school climate, school safety, teacher quality, teacher support, student attitudes in school (1988-1992)
- Administrator/counselor-reported school sector, size, racial composition, percent free lunch
- Administrator/counselor-reported curricular breakdown of school
- Administrator/counselor-reported funding
- Administrator/counselor-reported testing rates
- Administrator/counselor-reported methods of course assignment
- Administrator/counselor-reported social/health services for students and families
- Administrator/counselor-reported academic/language services for students
- Administrator/counselor-reported communication with parents/schools
- Administrator/counselor-reported activities/courses offered
- Administrator/counselor-reported school climate and teacher/student attitudes
- Administrator/counselor-reported major school policies (e.g. attendance, salaries, ability grouping and testing, graduation policies
- Teacher-reported education/training, instructional techniques, supplies, attitudes about school, attitudes about students

Adult Transitional Behaviors

* All based on self-reports in 1994-2000 data collections

- Marriage and fertility histories
- Work histories, including sector, hours, training, satisfaction, salary
- Educational enrollment histories (including types of institutions, financial aid, courses of study)
- Income (wealth, debts, loans)
- Insurance and benefits
- Welfare/public assistance receipt

Missing from NELS

- Extensive health information (including information on weight, depression)
- Biomarkers
- Extensive information on religion
- Information about non-parent relationships beyond status
- Peer networks
- Neighborhood context
-

Data Access

- Researchers may obtain a free copy of the NELS:88 public use data files and electronic codebook from the NELS:88 contact persons (Jeffrey.Owings@ed.gov; Aurora.D'Amico@ed.gov**).**
- For access to restricted NELS:88 data (e.g., transcripts), researchers will need to obtain an NCES restricted data license (http://nces.ed.gov/pubsearch/licenses.asp).

PSID-CDS (Panel Study of Income Dynamics - Child Development Supplement)

The Child Development Supplement (CDS) is one research component of the PSID, a longitudinal study of a representative sample of U.S. individuals and the families in which they reside. Since 1968, the PSID has collected data on family composition changes, housing and food expenditures, marriage and fertility histories, employment, income, time spent in housework, health, consumption, wealth, pensions and savings, and philanthropic giving.

In 1997, the PSID supplemented its core data collection with additional information on PSID parents and their 0-12 year-old children. The objective of this study is to provide researchers with a comprehensive, nationally representative, and longitudinal data base of children and their families with which to study the dynamic process of early human capital formation. Out of the 2,705 families selected for the CDS-I, 2,394 families (88%) participated, providing information on 3,563 children. In 2002-2003, CDS re-contacted families in CDS-I who remained active in the PSID panel as of 2001. CDS-II successfully re-interviewed 2,017 families (91%) who provided data on 2,908 children/adolescents aged 5-18 years. CDS – III is now being collected. In addition, all CDS youth are being followed bi-annually from the time they are 18 until they join the PSID sample itself (when they become heads of their own household) – at which time they will be followed biannually for the rest of their lives.

Within the context of family, neighborhood, and school environments, CDS studies a broad array of developmental outcomes including physical health, emotional well-being, intellectual and academic achievement, and social relationships with family and peers. The CDS survey design is complex, relying on time diary methodology, Woodcock-Johnson assessment tools, height and weight measurements, computer-assisted personal interviews (CAPI), and audio computer-assisted self-interview (ACASI) with adolescents.

CDS collects: (a) reliable, age-graded assessments of the cognitive, behavioral, and health status of the sample children/youth, obtained from the primary caregiver, a secondary caregiver, an absent parent, the teacher, the school administrator, and the sample children/youth themselves; (b) a comprehensive accounting of parental and caregiver time inputs to children/youth as well as other aspects of the way children and adolescents spend their time; (c) teacher-reported time use in elementary and preschool programs; and (d) other-than-time use measures of other resources for example, the learning environment in the home, teacher and administrator reports of school resources, school resources obtained from U.S. Department of Education and middle/high school course catalogs, and decennial-census-based measurement of neighborhood resources. The data sets from the Child Development Supplement are released to the public as soon as they are cleaned and documented.

US National Longitudinal Surveys of Youth (NLSY79, NLSY97, NLSYC)

Country	Name	Type Sample	Start/Years/Waves	Size
U.S.	NLSY79*	National Prob. Sample with oversamples	1979-94 annually Biennially thereafter	12,686
U.S.	NLSY97**	National Prob Sample with oversamples	1997-present annual	8,984
U.S.	Child-NLSY/ Young Adult	All biological children of female NLSY79 respondents	1986-biennially	7,467

* NLSY79 National Longitudinal Survey of Youth, 1979 Cohort

Cross –sectional sample of 6,111

Supplemental Sample of 5,295 blacks, Hispanics,& economically disadvantaged youths (later group dropped after 1990).

Military sample of 1,280 youths (mostly dropped in 1985)

Sampling: youths living in noninstitutionalized quarters, ages 14 to 21 as of December 31, 1978. All youths in household in age range surveyed; 2,862 households included more than one youth.

Funded by Bureau of Labor Statistics, U.S Dept Labor; contractor-team: Center for Human Resource Research, Ohio State University and NORC, University of Chicago

** NLSY97 National Longitudinal Survey of Youth, 1997 Cohort

Cross-sectional sample of 7,648, and 1,254 blacks, 980 Hispanics and 2 black-Hispanics.

Sampling of youths living in noninstitutionalized quarters, ages 12 to 16 as of December 31, 1996, All age-eligible youths in household surveyed: 3,134 pairs of sibs, 627 3-sibs, 84 4-sibs, 10 5-sibs!

Funded by Bureau of Labor Statistics, U.S Dept Labor; contractor-team: Center for Human Resource Research, Ohio State University and NORC, University of Chicago

*** Child-NLSY was a mother and child supplement, surveying the biological offspring of the females in the NLSY beginning in 1986 and biennially thereafter. A battery of 13 cognitive and socio-emotional tests were administered to the children; the mother was interviewed about the child (each child separately in households with more than one) At age 14 the child “graduates into the “Young Adult Group” or “YAG” and continues to be surveyed.

The Child-YAG is funded by NICHD, through the BLS, it is overseen by CHRR-Ohio State and data collection is done by NORC.

http://www.bls.gov/nls/

ADD Health

The National Longitudinal Study of Adolescent Health (Add Health) is a nationally representative study that explores the causes of health-related behaviors of adolescents in grades 7 through 12 and their outcomes in young adulthood. Add Health seeks to examine how social contexts (families, friends, peers, schools, neighborhoods, and communities) influence adolescents' health and risk behaviors.

Initiated in 1994 under a grant from the National Institute of Child Health and Human Development (NICHD) with co-funding from 17 other federal agencies, Add Health is the largest, most comprehensive survey of adolescents ever undertaken. Data at the individual, family, school, and community levels were collected in two waves between 1994 and 1996. In 2001 and 2002, Add Health respondents, 18 to 26 years old, were re-interviewed in a third wave to investigate the influence that adolescence has on young adulthood.

Multiple datasets are available for study, and more than 1,000 published reports and journal articles have used the data to analyze aspects of these complex issues. Add Health investigators hope this research will enable policy makers, researchers, health-care providers, and educators to better understand how to protect the health of young people in the US.

Study Design

Add Health is a school-based, longitudinal study of the health-related behaviors of adolescents and their outcomes in young adulthood. Add Health postulates that families, friends, schools, and communities play roles in the lives of adolescents that may encourage healthy choices or may lead to unhealthy, self-destructive behavior. Data to support or refute this theory are collected from students, parents, school administrators, and others.

Adolescents in Context

As a group, adolescents are healthy people. Threats to their health stem primarily from their behavior. As they direct their energies toward achieving popularity, autonomy from adults, success in school or sports, satisfying romantic and platonic relationships, and confidence in themselves, they make choices that have health consequences.

Waves I and II examine the forces that may influence adolescents' behavior, in particular: personal traits, families, friendships, romantic relationships, peer groups, schools, neighborhoods, and communities. For example, families differ in size, composition, resources, history, and cohesiveness. Some schools comprise a wide variety of students, classes, sports, and special-interest clubs; others provide only limited choices. Some communities offer adolescents many possibilities for interesting, healthful activities; in others, the possibilities for self-destructive behavior predominate.

Many of the choices adolescents make—staying in school or dropping out, getting married or staying single, attending college or getting a job—have consequences that are not apparent until later. As

adolescents move toward adulthood, the decisions they made begin to influence the outcomes they experience. Wave III explores the transition between adolescence and young adulthood.

Contexts Explored in Add Health

Families

Data about this important context come from the In-School Questionnaire, the In-Home Interviews, the Parent Questionnaire, and, in many cases, questionnaires and interviews with additional adolescents living in the same household.

Peer groups/social networks

The In-School Questionnaire yields full social network data for most students in 140 schools. Students were asked to identify up to five male and five female friends, to locate and record their student numbers, and to indicate which of five activities they had done with each of these friends during the past week. Because friends' student numbers were recorded, friendship networks can be determined and a respondent's peer group, as well as his or her position within it, can be described in detail. Multiple measures of the strength of friendship ties are available. Patterns of association within the school community, the density and centralization of the social network, and the degree to which it is fractured on lines of race, gender, or behaviors can be computed. In-home interviews of adolescents in the saturation sample elicited nominations of the five closest opposite-sex and five closest same-sex friends who, it is likely, were also interviewed. The remainder of the in-home sample was asked about only one male and one female friend.

Dyadic relationships

Data were collected from adolescent respondents on best friends, romantic partners, and sexual partners; the clustered sampling design generates many pairings for which both participants are respondents. This allows, for example, for the analysis of peer influence, the process of pair formation and dissolution, relationship event sequencing, and relationship symmetry.

Data were collected from young adults and a sample of 1,507 partners in Wave III. The sample consists of one-third married, one-third cohabiting, and one-third dating partners, representing a wide spectrum of relationship intimacy and commitment.

Schools

In addition to the data collected via the School Administrator Questionnaire and subsequent telephone interview, measures of school context can be constructed from student reports of school climate, and of teacher and student attitudes, and from parents' reports of the safety and quality of their children's schools.

Neighborhoods/communities

Information about the neighborhoods/communities in which adolescent respondents live is gathered from a variety of sources, such as the US Census, the Centers for Disease Control and Prevention, the

National Center for Health Statistics, the Federal Bureau of Investigation, the National Council of Churches, and many other published databases. Other attributes are created by the aggregation of respondent reports. Community variables include the following:

- geographic and household characteristics
- labor force participation and unemployment
- income and poverty
- social integration/disintegration
- availability and utilization of health services
- social programs and policies
- crime

Sources of Data

Beginning with an in-school questionnaire administered to a nationally representative sample of students in grades 7 through 12, the study follows up with a series of in-home interviews of students approximately one, two, and six years later. Because original respondents are re-interviewed, it is possible to measure directly the influence of their experiences at one time on their choices, and at another time on the consequences of those choices. Other sources of data include questionnaires for parents, siblings, fellow students, and school administrators and interviews with partners. Preexisting databases provide information about neighborhoods and communities.

Codebooks and datasets are available for study and provide opportunities to increase knowledge in the social and behavioral sciences and many theoretical traditions. With data from so many sources, new types of analyses are possible, involving both separate and combined effects of factors influencing adolescents' behavior and health status.

Design Facts at a Glance

Principal Investigator

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The University of North Carolina at Chapel Hill

Study Design

by J. Richard Udry, Peter S. Bearman, and Kathleen Mullan Harris
Special acknowledgment is due Ronald R. Rindfuss and Barbara Entwisle for assistance in the original design

Samples

Adolescent contexts studied

- individuals
- family
- friends and peers
- school
- neighborhood
- community

Young adult contexts studied

- same as above, with the addition of
- work force
- partners

Wave I, Stage 1

School sample: stratified, random sample of all high schools in the US. A school was eligible for the sample if it included an 11th grade and had a minimum enrollment of 30 students. A feeder school—a school that sent graduates to the high school and that included a 7th grade—was also recruited from the community.

High schools were stratified into 80 clusters

- Region—Northeast, Midwest, South, West
- Urbanicity—Urban, suburban, rural
- School size—125 or fewer, 126–350, 351–775, 776 or more students
- School type—public, private, parochial
- Percent white—0, 1–66, 67–93, 94–100
- Percent black—0, 1–6, 7–33, 34–100
- Grade span—K–12, 7–12, 9–12, 10–12
- Curriculum—general, vocational/technical, alternative, special education

Wave I, Stage 2

An in-home sample of 27,000 adolescents was drawn consisting of a core sample from each community plus selected special oversamples. Eligibility for oversamples was determined by an adolescent's responses on the In-School Questionnaire. Adolescents could qualify for more than one sample. In addition, parents were asked to complete a questionnaire about family and relationships.

Number of completed adolescent in-home interviews by sample

- Core—12,105 adolescents representative of adolescents in grades 7–12 during the 1994–1995 school year in the US
- Saturated schools—2,559 adolescents (in addition to the 200 students selected for the core) from schools in which all students were selected for in-home sample
- Disabled—471 adolescents who reported having a limb disability
- Blacks from well-educated families—1,038 black adolescents with a parent with a college degree
- Chinese—334 adolescents
- Cuban—450 adolescents
- Puerto Rican—437 adolescents
- Adolescents residing together Twin—1,981 adolescents
  Full sibling—1,186 adolescents
  Half sibling—783 adolescents
  Non-related adolescent—415 adolescents
  Sibling of twins—162 adolescents

Wave II

The Wave II in-home interview sample is the same as the Wave I in-home interview sample, with a few exceptions. In addition, school administrators were contacted by telephone to update school information. Information about neighborhoods/communities was gathered from a variety of previously published databases.

Wave III

The in-home Wave III sample consists of Wave I respondents who could be located and re-interviewed six years later. A sample of 1,507 partners of original respondents was also interviewed. Wave III also collected High School Transcript Release Forms as well as samples of urine and saliva.

Instruments

Wave I

- 90,118 adolescent In-School Questionnaires
  (September 1994–April 1995)
- 164 School Administrator Questionnaires
  (September 1994–April 1995)
- 20,745 adolescent In-Home Interviews
  (April 1995–December 1995)
- Add Health Picture Vocabulary Test
  (April 1995–December 1995)

- 17,700 Parent Questionnaires
  (April 1995–December 1995)

Wave II

- 128 School Administrator Questionnaires
  (May 1996–June 1996)
- 14,738 adolescent In-Home Interviews
  (April 1996–August 1996)

Wave III

- 15,197 young adult In-Home Interviews and biomarkers
  (July 2001–April 2002)
- Add Health Picture Vocabulary Test Scores
  (July 2001–April 2002)

Design Focus

The Add Health research design postulates that the differential health of adolescents has three sources:

1. **Different social environments.** Social environments can be conceptualized at many levels of aggregation, from the family to the community.

2. **Different health-related behaviors.** Differing behaviors may be related to attributes such as intelligence, predispositions, personality, skills, and physical characteristics.

3. **Different vulnerabilities and strengths.** The same environment and/or the same behavior can affect individuals differently depending on their robustness and degree of susceptibility, which can originate in differing experiences or genetic endowments.

Scope of Data

The Add Health study collects data to use in exploring the influences of both the individual attributes of adolescents and the attributes of their various environments on health and health-related behavior in vital areas such as these:

- diet
- physical activity
- health-service use
- morbidity
- injury
- violence
- sexual behavior

- contraception
- sexually transmitted infections
- pregnancy
- suicidal intentions/thoughts
- substance use/abuse
- runaway behavior
-

Data are collected also on attributes such as these:

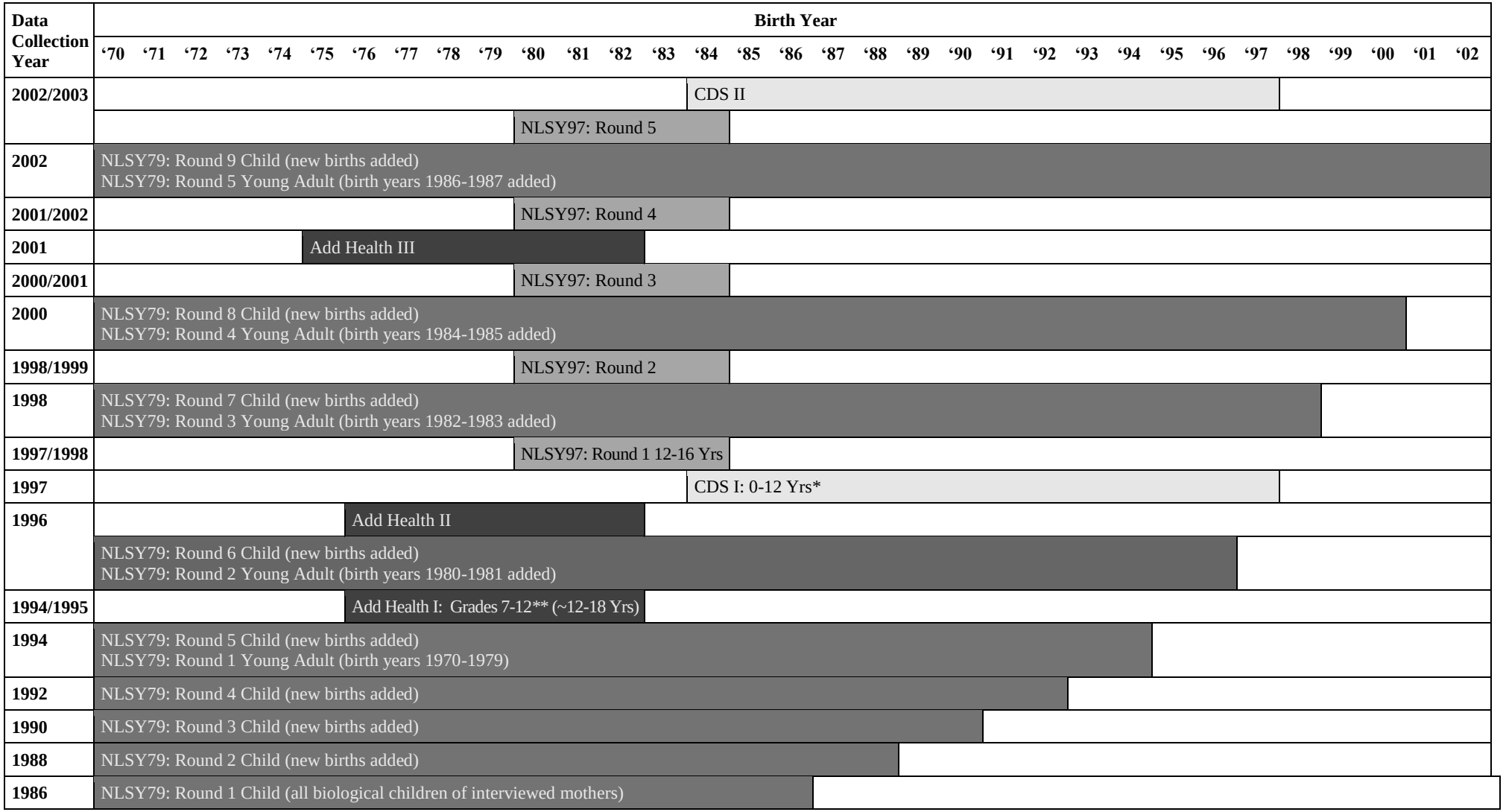
- height
- weight
- pubertal development
- mental health status (focusing on depression, the most common mental health problem among adolescents)
- chronic and disabling conditions

http://www.cpc.unc.edu/addhealth/

Comparisons of unique contributions of CDS NLSY and Add Health

Large-Scale Public Use Data for Studying Child and Adolescent Development

Age of "Targeted" Child/Youth by Data Collection Year for CDS, NLSY79, NLSY97, and Add Health



*There are 3 children in CDS who were born in 1983, according to the PSID birth year variable, but not shown in the table above.

**Frequencies in the Add Health Codebook for Wave 1 in home adolescent interview show a small percentage of respondents born in 1974 and 1975 (<2%), and in 1983 (<1/2%).

Developmental Measures for Children 0-18 Years and Young Adults in the CDS, NLSY, ADD Health

CDS	NLSY79 Children	NLSY97 Children	ADD Health
Information Source			
http://psidonline.isr.umich.edu/CDS/wavesdoc.html	http://www.nlsinfo.org/web-investigator/docs.php	http://www.bls.gov/nls/97guide/nls97usg.htm	http://www.cpc.unc.edu/projects/addhealth
General Purpose			
To provide researchers with a comprehensive, nationally representative, and longitudinal database of children and their families with which to study the dynamic process of early human capital formation.	To examine the linkages between maternal-family behaviors and attitudes and subsequent child development; to follow the Children of NLSY79 mothers as they transition to adulthood.	To identify characteristics defining the transition that today's youths make from school to the labor market and into adulthood.	To examine (a) the ways in which social contexts (families, friends, schools, neighborhoods, and communities) influence adolescents' health and risk behaviors and (b) to explore the causes of health-related behaviors of adolescents in grades 7 through 12 and their outcomes in young adulthood.
Sample Design			
Sampled all PSID families with children aged 0-12 years during the calendar year of 1997. PSID is a nationally representative sample of families in the U.S. with an oversample of low-income families. Sample members are followed as they split off into new households. Selected up to 2 children per family. Families typically included biological mother (94% of CDS-I and 89% of CDS-II) but also include other "non-traditional" family configurations. Siblings, cousins Interviewed these children in 1997, 2002-2003, 2005 (TA), and planned (per funding	In 1986, sampled all biological children born to NLSY79 women. The NLSY79 sample, selected in 1978, was a national probability sample of men and women born in the U.S. between 1957 and 1964 (aged 15-22 in 1979). NLSY over-sampled African-American and Hispanic youth. The oversample of economically disadvantaged white was dropped in 1991 and the oversample of military was dropped in 1985 prior to the interview with children. Siblings, cousins Followed children biennially since 1986 in either NLSY Child interview (9 waves) or	Cross sectional sample of individuals with an additional oversample of Blacks and Hispanics who were living in the U.S. in 1997 and who were born during the years 1980-1984 (aged 12-16 years by December 31, 1996). Siblings Annual interviews since 1997. Continuing Sample size: by 2002, 7,883 youth interviewed (attempt to interview all 8984 respondents from round 1 at each interview)	School-based design – private, public, and parochial schools. Enrolled adolescents in grades 7–12 during the 1994–1995 school year Oversample of Hispanics and Asians Siblings Followed these adolescents/young adults in 1994, 1996, 2001, and planned for 2007 Sample size: by 2002, 15,170 youth interviewed

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decision) 2007 CDS and TA Sample size: in 2002-2003, 2,907 children interviewed (83 children from Wave 1 were non-sample PSID individuals and were dropped from the CDS panel)	NLSY Young Adult interview (5 waves as of 2002). Enroll new births each round; two birth year cohorts move to YA sample each wave. Continuing. Children must reside w/ the NLSY79 mother to be eligible for interview; young adults (15+ years) are eligible regardless of residential status. Sample sizes: by 2002, 3,392 children and 4,238 youth interviewed.		
Respondents			
Children (computer-assisted IW and self-IW) Both parents/caregivers in the home at all waves Absent father at Wave 1 Teachers (elementary, pre-school, home-school) School administrators, Wave 1	Children (computer-assisted IW and self-IW) Mothers School administrators 1994-1995 Interviewers	Youth (computer-assisted IW and self-IW) Parent survey at Round 1 School administrators, Rounds 1 and 2	Youth (computer-assisted IW and self-IW) Parent survey at Wave 1 Youth (Computer-Assisted IW and Self-IW) School administrators, Wave 1
Response Rates PSID Core Family, 1968-2005: 95%-97% CDS-I Main (1997): 88% CDS-II Main (2002): 91% TA (Young Adult) 2005: 88% CDS follows individuals only to the extent	Response Rates NLSY79: 81% RETN after 23 yrs. NLSY Child (1986-2002): 90%-95% NLSY Young Adult (1994-2002): 83%-88%	Retention Rates Parent Interview (Round 1): 88% Youth IW Round 1: (response) 92% Youth IW Round 2: 93% Youth IW Round 3: 91% Youth IW Round 4: 90% Youth IW Round 5: 88% Percents reflect completed interviews out of initial Round 1 completed cases.	Retention Rates Parent Interview (Wave 1): 88% Youth IW Wave 1: (response) 79% Youth IW Wave 2: 88% Youth IW Wave 3: 77% Percents reflect completed interviews out of initial Round 1 completed cases.

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that the PSID families are followable and response in the concurrent wave of data collection.	*In 1998, the age eligibility was capped at 20, but later this restriction was lifted. In 2000, there were sample restrictions placed that were later restored.		
Family Context			
Rich longitudinal data collected about and from multiple family members, including extended family members, within and across generations from PSID main interview. Data collected annually from 1968 through 1996; biennially from 1997-2005: Family composition – collected annually in 1968 through 1996; biennially 1997-2005, extended family identifiers, marital and fertility histories Detailed employment histories for family heads and wives, including detailed information about unemployment spells, job searches collected annually in 1968 through 1996; biennially 1997-2005 Income detail for heads and wives from employment, assets, program participation, and assistance family members collected annually in 1968 through 1996; biennially 1997-2005 Comprehensive data on wealth and active savings for family heads and wives (collected in years 1984, 1989, 1994, 1999, 2000 to 2005) Educational histories, vocational schooling, and highest educational attainment for heads	Rich longitudinal data about the child's biological mother (collected from her at each wave of NLSY79) covering topics: Household composition – change over time, marital and fertility histories Details on work, non-work, and job search experiences for the child's mother Family income for the child's mother from employment, assets, program participation, and assistance family members Data on assets and liabilities for the child's mother Comprehensive data on job training including occupational field of the training, dates of enrollment and completion, type of school, subsequent training, certificates or licenses earned, how the child's mother paid for the training. From 1979-1986, details collected on government-sponsored training program participation; from 1993-1994, details on information job training participation. Educational history for the child's mother, highest educational attainment, high school transcripts, aptitude test scores Detailed health status information for the child's mother: height and weight, chronic	Information reported by the youth about the family; Round 1 (1997) included an interview with one of the youth's parents. Household composition – change over time; any time between waves did not live with biological parents 1996 Earnings of all household members and other parental income and assets Parents: Age, sex, race, birthplace Marital status and history Highest grade level attained Employment status; employment history Health status, height and weight, and chronic conditions Religious affiliation, participation of parent Family and household activities: frequency of parents engaging in indoor/ outdoor activities with child, family gatherings, and eating meals together Parental monitoring Parent-adolescent communication and	Family data provided in Wave 1 Parent Questionnaire (1994) covering topics: Age, sex, race of the parent Education of the parent as of 1994 Employment status of the parent in 1994 Household income and economic assistance in 1994 Brief marital / cohabitating history and details on current relationship (1994) Dates of current (1994) and prior residence Religious affiliation, participation, and importance Whether member of school, civic, or labor group in 1994 Whether biological mother / father had any of six health conditions Whether parent currently (1994) smokes, drinks, wears seatbelt Parent-adolescent communication and interaction (1994) Parental monitoring (1994)

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and wives, as well as for other family unit members (1985-2005; detailed supplement in 1995) Philanthropic giving and volunteering for family heads and wives (collected in 2001-2005) Detailed health information for family heads and wives, height, weight, birth weight, chronic conditions, activity limitations, ADL, IADL since 1986/1992; health behaviors – smoking, alcohol consumption, physical activity in 1986 and since 1999, cause of death Range of housing characteristics, home ownership status, details on mortgages and home value, neighborhood characteristics on property taxes and insurance premiums collected annually in 1968 through 1996; biennially 1997-2005 In-depth information on household expenditures for food, health care, housing, transportation, education, home repairs, maintenance, and furnishings, clothing, travel, recreation collected annually in 1968 through 1996; biennially 1997-2005 Details on child care costs and experiences collected annually in 1968 through 1996; biennially 1997-2005 Military status Whether incarceration, collected annually in 1968 through 1996; biennially 1997-2005 From the 1997 and 2002/2003 CDS Interviews:	conditions, activity limitations, cause of death, health behaviors – smoking, alcohol consumption, drug use, physical activity Details on child care costs and experiences Labor force attachment: knowledge of the world of work, evaluation of labor market experiences, attitudes toward work, educational/ occupational aspirations Distribution of household responsibilities among household members Family and household activities: frequency of parents engaging in indoor/ outdoor activities with child, family gatherings, and eating meals together Parental monitoring; family rules (whether have a series of rules, how often argue about each one, how much say child has about the rules) Cognitive stimulation and emotional support measures from the HOME SF Scale Details about the biological mother: Self esteem (Rosenberg scale), self-efficacy (Pearlin scale), depression (CES-D), locus of control (Rotter's scale), parenting attitudes and styles	interaction Characteristics of nonresident parents, siblings, spouses, partners, and children: age, sex, race, marital status, highest grade level attained, employment status	

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USDA Food security (CDS 1997) Distribution of household responsibilities among household members Family and household activities: frequency of parents engaging in indoor/ outdoor activities with child, family gatherings, and eating meals together Parental involvement in schools Parental monitoring; family rules (whether have a series of rules, how often discuss each one, how often enforce rules) Variety of child-specific expenses for household members, non-household members, and absent parents; savings mechanisms for child Cognitive stimulation and emotional support measures from the HOME SF Scale Additional details about both caregivers / parents in the home from the 1997 and 2002/2003 CDS Interviews: Self esteem (Rosenberg scale), self-efficacy (Pearlin scale), non-specific psychological distress (K-6, K-10), social support, religiosity, gender role beliefs, parenting attitudes, parenting strain Economic strain, work schedules, community involvement, family conflict			
Absent Parent Interactions, Characteristics			
Frequency and pattern of contact with child;	Frequency and pattern of contact with child;	Frequency and pattern of contact with	Frequency and pattern of contact with

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conflict between resident and absent parent Self esteem (Rosenberg scale), self-efficacy (Pearlin scale), non-specific psychological distress (K-10); religiosity; Gender role beliefs, parenting attitudes, parenting strain	conflict between resident and absent parent	child; conflict between resident and absent parent	child
Survey Content Focusing on the Child			
Information collected on the child / youth at: Ages 0-12 yrs in 1997 and Ages 5-18 yrs in 2002/03 Ages 18-25 yrs in the Young Transition in Adulthood Interview (TA) Information collected biennially since birth in the main PSID about child's / youth's residence, geographic mobility, schooling, employment, whether incarcerated or institutionalized for other reason, family environment (see above) Information collected every other year in the main PSID about the sample member in adulthood once he/she moves out of parent's home	Information collected biennially on the child / youth at birth and thereafter: from 1986 through 2002 (and onward) in the Child Interview (up to age 15 beginning in 1994) and from 1994 to 2002 (and onward) the Young Adult Interview (age 15+)	Information collected about and from the youth initially at ages 12-16. Information collected annually thereafter for these sample members	Retrospect information on childhood through parent survey in 1994 Information collected on the youth at ages 14+ in 1994, and again in 1996, 2001
Detail: Time Use - Diary			
24-hour detailed accounting of time use for one randomly selected weekday and one randomly selected weekend Type, number, duration, and location of activities Social context of daily activities – detailed information about with whom participated in the activity and who else was there, but not	--	--	--

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directly engaged Secondary activities Media code descriptors Aggregated activity data files at the two, three, and four-digit code levels			
Detail: Time Use – Stylized Measures			
Frequency participate in following activities and costs associated with the activity: Team sports/ athletics (parent and youth report; TA 18+ Yrs) Student government, clubs (Parent report 6-18 Yrs; self-report 10-18 Yrs; report; TA 18+ Yrs) Community clubs (Parent report 6-18 Yrs; self-report 10-18 Yrs; report; TA 18+ Yrs) Volunteer work (Parent report 6-18 Yrs; self-report 10-18 Yrs; report; TA 18+ Yrs) Summer sports or recreation programs (Parent report 6-18 Yrs; self-report 10-18 Yrs; report) Religious service attendance (Parent report 6-18 Yrs; self-report 10-18 Yrs; report; TA 18+ Yrs) Religion-based clubs (Parent report 6-18 Yrs; self-report 10-18 Yrs; report; TA 18+ Yrs) Lessons in music, dance, or drama (parent report)	Whether participate (Self-report): Kinds of after school activities Volunteer work Computer use Video games Internet use Number of hours watch TV; number of hours TV is on in the home (YA) Time spent in homework Clubs; Hobbies (parent report); Special lessons; Reading (parent report)	Amount of time in a typical week: Participated in lessons or extra classes Watched TV Read for fun Main activities on a typical weekday that the respondent engaged in between waking up and going to sleep, location and amount of time spent in those activities	Whether volunteer, types of organizations involved with Donated blood or plasma or platelets Registered organ donor? Registered to vote? Vote in most recent election? Civic engagement: contribute money, contacted government official, run for an office, attend rally, file tax return Political attitudes In past week, number of times did following activities: Work around the house Hobbies, playing a musical instrument, or reading Watch television or videos, or play video games Outdoor “winter” activities Outdoor “summer” activities Play an active sport

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Frequency participate in: Hobbies (Parent report 6-18 Yrs; TA 18+ Yrs) Homework (Self-report 10-18 Yrs) Play musical instruments (Parent report 6-18 Yrs; TA 18+ Yrs) Reading (Parent report 6-18 Yrs; TA 18+ Yrs) Computer use (Parent and self-report 6-18 Yrs; TA 18+ Yrs) Video games (Self-report 8-18 Yrs; TA 18+ Yrs) Internet use (Self-report 8-18 Yrs; TA 18+ Yrs) Number of hours watch TV ; (Parent report 0-18 Yrs; TA 18+ Yrs) Number of hours TV is on in the home (parent report) Registered to vote? Vote in most recent election? (TA 18+ Yrs) Whether volunteer, types of organizations involved with (TA 18+ Yrs) Political attitudes (TA 18+ Yrs)			Do exercise Hang out with friends Number of hours a week: Watch television Watch videos Play video or computer games Listen to the radio
Detail: Aptitude and Achievement Test Scores			
Reading and Math (5-18 Yrs) Woodcock-Johnson Revised Tests of Achievement (WJ-R) for Letter-Word Identification, Passage Comprehension,	Reading and Math (5-14 Yrs) Peabody Individual Achievement Test for reading recognition, reading comprehension, math	Math Peabody Individual Achievement Test Revised (PIAT-R) for math Vocational Skills	Reading Add Health Picture Vocabulary Test (AHPVT), an abbreviated version of the Peabody Picture Vocabulary Test—

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Applied Problems, and Calculation Skill Test (in CDS-I) Short Term Memory (3-18) The Digit Span Test from WISC-III	Peabody picture vocabulary for children 4-5 yrs and 10-11 yrs, starting with the 1996 round Short Term Memory (7-11 Yrs) The Digit Span Test from WISC-R (older version of WISC III) McCarthy Scales of Children's Abilities (3-6) Parts of the Body (1-2 Yrs) Administered in 1986, 1988 Memory for Location (8 months -3 Yrs) Administered in 1986, 1988	Computer Adaptive Test for the Armed Services Vocational Aptitude Battery (CAT-ASVAB) Occupational Interest Inventory Interest-Finder (I-F)	Revised (Waves 1 and 2)
Detail: Child Care			
Retrospective detail on type, costs, and frequency of use of formal and informal arrangements for children up through kindergarten Type, frequency of use, and costs of current formal and informal weekday and weekend arrangements for children up through teens Summer arrangements for children up through teens Diary measures of the amount of time spent in child care arrangements on randomly selected weekday and weekend day	Retrospective detail on type, costs, and frequency of use of formal and informal arrangements for children up through age 3 Type, frequency of use, and costs of current formal and informal weekday and weekend arrangements for children up through 14	--Collected in parent interview, whether; ages child spent over 20 hours per week in child care	--
Detail: Education and Schooling Experiences			
Ever enrolled in preschool or Head Start program; age first enrolled, length of enrollment (PCG report 0-18 Yrs) Current enrollment and grade, type of school,	Ever enrolled in preschool or Head Start program; age first enrolled in Head Start, length of enrollment, mother's satisfaction with Head Start	Current enrollment and grade, type of school, attendance, highest grade attended Ever suspended, number of days in each	Current enrollment and grade, type of school Attended special class/school for gifted students; classified as needing special

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attendance, highest grade attended; additionally, in PSID biennial survey, current enrollment and grade of school (PCG report 0-18 Yrs) Attended special class/school for gifted students; classified as needing special education (PCG report 0-18 Yrs) Ever repeated grade; dropped out; which grades (PCG report 0-18 Yrs) Homework and parent involvement in homework and the school (PCG report 0-18 Yrs) Eligible for and participate in federal lunch and breakfast programs (PCG report 0-18 Yrs) Youth detailed report of courses taken and grades in current and prior term (12+ Yrs) Youth reported connectedness to school (8+ Yrs) Youth reported time spent in homework, tutoring, school clubs and school sports (10+ Yrs) Current educational attainment (TA: 18+ Yrs) College preparation and entrance exams (TA: 18+ Yrs) College history—name /location of colleges attended, dates, degrees earned and worked towards, GPA, major (TA: 18+ Yrs) Vocational training (TA: 18+ Yrs)	Current enrollment and grade information for children ages 4 years and older, type of school, attendance, highest grade attended Attended special class/school for gifted students; classified as needing special education Ever repeated grade; dropped out; which grades Homework and parent involvement in homework and the school Mother's rating of school and teachers Use of career or college preparation services (YA) Current educational attainment (YA) College preparation and entrance exams (YA) College history—name /location of colleges attended, dates, degrees earned and worked towards, GPA, major (YA) Time spent in homework (YA) Financial assistance for college students (YA) FICE codes for colleges / universities attended and applied to	grade Ever repeated grade; dropped out; which grades School-based learning programs: career major, cooperative education, internships, job shadowing, mentoring, school-sponsored enterprise, technical preparation Courses taken and grades in each round of data collection	education Ever repeated grade; dropped out; which grades Youth report of grades in core academic areas for current year Youth reported connectedness to school Current educational attainment College preparation and entrance exams College history—name /location of colleges attended, dates, degrees earned and worked towards, GPA, major Vocational training Mentoring: whether, relationship of person, contact

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Detail: Expectations for Work, School, Family			
Expectations to live past age 21/30 (12-18 Yrs; TA: 18+ Yrs) Desired and expected future schooling – youth reported (12-18 Yrs; TA: 18+ Yrs) PCG and OCG reported expectations for child's education (5-18 Yrs) Evaluation of college experiences and expectations for tertiary schooling (TA: 18+ Yrs) Career orientation, achieved occupational certainty and identity;: desirable jobs when complete schooling, how much have thought about kind of job will have; how certain will get the job want (12-18 Yrs; TA: 18+ Yrs) Efficacy for professional careers, job values (TA: 18+ Yrs) Negative economic expectations (e.g., worries about having enough money or ability to support ones self when older) (12-18 Yrs; TA: 18+ Yrs) Expectations for getting married, getting divorced, having a long-term romantic relationship (12-18 Yrs; TA: 18+ Yrs) Fertility expectations, age want to have children (12-18 Yrs; TA: 18+ Yrs) Expectations for parenthood and parenting abilities (TA: 18+ Yrs) Gender role beliefs about family (TA: 18+ Yrs)	Expected age for marriage and child bearing (All ages) Mother's reported desired and expected future schooling for the child (All ages) Expected educational attainment and employment (All ages)	Expectations for getting married, having children, living past age 21, working, having a college degree at age 30, having a regular job, get arrested/serve time in jail Expected cost of child care	Expectations for living to age 21/35, contracting HIV or AIDS Expectations for going to college, graduating from college, having a middle-class family income by age 30 Expectations for marrying by age 25

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Detail: Prenatal Care / Birth Circumstances			
Prenatal care: from PSID main: maternal alcohol, cigarette, drug use during pregnancy; from CDS: whether child born early or late, whether placed in neonatal intensive care unit, reason for and length of stay in neonatal ICU, child's birth size, length of hospital stay (CDS baseline) Birth place, birth order, birth weight (CDS baseline) Whether breastfed; age stopped (CDS baseline)	Prenatal care: doctor visits, maternal alcohol, cigarette, drug use during pregnancy, vitamin intake, salt intake, etc., amniocentesis, ultrasound performed, whether child born early or late, cesarean birth, mother's weight gain during pregnancy, child's birth size, length of hospital stay Birth place, birth order, birth weight Whether breastfed; age stopped		Birth place, birth order, birth weight Whether breastfed; age stopped
Detail: Physical Characteristics			
Height and weight reported measured; reported by youth when measurement could not be taken (0-18 Yrs); Self-report (TA: 18+ Yrs)	Eye and hair color, right/ left handedness Height and weight (All ages)	Height and weight reported by youth	Height and weight reported by youth or measured (Wave III)
Detail: Biomarker Collection			
--	--	--	Number of biomarkers collected at Wave III
Detail: General Health Status and Health Conditions **ALL ages, including TA**	**ALL ages, including TA**		
General health status- reported by PCG and by child (PCG report 0-18 Yrs) Chronic conditions-whether have any one of series of conditions, age of onset (PCG report 5-18 Yrs) Asthma symptoms, hospitalization, treatment	General health status reported by mother for Child sample; Self-report by YA sample Chronic conditions-whether have any one of series of conditions, age of onset Whether have activity limitations due to health or mental health; prescription drug	General health status reported by youth Whether ever had: chronic health condition, learning disability, part of body missing or deformed, mental health condition, trouble seeing, hearing, or speaking	General health status reported by youth Chronic conditions-whether have any one of series of conditions (parent reported) Frequency of physical symptoms/conditions in past 12 months reported by youth

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(PCG report 5-18 Yrs) Frequency of physical symptoms/conditions in past 12 months (Self-report 8-18 Yrs) Pregnancy history (Self-report 12-18 Yrs) Whether have activity limitations due to health or mental health (Self-report 10-18 Yrs) Accidents and injuries needing medical attention in the prior 12 months; specific details on injury Illness needing medical attention in the prior 12 months (All ages)	usage for medical conditions Age of menses Accidents and injuries needing medical attention in the prior 12 months Illness needing medical attention in the prior 12 months Asthma detailed series (started 2004) - How often in past month experienced; How much does asthma affect schoolwork, gym or phys ed classes, sports or bike riding or running? Asthma history of parents.	Whether have activity limitations due to health or mental health	Detailed series on physical functionality and disability reported by youth Physical development reported by youth in ACASI Age of menses Pregnancy history reported by youth in ACASI Whether have activity limitations due to health or mental health Blindness, use of eye glasses Hearing problems STDs
Detail: Health Care and Coverage			
Hospitalization history since birth (All ages) Date of last routine health and dental check ups; immunization status (All ages) Health care coverage (All ages) Whether child is covered (in CDS & PSID) Provider (employer-provided, individual plan, public program) Amount of money paid, who pays for health care plan	Hospitalization history since birth Date of last routine health and dental check ups; immunization status Pregnancy history reported by youth Health care coverage Whether child is covered Provider (employer-provided, individual plan, public program)	Health care coverage Whether child is covered Provider (employer-provided, individual plan, public program)	Date of last routine health and dental check ups; location of care, reasons for not going in past 12 months – all reported by youth If haven't seen doctor, reason why Pap smear – whether had, results Dental examination – whether gone in past 12 months Psychological counseling – whether gone in past 12 months Health insurance coverage –whether have, type of coverage reported by parent Prescription drug use, whether and reasons why ER visits in past 12 months Alternative medicine – whether use, specific approaches

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Detail: Health Behaviors			
Typical breakfast foods (Self-report 10-18 Yrs) Frequency eat main food groups and junk food in past seven days (Self-report 10-18 Yrs) Frequency skip meals (TA: 18+ Yrs) Youth reported whether currently trying to loose or gain weight; strategies (Self-report 10-18 Yrs) Amount of time spent in exercise both in and out of school (Self-report 10-18 Yrs) Frequency engage in vigorous physical activity; moderate physical activity; weight lifting (TA: 18+ Yrs) Importance of physical activity (TA: 18+ Yrs) Binge eating (TA: 18+ Yrs) Amount of sleep, evaluation of sufficiency of sleep (Self-report 10-18 Yrs; TA: 18+ Yrs) Number of days wore seatbelt (Self-report 10-18 Yrs) Sexual intercourse: ever had, age first had sex, use of birth control (Self-report 10-18 Yrs)	Frequency of physical exercise Sexual intercourse: ever had, age first had sex, use of birth control Sex education in school and through family Frequency eat fruits/vegetables (young adult)	Number of days eat breakfast Number of days eat main food groups Number of days exercised 30 minutes or more Number of days wore seatbelt Sexual intercourse: ever had, age first had sex, use of birth control	Nutrition: typical breakfast foods Nutrition: frequency eat main food groups and junk food in past seven days Currently trying to loose or gain weight; strategies Frequency go to fitness center Amount of sleep, evaluation of sufficiency of sleep Number of days wore seatbelt Sexual intercourse, use of birth control; types of birth control, motivations for use of birth control Health education at school Sun exposure Tattoos, ear piercing
Detail: Mental Health			
Diagnosis for mental health problem (PCG report 3-18 Yrs) Whether child/youth has seen a psychiatrist in past 12 months (PCG report 3-18 Yrs)	Diagnosis for mental health problem, mother reported for children and Self-report for YAs Take medication for mental health problem Depression, “moods” items from Child CSAS	--	Diagnosis for mental health problem In past 12 months: whether had psychological counseling, drug abuse or alcohol abuse treatment program; location

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Depression, Kovacs Child Depression Inventory (Self-report 12-18 Yrs) Depression, CIDI Screener items (TA: 18+ Yrs) K-6 Non-Specific Psychological Distress Scale (TA: 18+ Yrs) Social anxiety (TA: 18+ Yrs)	questionnaire (YA) CES-D Child-reported depression, "moods" items from Child CSAS questionnaire for children 10-14; CES-D for young adults 15+ years; Zill & Peterson & Achenbach Behavior Problem Index subscales (mother-reported)		of counseling and of treatment program (youth reported) Depression Scale Suicidal intentions, attempts of suicide, if attempt resulted in needing medical attention
Detail: Psychological, Emotional, Social Well Being			
General Self Worth: Global Self Concept Scale (Self-report 8-18 Yrs) Perceived self-confidence in academics – Eccles Self Concept for Reading, Math (Self-report 8-18 Yrs) Temperament –items from Rothbart's Infant Behavior Q'naire, Kagan's Compliance Scale, Campos Behavioral Style Scale (Under 3 Yrs) Behavior Problems Index, Zill & Peterson (PCG report 3-18 Yrs, in CDS-I, OCG, Absent Father, and Teacher reported as well) Anti-Social Behavior Deviant /delinquent behaviors: damaged property less than $50/more than $50, stole, attacked someone, sold drugs (Self-report 12-18 Yrs) Experiences with Illegal activities, arrests, and incarcerations (Self-report 12-18 Yrs; TA: 18+ Yrs) Propensity for risk taking (TA 18+ Yrs)	Perceived Self-Confidence (8+ Yrs, Self-report) Academic & General Self Worth: Harter's Self Perception Profile for Children Temperament –items from Rothbart's Infant Behavior Q'naire, Kagan's Compliance Scale, Campos Behavioral Style Scale (Ages: Under 7 Yrs, mother reported) Gender role attitudes (10-14) Propensity for Risk Taking (10-14 Yrs) Behavior Problems Index, Zill & Peterson (4-14 Yrs, mother reported) Anti-Social Behavior (10+ Yrs, Self-report) Illegal activities Deviant /delinquent behaviors: damaged property less than $50/more than $50, stole, attacked someone, sold drugs (YA) Pearlin Mastery (YA) Rosenberg Self-Esteem (YA) Self-report Propensity for Risk Taking	General Self Worth Behavioral/Emotional Problems – Achenbach Youth Report Delinquency Ever run away from home Delinquency series from NLSY79 Arrests History before age 12 Arrests since last interview, dates, reason Conviction, sentence, dates; if did not go to court, outcome of the arrest (counseling, appearance before judge, etc.)	Perceived Self-Confidence (general measure) Self-Efficacy for sexual behaviors Propensity for Risk Taking - extensive battery of items Anti-Social Behavior Illegal activities Deviant /delinquent behaviors Life satisfaction BEM Inventory Gambling: lottery tickets, casino tables, video games for money, other games for money, use gambling to relieve guilt, anxiety, depression, helplessness, ever caused serious problems with relationships Propensity for Risk Taking

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Positive behaviors (PCG report 3-18 Yrs) Pro-social behaviors (Self-report 10-18 Yrs) Worries (Self-report 8-18 Yrs; TA 18+ Yrs) Emotional Well Being, Social Well Being, and Psychological Well Being Scales from the MIDUS (Self-report 12-18 Yrs; TA 18+ Yrs) Self-Confidence (TA 18+ Yrs) Social integration (TA 18+ Yrs) Social identity (TA 18+ Yrs)	6-item scale) (YA) Women's roles		
Detail: Self-Evaluated Skills and Responsibilities			
Self-Rated skills in analytic thinking, problem solving, leadership, decision making, working with others, math and science (TA: 18+ Yrs) Self-rated level of responsibility for financial independence, ability to solve own problems; self-evaluation of skills in these areas (TA: 18+ Yrs)			Self-rated intelligence
Detail: Alcohol, Tobacco, and Drug Use			
Alcohol Use (12+ Yrs; TA 18+ Yrs) Ever had a drink Ever drink when not around parents or other adults Age first had a drink when not around adults Past 12 months: frequency of use; number of drinks each time, number of days binge-drank (5+ in a row), number of days drunk	Alcohol Use (10+ Yrs, YA) Ever used Age first used If used in past three months; number of times got drunk in past 12 months Tobacco Use (10+ Yrs, YA) Age first used cigarettes, extent of use	Alcohol Use Ever used Age first used Quantity and frequency of use in past 30 days: number of day s drank one or more beverages, number of drinks per occasion, number of days had 5+ drinks in a row; number of days drank before/during school and/or work	Alcohol Use Ever had a drink Ever drink when not around parents or other adults Age first had a drink when not around adults Past 12 months: frequency of use; number of drinks each time, number of days drank five or more in a row (binged), number of

CDS	NLSY79 Children	NLSY97 Children	ADD Health
Preferred drink (beer, etc.) Availability of alcohol in the home Tobacco Use (12+ Yrs; TA 18+ Yrs) Ever tried smoking; ever tried chewing tobacco Age first used cigarettes, chewing tobacco regularly; extent of use Ever tried to quit smoking Regular or social smoker? (TA: 18+ Yrs) Age first / last smoked regularly (TA: 18+ Yrs) Number of cigarettes per occasion/ per day (TA: 18+ Yrs) Drug Use (12+ Yrs) Ever used: marijuana, inhalants Age first used; use in past 30 days, in lifetime Drug Use (TA: 18+ Yrs) Ever used: diet pills, amphetamines, marijuana, cocaine, barbiturates, tranquilizers, steroids, prescription Age first used Frequency of use: lifetime, past 12 months, past 30 days	Drug Use (10+ Yrs, YA) Ever used: marijuana, inhalants, hallucinogens, cocaine, amphetamines Age first used; if used in past three months	Tobacco Use Ever tried smoking Age first used cigarettes, number of days in prior 30 smoked; number of cigarettes per day smoked Drug Use Ever used: marijuana, inhalants, hallucinogens, cocaine, amphetamines Age first used; number of times use in past 30 days, in lifetime Past 30 days, frequency took drug before / during school	days gotten drunk Past 12 months, number of times: felt hung over, felt sick to stomach or threw up after drinking, got into a physical fight because had been drinking, regretted doing something because had been drinking, had problems with friends, family, boy/girl friend because had been drinking Availability of alcohol in the home Tobacco Use Ever tried smoking; ever tried chewing tobacco Age first used cigarettes, chewing tobacco regularly; extent of use Ever tried to quit smoking Drug Use Ever used: marijuana, inhalants, hallucinogens, cocaine, amphetamines Age first used; number of times use in past 30 days, in lifetime Past 30 days, frequency took drug using a needle; own needle? Ever share a needle? If bleach needle before use?
Detail: Violence			
Lifetime experiences of physical and sexual abuse (TA: 18+ Yrs)	--	Fire arms and weapons Ever use one; number of times in past 30	Lifetime experiences of physical and sexual abuse

CDS	NLSY79 Children	NLSY97 Children	ADD Health
		days Ever carried one to school; number of times in past 30 days	Fire arms and weapons Easily available? Ever use one; number of times in past 30 days Ever carried one to school; number of times in past 30 days Violence Frequency respondent witnessed violence in past 12 months Frequency engaged in violence in past 12 months by getting shot at, stabbed, jumped; or by shooting, stabbing or jumping someone else Number of times in past 12 months received medical attention due to violent act Joint occurrences of drug, alcohol, and risk behaviors
Detail: Religiosity & Spirituality			
Religious identification and attendance (Self-report 12-18 Yrs; TA: 18+ Yrs) Importance of religion to the youth (Self-report 12-18 Yrs; TA: 18+ Yrs) Spirituality and importance of spirituality to the youth (Self-report 12-18 Yrs; TA: 18+ Yrs) Participation in religious activities outside of service attendance (Self-report 12-18 Yrs; TA: 18+ Yrs)	Religious identification and attendance	Religious identification and attendance	Religious identification, attendance Religious importance

CDS	NLSY79 Children	NLSY97 Children	ADD Health
Detail: Relationships			
Closeness to parents (Self-report 12-18 Yrs; TA: 18+ Yrs) Closeness to other adults – relatives and adults at school, in community (Self-report 8-18 Yrs) Experiences with peer bullying (Self-report 8-18 Yrs) Experiences with discrimination (TA: 18+ Yrs) Peer characteristics – % of friends who encourage positive behaviors, deviant or disobedient behaviors, illegal activity, engage in school and community activities (Self-report 12-18 Yrs) % of friends who deviant, instrumentally motivated, conventional, socially involved (A: 18+ Yrs) Number of friends who are involvement in the same extra-curricular activities as respondent (Self-report 10-18 Yrs) Disclosure of activities / whereabouts to parents (Parental Monitoring from Youth Perspective) (Self-report 12-18 Yrs) Number of friends who use of drugs, alcohol, tobacco (Self-report 12-18 Yrs) Psychological control by mother; by father; by boy/girl friend (Self-report 12-18 Yrs)	Closeness to parents Reported disclosure of activities/whereabouts to parents	Closeness to parents Youth reported disclosure of activities / whereabouts to parents Peer characteristics - % of friends who encourage positive behaviors, deviant or disobedient behaviors, illegal activity, engage in school and community activities Psychological control by parents	Closeness to parents Closeness to and time spent with siblings Detailed peer network (see above) for characteristics of five closest male and five closest female friends Closeness to others at school; connectedness to school Discrimination at school
Detail: Marriage, Cohabitation, Dating			
Dating – whether parents allow youth to date,	(YA) Relationship quality for married or	Dating – ever went on unsupervised date,	Detailed marital history

CDS	NLSY79 Children	NLSY97 Children	ADD Health
ever dated, characteristics of girl/boy friend (Self-report 12-18 Yrs) Dating – age at first date, frequency of dating, number of people dated, subjective evaluation of relationship (TA: 18+ Yrs) Current marital status, age at first marriage, subjective evaluation of relationship (TA: 18+ Yrs) Cohabitation status, age first starting living together, subjective evaluation of relationship (TA: 18+ Yrs)	cohabiting (YA) Dating – ever went on date, age at first date, frequency of dating, number of people dating, quality of relationship for YAs dating only one person (YA) Current marital status, age at first marriage, subjective evaluation of relationship (YA) Cohabitation status, age first starting living together, subjective evaluation of relationship	age of first date, frequency of dating in past year, number of people dated	Detailed cohabitation history Detailed information on romantic relationships
Detail: Fertility and Child Rearing			
Fertility history and status (TA 18+ Yrs; PSID) Current parenting experiences and practices (TA: 18+ Yrs) Self-evaluation of parenting abilities (TA: 18+ Yrs)	(YA) Fertility history and status (YA) Parenting attitudes (YA) Birth weight and length (YA) Medical visits during the first year due to sickness or injury (YA) Baby care and breastfeeding (YA) Child care: arrangements, hours in care, expenses, HOME scale parenting items		Fertility history and status Baby's health Child's residential status Child support
Detail: Employment			
Current/summer employment (Self-report 12-18 Yrs) Employment characteristics, job title, hours, wages Satisfaction, ability to learn new things on the job, if current work fits in with future aspirations	Current employment (for younger children): Employment characteristics, job title, hours, wages (YA) Detailed work history is collected, including occupation, industry, hours and wages (YA) Experiences with job searches (YA) Extensive series on vocational training	For 14+ years Employment history Employment characteristics, job title, hours, wages	Ever have a job? Ever have a condition limiting work can do Current employment: Employment characteristics, job title, hours, wages Work for pay in the last four weeks Average number of hours work during school year; earnings from all jobs

CDS	NLSY79 Children	NLSY97 Children	ADD Health
Detailed work history is collected, including occupation, industry, hours and wages (TA 18+ Yrs) Experiences with job searches (TA 18+ Yrs) Vocational training (TA 18+ Yrs) Military experiences, including: dates, MOS, college savings plan, career military (TA 18+ Yrs) Evaluation of current employment and training experiences (TA 18+ Yrs)	(YA) Military experiences, including: dates, MOS, college savings plan, career military		combined Average number of hours work during summer, earnings from all jobs combined Military experiences, including: dates, MOS, college savings plan, career military Vocational training
Detail: Wealth			
Receive an allowance (12-18 Yrs) Have a savings or bank account in own name; amount of money in the account (12-18 Yrs; TA 18+ Yrs) Saving for future schooling? Saving for something else? (12-18 Yrs) Use any of own money (and amount) for people in family for such expenses as: bills, food, rent or home payments, gifts, clothes, child care, car expenses (12-18 Yrs) Amount of money spent in the last 12 months on: car payments, insurance, and other expenses; after school activities, school supplies, gifts for non-relatives (12-18 Yrs) Amount of money spent in the last 3 months on: music, video games, clothes, books / magazines, going out with friends or dates, public transportation (12-18 Yrs) Income from transfers and assets (TA: 18+ Yrs)	Receive an allowance (YA) Income from transfers and assets (detailed) (YA) Financial assistance from parents and other relatives (YA) Value of personal vehicles, stocks, mutual funds, other investments, checking and savings accounts (YA) Financial strain	Receive an allowance Asset and debts collected at ages 18, 20, and every 5 years subsequently	Receive an allowance Income from transfers and assets (Detailed) Credit card and student loan debt

CDS	NLSY79 Children	NLSY97 Children	ADD Health
Financial assistance from parents and other relatives (TA: 18+ Yrs) Value of personal vehicles, stocks, mutual funds, other investments, checking and savings accounts (TA: 18+ Yrs) Credit card and student loan debt (TA: 18+ Yrs)			
Detail: Neighborhood Context			
Geo-coded sensitive data contract files PCG report information about neighborhood quality, cohesion, safety, preference Interviewer observations of neighborhood	Geo-coded sensitive data contract files Parent reported (1992) and youth reported (young adult, 1994-2002) information about neighborhood quality and safety; one child-report item about neighborhood safety Interviewer observations of neighborhood	Geo-coded sensitive data contract files Parent reported (1997) and youth reported information about neighborhood quality and safety; one child-report item about neighborhood safety Interviewer observations of neighborhood	Geo-coded sensitive data contract files Parent and youth reported information about neighborhood quality, cohesion, preference
Detail: School Context			
Caregiver report on school enrollment, costs, special programs, private / public / other at all waves Youth report of specific courses and grades received in those courses for current and prior terms at Wave 2 (when the sample had moved into middle/high school age range) NCES CCD linkages for public schools; PSS linkages for private schools Curriculum catalogs Teacher reports of: Perception of student competence, grade progression, absences Parental contacts and involvement in school Language arts and math grouping, classroom	For children 14 and under, parent report on school enrollment, costs, special programs, private / public / other; comparable data obtained directly from YA respondents Transcripts, providing a history of the respondent's: Achievement test scores (ACT, PSAT, SAT I, SAT II, AP) Information on absences and tardies, completion status, and dates of enrollment Whether participated in programs such as gifted, bilingual, or special education Beginning and ending dates of the term, the way in which the school year is divided (such as a season, semester, entire year, or another	Parent report on school enrollment, costs, special programs, private / public / other Youth report of specific courses and grades received in those courses Transcripts, providing a history of the respondent's: Achievement test scores (ACT, PSAT, SAT I, SAT II, AP) Information on absences and tardies, completion status, and dates of enrollment Whether participated in programs such as gifted, bilingual, or special education Beginning and ending dates of the term, the way in which the school year is divided (such as a season, semester, entire year, or	Supplemental research programs on school environment: http://www.prc.utexas.edu/ahaa/descrip.html Administrator interviews, Wave I CCD linkages Curriculum catalogs High School Transcript Release Forms, Wave III

CDS	NLSY79 Children	NLSY97 Children	ADD Health
organization, adequacy of classroom supplies and equipment Background and experience of the teachers, Time use diary (CDS-I only) Characteristics of the school	system), the academic year of the term, the respondent's grade level that term, and the number of credits earned Course-specific variables include the course code from the Revised Secondary School Taxonomy (SST-R), the grade earned in the course, and the credit value of the course NCES CCD linkages	another system), the academic year of the term, the respondent's grade level that term, and the number of credits earned Course-specific variables include the course code from the Revised Secondary School Taxonomy (SST-R), the grade earned in the course, and the credit value of the course Administrator interviews, Rounds 1 and 2 NCES CCD linkages	
Detail: Peer Networks			
NA	NA	NA	From website: Data on peer networks is a unique strength for Add Health Study. Through the "In-School Interview", friendship networks were identified for maximum of five male and five female friends of each respondent. Information is available about the strength of friendship ties, patterns of association within the school, and density and centralization of the social network within the school context. Through the "In-home Interview", data were collected from respondents on best friends, romantic partners, and sexual partners. Data were collected from young adults and a sample of 1,507 partners in Wave III – one-third married, one-third cohabiting, and one-third dating partners, representing a wide spectrum of relationship intimacy and commitment.

CDS	NLSY79 Children	NLSY97 Children	ADD Health
Data Access			
Internet-based Data Center that allows: Search and browse Customized codebooks Auto merge PSID/CDS data; select output type Subsetting options Data cart management No user fee or contract Intergenerational and sibling dataset creation through the Family Identification and Mapping System Internet-based zip-files for core, supplemental data Sensitive data contracts for geocode data and school identifiers to link to NCES CCD and PSS. Nonrefundable fee is $750.	NLS data are online for download at no cost and available on compact discs, containing all public information about all NLS cohorts. CD purchase is $20, including shipping. Information on data download at the NLS Product Availability Center: http://www.bls.gov/nls/home.htm#order. Access to data & documentation at no charge: Search and browse Customized extracts with codebooks and SAS/SPSS/STATA code to read file; children and young adults can be merged with complete main Youth mothers' records. Sensitive data contracts (Fee is $20): Geocode data The Zip Code and Census Tract files for NLSY79 and NLSY97 The 1995 NLSY79 Child and Young Adult School Survey	NLS data are on compact discs, containing all public information about all NLS cohorts. Purchase is $20, including shipping, or may be downloaded with no charge at the NLS Product Availability Center Sensitive data contracts (Fee is $20): Geocode data The Zip Code and Census Tract files for NLSY79 and NLSY97 The 1996 NLSY97 School Survey The 2000 NLSY97 School Survey	Public-use data are distributed by Sociometrics on CD-ROM. Purchase price is $175 for Waves 1&2 (combined); $15 for User Guide; and $175 for Wave 3, $15 for the User Guide to Wave 3. Restricted-use contractual Add Health data are also available. Nonrefundable fee is $750.

Table 1: Large Scale Survey Datasets & Selected Career Development Variables

Dataset Acronym & Full Name	Brief Dataset Description	Selected Career Development Variables
NELS: National Education Longitudinal Study	Cohort of eighth graders surveyed in 1988 and again in 1990, 1992, 1994 and 2000. Participants' parents, teachers and school principals also surveyed.	Work salience; Vocational and educational expectations; Work satisfaction (job conditions, security, opportunities for advancement, income); Workplace training; Adult occupational attainment; Academic experiences (school-based learning programs, high school graduation status, postsecondary experiences).
ELS: Educational Longitudinal Study	Cohort of tenth graders surveyed in 2002 and again in 2004, 2006 (future waves planned). Participants' parents, teachers and school principals also surveyed.	Work salience; Vocational and educational expectations; Work satisfaction (job conditions, security, opportunities for advancement, income); Workplace training; Academic experiences (school-based learning programs, high school graduation status, postsecondary experiences).
NLSY: National Longitudinal Survey of Youth	Youth (ages 12 to 16) and one parent surveyed in 1997; follow-up waves annually. Participants' schools surveyed in 2000.	Work experiences since age 14 (e.g. hours work per week, pay, industry type); Academic experiences (achievement test scores, school-based learning programs, high school graduation status, postsecondary experiences); Educational and vocational expectations; Job satisfaction; Adult occupational attainment.
HS&B: High School & Beyond	Cohorts of high school sophomores and seniors followed every other year from 1980 to 1986 (sophomore cohort surveyed again in 1992)	Work salience; Work satisfaction; Work experiences (workplace training offered, racial/ethnic diversity in current occupation); Job income (data for each of nine years after highest degree attained); Educational expectations; High school and postsecondary experiences.
B&B: Baccalaureate and Beyond	Surveys of graduating college seniors began in 1993, with follow-up waves in 1994, 1997, and 2003. Postsecondary transcripts included.	Educational expectations; Postsecondary institution information, Postsecondary experiences (major, GPA), Vocational expectations; Work satisfaction (benefits, salary), Occupational attainment, Reasons for choosing current and future occupation; Job search strategies.
BPS: Beginning Postsecondary Students	One cohort of college students began in 1992, follow-up wave in 1994; parents surveyed. Second cohort began in 1996, with follow-ups in 1998 and 2001.	Work salience, Vocational expectations, Educational expectations, Job search strategies; Occupational training; Adult occupational attainment; Work satisfaction (job conditions, security, opportunities for advancement, income).

TABLES

Table: Birth cohort, age, and year of data collection (NLSY, NCDS, BCS70) - summary

Study	Birth	Age	0-4	5-8	9-11	12-14	15-17	18-20	21-23	24-26	27-30	31-33	34-36
NLSY97	1980						x	x	x	x			
	1981						x	x	x				
	1982					x	x	x	x				
	1983					x	x	x	x				
	1984					x	x	x					
NLSY79	1957								x	x	x	x	x
	1958							x	x	x	x	x	x
	1959							x	x	x	x	x	x
	1960							x	x	x	x	x	x
	1961						x	x	x	x	x	x	x
	1962						x	x	x	x	x	x	x
	1963						x	x	x	x	x	x	x
	1964					x	x	x	x	x	x	x	x
NCDS	1958		x	x	x		x		x			x	
BCS70	1970		x	x	x		x			x	x		x

Table: Birth cohort, age, and year of data collection (NLSY, NCDS, BCS70)

		YEAR																												
	Birth Cohort	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984
NLSY97	1980																										B				
	1981																											B			
	1982																												B		
	1983																													B	
	1984																														B
NLSY79	1957			B																						21	22	23	24	25	26
	1958				B																					20	21	22	23	24	25
	1959					B																				19	20	21	22	23	24
	1960						B																			18	19	20	21	22	23
	1961							B																		17	18	19	20	21	22
	1962								B																	16	17	18	19	20	21
	1963									B																15	16	17	18	19	20
	1964										B															14	15	16	17	18	19
NCDS	1958				B*							7				11					16							23			
BCS70	1970																B*		2			5		7			10				
Child-NLSY	1975-2004																														

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	Birth Cohort	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
NLSY97	1980													16	17	18	19	20	21	22	23	24	25	*	*		
	1981													15	16	17	18	19	20	21	22	23	24	*	*		
	1982													14	15	16	17	18	19	20	21	22	23	*	*		
	1983													13	14	15	16	17	18	19	20	21	22	*	*		
	1984													12	13	14	15	16	17	18	19	20	21	*	*		
NLSY79	1957	27	28	29	30	31	32	33	34	35	36		38		40		42		44		46		48		*		
	1958	26	27	28	29	30	31	32	33	34	35		37		39		41		43		45		47		*		
	1959	25	26	27	28	29	30	31	32	33	34		36		38		40		42		44		46		*		
	1960	24	25	26	27	28	29	30	31	32	33		35		37		39		41		43		45		*		
	1961	23	24	25	26	27	28	29	30	31	32		34		36		38		40		42		44		*		
	1962	22	23	24	25	26	27	28	29	30	31		33		35		37		39		41		43		*		
	1963	21	22	23	24	25	26	27	28	29	30		32		34		36		38		40		42		*		
	1964	20	21	22	23	24	25	26	27	28	29		31		33		35		37		39		41		*		
NCDS	1958							33				37					42		44		46		48		*		
BCS70	1970		16						21				26				30				34		36		*		
Child-NLSY	1975-2004		#		#		#		#		#		#		#		#		#		#		#		*		

Table: Age By Birth Cohort (NLSY, NCDS, BCS70)

	AGE																								
	Birth Cohort	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
NLSY97	1980																	X	X	X	X	X	X	X	X	X
	1981																X	X	X	X	X	X	X	X	X	
	1982															X	X	X	X	X	X	X	X	X		
	1983														X	X	X	X	X	X	X	X	X			
	1984													X	X	X	X	X	X	X	X	X				
NLSY79	1957																						X	X	X	X
	1958																					X	X	X	X	X
	1959																				X	X	X	X	X	X
	1960																			X	X	X	X	X	X	X
	1961																		X	X	X	X	X	X	X	X
	1962																	X	X	X	X	X	X	X	X	X
	1963																X	X	X	X	X	X	X	X	X	X
	1964															X	X	X	X	X	X	X	X	X	X	X
NCDS58	1958	X							X				X					X							X	
NCDS Child	1976																X									
	1977															X										
	1978														X											
	1979													X												
	1980												X													
	1981											X														
	1982										X															
	1983									X																
	1984								X																	
	1985							X																		
	1986						X																			
	1987					X																				
	1988				X																					
	1989			X																						
	1990		X																							
	1991	X																								
BCS70	1970	X					X					X						X								
MCS	2000		X		X			X																		
Child-NLSY	1975	Biennially from 1986 onward (All Ages)																								
& YAG	…																									
	2004																									

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		AGE																									
	Birth Cohort	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
NLSY97	1980																										
	1981																										
	1982																										
	1983																										
	1984																										
NLSY79	1957	X	X	X	X	X	X	X	X	X	X	X	X		X		X		X		X		X		X		
	1958	X	X	X	X	X	X	X	X	X	X	X		X		X		X		X		X		X			
	1959	X	X	X	X	X	X	X	X	X	X		X		X		X		X		X		X				
	1960	X	X	X	X	X	X	X	X	X		X		X		X		X		X		X					
	1961	X	X	X	X	X	X	X	X		X		X		X		X		X		X						
	1962	X	X	X	X	X	X	X		X		X		X		X		X		X							
	1963	X	X	X	X	X	X		X		X		X		X		X		X								
	1964	X	X	X	X	X		X		X		X		X		X		X									
NCDS58	1958									X									X				X		X		
NCDS Child	1976																										
	1977																										
	1978																										
	1979																										
	1980																										
	1981																										
	1982																										
	1983																										
	1984																										
	1985																										
	1986																										
	1987																										
	1988																										
	1989																										
	1990																										
	1991																										
BCS70	1970		X			X		X																			
MCS	2000																										
Child-NLSY	1975																										
& YAG	…																										
	2004																										

MTF COHORT SEQUENTIAL LONGITUDINAL DESIGN

Class Year	Year of Survey Administration																					
	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98
76	BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5	FU5	FU6	FU6	FU7	FU7								
77		BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5	FU5	FU6	FU6	FU7	FU7							
78			BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5	FU5	FU6	FU6	FU7	FU7						
79				BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5	FU5	FU6	FU6	FU7	FU7					
80					BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5	FU5	FU6	FU6	FU7	FU7				
81						BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5	FU5	FU6	FU6	FU7	FU7			
82							BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5	FU5	FU6	FU6	FU7	FU7		
83								BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5	FU5	FU6	FU6	FU7	FU7	
84									BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5	FU5	FU6	FU6	FU7	FU7
85										BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5	FU5	FU6	FU6	FU7
86											BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5	FU5	FU6	FU6
87												BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5	FU5	FU6
88													BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5	FU5
89														BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4	FU5
90															BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4	FU4
91																BY	FU1	FU1	FU2	FU2	FU3	FU3	FU4
92																	BY	FU1	FU1	FU2	FU2	FU3	FU3
93																		BY	FU1	FU1	FU2	FU2	FU3
94																			BY	FU1	FU1	FU2	FU2
95																				BY	FU1	FU1	FU2
96																					BY	FU1	FU1
97																						BY	FU1
etc																							

BY = Base Year (Modal Age 18)
FU1 = 1st Follow-Up (Ages 19-20)
FU2 = 2nd Follow-Up (Ages 21-22)
FU3 = 3rd Follow-Up (Ages 23-24)
FU4 = 4th Follow-Up (Ages 25-26)
FU5 = 5th Follow-Up (Ages 27-28)
FU6 = 6th Follow-Up (Ages 29-30)
FU7 = 7th Follow-Up (Ages 31-32)