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**The National Longitudinal Study
of the High School Class of 1972 (NLS-72)**

Fifth Follow-Up (1986)

Final Technical Report

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1. INTRODUCTION

The fifth follow-up survey of the National Longitudinal Study of the High School Class of 1972 (NLS-72) took place during spring and summer of 1986. A mail questionnaire was sent to a subsample of 14,489 members of the original sample of 22,652. A total of 12,841 persons returned the questionnaire, for a response rate of 89 percent. By the time of the survey, the sample members averaged 32 years of age and had been out of high school for 14 years.

In order to take advantage of the efficiencies offered by the simultaneous administration of two surveys, the fifth follow-up was designed to be implemented along with the third follow-up of High School and Beyond. Hence, activities for the two surveys were carried out in parallel during all phases of survey design and implementation, including instrument development, field testing, data collection, data processing, and construction of data files.

The fifth follow-up survey marked the first time that NORC conducted the NLS-72 survey. Educational Testing Service (ETS) was responsible for the base year survey, and Research Triangle Institute (RTI) carried out the first through fourth follow-up surveys.

The Center for Education Statistics (CES) has been the primary sponsor of the NLS-72 surveys. However, as the sample has aged, groups outside the Department of Education have taken an interest in the database. The fifth follow-up survey offered the opportunity to gather information on experiences and attitudes of a sample for whom an extensive history already existed. The National Institute of Child Health and Human Development, the National Science Foundation, the Spencer Foundation, and the Graduate Management Admissions Council have all taken this opportunity and have funded supplemental survey questions.

The National Institute of Child Health and Human Development provided funds to add about ten pages of questions on marital history, divorce, child support, and economic relationships in modern families. The National Science Foundation provided support for a supplementary survey of all the NLS-72 sample members who had obtained teaching certification and/or who had teaching experience. A separate questionnaire, the Teaching Supplement, was mailed to eligible respondents. In addition, several items were added to the main questionnaire to obtain information on people's attitudes towards the teaching profession. A grant from the Spencer Foundation permitted the inclusion of a series of attitude questions relating to self-esteem, job satisfaction, satisfaction with school experiences, and participation in community affairs. These items had all been in prior rounds of the survey. Finally, the Graduate Management Admissions Council supported a sequence of questions in the education section of the questionnaire aimed at understanding the kinds of individuals who apply to and matriculate to graduate management programs.

More detailed information on the data files and how to use them can be found in Tourangeau, R.; Sebring, P.; Campbell, B.; Glusberg, M.; Spencer, B.; and Singleton, M.: The National Longitudinal Study of the High School Class of 1972 (NLS-72) Fifth

1.1 The CES Longitudinal Studies Program: Overview

The mandate of the Center for Education Statistics, formerly the National Center for Education Statistics (NCES), includes the responsibility to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of high school students, CES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study longitudinally the educational, vocational, and personal development of high school students and the personal, familial, social, institutional, and cultural factors that may affect that development.

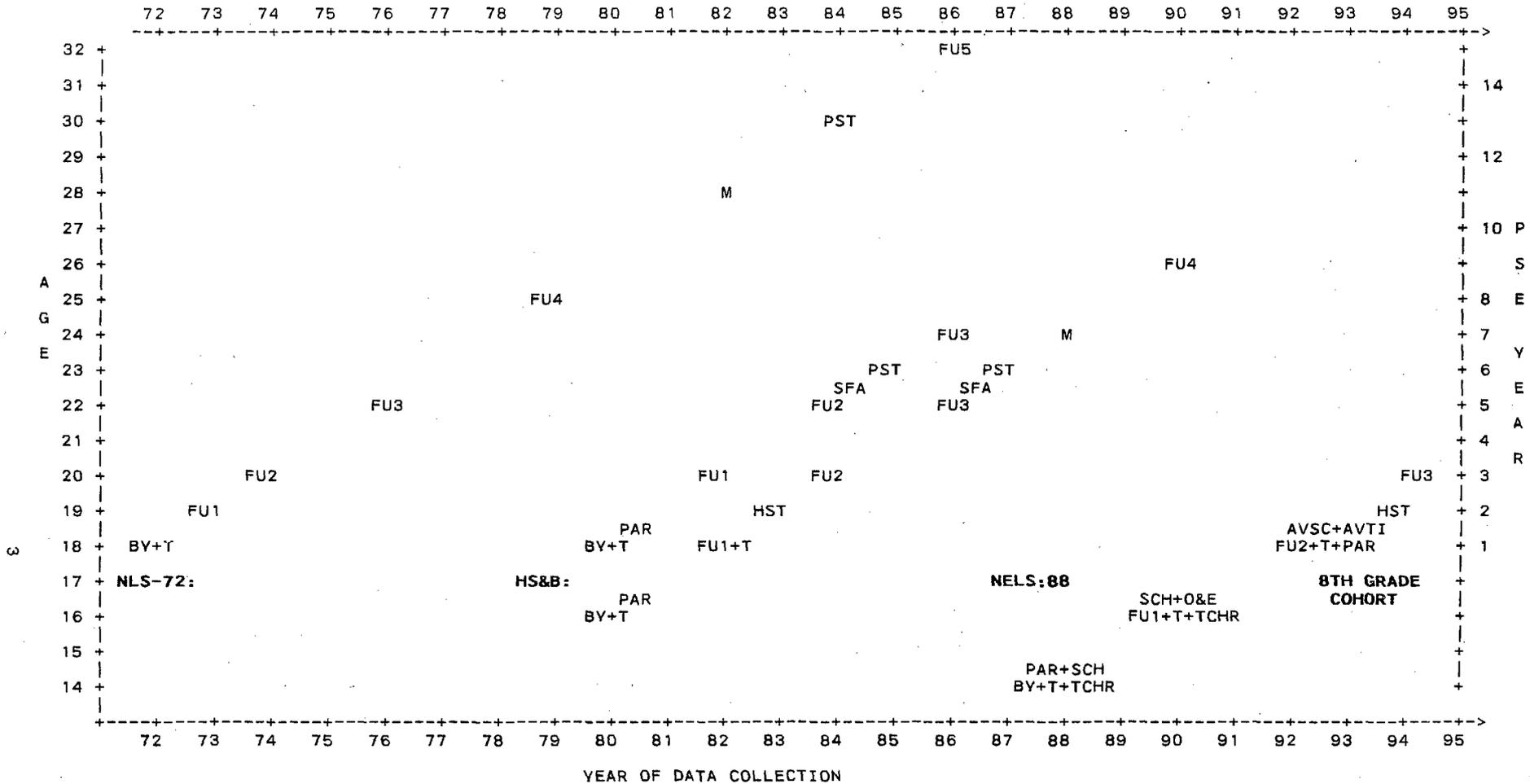
The overall NELS program utilizes longitudinal, time-series data in two ways: each of several cohorts is surveyed at regular intervals over a span of years, and comparable data are obtained from successive cohorts, permitting studies of trends relevant to educational and career development and societal roles. Thus far, the NELS program consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72), High School and Beyond (HS&B), and the National Education Longitudinal Study of 1988 (NELS:88).

The first major study, NLS-72, began with the collection of comprehensive base year survey data from approximately 19,000 high school seniors in the spring of 1972. The NLS-72 first follow-up survey in the spring of 1973 added to the sample nearly 4,500 individuals who did not participate at the time of the base year survey. Three more follow-up surveys were conducted in the fall and winter of 1974, 1976, and 1979, using a combination of mail surveys and personal and telephone interviews.

The second major survey, HS&B, was designed to inform Federal and State policy in the decade of the 1980s. HS&B began in the spring of 1980 with the collection of base year questionnaire and test data on more than 58,000 high school seniors and sophomores. The first follow-up survey was conducted in the spring of 1982, and the second follow-up survey in the spring of 1984. The HS&B third follow-up survey was conducted concurrently with the NLS-72 fifth follow-up in the spring and summer of 1986.

The four survey cohorts (the NLS-72 seniors, the HS&B seniors and sophomores, and the NELS:88 8th graders) are displayed in Figure 1, according to their actual or planned survey years and their modal age at the time of each survey. As shown, the NLS-72 seniors were first surveyed in 1972 at age 18 and have been resurveyed five times since, with the last survey occurring in 1986 when these young adults were

Figure 1. RESEARCH DESIGN FOR NATIONAL EDUCATION LONGITUDINAL STUDIES



NLS-72 = National Longitudinal Study of the High School Class of 1972
 BY = Base Year Data Collection
 T = Cognitive Test Administration
 FU1 = First Follow-Up Data Collection
 FU2 = Second Follow-Up Data Collection
 FU3 = Third Follow-Up Data Collection
 HS&B = High School and Beyond: 1980
 TCHR = Survey of Teachers
 AVSC = Area Voc School Augmentation
 AVTI = Area Voc/Technical Institute Teachers

FU4 = Fourth Follow-Up Data Collection
 FU5 = Fifth Follow-Up Data Collection
 M = Maintenance of Address Data
 PST = Postsecondary Education Transcripts
 PAR = Survey of Parents
 HST = High School Transcripts
 SFA = Student Financial Aid Records
 NELS:88 = National Education Longitudinal Study: 1988
 O&E = Offerings and Enrollments Data
 SCH = School Survey

about 32 years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. This design makes possible three types of comparison.

First, the three cohorts can be compared on a time-lag basis (intercohort or intergenerational). For example, the high school seniors of 1972 and the high school seniors of 1980 and 1982 can be compared to determine changes over time in distribution and needs and in the composition of this group.

Second, fixed-time comparisons can be undertaken. For a given year, the data collection for each cohort can be viewed as a cross-sectional study. It is possible, for example, to compare employment rates in 1986 of 22-, 24-, and 32-year-olds.

The third type of analysis is longitudinal (within cohort) and is designated in Figure 1 by the diagonal lines. In analyzing the data, it is possible to control for the effects of different life histories and thereby isolate educational effects of differential life experiences.

1.2 Prior Waves of NLS-72

In 1968, NCES conducted a survey to determine the specific data needs of educational policy makers and researchers. Respondents to the survey expressed a need for data that would allow comparisons of student educational and vocational experiences with later outcomes. This finding provided the impetus for CES to begin planning for the first of an intended series of national longitudinal studies.

1.2.1 The Base Year Survey

Following an extensive period of planning, which included the design and field test of survey instrumentation and procedures, the base year survey was initiated in the spring of 1972. The sample design called for a deeply stratified national probability sample of 1,200 schools with 18 seniors per school, school size permitting. A total of 19,001 students from 1,061 high schools provided base year data on up to three data collection forms: a Test Battery, a School Record Information Form, and a Student Questionnaire. The student questionnaire was completed by 16,683 seniors.

1.2.2 The First Follow-Up Survey

The first follow-up survey was conducted from October 1973 to April 1974. Added to the base year sample were 4,450 1972 high school seniors from 257 additional schools that did not participate earlier. The addition of this group was meant to compensate for school nonresponse in the base year. First follow-up forms were mailed to 22,654 students and obtained from 21,350, by mail, telephone interview, or personal interview. Sample members were asked about their location in October 1973 and what they were doing with respect to work, education, and/or training. Similar information was requested for the

same time period in 1972 to facilitate tracing of respondents' progress since they left high school and to define the factors that might have affected that progress. Retrospective information on some base year variables was requested from those added to the sample at this time. The first follow-up sample retention rate among the 16,683 seniors completing the base year questionnaire was 93.7 percent.

1.2.3 The Second Follow-Up Survey

The second follow-up survey was conducted from October 1974 to April 1975, with forms mailed to 22,364 sample members. The information requested was similar to that in the first follow-up, but for the new time point; however, some new questions on work and education were included. Concurrently with the second follow-up, a special retrospective survey was conducted (using an Activity State Questionnaire) to obtain key activity status information about prior time points from those who had not provided this information previously. Second follow-up questionnaires were obtained from 20,872 sample members by mail, telephone interview, or personal interview. Among the 21,350 persons who completed the first follow-up questionnaire, sample retention rate for the second follow-up was 94.6 percent.

1.2.4 The Third Follow-Up Survey

The third follow-up survey was conducted from October 1976 to May 1977. Third follow-up forms were mailed to 21,807 sample members, and 20,092 third follow-up questionnaires were obtained by mail, telephone interview, or personal interview. The information collected included respondent status in October 1976, as well as for October of the intervening year (1975), and summaries of experiences and activities since the previous follow-up. The third follow-up sample retention rate for second follow-up respondents was 93.9 percent.

1.2.5 The Fourth Follow-Up Survey

The fourth follow-up survey was conducted from October 1979 to May 1980, with questionnaires sent to 20,862 sample members and obtained from 18,630 by mail, telephone interview, or personal interview. Some 5,548 of these individuals were also asked to complete a Supplemental Questionnaire. Like the Activity State Questionnaire used in the second follow-up, this instrument was designed to collect key work and educational history data that had been requested but not obtained in prior follow-ups. Additionally, a subsample of 2,648 persons were retested during the fourth follow-up on a subset of the base year test battery.

The fourth follow-up questionnaire requested summaries of educational and occupational activities and experiences since the previous follow-up, including status at the time points of October 1977, 1978, and 1979. Given the time since high school graduation for these respondents, some emphasis was placed on other activities (e.g.,

family formation, political participation) in the fourth follow-up instrument. Fourth follow-up sample retention among the third follow-up respondents was 90.8 percent. At the conclusion of fourth follow-up activities, a total of 12,980 individuals had provided information on all questionnaires (base year and all four follow-up studies), representing 78 percent of the base year respondents. As a result of the various retrospective data collection efforts, the number of individuals with some key data elements for all time points is 16,450. This represents 73 percent of the respondents who participated in at least one survey.

1.3 The Postsecondary Education Transcript Study

Although the NLS-72 follow-up surveys collected longitudinal data on postsecondary educational activities of sample members, the kinds and quantity of information collected on course-taking patterns and on grades, credits, and credentials earned have been limited by the survey methodology and respondents' ability to recall details of their educational experiences.

To overcome these weaknesses and to provide a rich resource for the analysis of occupational and career outcomes, the Postsecondary Education Transcript Study was conducted in 1984. Transcripts were collected from academic and vocational postsecondary education institutions that respondents had reported attending. The transcripts were coded and converted to machine-readable form, allowing the data to be merged with questionnaire data and used to support powerful quantitative analyses of the impacts of postsecondary schooling. Information on the transcripts data file and associated documentation can be obtained from CES.

2. DATA COLLECTION INSTRUMENTS

The questionnaire for the NLS-72 fifth follow-up survey was designed to be self-administered like its predecessors in the first through fourth follow-ups, and contained many of the same items found in the fourth follow-up questionnaire and in the questionnaire for the third follow-up of the High School and Beyond survey. It asked the respondents to update background information and to provide new information about their work experiences, employment histories, education and other training, family status, income, and opinions on a range of topics. An event history format was used to obtain information about jobs held, schools attended, periods of unemployment, and marriage and divorce patterns.

Family status questions were greatly extended by the NICHD supplement. Respondents provided a detailed history of marriage(s), divorce, age and sex of children, and whether the children were born to them, adopted, stepchildren, or foster children. In addition, there were questions on child support and custody arrangements. Respondents also provided information on the sharing of expenses within their households and economic transfers from one household to another. NSF funded several pages of questions about the incentives and disincentives of entering the teaching profession, perceptions of teacher quality and shortages, and possible solutions to attracting qualified teachers. Moreover, NSF supported a separate questionnaire, the Teaching Supplement, which was mailed to all respondents who indicated on the main questionnaire that they had some teacher training and/or experience teaching. This instrument was designed to collect information on teachers' qualifications, teaching experience, educational background, and plans for remaining in or leaving teaching. Teachers were asked to indicate their level of satisfaction with their career and whether they were likely to remain in the field. Those who had left teaching provided information on the jobs and activities they pursued after doing so. For detailed information, see Tourangeau, R.; Sebring, P.; Campbell, B.; Glusberg, M.; Spencer, B.; and Singleton, M.: The National Longitudinal Study of the High School Class of 1972 (NLS-72) Fifth Follow-Up (1986) Teaching Supplement Data File User's Manual (Washington: CES, 1987). This is available from CES.

The Spencer Foundation supported the reinstatement of attitude questions that had been in prior waves of NLS-72. These included items on job satisfaction, satisfaction with schooling, political participation, participation in voluntary groups, and self-esteem. The GMAC supplement added questions on applying to graduate school, taking standardized graduate tests, applying and enrolling in graduate management programs, and employment after finishing a graduate degree in business.

Thirty-six items in the fifth follow-up questionnaire were designated as "critical questions" for editing purposes; these are marked with a small symbol under the item number in the questionnaire (see appendix A). Respondents who omitted one of these critical items (or who provided inconsistent or invalid responses to them) were contacted by telephone to provide the missing data or resolve the inconsistencies.

3. SAMPLE DESIGN

This chapter reviews briefly the base year through fourth follow-up survey sample design and then describes the sample design for the fifth follow-up survey. It then analyzes fifth follow-up nonresponse, standard errors, and design effects. The fifth follow-up survey sample is a subsample of those students who participated in at least one of the previous waves of the NLS-72. Indeed, the fifth follow-up sample retains the basic sample design of the base year through fourth follow-up surveys. Thus, the fifth follow-up may be regarded as a stratified two-stage probability sample of students in schools in the United States that contained twelfth graders in the 1971-72 academic year. The first stage consisted of 1,318 schools in 608 strata. The second stage consisted of 12,821 students from those schools. All students who participated in at least one of the five previous waves had a non-zero probability of appearing in the fifth follow-up; students who did not participate in any of the previous waves were excluded from the fifth follow-up. Students who belonged to groups of special policy interest were retained with certainty. In general, other sample members were retained with probability less than 1. The manner in which the sample was selected is somewhat complicated, and is described in section 3.2.

3.1 Base Year Through Fourth Follow-Up Survey Sample Design

The sample design for the base-year survey was a stratified two-stage probability sample of students in schools in the United States that contained twelfth graders in the 1971-72 academic year. The first-stage sample consisted of schools sampled without replacement from 600 strata. The strata were based on the following variables: type of control (public or private), geographic region, enrollment size, geographic proximity to institutions of higher education, proportion minority group enrollment (for public schools), income level of the community, and degree of urbanization. For all but the smallest size stratum, schools were selected with equal probabilities; in that stratum (of schools with enrollment under 300), schools were selected with probability proportional to enrollment. Also, schools in low-income areas and schools with high proportions of minority group enrollment were sampled at twice the rate used for remaining schools. The strategy was to sample two schools from each of the final 600 strata, and then (to the extent feasible) to choose a simple random sample of 18 students from each of the sampled schools. Schools in low-income areas and schools with relatively high minority enrollment were oversampled in order to obtain an oversample of low-income and minority students.

For the first follow-up survey, students from additional schools were sampled to reduce the effects of a large initial school noncooperation rate and of an incomplete frame of public schools. The additional schools were taken from eight new strata. As before, 18 students per school were selected (if possible), by simple random sampling¹.

No subsampling of the original base year sample was done until the fourth follow-up survey, when a subsample of 1,016 was selected from the 14,628 persons who were eligible for the fourth follow-up and had completed both a base-year questionnaire and a test battery. The subsample was stratified into blacks and nonblacks, and the black stratum was oversampled. However, within each stratum each respondent was selected with probabilities inversely proportional to his or her probability of being in the full NLS-72 sample, so that within each stratum the samples were self-weighting. The subsample underwent a retest of the original base year test items.

3.2 Fifth Follow-Up Survey Sample Design

The fifth follow-up sample is a probability subsample of the 22,652 students who participated in at least one of the five previous waves of NLS-72. It retains the essential features of the initial stratified multi-stage design, and it does not introduce additional stratification or clustering. Disproportionate retention rates for various subgroups were achieved by modification of individual selection probabilities. Thus, the fifth follow-up sample is an unequal probability subsample of all students in the initial sample who participated in at least one of the previous waves.

With certain major exceptions, the retention probabilities for students were inversely proportional to the initial sample selection probabilities. The exceptions were sample members who were retained with certainty or at a higher rate than others because of their special policy relevance; persons with very small initial selection probabilities who were retained with certainty; and finally, individuals who failed to participate in the fourth follow-up and who were retained at a lower rate than other sample members, because they were expected to be more expensive to locate and because they would be less useful for longitudinal analysis².

The subgroups of the original sample who were retained with certainty were:

- . Hispanics who participated in the fourth follow-up survey
- . Teachers and "potential teachers" who participated in the fourth follow-up survey (a "potential teacher" was defined as a person who majored in education in college or was certified to teach, or who had received a degree in the sciences)
- . Persons with a four-year or five-year college degree or a more advanced degree
- . Persons who were divorced, widowed, or separated from their spouses, or never-married parents ("DWSNMP")

These groups overlap and thus do not constitute distinct strata in the usual sense. The last group was of particular concern to the supplement funded by the National Institute For Child Health and Human Development (NICHD).

The remaining cases were classified as either participants or non-participants in the fourth follow-up survey. Overall sampling rates for the participants and non-participants in the fourth follow-up survey were determined so as to optimize specific tradeoffs between cross-sectional analyses using fifth follow-up data and longitudinal analyses using fifth and fourth follow-up data. The fourth follow-up survey participants who were not subsampled with certainty were further partitioned into two groups: those who reported completing more than two years but less than four years of college, and all others. The former group was subsampled for retention in the fifth follow-up at a rate 30 percent greater than the latter.

The implementation of the sampling was carried out via systematic selection with unequal probabilities on a sorted file of students. Specifically, the list of the active population of students was sorted according to the stratum to which the students' school belonged; within these strata, the list of students was sorted according to the school from which the student was originally sampled. The structure of the list implies that the subsample is, for all practical purposes, a stratified two-stage sample from the original population. The design differs from the base-year design in that the secondary sampling unit selection probabilities were equal in the base-year design but unequal in the fifth follow-up. This inequality of selection probabilities allowed oversampling of policy-relevant groups and enabled favorable cost-efficiency tradeoffs.

As noted earlier, the sample was drawn exclusively from the 22,652 students who had responded in at least one of the five previous waves. First, all Hispanics (728) and teachers and "potential teachers" (2,342) among fourth follow-up participants were selected. Next, all (2,661) fourth follow-up participants remaining who had reported a four-year or five-year degree or an advanced degree were selected. Of the (16,921) cases remaining (from the original 22,652 sample in members) all (220) non-DWSNMP cases that were selected into the field test sample were selected. The remaining (16,701) cases were sorted by base-year stratum³ and by base-year primary sampling unit⁴. Systematic sampling was then used to select 6,853 cases with unequal probabilities proportional⁵ to the sampling weight for respondents to any of the previous waves⁵ times a factor of:

12.12 for fourth follow-up participants who had reported less than two years of college,

15.75 for fourth follow-up participants who had reported at least two but less than four years of college, and

1.0 for fourth follow-up non-participants.

(If the probability calculated this way excluded 1, the case was selected with certainty; 856 cases were selected with certainty at this phase). Finally, all remaining (1,685) DWSNMP cases were selected.

3.2.1 General Approach to Weighting

The general purpose of weighting is to compensate for unequal probabilities of selection (retention) for the base year and the follow-up surveys and to adjust for the fact that not all individuals selected for participation in the survey actually participated. The weights are based on the inverse of the selection probabilities through all stages of the sample selection process and on nonresponse adjustment factors computed within weighting cells. In this report, weights are described for two subgroups of respondents of the NLS-72 sample: all fifth follow-up participants and all fifth follow-up participants who had legitimate values for certain composite variables created during earlier waves. In addition to these various sets of weights, a raw weight, unadjusted for nonresponse in the survey, was also calculated and included on the data file. The raw weight provides the basis for analysts to construct additional weights, adjusted for the presence of virtually any combination of data elements.

Three different weights have been calculated for the fifth follow-up survey, and they are described in Table 3.2.1-1. These weights project to the population of 2,953,659 high school seniors of 1972.

3.2.2 Weighting Procedures

The weighting procedures consisted of two basic steps. The first step was the calculation of a preliminary follow-up weight based on the inverse of the cumulative probabilities of selection for the base year sample through the fifth follow-up survey of NLS-72 (RAWWT). The second step carried out the adjustment of this preliminary weight to compensate for "unit" nonresponse--that is, for non-completion of an entire questionnaire or some combination of survey instruments. (No adjustments were made to the raw weights, which are, by definition, unadjusted for nonresponse.) These steps are described in more detail below.

Step 1: Calculation of raw weights. The first step in weighting the sample was to develop raw weights based on the inverse of the probability of selection (retention) for the various follow-ups. The raw weight for a case equals the raw weight for the base year sample⁶ divided by the conditional probability of selection into the fifth follow-up survey, given that the case was selected into the base year sample.

Step 2: Nonresponse adjustment. In this step, the raw weights obtained in step 1 were multiplied by nonresponse ratio adjustment factors. Different factors were used to develop FU5WT and COMVRWT, but the approach is similar for each weight. Cases were distributed among weighting cells. Within each weighting cell two sums of raw weights were computed: the first for all cases in the cell

selected for the survey wave (selections); the second for all cases in the cell for whom questionnaire data were collected (participants).

Table 3.2.1-1
NLS-72 Sample Case Weights

Weights	Applies to cases with:	Unweighted number of cases having these weights
RAWWT	All fifth follow-up selections	14,489
FU5WT	Fifth follow-up questionnaire data	12,917
COMVRWT	Fifth follow-up questionnaire data and legitimate values for five of the following six variables: High school grades (BQ5 OR FQ87), HSPGM, CSEX, RACE86, SES, and EDATT86*.	12,291

*See Tourangeau, R.; Sebring, P.; Campbell, B.; Glusberg, M.; Spencer, B.; and Singleton, M.: The National Longitudinal Study of the High School Class of 1972 (NLS-72) Fifth Follow-Up (1986) Data File User's Manual (Washington: CES, 1987) for explanation of the variables.

The ratio of the two sums (selections over participants) provided a factor used to expand the preliminary weight of each participant to compensate for the missing weights of those who were selected but did not participate. The raw weights of nonparticipants were multiplied by an adjustment factor of zero to produce final weights of zero for these cases. Thus, the nonresponse adjustment consists of distributing the preliminary weights of the nonparticipants proportionately among the participants in each weighting cell.

During the fifth follow-up, it was learned that 48 sample members had died since the time of the fourth follow-up. Calculation of the nonresponse adjustment requires that these cases be counted as both selections and participants; hence, the deceased were assigned a weight.

The weighting cells were defined by cross-classifying cases by several variables. For the weights FU5WT and COMVRWT, the weighting cells were based on cross-classification of:

- (1) Sex
 - (1) male
 - (2) female
- (2) Race
 - (1) white
 - (2) non-white
- (3) High school program
 - (1) general
 - (2) academic
 - (3) vocational/technical
- (4) High school grade point average
 - (1) B or better
 - (2) C or lower
- (5) Postsecondary education attendance
 - (1) none
 - (2) vocational school only
 - (3) some non-vocational school

In some instances, cells were combined by pooling across "postsecondary education attendance" classes or "high school grade" classes.

3.2.3 Results of Weighting

As a check on the adequacy of the sample case weights, NORC analyzed the statistical properties of the weights and the effects of various weights on the composition of the survey sample. Table 3.2.3-1 shows the mean, variance, standard deviation, coefficient of variation, minimum, maximum, skewness, and kurtosis for the weights calculated for the NLS-72 fifth follow-up survey.

Table 3.2.3-1

NLS-72 Fifth Follow-Up
Statistical Properties of Sample Weights

Weight	RAWWT	FU5WT	COMVRWT
Mean	203.9	228.7	240.3
Variance	79,272	92,798	101,075
Standard deviation	281.6	304.6	317.9
Coefficient of variation	1.381	1.332	1.323
Minimum	13.7	14.8	14.8
Maximum	3107	4382.8	5382.5
Skewness	7.44	9.29	10.02
Kurtosis	59.45	98.00	116.4
Number of cases	14,489	12,917	12,291

3.3 Nonresponse Analyses

3.3.1 General Considerations

Nonresponse inevitably introduces some degree of error into survey results. In examining the impact of nonresponse, it is useful to think of the survey population as including two strata--a respondent stratum that consists of all units that would have provided data had they been selected for the survey, and a nonrespondent stratum that consists of all units that would have been survey nonrespondents. The actual sample of respondents necessarily consists entirely of units from the respondent stratum. Sample statistics can serve as unbiased estimates only for this stratum; as estimates for the entire population, the sample statistics will be biased to the extent that the characteristics of the respondents differ from those of the entire population⁷. The bias may be expressed as:

$$\text{Bias} = Y_R - Y \quad (1)$$

in which

Y_R = a parameter (e.g., a mean) characterizing the population of respondents, and

Y = the corresponding parameter characterizing the entire population.

For many simple parameters, such as means and proportions, the population parameter (Y) is a weighted average of the stratum parameters (Y_R and Y_{NR}):

$$Y = P(Y_{NR}) + (1 - P)Y_R, \quad (2)$$

with

P = the proportion of the population in the nonrespondent stratum.

It is evident from equations (1) and (2) that the nonresponse bias for an estimated mean or proportion depends on P and on the magnitude of the difference between respondents and nonrespondents:

$$\text{Bias} = P(Y_R - Y_{NR}) \quad (3)$$

Nonresponse bias will be small if the nonrespondent stratum constitutes only a small portion of the survey population or if the differences between respondents and nonrespondents are small. P can generally be estimated from survey data using an appropriately weighted nonresponse rate.

In the National Longitudinal Study of the High School Class of 1972, there were two stages of sample selection and therefore two stages of nonresponse. During the base year survey, sample schools were asked to permit the selection of individual seniors from the schools and to permit the collection of student questionnaire and test data. Schools that refused to cooperate in either of these activities were dropped from the sample. Individual students at cooperating schools could also fail to take part in the base year survey.

Estimates based on student data from the base year surveys include two components of nonresponse bias:

$$\text{Bias} = (Y_{1R} - Y) + (Y_{2R} - Y_{1R}) \quad (4)$$

in which

Y = a parameter characterizing all students

Y_{1R} = the corresponding parameter for all students attending cooperating schools and

Y_{2R} = the corresponding parameter for all cooperating students attending cooperating schools

The first component ($Y_{1R} - Y$) represents the bias introduced by nonresponse at the school level; the second component ($Y_{2R} - Y_{1R}$) represents bias introduced by nonresponse on the part of students attending cooperating schools. Each component of the overall bias depends on two factors--the level of nonresponse and the difference between respondents and nonrespondents:

$$\text{Bias} = P_1(Y_{1R} - Y_{1NR}) + P_2(Y_{2R} - Y_{2NR}) \quad (5)$$

in which

P_1 = the proportion of the population of students attending schools that would have been nonrespondents;

Y_{1NR} = the parameter describing the population of students attending nonrespondent schools;

P_2 = the proportion of students attending respondent schools who would have been nonrespondents; and

Y_{2NR} = the parameter describing this group of students.

The bias introduced by base year school-level refusals is of particular concern since it carries over into successive rounds of the survey. Students attending refusal schools were not sampled during the base year and have no chance for selection into subsequent rounds of observation. To the extent that these students differ from students from cooperating schools during later waves of the study, the bias introduced by base year school nonresponse will persist. Student nonresponse is not carried over in this way since student nonrespondents remain eligible for sampling in later waves of the study.

In section 3.3.2, we analyze student nonresponse during the NLS-72 fifth follow-up survey⁸.

3.3.2 Analysis of Fifth Follow-Up Survey Student Nonresponse Rates

An overall indication of the level of participation in the six waves of NLS-72 is presented in Table 3.3.2-1. The table presents (unweighted) frequencies and percentages of cases in each of sixty-four cells. Analysis of the table shows that 91.7 percent of the fifth follow-up sample selections participated in at least five of the six waves, and 62.1 percent participated in all six waves. Recall that only students who had participated in at least one of the previous five waves were eligible for selection into the fifth follow-up sample.

Table 3.3.2-1
Participation Patterns for Base Year Through
Fifth Follow-Up

Participation patterns*						Frequency	Percent
BY	1FU	2FU	3FU	4FU	5FU		
N	N	N	N	N	Y	0	0.0
N	N	N	N	Y	N	0	0.0
N	N	N	Y	N	N	2	0.0
N	N	Y	N	N	N	0	0.0
N	Y	N	N	N	N	4	0.0
Y	N	N	N	N	N	11	0.1
N	N	N	N	Y	Y	0	0.0
N	N	N	Y	N	Y	0	0.0
N	N	Y	N	N	Y	1	0.0
N	Y	N	N	N	Y	7	0.0
Y	N	N	N	N	Y	6	0.0
N	N	N	Y	Y	N	12	0.1
N	N	Y	N	Y	N	2	0.0
N	Y	N	N	Y	N	5	0.0
Y	N	N	N	Y	N	4	0.0
N	N	Y	Y	N	N	2	0.0
N	Y	N	Y	N	N	2	0.0
Y	N	N	Y	N	N	0	0.0
N	Y	Y	N	N	N	20	0.1
Y	N	Y	N	N	N	1	0.0
Y	Y	N	N	N	N	15	0.1
N	N	N	Y	Y	Y	57	0.4
N	N	Y	N	Y	Y	5	0.0
N	Y	N	N	Y	Y	5	0.0
Y	N	N	N	Y	Y	26	0.2
N	N	Y	Y	N	Y	2	0.0
N	Y	N	Y	N	Y	0	0.0
Y	N	N	Y	N	Y	3	0.0
N	Y	Y	N	N	Y	10	0.1
Y	N	Y	N	N	Y	2	0.0
Y	Y	N	N	N	Y	14	0.1
N	N	Y	Y	Y	N	9	0.1
N	Y	N	Y	Y	N	9	0.1
Y	N	N	Y	Y	N	4	0.0
N	Y	Y	N	Y	N	16	0.1
Y	N	Y	N	Y	N	3	0.0
Y	Y	N	N	Y	N	6	0.0
N	Y	Y	Y	N	N	34	0.2
Y	N	Y	Y	N	N	2	0.0
Y	Y	N	Y	N	N	9	0.1
Y	Y	Y	N	N	N	32	0.2

Table 3.3.2-1
(continued)

Participation patterns*						Frequency	Percent
BY	1FU	2FU	3FU	4FU	5FU		
N	N	Y	Y	Y	Y	57	0.4
N	Y	N	Y	Y	Y	40	0.3
Y	N	N	Y	Y	Y	10	0.1
N	Y	Y	N	Y	Y	45	0.3
Y	N	Y	N	Y	Y	8	0.1
Y	Y	N	N	Y	Y	12	0.1
N	Y	Y	Y	N	Y	58	0.4
Y	N	Y	Y	N	Y	9	0.1
Y	Y	N	Y	N	Y	0	0.0
Y	Y	Y	N	N	Y	35	0.2
N	Y	Y	Y	Y	N	337	2.3
Y	N	Y	Y	Y	N	41	0.3
Y	Y	N	Y	Y	N	24	0.2
Y	Y	Y	N	Y	N	29	0.2
Y	Y	Y	Y	N	N	79	0.5
N	Y	Y	Y	Y	Y	2,875	19.9
Y	N	Y	Y	Y	Y	241	1.7
Y	Y	N	Y	Y	Y	87	0.6
Y	Y	Y	N	Y	Y	108	0.7
Y	Y	Y	Y	N	Y	126	0.9
Y	Y	Y	Y	Y	N	858	6.0
Y	Y	Y	Y	Y	Y	8,992	62.4
Total						14,413	

NOTE: Counts refer to all fifth follow-up selections, excluding 76 deceased persons.

* BY = base-year; 1FU = first follow-up; 2FU = second follow-up; 3FU = third follow-up; 4FU = fourth follow-up; 5FU = fifth follow-up; Y denotes participation, N denotes nonparticipation.

3.3.2.1 Fifth Follow-Up Survey Student Nonresponse Rates: School Variables

In this section, we examine nonresponse rates for the fifth follow-up subgroups of sample members categorized by school-level variables. Four variables are shown in Table 3.3.2.1-1: census region, level of urbanization, percentage of white enrollment, and senior class enrollment size. The response rates are weighted by RAWWT.

The table shows that there is moderate variation in nonresponse by region. Among sample members who had attended schools in one the Northeast, nonresponse was almost half again as large as it was among those who had attended North Central schools (18.4 percent versus 12.5 percent). The patterns by region are similar, though not identical, to those for High School and Beyond: nonresponse in both studies was greatest in the West and Northeast, lower for the South, and lowest for the West.

Table 3.3.2.1-1
 Weighted Nonresponse Rates for Fifth Follow-Up Survey
 By Selected School Characteristics
 (Figures Are Percents)

Characteristics	Nonresponse rate
Total population	15.4
High school region:	
North East	18.4
North Central	12.4
South	14.8
West	16.9
High school urbanization:	
Urban	14.7
Suburban	18.4
Rural	12.8
Other/unknown	18.4
Percent white:	
0-75% White	15.0
76-100% White	10.7
Other/unknown	34.5
Grade 12 enrollment:	
Less than 400	13.4
More than 400	18.6

The relationship between urbanization and nonresponse is not strong, ranging from about 13 percent for rural schools to 15 percent for urban schools to 18 percent for suburban schools. That the nonresponse rate is highest for former students of suburban schools is surprising and different from the HS&B pattern.

Sample members from schools less than three-quarters white responded almost half again as often as persons from schools that were more than three-quarters white (10.7 percent versus 15.0 percent). Sample members from schools with unknown racial composition failed to respond at a far greater rate--34.5 percent. However, this phenomenon may in part be an artifact attributable to the fifth follow-up survey nonrespondents who were also base year nonrespondents and thus had no school racial data available.

As with HS&B, nonresponse was higher for persons who had attended larger schools (18.8 percent for students with senior classes of 400 or more) than for persons from smaller schools (13.4 percent).

3.3.2.2 Fifth Follow-Up Survey Student Nonresponse Patterns: Student-Level Variables

In this section, the nonresponse rates to the fifth follow-up survey are analyzed by student-level variables, including demographic characteristics, high school program, and postsecondary education. Sample members were classified by their responses to the base year questionnaire for everything except student status (for which first through fourth follow-up data were used).

Table 3.3.2.2-1 shows the weighted rate of student nonresponse by race, sex, high school academic program, base-year socioeconomic status (SES), and student status. The category "other/unknown" is a general classification that includes both cases with missing data and persons who did not fall into any of the other specifically defined categories. For reasons noted earlier, nonresponse is generally higher for "other/unknown" categories.

There is marked variation in nonresponse by race. Blacks show the highest rate of nonresponse (22.1 percent), followed closely by Hispanics (19.8 percent) and then by whites (14.0 percent). This same general pattern was observed for the HS&B third follow-up survey. Also similar to the HS&B experience is the higher nonresponse rate for males (17.3 percent) than for females (13.6 percent), for a differential of 3.7 percent.

In contrast to the HS&B experience⁹, there is little variation here in nonresponse rates by the three high school programs: general, academic, or vocational-technical (ranging from 15 to 16 percent). However, the nonresponse rate for students whose program was "other/unknown" was much higher--45.3 percent--than those of the other three groups. The lack of variation in nonresponse rates by base year SES is also different from what was observed for HS&B, where higher SES was associated with lower nonresponse rates.

The lack of variation in nonresponse rate by student status also differs somewhat from the HS&B experience, although the directional pattern in the variation is the same as for HS&B--persons with no postsecondary education had the highest rates of nonresponse (9.7 percent), followed by students with exclusively vocational postsecondary education (8.7 percent), and then by students with some nonvocational postsecondary education (8.0 percent). It is likely that the variation would have been larger if the nonresponse rate for the "other/unknown" category, 46.6 percent, had been smaller.

Table 3.3.2.2-1
 Weighted Non-Response Rates For Fifth Follow-Up Survey
 By Selected Student Characteristics
 (Figures Are Percents)

Total	15.4
Race:	
White	14.0
Black	22.1
Hispanic	19.8
Other/unknown	21.8
Sex:	
Male	17.3
Female	13.6
Other/unknown	11.5
High school program:	
General	15.2
Academic	15.0
Vocational/Technical	15.9
Other/unknown	45.3
Base year SES quartile:	
Low	15.7
Medium	15.2
High	15.5
Other/unknown	16.9
Student status:	
No postsecondary education	9.7
Only vocational postsecondary education	8.7
Some nonvocational postsecondary education	8.0
Other postsecondary education	46.6

Thus, these findings generally are comparable to the findings noted for the HS&B third follow-up survey. One possible explanation for the differences that arose is that the NLS-72 fifth follow-up was a subsample that included only those students who had participated in at least one of the previous waves. If the excluded students had been represented, they might have changed the nonresponse patterns.

3.4 Standard Errors and Design Effects

Most researchers are familiar with the use of standard errors to assess the variability of estimates based on simple random samples; more complex designs, however, raise less familiar statistical issues. The fifth follow-up survey was selected using stratified, clustered, unequal probability designs. With such a complex design, standard errors must be calculated using procedures different from the familiar methods used for data from simple random samples.

Before presenting standard errors for fifth follow-up survey estimates, it is useful to discuss some of the statistical issues raised by complex sample designs. First the computational procedures used to estimate the standard errors are discussed, followed by an examination of the relationship between standard errors based on complex samples and those based on simple random samples.

3.4.1 Computational Procedures

In a simple random sample, the mean is usually estimated as

$$\bar{x}_{srs} = \frac{\sum x_i}{n} \quad (1)$$

Only the numerator is subject to sampling error; the denominator (the sample size) is taken as a fixed constant. In more complex sample designs, the mean is estimated as a ratio of estimates; for NLS-72, the ratio is

$$r = \frac{\sum \sum y_{hi}j}{\sum x_{hi}} = y/x \quad (2)$$

in which

$y_{hi}j$ = the weighted value for student j
from school i in stratum h ,

x_{hi} = the estimated size of school i in
stratum h .

The numerator (y) represents an estimate of the population total; the denominator (x), an estimate of the population size. When cluster sizes (i.e., school sizes) are unequal, the overall sample size will fluctuate depending on which clusters are selected. For the same reason, the estimates of the population size will show sampling fluctuation. Thus, for a ratio estimator, both the numerator and the denominator are subject to sampling error.

Kish and Frankel¹⁰ distinguish three major approaches to the computation of standard errors for statistics based on complex designs where ratio estimators must be used: Taylor Series, balanced repeated replication (BRR), and jackknife repeated replication (JRR).

Taylor Series estimation. It can be shown¹¹ that the variance of r (i.e., the square of the standard error of r) is

$$E(r - R)^2 = E \left(\frac{dy - Rdx}{X^2} \right)^2 \frac{1}{(1 + dx/X)^2} \quad (3)$$

in which

$E(r - R)^2$ = the expected value of the squared difference between the population parameter R and the sample estimate r

dy = the difference between the sample estimate y and the population value Y

X = the population size

dx = the difference between the sample estimate of the population size, x, and the population size X.

If the term involving one plus the relative error of x is ignored (i.e., dx/X is negligible), it can be shown that (3) reduces to:

$$E(r - R)^2 = 1/X^2 (Var_y + R^2 Var_x - 2 R Cov_{xy}) \quad (4)$$

in which

Var_y = the variance of y

Var_x = the variance of x and

Cov_{xy} = the covariance of x and y

All the terms in equation (4) can be estimated from sample data (e.g., r would take the place of R, x the place of X, and so forth). The variance terms are estimated by the variation of primary selection means around the stratum mean. Sampling statisticians have offered several rationales for the use of equation (4) as an approximation of

several rationales for the use of equation (4) as an approximation of (3). One line of argument¹² makes use of a standard approximation technique, called Taylor Series approximation, which gives this approach its name.

Balanced repeated replication (BRR). The replication approach was originally developed by Deming¹³. The principle underlying replicated sampling is quite simple. If a sample of size n is desired, g independent replicate samples are selected, each of size n/g . The variation among estimates from each replicate can be used to estimate the variance of estimates based on the entire sample.

Balanced repeated replication extends the principle of replication. It is usually applied to stratified designs with two primary selections per stratum. By choosing one primary selection from each stratum, a half-sample is created; the unselected primary units form another half-sample. In a design with h strata, a total of $2^{(h-1)}$ different pairs of half-samples can be formed in this fashion. Each pair is referred to as a replicate. It is customary to form only a portion of the possible replicates using an orthogonal balanced design.

For any given replicate, estimates such as the ratio means can be computed from each half-sample. Then the sampling variance for the overall statistic (r) can be estimated in any of several ways¹⁴. One method compares the estimate from one half-sample with the overall estimate:

$$\text{Var}_k (r) = (r_{1k} - r)^2 \quad (5)$$

in which

$\text{Var}_k (r)$ = the variance estimate based on replicate k

r = an estimate of R based on the entire sample and

r_{1k} = an estimate of R based on one of the half-samples from replicate k

The final estimate for the variance of r is the average of Var_k across all the replicates. The estimate r need not be a ratio mean; the logic of BRR applies to any type of estimate, giving the method its broad generality.

Jackknife repeated replication (JRR). Equation (5) shows that the variance of a sample statistic can be estimated using data from a portion of the sample, that is from a single half-sample. Jackknifing is a generalization of this idea. Estimates of variance can be obtained from subsamples of a single original sample with a technique known as jackknifing.

Frankel¹⁵ has shown how jackknifing can be used with complex stratified samples. Again this assumes a design with two primary selections in each stratum. For a particular stratum, the variance can

be estimated:

$$\text{Var}_h = (r_{1h} - r_h)^2 \quad (6)$$

in which

r_{1h} = an estimate based on one of the primary selections from stratum h , and

r_h = the corresponding estimate based on both primary selections from the stratum

The estimated variance for the entire sample is just the sum of the estimated strata variances. With JRR, each "replication" represents the contribution of a single stratum to the variance of estimates from the entire sample.

Comparison of the methods. Previous empirical investigation¹⁶ indicated that Taylor Series, BRR and JRR gave comparable results, although BRR standard error estimates consistently gave more accurate significance levels for t -statistics. Nonetheless, a comparison of Taylor Series and BRR standard error estimates was undertaken in the HS&B survey. The comparison showed no appreciable differences between the Taylor Series and BRR standard error estimates¹⁷. In the prior waves of NLS-72, RTI provided standard errors for sample statistics, using a program based on the Taylor Series approach. For the fifth follow-up, NORC also used the Taylor Series approach.

3.4.2 Design Effects

No matter which method had been used to estimate the standard errors for fifth follow-up statistics, the standard errors would be different from standard errors calculated on the assumption that the data are from a simple random sample. Like most national samples, the NLS-72 sample is not a simple random sample; it departs from the model of simple random sampling in three major respects: the selections are clustered by school, some subgroups are deliberately overrepresented in the sample, and the selections are stratified by school type. (The sample design is summarized in chapter 3.) Each of these departures from simple random sampling has a predictable impact on the standard errors of sample estimates. The variance of a statistic from a complex sample can be represented as the product of four factors:

$$\text{Var}(\bar{x}) = \text{Var}_{\text{srs}} \times \text{Cluster} \times \text{Strat} \times \text{Disprop} \quad (7)$$

in which

$\text{Var}(\bar{x})$ = the actual variance of a sample estimate,

Var_{srs} = the estimate variance that would be obtained if the sample were treated as a simple random sample, and

Cluster, Strat, Disprop = factors representing the impact of clustering, stratification, and disproportionate sampling.

Var (x) can be estimated from sample data using any of the techniques considered earlier.

The ratio of Var (x) to Var_{srs} is commonly referred to as the design effect (DEFF).

In many cases, it is more useful to work with standard errors than with variances. The root design effect (DEFT) expresses the relation between the actual standard error of an estimate and the standard error of the corresponding estimate from a simple random sample:

$$\begin{aligned} \text{DEFT} &= (\text{DEFF})^{1/2} \\ &= (\text{Var}(\bar{x})/\text{Var}_{\text{srs}})^{1/2} \\ &= \text{se}(\bar{x})/\text{se}_{\text{srs}} \end{aligned} \tag{8}$$

The mean design effect given in table 3.5-1 can be used to calculate approximate standard errors for other estimates not included in the tables. For example, for proportions, the simple random sample variance is just

$$= p(1 - p)/n \tag{9}$$

in which p = the estimated proportion, and

n = the number of cases with non-missing data

and so the standard error of a proportion can be estimated using the square root of the expression in (11) times the mean root design effect (DEFT):

$$\text{SE} = \text{DEFT} (p[1-p]/n)^{1/2} \tag{10}$$

Similarly, the standard error of a change in proportion can be calculated as the mean DEFT times the square root of the weighted variance of the change scores:

$$\text{SE} = \text{DEFT} (\text{WTVAR}/n)^{1/2} \tag{11}$$

in which

WTVAR = weighted variance of the individual change scores

n = unweighted number of valid observations, and

DEFT = mean of the root design effects for change estimates

The appropriate values of DEFT to use for inflating standard errors based on simple-random-sampling calculations are discussed below.

3.4.3 Standard Errors and Design Effects in the Fifth Follow-Up Survey

This section presents standard errors and design effects for fifth follow-up survey statistics. Standard errors for 30 percentage estimates for the entire sample and for 11 major subgroups were calculated by the Taylor Series method, using a program developed by NORC. In addition to the standard errors, the design effect (DEFF) and square root of the design effect (DEFT) were calculated for each estimate. All are shown in table 3.4.3-1.

Table 3.4.3-1

Estimated Percentages, Standard Errors, and Design Effects
of the NLS-72 Fifth Follow-Up Participants
Who Had Specified Characteristics (Weight= FU5WT)

Statistics	Item Number	Estimate	SE	DEFF	DEFT
Working at Full or Part-Time Job, Feb. '86	FI3A	79.16	0.63	3.10	1.76
Taking Vocational Courses, Feb. '86	FI3B	2.70	0.16	1.32	1.15
Taking Academic Courses, Feb. '86	FI3C	4.23	0.29	2.61	1.62
Taking Graduate Courses, Feb. '86	FI3D	1.81	0.11	0.94	0.97
Serving on Active Duty, Feb. '86	FI3F	1.24	0.10	1.11	1.06
Keeping House, Feb. '86	FI3G	14.06	0.52	2.82	1.68
Looking For Work, Feb. '86	FI3I	4.86	0.31	2.68	1.64
If Emp. 1st Job Professional/Technical	FI7A1	25.35	0.61	2.46	1.57
If Emp. 1st Job Clerical	FI7A2	18.54	0.54	2.41	1.55
If Emp. Very Sat. with Pay/Fringe Benefits	FI13A	19.36	0.56	2.38	1.54
If Emp. Very Dissatisfied with Job Security	FI13G	4.47	0.33	3.06	1.75
Did Not Receive Unemployment-'84	FI17B84	20.44	1.49	4.22	2.06
Not Enrolled in PSE Between '79-'86	FI18	34.18	0.68	2.61	1.62
If in PSE 79-86, Full Time in 1st Sch.	FI19D	35.81	1.20	2.86	1.69
If in PSE 79-86, Rec. Cert./Dip. in Last School	FI19I	51.12	1.43	2.99	1.73
If in PSE '79-'86, Attended Second School	FI19J	23.57	0.95	2.41	1.55
Plan to Pursue Further Training in Education	FI32E	7.55	0.29	1.45	1.21
Plan to Pursue Further Training in Pub. Serv.	FI32J	4.48	0.26	1.86	1.36
Married as of February, '86	FI77	68.29	0.72	3.04	1.74
Has No Biological Children	FI84A	33.84	0.73	3.03	1.74
If Has Preschool Child., Uses Private Daycare	FI90AG	20.46	0.90	2.73	1.65
Lived With Mother, Feb. '86	FI102D	5.75	0.39	3.41	1.85
Registered to Vote	FI112	78.45	0.66	3.17	1.78
Since '84, Voted in Local/State/National Elec.	FI113	71.85	0.70	3.02	1.74
Being Successful in Job Very Important	FI116A	68.66	0.64	2.33	1.53
Finding Right Person to Marry Very Important	FI116B	85.81	0.57	3.25	1.80
Having Lots of Money Very Important	FI116C	16.34	0.61	3.29	1.81
Being a Community Leader Very Important	FI116F	4.10	0.31	3.00	1.73
Providing Better Opp. for Child Very Important	FI116G	62.63	0.74	2.79	1.67
Having Leisure Time Very Important	FI116K	60.75	0.72	2.68	1.64
Mean				2.64	1.61
Minimum				0.94	0.97
Maximum				4.22	2.06
Standard Deviation				0.70	0.24

Table 3.4.3-2 presents the average design effects and root design effects for the entire sample and 11 subgroups. The average is taken across the 30 percentage estimates for which standard errors were calculated. Standard errors, design effects, and root design effects for all 30 variables and all subgroups can be found in appendix B.

These design effects are similar to those for the High School and Beyond third follow-up (albeit somewhat higher), which is a similarly stratified and clustered sample. The mean design effect for the overall NLS-72 sample is 2.64, as compared to means of 2.28 for the senior cohort in High School and Beyond and 2.19 for the sophomore cohort. The mean design effects indicate that an estimated percentage based on the NLS-72 data is, on the average, more than twice as variable as the corresponding statistic from a simple random sample of the same size.

The mean design effects vary across the domains from a low of 2.0 for the respondents from the highest SES quartile to a high of 3.8 for the black respondents. The large mean design effect for the black respondents probably reflects their clustering in specific schools. In addition, there are some differences across domains in how variable the design effects are across the 30 estimates. For both black and Hispanic respondents and for respondents with no postsecondary education, the standard deviations of the design effects indicate high variability across estimates. For black respondents, for instance, the standard deviation of the 30 design effects is 1.44; for Hispanics, it is 1.43; and for respondents who did not pursue postsecondary education, it is 1.57. Thus, for analyses focusing on data from each of these three subgroups, the use of a single generalized design effect to inflate simple random sample estimates of the variance must be considered as subject to greater uncertainty than would be the case for the other subgroups.

Table 3.4.3-2

Statistics for Design Effects and Root Design Effects
for 30 Survey Estimates by 12 Domains

Subgroup		DEFF	DEFT
Total population	Mean	2.64	1.61
	Minimum	0.94	0.97
	Maximum	4.22	2.06
	Standard Deviation	0.70	0.24
Blacks	Mean	3.84	1.85
	Minimum	0.98	0.99
	Maximum	5.91	2.43
	Standard Deviation	1.44	0.42
Hispanics	Mean	2.50	1.52
	Minimum	1.02	1.01
	Maximum	6.48	2.54
	Standard Deviation	1.43	0.42
Whites & others	Mean	2.47	1.56
	Minimum	0.91	0.95
	Maximum	3.94	1.98
	Standard Deviation	0.64	0.22
Males	Mean	2.60	1.59
	Minimum	0.95	0.98
	Maximum	4.02	2.01
	Standard Deviation	0.75	0.25
Females	Mean	2.45	1.55
	Minimum	0.94	0.97
	Maximum	4.26	2.06
	Standard Deviation	0.75	0.26
No postsecondary education	Mean	2.53	1.52
	Minimum	0.91	0.95
	Maximum	6.46	2.54
	Standard Deviation	1.57	0.46
Some postsecondary education	Mean	2.41	1.53
	Minimum	1.06	1.03
	Maximum	5.00	2.24
	Standard Deviation	0.82	0.26

Table 3.4.3-2 (continued)

Subgroup		DEFF	DEFT
College degree or more	Mean	2.61	1.58
	Minimum	1.19	1.09
	Maximum	4.58	2.14
	Standard Deviation	1.06	0.33
Bottom SES	Mean	2.47	1.55
	Minimum	0.92	0.96
	Maximum	4.50	2.12
	Standard Deviation	0.80	0.27
Middle SES	Mean	2.77	1.65
	Minimum	0.91	0.95
	Maximum	4.10	2.02
	Standard Deviation	0.76	0.25
Highest SES	Mean	2.04	1.40
	Minimum	1.12	1.06
	Maximum	4.47	2.11
	Standard Deviation	0.81	0.27

The mean design effects given in Table 3.4.3-2 can be used to calculate approximate standard errors for estimates for which exact standard errors are unavailable. For example, for statistics based on data from white respondents, standard errors can be corrected using the average DEFT of 1.55. Because the design effects for the subgroups are generally smaller than those for the entire sample, it is reasonable to use the overall DEFT of 1.61 for subgroup analyses as well as analyses involving all respondents. As was noted earlier, the use of such a generalized correction procedure may be less accurate for certain subgroup analyses than for others. For three subgroups, those based on black or Hispanic respondents, or respondents with no postsecondary education, there was relatively high variability in the design effects.

NOTES TO CHAPTER THREE

¹See Riccobono, J.; Henderson, L. B.; Burkheimer, G. J.; Place, C.; and Levinsohn, J. R. (1981) National Longitudinal Study: Base Year (1972) Through Fourth Follow-Up (1979) Data File User's Manual, Vol. 1. Washington, D.C.: Center for Education Statistics.

²The optimization analysis used to determine their retention probabilities is described in Spencer, B. D. (1984) "A Method of Efficiently Reducing the Size of Ongoing Longitudinal Surveys and Its Application to NLS-72". Chicago: National Opinion Research Center, unpublished manuscript.

³Variable number 21 in Riccobono et al. (1981) Vol. 3.

⁴Variable number 4 in Riccobono et al. (1981) Vol. 3.

⁵The weight is variable number 3289 (Weight 28) in Riccobono et al. (1981), Vol. 3.

⁶The weight is variable 1065 or weight W7 described on p. G.8 of Riccobono et al. (1981).

⁷See Cochran, W.G. (1977). Sampling Techniques, Third Ed., New York: Wiley.

⁸For discussion of school nonresponse in the base year of NLS-72, see Riccobono et al. (1981, Appendix H).

⁹Spencer, B., Sebring, P., and Campbell, B. (1987) High School and Beyond Third Follow-Up (1986) Sample Design Report. Washington, D.C.: Center for Education Statistics.

¹⁰Kish, L. and Frankel, M. (1974) "Inference From Complex Samples," Journal of the Royal Statistical Society: Series B (Methodological), 36:2-37.

¹¹Kish, L. (1965) Survey Sampling New York: John Wiley, 206-208.

¹²Hansen, M.; Hurwitz, W.; and Madow, W. (1953) Sample Survey Methods and Theory, vol. II. New York: John Wiley.

¹³Deming, W. E. (1956) "On Simplification of Sampling Design Through Replication With Equal Probabilities and Without Stages," Journal of the American Statistical Association, 31:24-53.

¹⁴Frankel, M. (1971) Inference from Survey Samples: An Empirical Investigation. Ann Arbor: Institute for Social Research,

University of Michigan, p. 35.

¹⁵Frankel (1971), p. 40ff.

¹⁶Frankel, M.; Kohnke, L.; Buonanno, D.; and Tourangeau, R. (1981) Sample Design Report, Chicago: NORC, Chapter 3.

¹⁷The BRR program is available through CES. The public use data tapes include the computing strata and pseudo-primary selection codes.

4. DATA COLLECTION

4.1 Prefield Locating Period

In October 1985, NORC mailed a locating packet to 14,489 members of the NLS-72 sample. The packet included a report about previous surveys, a letter of introduction, and an address form with room to update address information. NORC received a total of 6,677 responses to the mailing (a rate of 46 percent), with 4,661 updated addresses and 2,016 address verifications. These were used to make corrections on the name and address (locator) file.

Locating packets returned as undeliverable were routed to the in-house telephone locating shop. The telephone interviewers found updated addresses for 1,366, or 61 percent, of 2,242 undeliverables. The remainder were sent to the field staff for more intensive locating. Of the cases assigned to the field staff, updated addresses were obtained for 231 respondents (24 percent). Locating activities continued into the main field period for the remaining 645 persons. All addresses obtained by phone or in the field were also entered into the locator file, as were forwarding addresses from the Post Office.

4.2 Field Period

The field period began the second week of March and continued through mid-September. Questionnaire packages were mailed to 14,489 respondents, some of whose addresses had been updated during the prefield locating period. The packages contained questionnaires, a cover letter, a \$5 respondent fee check, a pencil, and a return envelope. Survey materials were mailed first class with "Address Correction Requested" specified on envelopes. Mailing was completed by March 5.

By the end of the third week, or April 1, 28 percent of the total sample had completed and returned their questionnaires. Those respondents who had not returned their questionnaires by then were sent follow-up postcards. The purpose of the postcards was to thank those who had completed and returned their questionnaires and to encourage the others to send them in promptly.

Telephone prompting of those who had not sent in questionnaires began in early April, approximately two weeks after postcards were mailed. NORC field interviewers contacted respondents to urge them to complete and return questionnaires. Offers to re-mail survey materials were made to those who reported they had not received questionnaires or had misplaced them.

Although the field staff continued to contact respondents and encourage the self-administration of questionnaires, administration by telephone and in person began in June, during the fourteenth week of the field period. In order to make survey procedures comparable, respondents were asked to keep a copy of the questionnaire in front of them for both telephone and in-person interviews.

At this time, 9,107 questionnaires, or 62.9 percent of the total, had been received. The number of cases completed with interviewer assistance began to increase in July and continued to be the dominant method of administration through mid-September. After twenty-seven weeks, the field period ended with a final response rate of 88.6 percent, or 12,841 completed questionnaires. The majority of questionnaires were completed without interviewer assistance--72 percent of the sample (81 percent of the participants). Telephone interviews were held with 13 percent of the sample (15 percent of the participants), and in-person interviews accounted for 3.5 percent of the sample (4 percent of the participants). FIMETHOD is the variable on the data file that contains this information. Table 4.2-1 displays the final response rates for the total sample by various sampling classes.

Table 4.2-1
Data Collection Results By Major Sampling Classes

Sampling class	Initial selections	Completed cases	Refusals	Other	Response rate
Total sample	14,489	12,841	373	1,275	88.6
NICHD group	3,230	2,677	101	452	82.9
Teacher pool	2,399	2,202	43	154	91.8
Other NLS-72:					
Blacks	618	532	15	71	86.1
Hispanic	547	476	19	52	87.0
Whites & others	7,695	6,954	195	546	90.4

Note: The NICHD group consists of respondents retained in the fifth follow-up sample with certainty by virtue of their marital status or status as single parents. The teacher pool includes respondents identified as teachers or potential teachers based on the responses to items in the fourth follow-up; they too were retained in the fifth follow-up sample with certainty (see section 3.2). "Other" nonrespondents includes cases who were unavailable, deceased, or unlocatable.

5. DATA CONTROL AND PREPARATION

5.1 Shipping and Receiving Documents

Respondents and field interviewers mailed questionnaires to NORC's central office in Chicago. Arriving documents were sorted according to disposition codes that identified completed cases by method of administration (i.e., self-administered, telephone interview, or personal interview). These disposition codes were then entered into NORC's Survey Management System (SMS), a microcomputer-based system.

Data control and preparation refers to the series of steps that converts a completed questionnaire into a machine-readable data set. The major steps include coding of open-ended responses, editing and data entry of completed instruments, retrieval of missing or invalid responses on critical items, and validation of a percentage of the interviews completed in person or over the telephone.

5.2 Coding

A staff of four coders processed 12,841 completed student questionnaires. Coders were trained for two days, after which their first 20 cases were reviewed. Coders whose work did not prove to be satisfactory during this review were reassigned or retrained, depending on the severity of the problem. After the initial training period, the percentage of cases checked by supervisors declined gradually to 10 percent.

Unlike coders in previous follow-ups, coders for this wave were not responsible for editing the responses. All editing was carried out as part of the computer-assisted data entry (CADE) procedure described in the next section. Coders were responsible only for assigning values to the open-ended questions on occupation, industry, postsecondary school, field of study, state where marriage and divorce occurred, and relationship.

Occupation and industry codes were obtained from the U.S. Department of Commerce, Bureau of the Census Classified Index of Industries and Occupations, 1970 (Washington, D.C., 1971) and Alphabetical Index of Industries and Occupations, 1970 (Washington, D.C., 1971) the same sources that were used in the previous follow-ups.

Coding of the names of the postsecondary schools attended by the respondents was accomplished using the same codes as for the fourth follow-up survey. These codes were originally taken from the NCES Education Directory, Colleges and Universities, 1975-1976 (Washington, D.C., 1976). If a school could not be found on this list, then an updated list was searched. The updated list consisted of FICE codes taken from the most recent Education Directories (1980-1981 through 1985-1986), plus postsecondary school codes from the 1979-1980 and 1981-1982 editions of the NCES Directory of Postsecondary Schools with Occupational Programs (Washington, D.C., 1979 and 1981). In the data file, a two-digit code (for example, FI19FLG) indicates which source directory provided the code for each school.

As in earlier rounds, codes were assigned to schools that did not appear in any of these directories. Codes with values beginning

with 800,000 were assigned to foreign schools; unlisted business and trade schools were assigned values beginning with 850,000. Field-of-study information was coded using NCES's A Classification of Instructional Programs (CIP) (Washington, D.C., NCES's, 1981).

In the fifth follow-up, for the first time, all codes were loaded into a computer program for quicker access. Coders entered a given response and the program displayed the corresponding numerical code. This computerized coding system proved to be faster and more accurate than the use of manual look-up books.

5.3 Data Entry

The fifth follow-up survey marked the first time that NLS-72 data were entered with a combination of keyed entry and optical scanning procedures. Using NORC's Computer Assisted Data Entry program (CADE), operators were able to combine data entry with the traditional editing procedures.

The CADE system, an offshoot of CATI (Computer-Assisted Telephone Interviewing), was designed to step question-by-question through critical and numeric items. The program skipped over questions that were slated for scanning and questions that were legitimately skipped because of a filter question. Ranges were set for each question, thereby preventing illegitimate responses from being accidentally entered.

The CADE program accepted reserved codes from the operator to indicate a missing or illegitimate response. These codes were then converted to the standard reserved codes used in previous waves. To reduce the possibility of error, the CADE program required double entry of reserved codes on all critical questions.

Twelve CADE operators were trained for two days. After a 100 percent check of their first 20 cases, operators not meeting quality control standards were either terminated or retrained. After the initial training period, a high percentage of quality control was continued until each operator was well within acceptable standards. Eight of the twelve CADE operators worked solely on CADE throughout the study. The other four learned both CADE and coding procedures.

CADE operators were responsible for the critical item edit. Those critical items that did not pass the edit were flagged, both manually and by the CADE system, for retrieval. Besides critical items, numeric items, open-ended items, and filter items were designated for CADE entry. These items have traditionally caused difficulty for respondents, particularly numeric items, where respondents do not right justify values and fill in grids correctly. Because these items were directly entered by operators who were inspecting each questionnaire, respondent errors could be discovered and resolved on an individual basis rather than through the more global procedures of machine editing.

After a missing critical item was retrieved by telephone interviewers, the questionnaire was returned to CADE for entry of the retrieved data. After the retrieved data had been entered, questionnaires were checked and boxed for shipment to the scanning firm.

Processing questionnaires through both coding and CADE averaged 11.5 minutes a case--3.6 minutes for coding and 7.9 minutes for CADE. Cases requiring retrieval took an additional 3.5 minutes of processing. Across all the cases, the average combined time for coding, initial data entry, and data entry for retrieved items was 12.8 minutes a case.

5.4 Retrieval and Validation

Cases for which critical items were missing were retrieved by central office telephone interviewers through September 5, 1986. The telephone interviewers processed 5,228 questionnaires, retrieving data for 4,631, or 92 percent, of them. The remaining cases included 74 persons who refused to answer the critical item(s) and 334 who could not be located.

In addition to critical items, two printing errors required that respondents be called to clarify their answers. In the first instance, the word "not" had been deleted from question 36, making the instruction ambiguous. In the second instance, the label "NON-HISPANIC" was missing from question 97. These errors made it necessary to call 17 percent of the respondents. Overall, the retrieval rate, including calls generated by printing errors, was 53 percent.

Validation procedures for the fifth follow-up centered on verification of data quality through item checks and verification of the method of administration for 10 percent of each interviewer's work. Each field manager was assigned a random number between 0 and 9 and validated each nth for all her interviewers. Field managers telephoned the respondent to check several items of fact and to confirm that the interviewer had conducted a personal or telephone interview, or had picked up a questionnaire, as indicated in the interviewer's report. No cases failed validation.

6. DATA PROCESSING

Data processing activities extended the length of the NLS-72 survey--beginning with the pretest continuing with the maintenance of the respondent locator database, and concluding with machine editing and the preparation of public use data tapes.

6.1 Maintenance of Longitudinal Locator Data Bases

The locator data base maintains the most up-to-date name and address information available for each sample member, as well as locating information from previous waves. This file was provided to NORC by RTI, which conducted the base year through fourth follow-up surveys. After the fourth follow-up, RTI maintained this data base through two address-update efforts conducted by mail in 1981 and 1983 under contracts with NCES. Respondents kept the address update cards from the last mailing and sent them in with changes of address occurring as late as 1986; RTI forwarded these cards to NORC, and the new addresses were entered into the locator file for the fifth follow-up survey. To ensure respondent confidentiality, all locating information is stored on secure files that are separate from the questionnaire data.

6.2 Receipt Control Procedures

Receipt control functions for the fifth follow-up were performed using NORC's Survey Management System (SMS). The SMS monitors the current status of each case during the survey period. It performs both receipt and document control through all processing steps in order to provide project management with immediate and direct control over all critical survey events.

At the outset of the survey, the SMS was loaded with case records for all sample members. As documents were received, the SMS database was updated to reflect the receipt of questionnaires, and subsequently to record progress through CADE, retrieval, return to CADE (for entering retrieved data), and finally uploading to a master file and shipment of documents to the scanning subcontractor (Questar Data Systems). Certain features were incorporated into the SMS to reduce the chance of errors at various processing points. For instance, at the point of updating the case record, the SMS performed an automatic search of the database to verify that the ID entered on the screen was valid. Furthermore, updates were permitted only if the current status code was logically prior to the new status code that the operator was attempting to add.

Weekly summary reports on the receipt of questionnaires were produced throughout the field period. Once the documents were in house, data control disposition codes were updated in the SMS files, making it possible to track the internal movement of instruments through mail receipt, CADE, data retrieval, and shipment for optical scanning. The respondent-level SMS (receipt control) files were linked with the longitudinal locator database to produce interviewer assignment logs,

to trace nonrespondents as of a certain date, and to produce reminder postcards.

Reconciliation procedures were followed during and after the data collection period. Validity of IDs was tracked through CADE (every ID was checked against a master list before data were entered in CADE). Once CADE and scanning operations were complete, NORC matched the Questar data record for each respondent to the CADE data file and reported any discrepancies. Each discrepant case was examined individually to determine whether an ID had been miskeyed. Although all questionnaires had been preslugged or stamped with the ID for optical scanning, IDs still needed to be entered by hand for questionnaires that had been remailed and those that had been administered by interviewers, and these were subject to data entry errors. All discrepancies were resolved.

6.3 Optical Scanning

As discussed in earlier sections, the student questionnaires were designed to accommodate two distinct processing methods. All critical items and filter questions, (plus error-prone data, like dollar amounts and numbers in general) were to be processed by CADE. The rest of the data were optically scanned using equipment that read darkened ovals or marks on the page. The scanning subcontractor conducted extensive tests and checks of the machine's ability to correctly read the darkened ovals. Adjustments were made to the marksense threshold as required. Finally, questionnaires were marked up and scanned. The results were then compared with hard copy to verify that satisfactory data conversion was being achieved. All major skip items and all critical items were entered in CADE. Missing values were converted to blanks by the optical scanning subcontractor. During machine editing at NORC, blanks were changed to missing value codes.

6.4 Machine Editing

In the fifth follow-up many of the traditional checks done during editing (see base year through fourth follow-up manual) were instead dealt with during CADE. The system enforced skip patterns, range checking, and appropriate use of reserved codes. This strategy allowed operators to deal with problems or inconsistencies at the point where they still had the document in hand and consequently could make the most informed decision (see section 5.3).

For the items that were scanned, the machine-editing steps used in prior follow-ups were implemented. Since most of the filter questions were CADE-designated items, there were few filter-dependent inconsistencies to be handled in machine editing.

6.5 Data File Preparation

Base year through fourth follow-up data are stored in one data set. The tape and associated user's manual are available from CES. The fifth follow-up data of the NLS-72 were placed on a separate tape. Users can obtain these data alone if they have no interest in the prior waves.

Appendix A: Fifth Follow-Up Questionnaire



**NATIONAL LONGITUDINAL STUDY
OF THE CLASS OF 1972
FIFTH FOLLOW-UP QUESTIONNAIRE**

Prepared for: U.S. Department of Education
Center for Statistics

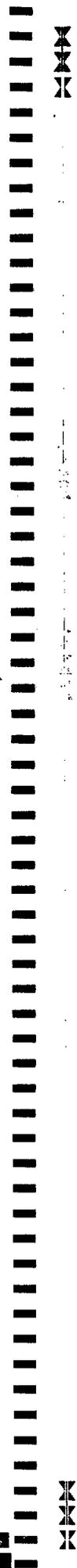
by: NORC, A Social Science Research Center
University of Chicago

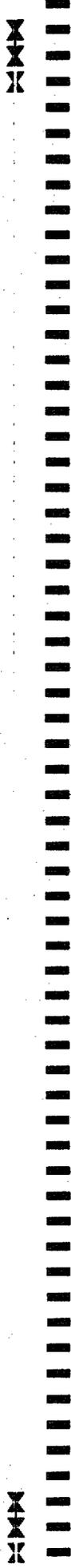
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

Form Approved
O.M.B. No. 1850-0557
App. Exp.: 10/31/86

ED/CS Form No. 2441-1

1986





The Federal Privacy Act of 1974 requires that each survey respondent be informed of the following:

- (1) This survey is authorized by law (20 USC 1221e-1). While you are not required to respond, your cooperation will make the results of this survey comprehensive, accurate, and timely.
 - (2) You are subject to no penalty for not providing all or any part of the requested information.
 - (3) The purpose for which this information is to be used is to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood. These statistics will be related to postsecondary educational costs and financial aid and other factors on the educational, work, and career choices of young adults.
 - (4) The routine uses of these data will be statistical in nature as detailed in paragraph 9 of Appendix B of the Department Regulations (34 CFR 5b) published in the Federal Register, Vol. 45, No. 92, May 9, 1980.
-

NOTE: The O.M.B. approval number listed on the front cover does not apply to questions marked with an asterisk (*). These questions are supported by a research grant which, under Federal Regulations, is not subject to O.M.B. approval.

INTERVIEWER USE ONLY	
INT.	
DISP.	



MARKING DIRECTIONS

Filling out this questionnaire is as easy as 1-2-3!

For questions on which you respond by filling in an oval, please make heavy black marks that completely fill the oval. If you make a mistake, completely erase the incorrect answer and enter the correct one.

CORRECT MARKS



INCORRECT MARKS



Please do not make stray marks of any kind. If any stray marks are made by accident, please erase them completely.

Instructions are included with each question. Below are examples of the different kinds of instructions you will see and the correct way to answer each kind of question. Be sure to use the No. 2 pencil we have provided. Do not use a ballpoint or felt-tip pen.

1. CIRCLE OR MARK ANSWER CATEGORIES:

It is important to circle or mark (as specified) one or more numbers that go with your answers.

EXAMPLE A

What is the color of your eyes? (MARK ONE)

- Brown
- Blue
- Green
- Another color

"My eyes are green."

EXAMPLE B

Last week did you do any of the following?
(MARK ALL THAT APPLY)

- See a play
- Go to a movie
- Attend a sporting event

"Last week I saw a movie and a play."

EXAMPLE C

Do you plan to do any of the following next week?
(CIRCLE ONE NUMBER FOR EACH LINE)

	Yes	No	Not Sure
a. Visit a relative	1	2	3
b. Go to a museum	1	2	3
c. Go to a library	1	2	3

"I don't plan to visit a relative next week. I may go to a museum and I'm definitely going to the library."

EXAMPLE D

Where do you usually buy the following reading materials?
(CIRCLE ALL THAT APPLY FOR EACH LINE)

	News-stand	Drug-store	Book-store	Other	Never Buy
a. Newspaper	1	1	1	1	1
b. Magazines	1	1	1	1	1
c. Paperback books	1	1	1	1	1

"I usually buy newspapers at a newsstand. I buy magazines at newsstands or drugstores. I don't buy paperback books."

EXAMPLE E

What is your favorite sport?
(MARK ONE)

- Football
- Baseball
- Basketball
- Other (WRITE IN) →

Ice Hockey

"My favorite sport is ice hockey."

(On write-in items, please confine writing to inside the box.)

2. AMOUNTS OF MONEY ARE ENTERED IN BOXES:

EXAMPLE A Salary of \$6.50 an hour

RIGHT: \$, 6 . 50

WRONG: \$ ~~650~~

EXAMPLE B My television costs \$500.

RIGHT: \$, 500 . 00

WRONG: \$ ~~500~~

3. DATES AND OTHER NUMBERS ARE ALSO ENTERED IN BOXES OR GRIDS:

EXAMPLE A How many hours did you work last week? (WRITE IN BELOW)

"I worked 5 hours."

0 5

RIGHT

~~5~~

WRONG

EXAMPLE B June, 1983

RIGHT: 0 6 MONTH 8 3 YEAR

WRONG: ~~6 MONTH 83 YEAR~~

EXAMPLE C Number of Children

RIGHT: 0 3

WRONG: ~~3~~

EXAMPLE D

February 23, 1964

RIGHT →

MONTH		DAY					YEAR		
<input type="radio"/> Jan	<input type="radio"/> July	<input type="radio"/> 1	<input type="radio"/> 7	<input type="radio"/> 13	<input type="radio"/> 19	<input type="radio"/> 25	<input type="radio"/> 31	<input type="radio"/> 60	<input type="radio"/> 65
<input checked="" type="radio"/> Feb	<input type="radio"/> Aug	<input type="radio"/> 2	<input type="radio"/> 8	<input type="radio"/> 14	<input type="radio"/> 20	<input type="radio"/> 26		<input type="radio"/> 61	<input type="radio"/> 66
<input type="radio"/> Mar	<input type="radio"/> Sep	<input type="radio"/> 3	<input type="radio"/> 9	<input type="radio"/> 15	<input type="radio"/> 21	<input type="radio"/> 27		<input type="radio"/> 62	<input type="radio"/> 67
<input type="radio"/> Apr	<input type="radio"/> Oct	<input type="radio"/> 4	<input type="radio"/> 10	<input type="radio"/> 16	<input type="radio"/> 22	<input type="radio"/> 28		<input type="radio"/> 63	<input type="radio"/> 68
<input type="radio"/> May	<input type="radio"/> Nov	<input type="radio"/> 5	<input type="radio"/> 11	<input type="radio"/> 17	<input checked="" type="radio"/> 23	<input type="radio"/> 29		<input checked="" type="radio"/> 64	
<input type="radio"/> June	<input type="radio"/> Dec	<input type="radio"/> 6	<input type="radio"/> 12	<input type="radio"/> 18	<input type="radio"/> 24	<input type="radio"/> 30			

WE HOPE YOU WILL ANSWER EVERY QUESTION THAT APPLIES TO YOU,
BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

GENERAL INFORMATION

1. What is today's date? →

--	--

 /

--	--

 , 1986
Month Day

2. What is your birthdate? →

--	--

 /

--	--

 /

--	--

Month Day Year

3. What were you doing the first week of February 1986? (CIRCLE ALL THAT APPLY)

§

- Working for pay at a full-time or part-time job 1
- Taking vocational or technical courses at any kind of school or college
(for example, vocational, trade, business, or other career training school) 1
- Taking academic courses at a two- or four-year college 1
- Taking courses at a graduate or professional school (law, medicine, pharmacy, dentistry, etc.) 1
- Serving in an apprenticeship program or government training program 1
- Serving on active duty in the Armed Forces (or service academy) 1
- Keeping house (without other job) 1
- Holding a job but on temporary layoff from work or waiting to report to work 1
- Looking for work 1
- Taking a break from working and from school 1
- Other 1

(DESCRIBE) ↓

4. As of the first week of February 1986, did you own a house, apartment, co-op, condominium or mobile home? (MARK ONE)

Yes

No

5. Which of the following best describes the location of the place where you lived in the first week of October 1979? (MARK ONE)

- In a rural or farming community
- In a small city or town of fewer than 50,000 people that is not a suburb of a larger place
- In a medium-sized city (50,000-100,000 people)
- In a suburb of a medium-sized city
- In a large city (100,000-500,000 people)
- In a suburb of a large city
- In a very large city (over 500,000 people)
- In a suburb of a very large city
- A military base or station

PLEASE GO ON TO NEXT PAGE

WORK EXPERIENCE

In this section, we would like to find out about the jobs you have held, particularly in the period between October 1979 and the present time. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, and the relation of your training and education to your work experience. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

6. Between October 1979 and the present time, did you hold a full-time or part-time job of any kind? This includes § PAID jobs, VOLUNTEER jobs, working WITHOUT PAY on a family farm or business or being in the MILITARY. (CIRCLE ONE)

1. Yes (CONTINUE TO INSTRUCTIONS BELOW)
2. No (SKIP TO Q. 17)

IMPORTANT INSTRUCTIONS

Next we would like information about all of the jobs you had since October 1979. Start with your current or most recent job and work backwards to October 1979. There is room to describe four jobs

IF YOU ONLY HAD ONE JOB:

Enter that job at Q.7; answer parts A-K.

IF YOU HAD TWO OR MORE JOBS:

Enter the current or most recent job at Q.7 and next most recent job at Q.8, etc. Answer parts A-K for each job.

IF YOU HAVE HAD MORE THAN 4 JOBS:

Only enter information about the 4 most recent jobs.

IF YOU HELD TWO JOBS AT THE SAME TIME:

Enter both jobs but enter them on separate pages.

IF YOU HAVE BEEN IN THE MILITARY:

Please consider your entire military experience as one job.

7. CURRENT OR MOST RECENT JOB HELD SINCE OCTOBER 1979 (ANSWER PARTS A-K)

A. What kind of job or occupation did you or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN)

↓

B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN)

↓

C. What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN)

↓

D. On this job were you (MARK ONE)

- Employee of a PRIVATE COMPANY
- GOVERNMENT EMPLOYEE (federal, state, local)
- Self-employed in your OWN business
- Working WITHOUT PAY on a family business or farm
- Working WITHOUT PAY in a volunteer job

E. When were you working at this job? (CIRCLE THE FIRST AND LAST MONTH FOR EACH TIME PERIOD WORKING AT THIS JOB. DRAW A LINE BETWEEN THE CIRCLED DATES)

	JAN	FEB	MAR	APR	MAY	JUNE	JUL	AUG	SEPT	OCT	NOV	DEC
1979	--	--	--	--	--	--	--	--	--	10	11	12
1980	01	02	03	04	05	06	07	08	09	10	11	12
1981	01	02	03	04	05	06	07	08	09	10	11	12
1982	01	02	03	04	05	06	07	08	09	10	11	12
1983	01	02	03	04	05	06	07	08	09	10	11	12
1984	01	02	03	04	05	06	07	08	09	10	11	12
1985	01	02	03	04	05	06	07	08	09	10	11	12
1986	01	02	03	04	05	06	07	--	--	--	--	--

Example

JAN	FEB	MAR	...	NOV	DEC
01	02	03	...	11	12
01	02	03	...	11	12
01	02	03	...	11	12
01	02	03	...	11	12

F. Was this a seasonal job? (For example, harvester, life-guard, ski-instructor) (MARK ONE)

- Yes
- No

G. Write in below your starting salary (before deductions) on this job. (AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE)

(WRITE IN) 

\$

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Is the figure you entered an hourly, weekly, bi-weekly, monthly or yearly wage? (CIRCLE ONE)

- | | |
|-------------------|-----------------------------|
| Hourly.....01 | Monthly04 |
| Weekly.....02 | Yearly05 |
| Bi-weekly03 | Working without pay06 |

H. Write in below your current salary (before deductions) on this job or your salary at the time you left. (AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE)

(WRITE IN) 

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Is the figure you entered an hourly, weekly, bi-weekly, monthly or yearly wage? (CIRCLE ONE)

- | | |
|-------------------|-----------------------------|
| Hourly.....01 | Monthly04 |
| Weekly.....02 | Yearly05 |
| Bi-weekly03 | Working without pay06 |

I. About how many hours a week did or do you usually work in this job? (WRITE IN BELOW)

HOURS PER WEEK:

--	--	--	--	--	--	--	--	--	--

J. Why did you leave this job? (MARK THE ONE MOST IMPORTANT CATEGORY)

- Job ended (temporary job, laid off, or fired)
- School-related reasons (graduated, school started, school year ended)
- Quit because job, hours, or pay, etc. unsatisfactory
- Found a better job or was promoted
- Moved elsewhere
- Health-related reasons (illness, injury, pregnancy)
- Other (WRITE IN) 

STILL HAVE THIS JOB

K. Did you hold any other jobs since October 1979? (CIRCLE ONE)

\$

1. Yes (ENTER 2ND JOB AT Q.8)
2. No (SKIP TO Q.11)

8. SECOND MOST RECENT JOB HELD SINCE OCTOBER 1979 (ANSWER PARTS A-K)

A. What kind of job or occupation did you or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN)

↓

B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN)

↓

C. What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN)

↓

D. On this job were you (MARK ONE)

- Employee of a PRIVATE COMPANY
- GOVERNMENT EMPLOYEE (federal, state, local)
- Self-employed in your OWN business
- Working WITHOUT PAY on a family business or farm
- Working WITHOUT PAY in a volunteer job

E. When were you working at this job? (CIRCLE THE FIRST AND LAST MONTH FOR EACH TIME PERIOD WORKING AT THIS JOB. DRAW A LINE BETWEEN THE CIRCLED DATES)

	JAN	FEB	MAR	APR	MAY	JUNE	JUL	AUG	SEPT	OCT	NOV	DEC
1979	--	--	--	--	--	--	--	--	--	10	11	12
1980	01	02	03	04	05	06	07	08	09	10	11	12
1981	01	02	03	04	05	06	07	08	09	10	11	12
1982	01	02	03	04	05	06	07	08	09	10	11	12
1983	01	02	03	04	05	06	07	08	09	10	11	12
1984	01	02	03	04	05	06	07	08	09	10	11	12
1985	01	02	03	04	05	06	07	08	09	10	11	12
1986	01	02	03	04	05	06	07	--	--	--	--	--

F. Was this a seasonal job? (For example, harvester, life-guard, ski-instructor) (MARK ONE)

- Yes
- No

G. Write in below your starting salary (before deductions) on this job. (AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE)

(WRITE IN)

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Is the figure you entered an hourly, weekly, bi-weekly, monthly or yearly wage? (CIRCLE ONE)

- | | |
|-------------------|-----------------------------|
| Hourly.....01 | Monthly04 |
| Weekly.....02 | Yearly05 |
| Bi-weekly03 | Working without pay06 |

H. Write in below your current salary (before deductions) on this job or your salary at the time you left. (AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE)

(WRITE IN)

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Is the figure you entered an hourly, weekly, bi-weekly, monthly or yearly wage? (CIRCLE ONE)

- | | |
|-------------------|-----------------------------|
| Hourly.....01 | Monthly04 |
| Weekly.....02 | Yearly05 |
| Bi-weekly03 | Working without pay06 |

I. About how many hours a week did or do you usually work in this job? (WRITE IN BELOW)

HOURS PER WEEK:

--	--	--	--

J. Why did you leave this job? (MARK THE ONE MOST IMPORTANT CATEGORY)

- Job ended (temporary job, laid off, or fired)
- School-related reasons (graduated, school started, school year ended)
- Quit because job, hours, or pay, etc. unsatisfactory
- Found a better job or was promoted
- Moved elsewhere
- Health-related reasons (illness, injury, pregnancy)
- Other (WRITE IN)

STILL HAVE THIS JOB

K. Did you hold any other jobs since October 1979? (CIRCLE ONE)

\$

1. Yes (ENTER 3RD JOB AT Q.9)
2. No (SKIP TO Q.11)

9. THIRD MOST RECENT JOB HELD SINCE OCTOBER 1979 (ANSWER PARTS A-K)

A. What kind of job or occupation did you or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN)

B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN)

C. What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN)

D. On this job were you (MARK ONE)

- Employee of a PRIVATE COMPANY
- GOVERNMENT EMPLOYEE (federal, state, local)
- Self-employed in your OWN business
- Working WITHOUT PAY on a family business or farm
- Working WITHOUT PAY in a volunteer job

E. When were you working at this job? (CIRCLE THE FIRST AND LAST MONTH FOR EACH TIME PERIOD WORKING AT THIS JOB. DRAW A LINE BETWEEN THE CIRCLED DATES)

	JAN	FEB	MAR	APR	MAY	JUNE	JUL	AUG	SEPT	OCT	NOV	DEC
1979	--	--	--	--	--	--	--	--	--	10	11	12
1980	01	02	03	04	05	06	07	08	09	10	11	12
1981	01	02	03	04	05	06	07	08	09	10	11	12
1982	01	02	03	04	05	06	07	08	09	10	11	12
1983	01	02	03	04	05	06	07	08	09	10	11	12
1984	01	02	03	04	05	06	07	08	09	10	11	12
1985	01	02	03	04	05	06	07	08	09	10	11	12
1986	01	02	03	04	05	06	07	--	--	--	--	--

F. Was this a seasonal job? (For example, harvester, life-guard, ski-instructor) (MARK ONE)

- Yes
- No

G. Write in below your starting salary (before deductions) on this job. (AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE)

(WRITE IN)

\$

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Is the figure you entered an hourly, weekly, bi-weekly, monthly or yearly wage? (CIRCLE ONE)

- | | |
|-------------------|-----------------------------|
| Hourly.....01 | Monthly04 |
| Weekly.....02 | Yearly05 |
| Bi-weekly03 | Working without pay06 |

H. Write in below your current salary (before deductions) on this job or your salary at the time you left. (AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE)

(WRITE IN)

\$

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Is the figure you entered an hourly, weekly, bi-weekly, monthly or yearly wage? (CIRCLE ONE)

- | | |
|-------------------|-----------------------------|
| Hourly.....01 | Monthly04 |
| Weekly.....02 | Yearly05 |
| Bi-weekly03 | Working without pay06 |

I. About how many hours a week did or do you usually work in this job? (WRITE IN BELOW)

HOURS PER WEEK:

--	--

J. Why did you leave this job? (MARK THE ONE MOST IMPORTANT CATEGORY)

- Job ended (temporary job, laid off, or fired)
- School-related reasons (graduated, school started, school year ended)
- Quit because job, hours, or pay, etc. unsatisfactory
- Found a better job or was promoted
- Moved elsewhere
- Health-related reasons (illness, injury, pregnancy)
- Other (WRITE IN)

STILL HAVE THIS JOB

K. Did you hold any other jobs since October 1979? (CIRCLE ONE)

§

1. Yes (ENTER 4TH JOB AT Q.10)
2. No (SKIP TO Q.11)

10. FOURTH MOST RECENT JOB HELD SINCE OCTOBER 1979 (ANSWER PARTS A-K)

A. What kind of job or occupation did you or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN)

↓

B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN)

↓

C. What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN)

↓

D. On this job were you (MARK ONE)

- Employee of a PRIVATE COMPANY
- GOVERNMENT EMPLOYEE (federal, state, local)
- Self-employed in your OWN business
- Working WITHOUT PAY on a family business or farm
- Working WITHOUT PAY in a volunteer job

E. When were you working at this job? (CIRCLE THE FIRST AND LAST MONTH FOR EACH TIME PERIOD § WORKING AT THIS JOB. DRAW A LINE BETWEEN THE CIRCLED DATES)

	JAN	FEB	MAR	APR	MAY	JUNE	JUL	AUG	SEPT	OCT	NOV	DEC
1979	--	--	--	--	--	--	--	--	--	10	11	12
1980	01	02	03	04	05	06	07	08	09	10	11	12
1981	01	02	03	04	05	06	07	08	09	10	11	12
1982	01	02	03	04	05	06	07	08	09	10	11	12
1983	01	02	03	04	05	06	07	08	09	10	11	12
1984	01	02	03	04	05	06	07	08	09	10	11	12
1985	01	02	03	04	05	06	07	08	09	10	11	12
1986	01	02	03	04	05	06	07	--	--	--	--	--

F. Was this a seasonal job? (For example, harvester, life-guard, ski-instructor) (MARK ONE)

- Yes
- No

G. Write in below your starting salary (before deductions) on this job. (AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE)

(WRITE IN)

\$

--	--	--	--	--	--	--	--	--	--	--	--

Is the figure you entered an hourly, weekly, bi-weekly, monthly or yearly wage? (CIRCLE ONE)

- | | |
|-------------------|-----------------------------|
| Hourly.....01 | Monthly04 |
| Weekly.....02 | Yearly05 |
| Bi-weekly03 | Working without pay06 |

H. Write in below your current salary (before deductions) on this job or your salary at the time you left. (AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE)

(WRITE IN)

\$

--	--	--	--	--	--	--	--	--	--	--	--

Is the figure you entered an hourly, weekly, bi-weekly, monthly or yearly wage? (CIRCLE ONE)

- | | |
|-------------------|-----------------------------|
| Hourly.....01 | Monthly04 |
| Weekly.....02 | Yearly05 |
| Bi-weekly03 | Working without pay06 |

I. About how many hours a week did or do you usually work in this job? (WRITE IN BELOW)

HOURS PER WEEK:

--	--	--

J. Why did you leave this job? (MARK THE ONE MOST IMPORTANT CATEGORY)

- Job ended (temporary job, laid off, or fired)
- School-related reasons (graduated, school started, school year ended)
- Quit because job, hours, or pay, etc. unsatisfactory
- Found a better job or was promoted
- Moved elsewhere
- Health-related reasons (illness, injury, pregnancy)
- Other (WRITE IN)

STILL HAVE THIS JOB

K. Between October 1979 and the present time, how many jobs did you have altogether? (WRITE IN)

NUMBER OF JOBS:

--	--	--

(CONTINUE WITH Q.11)

*11. The following are some general things that people do on their jobs. About how much time did you spend on each in the average work day at your present or most recent job? (MARK ONE ON EACH LINE)

	<u>None</u>	<u>Very Little</u>	<u>Some</u>	<u>A Great Deal</u>
a. Working with things (machinery, apparatus, art materials, etc.).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Doing paperwork (administration, clerical, computational, etc.).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Working with ideas, thinking.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Dealing with people (as part of the job).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*12. Please think about your supervisor or the person who had most control over what you actually did on the job. Which of the following best describes how closely this person supervised you? (MARK ONE)

- My supervisor decided both what I did and how I did it
- My supervisor decided what I did, but I decided how I did it
- My supervisor gave me some freedom in deciding what I did and how I did it
- I was more or less my own boss within the general policies of the organization
- There was no such person

13. How satisfied were you with the following aspects of your present or most recent job?
(MARK ONE FOR EACH LINE)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	No Opinion
a. Pay and fringe benefits.....	<input type="radio"/>				
b. Importance and challenge.....	<input type="radio"/>				
c. Working conditions.....	<input type="radio"/>				
d. Opportunity for promotion and advancement with this employer.....	<input type="radio"/>				
e. Opportunity for promotion and advancement in this line of work.....	<input type="radio"/>				
f. Opportunity to use past training and education.....	<input type="radio"/>				
g. Security and permanence.....	<input type="radio"/>				
h. Supervisor(s).....	<input type="radio"/>				
i. Opportunity for developing new skills.....	<input type="radio"/>				
j. The pride and respect I received from my family and friends by being in this line of work.....	<input type="radio"/>				
k. Relationships with co-workers.....	<input type="radio"/>				
l. Job as a whole.....	<input type="radio"/>				

*14. How important do you think each of the following factors is in determining the kind of work you plan to be doing for most of your life? (MARK ONE FOR EACH LINE)

	Very Important	Somewhat Important	Not Important
a. Previous work experience.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Relative or friend in the same line of work.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Job openings available in the occupation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Work matches a hobby interest of mine.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Good income to start or within a few years.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Job security and permanence.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Work that seems important and interesting to me.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Freedom to make my own decisions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Opportunity for promotion and advancement in the long run.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Meeting and working with sociable, friendly people.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. At any time between October 1979 and the end of February 1986, have you held a full-time job? (CIRCLE ONE)

1. Yes (ANSWER A)

2. No (SKIP TO Q.17)

A. Considering the most recent full-time job you have held, did you receive or participate in any type of employer-provided training benefits or training programs? (CIRCLE ONE)

1. Yes (ANSWER B)

2. No (SKIP TO Q.16)

B. Circle "1" in Column 1 for each type of training benefit or program you participated in. Then record the number of hours per week in Column 2 and the total number of weeks in Column 3.

COLUMN 1 TYPES OF TRAINING PROGRAMS OR TRAINING BENEFITS	COLUMN 2 NUMBER OF HOURS PER WEEK	COLUMN 3 TOTAL NUMBER OF WEEKS
(CIRCLE ALL THAT APPLY)		
Formal registered apprenticeship (your state or labor union)..... 1		
Employer-provided job training during working hours on employer premises..... 1		
Informal on-the-job training (e.g., assigned to work with someone for instruction or guidance, etc.)..... 1		
Employer-provided education or training during working hours away from employer premises 1		
Tuition aid and/or financial assistance for attending educational institutions after working hours..... 1		
Other..... 1		
(PLEASE SPECIFY) →		
<div style="border: 1px solid black; width: 300px; height: 40px; margin: 0 auto;"></div>		

16. Since 1979, have you received any training or education . . .
(MARK ONE FOR EACH LINE)

- | | <u>Yes</u> | <u>No</u> |
|---|-----------------------|-----------------------|
| a. to improve your skills or advance yourself
within the job you held at the time?..... | <input type="radio"/> | <input type="radio"/> |
| b. to prepare yourself for a new job or career, other
than that in which you were employed at the time?..... | <input type="radio"/> | <input type="radio"/> |

PERIODS UNEMPLOYED

17. Between October 1979 and the present time, were you ever without a job, available for work, and looking for work at the same time? (CIRCLE ONE)

1. Yes (ANSWER A AND B)
2. No (SKIP TO Q.18)

A. During which months or parts of a month were you without a job, available for work, and looking for work? (CIRCLE THE FIRST AND LAST MONTHS FOR EACH TIME PERIOD YOU WERE BETWEEN JOBS. DRAW A LINE BETWEEN THE CIRCLED DATES)

	JAN	FEB	MAR	APR	MAY	JUNE	JUL	AUG	SEPT	OCT	NOV	DEC
1979	--	--	--	--	--	--	--	--	--	10	11	12
1980	01	02	03	04	05	06	07	08	09	10	11	12
1981	01	02	03	04	05	06	07	08	09	10	11	12
1982	01	02	03	04	05	06	07	08	09	10	11	12
1983	01	02	03	04	05	06	07	08	09	10	11	12
1984	01	02	03	04	05	06	07	08	09	10	11	12
1985	01	02	03	04	05	06	07	08	09	10	11	12
1986	01	02	03	04	05	06	07	--	--	--	--	--

B. Did you receive unemployment insurance at any time during these years? (MARK ONE FOR EACH YEAR)

<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
<input type="radio"/> Yes							
<input type="radio"/> No							

EDUCATION

18. Since October 1979, have you attended and taken classes for credit at any school such as a college or university, § graduate or professional school, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth? DO NOT INCLUDE ARMED FORCES TRAINING PROGRAMS, MANPOWER TRAINING PROGRAMS, OR NONCREDIT COURSES. YOU WILL BE ASKED ABOUT THESE EXPERIENCES IN THE NEXT SECTION. (CIRCLE ONE)

1. Yes (GO TO INSTRUCTIONS BELOW)
2. No, but attended a college or other postsecondary school after leaving high school and before October, 1979. (SKIP TO Q.21)
3. No, did not attend a postsecondary school like those listed above after leaving high school. (SKIP TO Q.30)

IMPORTANT INSTRUCTIONS

Next we would like information about the most recent schools you have attended between October 1979 and the present time. Start with the current or most recent school you have attended since October 1979.

Since October 1979

IF YOU ONLY ATTENDED ONE SCHOOL:

Enter that school at Q.19 and answer A-J.

IF YOU ATTENDED TWO OR MORE SCHOOLS:

Enter the current or most recent school attended at Q.19 and the next most recent school attended at Q.20 . Answer parts A-J.

IF YOU ATTENDED TWO SCHOOLS AT THE SAME TIME:

Provide information about both schools but use a separate question (page) for each.

19. What is the exact name and location of the current or most recent school you attended since October 1, 1979?

§ (WRITE IN AND DO NOT ABBREVIATE THE SCHOOL NAME)

SCHOOL NAME		
STREET ADDRESS		
CITY	STATE	ZIP CODE

A. What kind of school is this? (MARK ONE)

- Vocational, trade, business, or other career training school
- Junior or community college (2-year)
- College or university (4 years or more)
- Independent graduate or professional school (medical, dental, law, theology, etc.)
- Other (WRITE IN) →

B. When did you attend this school? (CIRCLE THE FIRST AND LAST MONTHS FOR EACH TIME PERIOD AT THIS SCHOOL. DRAW A LINE BETWEEN THE CIRCLED DATES.)

	JAN	FEB	MAR	APR	MAY	JUNE	JUL	AUG	SEPT	OCT	NOV	DEC
1979	--	--	--	--	--	--	--	--	--	10	11	12
1980	01	02	03	04	05	06	07	08	09	10	11	12
1981	01	02	03	04	05	06	07	08	09	10	11	12
1982	01	02	03	04	05	06	07	08	09	10	11	12
1983	01	02	03	04	05	06	07	08	09	10	11	12
1984	01	02	03	04	05	06	07	08	09	10	11	12
1985	01	02	03	04	05	06	07	08	09	10	11	12
1986	01	02	03	04	05	06	07	--	--	--	--	--

Example

	JAN	FEB	MAR	...	NOV	DEC
1979	01	02	03	...	11	12
1980	01	02	03	...	11	12
1981	01	02	03	...	11	12
1982	01	02	03	...	11	12

C. During the last month you attended, how were you classified by the school? (MARK ONE)

- Freshman
- Sophomore
- Junior
- Senior
- Graduate/professional student
- Special student
- Other (WRITE IN) →
- School did not classify students
- Don't know

D. During the last month you attended this school, were you classified as a full-time student? (MARK ONE)

- Yes
- No
- Don't know

E. During the last month you attended, about how many hours a week were your classes scheduled to meet? (INCLUDE LECTURES, SHOP, LAB TIME, ETC. ENTER HOURS)

TOTAL HOURS PER WEEK:

--	--

F. During the last month you attended, what was your actual or intended training (for example, agriculture, education, or secretarial, etc.)? (WRITE IN NAME OF SPECIFIED FIELD OR AREA)

--

G. This training is part of (MARK ONE)

- A vocational program
- An academic program
- A professional program
- Other (DESCRIBE) →

--

H. During the last month you attended, what kind of certificate, license, diploma, or degree were you studying for? (MARK ONE)

- None (SKIP TO J)
- Certificate (IN WHAT? - WRITE IN): →
- License (IN WHAT? - WRITE IN): →
- Two- or three-year vocational degree or diploma
- Two-year academic degree or diploma
- Four- or five-year Bachelor's degree
- A Master's Degree or equivalent
- A Ph.D. or equivalent
- An M.D., L.L.B., J.D., D.D.S. or equivalent
- Other (WRITE IN): →

--

--

--

(ANSWER I)

I. Did you complete all the requirements for that certificate, degree or diploma from this school? (MARK ONE)

- Yes
- No

J. Since October 1979, did you attend a 2nd school? (CIRCLE ONE)

§

1. Yes (GO TO Q.20)
2. No (SKIP TO Q.21)

20. What is the exact name and location of the 2nd most recent school you attended since October 1, 1979?

§ (WRITE IN AND DO NOT ABBREVIATE THE SCHOOL NAME)

SCHOOL NAME		
STREET ADDRESS		
CITY	STATE	ZIP CODE

A. What kind of school is this? (MARK ONE)

- Vocational, trade, business, or other career training school
- Junior or community college (2-year)
- College or university (4 years or more)
- Independent graduate or professional school (medical, dental, law, theology, etc.)
- Other (WRITE IN)

B. When did you attend this school? (CIRCLE THE FIRST AND LAST MONTHS FOR EACH TIME PERIOD AT THIS SCHOOL. DRAW A LINE BETWEEN THE CIRCLED DATES.)

	JAN	FEB	MAR	APR	MAY	JUNE	JUL	AUG	SEPT	OCT	NOV	DEC
1979	--	--	--	--	--	--	--	--	--	10	11	12
1980	01	02	03	04	05	06	07	08	09	10	11	12
1981	01	02	03	04	05	06	07	08	09	10	11	12
1982	01	02	03	04	05	06	07	08	09	10	11	12
1983	01	02	03	04	05	06	07	08	09	10	11	12
1984	01	02	03	04	05	06	07	08	09	10	11	12
1985	01	02	03	04	05	06	07	08	09	10	11	12
1986	01	02	03	04	05	06	07	--	--	--	--	--

C. During the last month you attended, how were you classified by the school? (MARK ONE)

- Freshman
- Sophomore
- Junior
- Senior
- Graduate/Professional student
- Special student
- Other (WRITE IN)
- School did not classify students
- Don't know

D. During the last month you attended this school, were you classified as a full-time student? (MARK ONE)

- Yes
- No
- Don't know

E. During the last month you attended, about how many hours a week were your classes scheduled to meet? (INCLUDE LECTURES, SHOP, LAB TIME, ETC. ENTER HOURS)

TOTAL HOURS PER WEEK:

F. During the last month you attended, what was your actual or intended training (for example, agriculture, education, or secretarial, etc.)? (WRITE IN NAME OF SPECIFIED FIELD OR AREA)

G. This training is part of (MARK ONE)

- A vocational program
- An academic program
- A professional program
- Other (DESCRIBE) →

H. During the last month you attended, what kind of certificate, license, diploma, or degree were you studying for? (MARK ONE)

- None (SKIP TO J)
- Certificate (IN WHAT? - WRITE IN): →
- License (IN WHAT? - WRITE IN): →
- Two- or three-year vocational degree or diploma
- Two-year academic degree or diploma
- Four- or five-year Bachelor's degree
- A Master's Degree or equivalent
- A Ph.D. or equivalent
- An M.D., L.L.B., J.D., D.D.S. or equivalent
- Other (WRITE IN): →

(ANSWER I)

I. Did you complete all the requirements for that certificate, degree or diploma from this school? (MARK ONE)

- Yes
- No

J. Since October 1979, did you attend a 3rd school? (CIRCLE ONE)

§

- 1. Yes
- 2. No

***21. Please indicate if you have ever seriously considered applying for admission to any of the following graduate degree programs? (MARK ALL THAT APPLY)**

- Dentistry
- Law
- Medicine
- Master's in Business Administration (MBA) or similar degree
- Master's Degree (not Business Administration)
- Doctoral Degree-(Ph.D.) in any field
- Other graduate degree (PLEASE SPECIFY) →
- I have never considered applying to a graduate degree program

***22. Which of the following standardized graduate or professional tests have you ever taken?
§ (CIRCLE ALL THAT APPLY)**

- a. Dental Admission Test (DAT)..... 1
- b. Graduate Management Admission Test (GMAT or ATGSB)..... 1
- c. Graduate Record Examination (GRE)..... 1
- d. Law School Admission Test (LSAT)..... 1
- e. Medical College Admission Test (MCAT)..... 1
- f. Other
(PLEASE SPECIFY) →
- g. I took no graduate or professional school admission tests..... 1

***23. Have you ever applied for admission to a business or management graduate program which offers the MBA or similar degree? (CIRCLE ONE)**

- Yes..... 1 (SKIP TO Q.24)
- No..... 2 (GO TO A)

A. What are the chances that you will apply for admission to a business or management graduate program which offers the MBA or similar degree? (CIRCLE ONE)

- Certain to apply in the future..... 01
 - Very likely to apply..... 02
 - Somewhat likely to apply..... 03
 - Not very likely to apply..... 04
 - Not at all likely to apply in the future..... 05
- } (SKIP TO Q.26)

PLEASE DO NOT WRITE IN SHADED AREA

***24. Please list the name and location of the graduate management schools to which you applied. There are spaces to list three schools. If you enrolled in a school, list that school first. For each school, enter the date that you applied, if you were accepted (and date), and if you enrolled (and date of enrollment). Indicate if you received a degree, or left without a degree (and the date). Please do not abbreviate the school name(s).**

A. School Name:		City & State:	
When did you apply? (Enter Date) <div style="display: flex; justify-content: space-around;"> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Month Year </div>	Were you accepted? (CIRCLE ONE) Accepted1 <div style="display: flex; justify-content: space-around;"> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Month Year </div> Not accepted.....2	Did you enroll? (CIRCLE ONE) Yes1 <div style="display: flex; justify-content: space-around;"> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Month Year </div> No.....2	Which of the following applies to you? (CIRCLE ONE) Received degree.....01 Left without degree..02 Still enrolled.....03 Never enrolled.....04 (ENTER DATE) <div style="display: flex; justify-content: space-around;"> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Month Year </div>

If you applied to a second school, continue to B. Otherwise skip to Q.25

B. School Name:		City & State:	
When did you apply? (Enter Date) <div style="display: flex; justify-content: space-around;"> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Month Year </div>	Were you accepted? (CIRCLE ONE) Accepted1 <div style="display: flex; justify-content: space-around;"> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Month Year </div> Not accepted.....2	Did you enroll? (CIRCLE ONE) Yes1 <div style="display: flex; justify-content: space-around;"> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Month Year </div> No.....2	Which of the following applies to you? (CIRCLE ONE) Received degree.....01 Left without degree..02 Still enrolled.....03 Never enrolled.....04 (ENTER DATE) <div style="display: flex; justify-content: space-around;"> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Month Year </div>

If you applied to a third school, continue to C. Otherwise skip to Q.25

C. School Name:		City & State:	
When did you apply? (Enter Date) <div style="display: flex; justify-content: space-around;"> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Month Year </div>	Were you accepted? (CIRCLE ONE) Accepted1 <div style="display: flex; justify-content: space-around;"> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Month Year </div> Not accepted.....2	Did you enroll? (CIRCLE ONE) Yes1 <div style="display: flex; justify-content: space-around;"> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Month Year </div> No.....2	Which of the following applies to you? (CIRCLE ONE) Received degree.....01 Left without degree..02 Still enrolled.....03 Never enrolled.....04 (ENTER DATE) <div style="display: flex; justify-content: space-around;"> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> <div style="border-bottom: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Month Year </div>

***25. Did the graduate business school(s) you attended assist you in obtaining job placement? (MARK ONE)**

- Yes, a great deal
- Yes, some
- No, not at all
- Did not attend a program (SKIP TO Q.26)
- Have not finished the business program

A. At any time during your business schooling were you (have you been) employed? (MARK ONE)

- Yes, full-time
- Yes, part-time
- No

B. Was the first job you had after finishing the graduate business program with the same employer that you had prior to your business schooling? (MARK ONE)

- Yes, same employer
- No, different employer
- Was not employed prior to business school
- Have not been employed since leaving the business program
- Have not finished the business program

***26. Which of the following statements describes your experience during your last year in post-secondary schooling? (MARK ONE ON EACH LINE)**

	<u>WAS MY EXPERIENCE</u>	<u>WAS NOT MY EXPERIENCE</u>
a. The courses were more difficult than I expected.....	<input type="radio"/>	<input type="radio"/>
b. School personnel advised me to continue in the field I was studying.....	<input type="radio"/>	<input type="radio"/>
c. Good job opportunities existed in the field I was studying.....	<input type="radio"/>	<input type="radio"/>
d. The course content differed from what I expected.....	<input type="radio"/>	<input type="radio"/>
e. I found the course work interesting.....	<input type="radio"/>	<input type="radio"/>
f. I performed well academically.....	<input type="radio"/>	<input type="radio"/>
g. I learned a great deal from the education or training.....	<input type="radio"/>	<input type="radio"/>
h. I met people with new ideas.....	<input type="radio"/>	<input type="radio"/>

***27. With regard to your education and training during the last year you were in post-secondary schooling, how satisfied as a whole were you with the following? (MARK ONE FOR EACH LINE)**

	Very Satisfied	Somewhat Satisfied	Neutral or No Opinion	Somewhat Dissatisfied	Very Dissatisfied
a. The ability, knowledge, and personal qualities of most teachers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The social life.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Development of my work skills.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My intellectual growth.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Counseling or job placement.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The buildings, library, equipment, etc.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Cultural activities, music, art, drama, etc.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The intellectual life of the school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Course curriculum.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The quality of instruction.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Sports and recreation facilities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The financial cost of attending.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. The prestige of the school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***28. Estimate how well you have done in all of your coursework or programs since you left high school. Do not include grades from graduate or professional school. (MARK ONE)**

- Mostly A (3.75-4.00 grade point average)
- About half A and half B (3.25-3.74 grade point average)
- Mostly B (2.75-3.24 grade point average)
- About half B and half C (2.25-2.74 grade point average)
- Mostly C (1.75-2.24 grade point average)
- About half C and half D (1.25-1.74 grade point average)
- Mostly D or below (less than 1.25)
- Have not taken any courses for which grades were given

29. As of the first week of February 1986, what was your highest level of education? (CIRCLE ONE)

§

Some high school.....	01
Finished high school or earned a high school equivalency diploma or certificate	02
Vocational, trade, or business school after high school Less than two years	03
Two years or more.....	04
College program Less than two years of college.....	05
Two or more years of college (including two-year degree).....	06
Finished college (four- or five-year degree).....	07
Master's degree or equivalent.....	08
Ph.D., M.D., or other advanced professional degree.....	09

30. As things stand now, do you think you will go further in your education? (MARK ONE)

- Yes (GO TO Q.31)
- No (SKIP TO Q.32)

31. How far in school do you think you will get? (MARK ONE. IF UNSURE, MARK YOUR ONE BEST GUESS)

- Some high school
- Finish high school or earn a high school
equivalency diploma or certificate
- Vocational, trade, or business school after high school
 - Less than two years
 - Two years or more
- College program
 - Less than two years of college
 - Two or more years of college
(including two year degree)
 - Finish college
(four- or five-year degree)
- Master's degree or equivalent
- Ph.D., M.D., or other advanced
professional degree

32. Thinking about the future, in which of the fields or areas listed below do you plan to pursue any further training or education? (MARK ALL THAT APPLY)

- Agriculture or Home Economics
- Business (accounting, marketing, personnel management, etc.)
- Office and Clerical (bookkeeping, stenography, general office, etc.)
- Computer Technology (keypunch operator, programming, computer operations, etc.)
- Education (elementary, special, physical, etc.)
- Engineering (civil, electrical, mechanical, etc.)
- Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.)
- Humanities and Fine Arts (music, religion, English, etc.)
- Health Services (nursing, lab technician, occupational therapy, etc.)
- Public Services (law enforcement, food service, recreation, beautician, etc.)
- Physical Sciences and Mathematics (physics, geology, chemistry, etc.)
- Social Sciences (psychology, history, economics, sociology, etc.)
- Biological Sciences (zoology, physiology, anatomy, etc.)
- Professional Program (medicine, dentistry, law, theology, etc.)
- Other field or area (SPECIFY) →
- Undecided
- Do not plan to pursue any further education or training

The following questions ask you about your school finances for the most recent academic school year you have attended, since October 1979.

If you are unsure about the actual amount for a particular item, GIVE YOUR BEST ESTIMATE. ROUND OFF TO THE NEAREST DOLLAR.

33. From the time periods listed below, please indicate the most recent time period since October 1979 during which you attended school. Please consider all school attendance, even courses lasting only a few weeks or months. For example, if you took a three-week class in November of 1980, circle the code for the period Fall of 1980 - Summer of 1981. (CIRCLE THE ONE MOST RECENT PERIOD)

- Did not attend school between 1979-1986..... 01 (SKIP TO Q.37)
 - Fall of 1979-Summer of 1980..... 02
 - Fall of 1980-Summer of 1981..... 03
 - Fall of 1981-Summer of 1982..... 04
 - Fall of 1982-Summer of 1983..... 05
 - Fall of 1983-Summer of 1984..... 06
 - Fall of 1984-Summer of 1985..... 07
 - Fall of 1985-Summer of 1986..... 08
- (ANSWER A)

A. What were the total annual charges for tuition and fees for the most recent period that you attended school (as § circled above)? INCLUDE ALL TUITION AND FEES EVEN IF THEY WERE PAID COMPLETELY OR IN PART BY YOUR PARENTS, A SCHOLARSHIP OR A LOAN. (CIRCLE YOUR ONE BEST ESTIMATE.)

- Less than \$500..... 01
- \$500 to \$999..... 02
- 1,000 to 2,999..... 03
- 3,000 to 4,999..... 04
- 5,000 to 6,999..... 05
- 7,000 or more..... 06

34. During the same time period, did you or will you receive a loan to go to school? (CIRCLE ONE)

- 1. Yes (ANSWER A AND B)
- 2. No (SKIP TO Q.35)

A. From which of the following sources did you or will you receive a loan to go to school? (MARK ALL THAT APPLY)

- a. National Direct Student Loan
- b. Federal Guaranteed Student Loan Program
- c. Other loan (WRITE IN)

B. Estimate the total dollar value of the amounts you received or will receive as loans to go to school during this same time period.

\$

--	--	--	--	--	--	--	--	--	--

 ,

--	--	--	--	--

***37. If an 18-year old, who was like you in many ways, asked your advice about how to prepare for a career in business, which of the following education patterns would you recommend? (MARK ONE)**

- High school only with no college
- College bachelor's degree in business
- College bachelor's degree in a technical field such as engineering or computer science
- College bachelor's degree plus a master's degree in business (MBA or similar degree)
- College bachelor's degree plus a master's degree in economics
- College bachelor's degree plus a law degree
- College bachelor's degree plus certification such as Certified Public Accountant (CPA)

OTHER TRAINING

38. Since October 1979, have you participated in any program such as on-the-job training, registered apprenticeships, government training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs or Armed Forces training programs. (CIRCLE ONE)

- 1. Yes (ANSWER A-D)
- 2. No (SKIP TO Q.39)

A. What type of training program(s) or course(s) have you participated in? (CIRCLE ALL THAT APPLY)

- a. Formal Registered Apprenticeship (your state or labor union)..... 1
- b. Job Training Partnership Act (JTPA) 1
- c. State or locally sponsored employment and training program 1
- d. Other employment and training program..... 1

(PLEASE SPECIFY)

→

- e. Non-credit courses or activities in regular school..... 1
- f. Correspondence courses..... 1
- g. Courses given by a community group, labor organization, or church 1
- h. Courses given by a private instructor 1
- i. Courses given by television, radio, or newspaper 1

B. How long is (or was) this program scheduled to last? (MARK ONE)

- Less than one month
- Between one month and one year
- More than one year

C. Have you completed this program? (MARK ONE)

- Yes
- No, still enrolled
- No, left without completing

D. Were you being trained for some kind of work? (MARK ONE)

- Yes (ANSWER E)
- No (SKIP TO Q.39)

E. What kind of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: photography, sales, auto mechanic work, plumbing, typing, etc.) (WRITE IN)

↓

FAMILY INFORMATION

39. Now we would like some information about any marriages or marriage-like relationships you have had. Have you ever been married or involved in a marriage-like relationship?

1. Yes (GO TO Q.40)
2. No (SKIP TO Q.77)

*40. Please start with the first time that you got married or lived in an intimate relationship with an unrelated adult of the opposite sex. Do not count any living arrangements which lasted LESS THAN ONE MONTH.

ANSWER THESE QUESTIONS FOR YOUR FIRST PARTNER

A. When did you begin living with this person?

§

MONTH		YEAR	

B. Were you married to this person when you started living together? (CIRCLE ONE)

§

1. Yes (SKIP TO D)
2. No (GO TO C)

C. Did you ever marry this person? (CIRCLE ONE)

§

1. Yes →

MONTH		YEAR	
2. No

D. How old was your partner when you began living together? (IF UNSURE, GIVE YOUR BEST ESTIMATE)

AGE OF PARTNER

--	--

E. How many children were produced from this relationship? (ENTER NUMBER. IF NONE, WRITE IN "0".)

NUMBER OF CHILDREN

--	--

F. Are you still living with this person? (CIRCLE ONE)

§

1. Yes (SKIP TO Q.43)
2. No (ENTER MONTH AND YEAR YOU PARTED) →

MONTH		YEAR	

 (GO TO G)

G. How did this relationship end? (CIRCLE ONE AND GIVE DATE)

§

- | | | | | | |
|---------------------------|---|---|---|-------|------|
| Separation..... | 1 | } | → | | |
| Divorce or annulment..... | 2 | | | | |
| Death of partner..... | 3 | | | | |
| | | | | MONTH | YEAR |

H. Did you have any other marriages or marriage-like relationships? (CIRCLE ONE)

1. Yes (GO TO Q.41)
2. No (SKIP TO Q.43)

***41. ANSWER THESE QUESTIONS FOR YOUR SECOND PARTNER**

A. When did you begin living with this person?
§ (WRITE IN MONTH AND YEAR)

MONTH			YEAR		

B. Were you married to this person when you started living together? (CIRCLE ONE)

1. Yes (SKIP TO D)
2. No (GO TO C)

C. Did you ever marry this person?
§ (CIRCLE ONE)

1. Yes →

MONTH		

YEAR		

2. No

D. How old was your partner when you began living together?

AGE OF PARTNER

--	--	--

E. How many children were produced from this relationship? (ENTER NUMBER. IF NONE, WRITE IN "0")

NUMBER OF CHILDREN

--	--	--

F. Are you still living with this person?
§ (CIRCLE ONE)

1. Yes (SKIP TO Q.43)

2. No (ENTER MONTH AND YEAR YOU PARTED) →

MONTH		

YEAR		

 (GO TO G)

G. How did this relationship end?
§ (CIRCLE ONE AND GIVE DATE)

Separation..... 1
Divorce/annulment... 2
Death of partner..... 3

→

MONTH		

YEAR		

H. Did you have any other marriages or marriage-like relationships? (CIRCLE ONE)

1. Yes (GO TO Q.42)
2. No (SKIP TO Q. 43)

***42. ANSWER THESE QUESTIONS FOR YOUR THIRD PARTNER**

A. When did you begin living with this person?
§ (WRITE IN MONTH AND YEAR)

MONTH			YEAR		

B. Were you married to this person when you started living together? (CIRCLE ONE)

1. Yes (SKIP TO D)
2. No (GO TO C)

C. Did you ever marry this person?
§ (CIRCLE ONE)

1. Yes →

MONTH		

YEAR		

2. No

D. How old was your partner when you began living together?

AGE OF PARTNER

--	--	--

E. How many children were produced from this relationship? (ENTER NUMBER. IF NONE, WRITE IN "0")

NUMBER OF CHILDREN

--	--	--

F. Are you still living with this person?
§ (CIRCLE ONE)

1. Yes (SKIP TO Q. 43)

2. No (ENTER MONTH AND YEAR YOU PARTED) →

MONTH		

YEAR		

 (GO TO G)

G. How did this relationship end?
§ (CIRCLE ONE AND GIVE DATE)

Separation..... 1
Divorce/annulment... 2
Death of partner..... 3

→

MONTH		

YEAR		

H. Did you have any other marriages or marriage-like relationships? (CIRCLE ONE)

1. Yes How many more →

--
2. No

43. Altogether, how many times have you been married? (CIRCLE ONE)

§

- Never..... 1 (SKIP TO Q.77)
- Once..... 2] (GO TO Q.44)
- Two or more times..... 3]

Now we would like to ask you a few more questions about YOUR FIRST MARRIAGE.

*44. In what state did you marry your first spouse?

STATE

[Empty rectangular box for state name]

*45. At the time you began living together, what was the highest level of education YOU and YOUR FIRST SPOUSE had received? (MARK ONE FOR EACH PERSON)

	A. SELF	B. SPOUSE
Some high school or less.....	<input type="radio"/>	<input type="radio"/>
Graduated from high school.....	<input type="radio"/>	<input type="radio"/>
Some college or trade school.....	<input type="radio"/>	<input type="radio"/>
Finished college.....	<input type="radio"/>	<input type="radio"/>
Master's or other advanced degree.....	<input type="radio"/>	<input type="radio"/>

a. During this marriage did you or your spouse receive any further education? (MARK ONE)

- Yes (GO TO B)
- No (SKIP TO Q.46)

b. What was the level of education you and your spouse received by the end of the relationship (or now, if you are still in this relationship)? (MARK ONE FOR EACH PERSON)

	A. SELF	B. SPOUSE
Graduated from high school.....	<input type="radio"/>	<input type="radio"/>
Some college or trade school.....	<input type="radio"/>	<input type="radio"/>
Finished college.....	<input type="radio"/>	<input type="radio"/>
Master's or other advanced degree.....	<input type="radio"/>	<input type="radio"/>

*46. Now we would like to know what activities you and your spouse were engaged in during the beginning and the end of your relationship. If you are still in the relationship, please respond with what you are doing now. (MARK ALL THAT APPLY)

	<u>Self at beginning</u>	<u>Spouse at beginning</u>	<u>Self now or at end of relationship</u>	<u>Spouse now or at end of relationship</u>
Working for pay at a full-time job or part-time job.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking vocational or technical courses at any kind of school or college (e.g., trade, business or other career training school).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking academic courses at a two- or four-year college.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking courses at a graduate or professional school (law, medicine, pharmacy, etc.).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving on active duty in the Armed Forces or Service Academy.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping house (without other job).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary layoff from work, looking for work, or waiting to report to work.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(PLEASE SPECIFY) →

*47. When you began living together, about how much did YOU and YOUR SPOUSE earn in a year? (GIVE YOUR BEST ESTIMATE, IF NONE ENTER "0")

YOUR yearly earnings

\$

--	--	--	--	--	--

 ,

--	--	--	--	--	--

SPOUSE'S yearly earnings

\$

--	--	--	--	--	--

 ,

--	--	--	--	--	--

*48. What is (was) the religion of your spouse? (MARK ONE)

- Catholic
- Protestant
- Jewish
- Other
- No religion

*49. Is (was) your spouse of the same nationality or ethnic background as you are? (MARK ONE)

- Yes
- No
- Don't know

*50. Has (had) your spouse been married before? (MARK ONE)

- Yes
- No
- Don't know

*51. How many children does (did) your spouse have from a previous marriage or relationship? (WRITE IN NUMBER. IF NONE, ENTER "0" AND GO TO Q.52)

NUMBER OF CHILDREN (ANSWER A & B)

A. How many children does (did) your spouse have at least some financial responsibility for? (WRITE IN NUMBER. IF NONE, ENTER "0")

NUMBER OF CHILDREN

B. Altogether, how many of your spouse's children live (lived) with you? (WRITE IN NUMBER. IF NONE, ENTER "0")

NUMBER OF CHILDREN

*52. For each year, or part of a year listed below, how happy was your marriage? (MARK THE LAST COLUMN FOR ANY YEAR LISTED THAT YOU WERE NOT MARRIED)

	<u>EXTREMELY HAPPY</u>					<u>EXTREMELY UNHAPPY</u>			<u>NOT MARRIED</u>
First Year of Marriage.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second Year of Marriage.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third Year of Marriage.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fourth Year of Marriage.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fifth Year of Marriage.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF MARRIED MORE THAN 5 YEARS,
 MOST RECENT YEAR OF MARRIAGE

*53. Are you divorced or separated from your first spouse? (CIRCLE ONE)

§

- Yes, legally divorced..... 01
 - Yes, separated and divorce in process..... 02
 - Yes, separated but no divorce in process..... 03
 - Neither separated nor divorced..... 04
- } (GO TO Q.54)
- } (SKIP TO Q.77)

*54. When you stopped living together, about how much did YOU and YOUR SPOUSE earn each year? (GIVE YOUR BEST ESTIMATE, IF NONE, ENTER "0")

YOUR yearly earnings

\$,

SPOUSE'S yearly earnings

\$,

IF YOU ARE NOT LEGALLY DIVORCED FROM YOUR FIRST SPOUSE, MARK HERE AND SKIP TO Q.77.

*55. How far away does your first spouse now live from you? (MARK ONE)

- Same or nearby neighborhood
- Same town but farther than 3 miles away
- Same state but different town
- Different state or country, within 500 miles
- Different state or country, 500 miles or more away
- Don't know where first spouse lives

*56. Where did you obtain a divorce?

§

STATE:

*57. Did you and/or your spouse retain a lawyer? (MARK ONE)

- I retained a lawyer, but my spouse did not
- I did not retain a lawyer but my spouse did
- We each retained our own lawyer
- Neither of us retained a lawyer
- We shared the same lawyer

*58. How much did you and/or your spouse spend on lawyers' fees? (IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "0" AND SKIP TO Q.60)

a. Amount spent on own lawyer

\$

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b. Amount spent on spouse's lawyer

\$

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*59. Who paid the lawyers' fees? (MARK ONE)

- I paid all fees
- Partner paid all fees
- We each paid own fees
- Other

(PLEASE SPECIFY)

*60. How did you reach agreement on the following aspects of your divorce settlement? (MARK ONE ON EACH LINE)

	A. Settled Without Assistance	B. Settled with Assistance of Attorneys	C. By Court Order	D. No Settlement Made	E. NOT APPLICABLE
a. Child Custody.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Visitation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Division of Property.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Child Support.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Alimony Payments.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*61. During the divorce process, how would you describe your relationship with your spouse? (MARK ONE)

- It was generally friendly
- There were some disputes, but generally not bitter
- There were many disputes
- It was mostly bitter

*62. What was the TOTAL NET VALUE of all property (house or other real estate, cash, cars, furniture, etc.) you and your spouse owned or received as a result of the settlement? That is, what is the amount that each of you would have owned or received if you had sold the property and paid off any mortgages or debts? (MARK ONE IN EACH COLUMN)

TOTAL DOLLAR VALUE	A. Owned or Received by You	B. Owned or Received by Spouse
a. Less than 5,000.....	<input type="radio"/>	<input type="radio"/>
b. 5,000 - 9,999.....	<input type="radio"/>	<input type="radio"/>
c. 10,000 - 19,999.....	<input type="radio"/>	<input type="radio"/>
d. 20,000 - 29,999.....	<input type="radio"/>	<input type="radio"/>
e. 30,000 - 39,999.....	<input type="radio"/>	<input type="radio"/>
f. 40,000 - 49,999.....	<input type="radio"/>	<input type="radio"/>
g. 50,000 - 74,999.....	<input type="radio"/>	<input type="radio"/>
h. 75,000 or more.....	<input type="radio"/>	<input type="radio"/>
i. DON'T KNOW.....	<input type="radio"/>	<input type="radio"/>

*63. Did you and your spouse sell your house in order to divide the marital property? (MARK ONE)

- No (GO TO A)
- Yes (SKIP TO Q.64)
- Did not own house (SKIP TO Q.64)

A. Who remained living in it? (MARK ONE)

- You remained
- Your spouse remained
- Neither you nor your spouse remained
- Don't know

*64. Have you ever made or received alimony payments? (CIRCLE ONE)

- Made..... 1
 - Received..... 2
 - Neither..... 3
- 1 } (GO TO A)
2 }
3 } (SKIP TO Q.65)

A. How often have the payments been made? (CIRCLE ONE)

- Regularly..... 1
 - Occasionally..... 2
 - Seldom..... 3
- 1 } (GO TO B)
2 }
3 }

B. What is the typical monthly payment? (ENTER AMOUNT)

\$

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*65. Has your first spouse remarried or moved in with an unrelated adult of the opposite sex? (MARK ONE)

- Married
- Moved in with someone
- Neither
- Don't know

*66. Did you and your first spouse have any children (including adopted, stepchildren, and foster care)? (CIRCLE ONE)

§

- 1. Yes (GO TO Q.67)
- 2. No (SKIP TO Q.76)

*67. What was the nature of the agreement concerning physical custody of the children? (MARK ONE)

- You obtained sole physical custody of the children
- Spouse obtained sole physical custody of the children
- You and your spouse share physical custody of the children (SKIP TO Q.70)
- Split custody (some children with you, some with spouse)
- Neither you nor spouse has custody
- There was no specific agreement (SKIP TO Q.70)

*68. What was the nature of your agreement concerning visitation by the non-custodial parent? (MARK ONE)

- Sees child(ren) once a week or more
- Sees child(ren) twice a month
- Sees child(ren) once a month
- Sees child(ren) during vacations
(e.g., holidays, summer, spring, etc.)
- No specific times
- No visitation allowed

*69. Since the time of the divorce, have visitations been made according to the agreement? (MARK ONE)

- Yes
- No, they have been more frequent
- No, they have been less frequent

*70. At the time of the divorce, what was the agreement on child support payment between you and § your spouse? (CIRCLE ONE AND ENTER MONTHLY AMOUNT)

I agreed to pay spouse 01 → \$

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--	--	--	--	--	--	--	--

Former spouse agreed to pay me 02 → \$

--	--	--	--	--	--	--	--

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--	--	--	--	--	--	--	--

We agreed that neither of us would pay the other..... 03

There was no agreement 04

*71. How regularly have child support payments been made? (MARK ONE)

- Regularly
- Occasionally
- Seldom
- Never

*72. Have you ever tried to change the original child support agreement through the courts? (MARK ONE)

- Yes
- No

A. What is the amount of the payment you (or your spouse) is supposed to make now?
(ENTER MONTHLY AMOUNT)

\$

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B. What amount did you actually pay (or receive) last month? (ENTER MONTHLY AMOUNT)

\$

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*73. How do you and your former spouse reach major decisions concerning your children's education, health care, behavioral problems, etc.? (MARK ONE)

- I make all major decisions alone
- Former spouse makes all major decisions alone
- Sometimes we make major decisions together
- We almost always make major decisions together

*74. OTHER THAN CHILD SUPPORT PAYMENTS THAT YOUR FIRST SPOUSE MAY MAKE, how regularly does your first spouse do the following? (MARK ONE FOR EACH LINE)

	<u>Very</u>		<u>Regularly</u>		<u>Never</u>
a. Pay for clothes for the children.....	①	②	③	④	⑤
b. Pay for presents for the children.....	①	②	③	④	⑤
c. Take the children on vacation.....	①	②	③	④	⑤
d. Pay for routine dental care.....	①	②	③	④	⑤
e. Carry medical insurance for the children.....	①	②	③	④	⑤
f. Pay for uninsured medical expenses.....	①	②	③	④	⑤
g. Help the children with homework.....	①	②	③	④	⑤
h. Attend school events.....	①	②	③	④	⑤

*75. In your opinion, are your children now better off, worse off, or about the same as they were during your first marriage in terms of the following: (MARK ONE FOR EACH LINE)

	<u>Better</u>		<u>About</u>		<u>Worse</u>		<u>Don't</u>
	<u>Off</u>		<u>Same</u>		<u>Off</u>		<u>Know</u>
a. Quality of neighborhood where they live.....	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
b. Quality of schools which they attend.....	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
c. Progress in school.....	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
d. Quality of home life.....	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
e. Quality of time they spend with father.....	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
f. Quality of time they spend with mother.....	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
g. Quality of recreational activities.....	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
h. Quality of health care.....	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
i. Overall standard of living.....	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>

*76. In your opinion, is your own standard of living now better, worse, or about the same as it was during your first marriage in terms of the following: (MARK ONE FOR EACH LINE)

	Better Off	About Same	Worse Off	Don't Know
a. Quality of housing.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Quality of neighborhood where you live.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Health insurance coverage.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Financial security.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Job satisfaction.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Overall standard of living.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

77. What was your marital status the first week of February 1986? (CIRCLE ONE)

- §
- Divorced..... 01
 - Widowed..... 02
 - Separated..... 03
 - Not married but living in a marriage-like relationship..... 04
 - Married..... 05
 - Not married..... 06
- (SKIP TO Q.82) [bracketed next to 01-03]
- (SKIP TO Q.82) [arrow next to 06]

78. What was your spouse (husband, wife, or live-in partner) doing the first week of February 1986? (MARK ALL THAT APPLY)

- a. He or she was working for pay at a full-time or part-time job
- b. Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)
- c. Taking academic courses at a two- or four-year college
- d. Taking courses at a graduate or professional school (e.g., law, medicine, pharmacy, etc.)
- e. Serving on active duty in the Armed Forces (or service academy)
- f. Keeping house (without other job)
- g. Temporary layoff from work, looking for work, or waiting to report to work
- h. Other (DESCRIBE) →

79. Did your spouse hold a job the first week of February 1986? (CIRCLE ONE)

- 1. Yes (GO TO Q.80)
- 2. No (SKIP TO Q.81)

80. Please describe below the job your spouse held during the first week of February 1986.

A. What kind of job or occupation did he or she have? (For example, salesperson, waitress, secretary, etc.) (WRITE IN)

[]

B. What kind of business or industry was this job in? (For example, shoe store, restaurant, etc.) (WRITE IN)

[]

C. What were his or her most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.) (WRITE IN)

[]

D. Was he or she: (MARK ONE)

- An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary or commissions?
- A GOVERNMENT employee (Federal, State, county or local institution or school)?
- Self-employed in his or her OWN business, professional practice, or farm?
- Working WITHOUT PAY in family business or farm?
- Working WITHOUT PAY in volunteer job?

E. When did he or she start working at this job? (WRITE IN MONTH AND YEAR)

[][] [][]
MONTH YEAR

F. How many hours did he or she usually work at this job in an average week? (WRITE IN NUMBER OF HOURS)

HOURS PER WEEK [][]

G. In an average week, approximately how much did he or she earn at this job? (Report his or her gross earnings before taxes or other deductions. If not paid by the week, please estimate.) (WRITE IN AMOUNT, ROUND TO NEAREST DOLLAR)

APPROXIMATE EARNINGS DURING AVERAGE WEEK: \$ [][] [][][]

H. Is he or she currently working at this job? (MARK ONE)

- Yes
 - No
- (IF NO, MARK MONTH THAT HE OR SHE LEFT) February April June
 March May July

81. As of the first week of February 1986, what was the highest level of education that your spouse had attained?
(MARK ONE)

- Some high school
- Finished high school or earned a high school equivalency diploma or certificate
 - Vocational, trade, or business school after high school
 - Less than two years
 - Two years or more
- College program
 - Less than two years of college
 - Two or more years of college (including two-year degree)
 - Finished college (four- or five-year degree)
- Master's degree or equivalent
- Ph.D., M.D., or other advanced professional degree
- Don't know

*82. How many children altogether do you eventually expect to have (include adopted and step-children)? (WRITE IN NUMBER. IF NONE, WRITE IN "0" and SKIP TO Q.84)

NUMBER OF CHILDREN:

--	--

*83. When do you expect to have your first (next) child? (MARK ONE)

- Don't expect to have a (another) child
- Within the next year
- Between 1 and 2 years from now
- Between 2 and 3 years from now
- Between 3 and 5 years from now
- More than 5 years from now
- Don't know

84. As of the first week of February 1986, how many . . .
§ (WRITE IN NUMBER FOR EACH. IF NONE, ENTER "0")

natural children have you ever had?

--	--

adopted children have you ever had?

--	--

step-children have you ever had?

--	--

foster-care children have you ever had?

--	--

(IF YOU HAVE NEVER HAD CHILDREN OF ANY KIND, SKIP TO Q.97)

Next, we would like some information about your children. Please answer these questions for all of your natural, adopted, or step-children, whether or not they live with you, and for any foster-care children who are now living with you. There is space for 4 children. Answer first for your natural children, beginning with the oldest (first) child, then the next oldest, and so on. Then go on to the other children (currently living with you) beginning with the oldest.
(ANSWER PARTS A, B, C, and D FOR EACH CHILD)

CHILD

A. BIRTHDATE

*B. SEX

C. CHILD WAS...

*D. CHILD USUALLY LIVES WITH...

85. 1st child

§ BIRTHDATE

Month				Year			

Male
 Female

§ (CIRCLE ONE)

Born to me..... 01
Adopted..... 02
Step-child 03
Foster-care..... 04

(MARK ONE)

Me
Other parent(s)
Other relative(s).....
Foster/adoptive parents.....
Other.....
Child deceased

86. 2nd child

§ BIRTHDATE

Month				Year			

Male
 Female

§ (CIRCLE ONE)

Born to me..... 01
Adopted..... 02
Step-child 03
Foster-care..... 04

(MARK ONE)

Me
Other parent(s)
Other relative(s).....
Foster/adoptive parents.....
Other.....
Child deceased

87. 3rd child

BIRTHDATE

Month				Year			

Male
 Female

(MARK ONE)

Born to me.....
Adopted.....
Step-child
Foster-care.....

(MARK ONE)

Me
Other parent(s)
Other relative(s).....
Foster/adoptive parents.....
Other.....
Child deceased

88. 4th child

BIRTHDATE

Month				Year			

Male
 Female

(MARK ONE)

Born to me.....
Adopted.....
Step-child
Foster-care.....

(MARK ONE)

Me
Other parent(s)
Other relative(s).....
Foster/adoptive parents.....
Other.....
Child deceased

89. Do you have more than 4 children? (MARK ONE)

Yes
No

***92. What things influenced you most in choosing the child care arrangements for your child or children?**
 (IF YOU DO NOT HAVE CHILD CARE, MARK HERE AND GO TO Q.93)

	(MARK ALL THAT APPLY)	
	PRE-SCHOOL AGE	SCHOOL-AGE
Hours day care is available.....	<input type="radio"/>	<input type="radio"/>
Cost.....	<input type="radio"/>	<input type="radio"/>
Distance from home.....	<input type="radio"/>	<input type="radio"/>
Type of program offered.....	<input type="radio"/>	<input type="radio"/>
Type of educational materials used.....	<input type="radio"/>	<input type="radio"/>
Training of staff.....	<input type="radio"/>	<input type="radio"/>
Computers available.....	<input type="radio"/>	<input type="radio"/>
Child knows care giver.....	<input type="radio"/>	<input type="radio"/>
Distance from work place.....	<input type="radio"/>	<input type="radio"/>
Recreational equipment.....	<input type="radio"/>	<input type="radio"/>

93. When your youngest (most recent) child was born, how much time off from work did you personally take? (MARK ONE)

- | | |
|--|---|
| <input type="radio"/> Was not working | <input type="radio"/> 2 - 3 months |
| <input type="radio"/> No time off | <input type="radio"/> 4 - 6 months |
| <input type="radio"/> Less than one week | <input type="radio"/> 7 months - 1 year |
| <input type="radio"/> 1 - 4 weeks | <input type="radio"/> Over one year |
| <input type="radio"/> 5 - 7 weeks | |

94. During the last year, how much time did you take off from work or school in order to take care of any of your children (include time off from work to care for sick children, doctors' visits, school holidays, etc.)? (MARK ONE)

- | | |
|---------------------------------------|---|
| <input type="radio"/> Was not working | <input type="radio"/> 11 - 19 days |
| <input type="radio"/> No time off | <input type="radio"/> 1 month (20 work days) - 2 months |
| <input type="radio"/> 1 - 5 days | <input type="radio"/> More than 2 months |
| <input type="radio"/> 6 - 10 days | |

***95. What level of education do you expect all or most of your children to achieve? (MARK ONE)**

- | | |
|--|---|
| <input type="radio"/> Some high school or less | <input type="radio"/> Finish college |
| <input type="radio"/> Graduate from high school | <input type="radio"/> Master's or other advanced degree |
| <input type="radio"/> Some college or trade school | <input type="radio"/> Don't know |

96. Have you or your child(ren)'s other parent done anything specific in order to save some money for your child(ren)'s education after high school? (MARK ONE)

- Yes (ANSWER A)
 No (SKIP TO Q.97)

A. IF YES: Have you . . .
 (MARK ONE FOR EACH LINE)

	<u>Yes</u>	<u>No</u>
Started a savings account.....	<input type="radio"/>	<input type="radio"/>
Bought an insurance policy.....	<input type="radio"/>	<input type="radio"/>
Bought U.S. Savings Bonds.....	<input type="radio"/>	<input type="radio"/>
Made investments in stock or real estate.....	<input type="radio"/>	<input type="radio"/>
Set up a trust fund.....	<input type="radio"/>	<input type="radio"/>
Other.....	<input type="radio"/>	<input type="radio"/>

(PLEASE SPECIFY) →

101. During the Spring of 1972, that is, during the spring of your senior year in high school, with whom were you living?
 (MARK ALL THAT APPLY)

- I lived alone
- Father
- Other male guardian
(step-father or foster father)
- Mother
- Other female guardian
(step-mother or foster mother)
- Brother(s) and/or sister(s)
(including step- or half-)
- Grandparent(s)
- My husband/wife
- My child or my children
- Other relative(s) (children or adults)
- Non-relative(s) (children or adults)

102. With whom did you live the first week of February 1986? (CIRCLE ALL THAT APPLY)

- a. I lived alone.....1
- b. Father 1
- c. Other male guardian
(step-father or foster father).....1
- d. Mother.....
- e. Other female guardian
(step-mother or foster mother)1
- f. Brother(s) and/or sister(s)
(including step- or half-).....1 (WRITE IN NUMBER: →

--	--

)
- g. Grandparent(s)..... 1 (WRITE IN NUMBER: →

--	--

)
- h. My husband/wife.....1
- i. My child or my children.....1 (WRITE IN NUMBER: →

--	--

)
- j. Other relative(s)
(children or adults).....1 (WRITE IN NUMBER: →

--	--

)
- k. Non-relative(s)
(children or adults).....1 (WRITE IN NUMBER: →

--	--

)

*103. Please think about the financial arrangements you have with other persons in your household. Read the descriptions below and MARK the one which most closely matches your arrangement (MARK ONE)

People combine their incomes and this money is used to pay most household expenses (GO TO Q.104)

One person provides almost all the income

Each person pays for most of his or her own expenses

Not applicable because I live alone

(SKIP TO Q.105)

*104. If you combine your money, which household members share their income with the rest of the household? (MARK ALL THAT APPLY)

You

Spouse or live-in partner

Parent(s)

Grandparent(s)

Other relative(s)

Other
(PLEASE SPECIFY)

↓

*105. For the next question, we would like you to think about the people OUTSIDE YOUR HOUSEHOLD to whom you may give money or assistance of some kind and from whom you may also receive money or assistance. These people might be relatives, friends, neighbors, fellow club members, or persons who are special to you. The assistance might be in the form of a loan, gift, or time spent helping. You can think of giving or receiving assistance in three ways:

OCCASIONAL HELP WITH EVERYDAY NEEDS, such as yard work, errands, groceries, or cash.

HELP WITH MAJOR ITEMS OR EVENTS THAT CAN BE PLANNED, such as weddings, schooling, or down payment on a house, or long term nursing care.

HELP WITH EMERGENCIES, such as paying for hospital bills, or helping with the care of someone who had a serious illness, or caring for children during a family crisis.

Please use the following table to list the persons OUTSIDE YOUR HOUSEHOLD you have assisted or who have given assistance to you sometime during the last five years. Then write the relationship of the person to you. Finally, MARK THE OVALS to tell which type(s) of help were given or received.

FIRST NAME	RELATIONSHIP TO YOU	YOU GAVE/GIVE TO THE PERSON LISTED			YOU RECEIVED/RECEIVE FROM THE PERSON LISTED		
		Everyday	Major Items or Events	Emergencies	Everyday	Major Items or Events	Emergencies
Examples: David	Nephew	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Ellen	Neighbor	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
1.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

106. What is the present age of your mother and father? (IF YOU ARE UNSURE, GIVE YOUR BEST ESTIMATE. IF YOUR MOTHER OR FATHER IS DECEASED, ANSWER PART B OR D.)

A. Mother's age (WRITE IN)

--	--

*C. Father's age (WRITE IN)

--	--

B. If deceased, age at death

--	--

*D. If deceased, age at death

--	--

and year of death

1	9		
---	---	--	--

and year of death

1	9		
---	---	--	--

IF BOTH PARENTS ARE DECEASED, MARK HERE AND SKIP TO Q.111

*107. Please indicate how far away you live from your parent(s). (MARK ONE FOR EACH LIVING PARENT)

	<u>MOTHER</u>	<u>FATHER</u>
Less than 10 miles.....	<input type="radio"/>	<input type="radio"/>
10 to 49 miles.....	<input type="radio"/>	<input type="radio"/>
50-149 miles.....	<input type="radio"/>	<input type="radio"/>
150-499 miles.....	<input type="radio"/>	<input type="radio"/>
500 miles or more.....	<input type="radio"/>	<input type="radio"/>

*108. How often do you see your parents? (MARK ONE FOR EACH LIVING PARENT)

	<u>MOTHER</u>	<u>FATHER</u>
More than once a week.....	<input type="radio"/>	<input type="radio"/>
Once a week.....	<input type="radio"/>	<input type="radio"/>
2-3 times a month.....	<input type="radio"/>	<input type="radio"/>
Once a month.....	<input type="radio"/>	<input type="radio"/>
Several times a year.....	<input type="radio"/>	<input type="radio"/>
Once a year or less.....	<input type="radio"/>	<input type="radio"/>

*109. Have you discussed your parents' financial plans for retirement with them? (MARK ONE)

- Yes
- No

*110. What sources of income are your parents using or planning to use for retirement? (MARK ALL THAT APPLY)

- Private pension or retirement plan
- Social Security
- Government or military pension
- Personal savings and/or investment income
- Contributions from you
- Other
(PLEASE SPECIFY) →
- Don't know

--

INCOME

111. Write in below your best estimate of your total yearly income before taxes for (a) ALL OF 1984, and (b) ALL OF 1985. Include your spouse's (husband, wife, or live-in partner) income where asked. **EVERY LINE SHOULD HAVE DOLLAR AMOUNT ENTRY. IF YOU DID NOT RECEIVE ANY INCOME FROM A SOURCE, ENTER A ZERO, "0."**

SOURCE	Amount Received 1984	Amount Received 1985
a. Your own wages, salaries, commissions, or tips. IF NONE: ENTER "0"	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
b. Your own net income from a business or farm. IF NONE: ENTER "0"	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
c. Your spouse's wages, salaries, commissions, or tips, and his or her net income from a business or farm. IF NONE: ENTER "0"	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
d. Dividends, interest, rental income, investment income (include spouse's) IF NONE: ENTER "0" ..	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
e. Social Security benefits (include spouse's) IF NONE: ENTER "0"	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
f. Veteran's benefits (include spouse's) IF NONE: ENTER "0"	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
g. Your unemployment compensation. IF NONE: ENTER "0"	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
h. Your spouse's unemployment compensation. IF NONE: ENTER "0"	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
i. Public assistance, welfare, AFDC, etc. (include spouse's). IF NONE: ENTER "0"	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
j. Income you (and your spouse) received as gifts from relatives or friends. IF NONE: ENTER "0"	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
k. Your scholarships, fellowships, grants, loans, etc. IF NONE: ENTER "0"	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
l. Your spouse's scholarships, fellowships, grants, loans, etc. IF NONE: ENTER "0"	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
m. Nontaxable income not included above (include spouse's). IF NONE: ENTER "0"	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
n. Child support payments. IF NONE: ENTER "0" ...	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>
o. <u>TOTAL INCOME</u> (ADD TOGETHER PARTS a-n)...	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>	\$ <input style="width: 40px;" type="text"/> , <input style="width: 40px;" type="text"/>

EXPERIENCES AND OPINIONS

112. Are you registered to vote? (MARK ONE)

Yes

No

113. Since 1984, and including the 1984 Presidential election, have you voted in any local, state, or national election? (MARK ONE)

Yes

No

*114. The following questions ask about your political participation. Thinking about the last 24 months . . . (MARK ONE ON EACH LINE)

Frequently Sometimes Never

- a. When you talked with your friends, did you ever talk about public problems—that is, what's happening in the country or in your community?
- b. Did you ever talk about public problems with any of the following people?
- Your family
- People where you work
- Community leaders, such as club or church leaders
- c. Did you ever talk about public problems with elected government officials or people in politics, such as Democratic or Republican leaders?
- d. Did you ever talk to people to try to get them to vote for or against a candidate?
- e. Did you ever give any money or buy tickets to help someone who was trying to win an election?
- f. Did you ever go to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election?
- g. Did you ever do any work to help a candidate in his or her campaign?
- h. Did you ever hold an office in a political party or get elected to a government job?

115. How do you feel about each of the following statements? (MARK ONE ON EACH LINE)

	<u>Agree Strongly</u>	<u>Agree</u>	<u>Disagree</u>	<u>Disagree Strongly</u>	<u>No Opinion</u>
a. I take a positive attitude toward myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Good luck is more important than hard work for success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I feel I am a person of worth, on an equal plane with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am able to do things as well as most other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Every time I try to get ahead, something or somebody stops me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Planning only makes a person unhappy since plans hardly ever work out anyway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. People who accept their condition in life are happier than those who try to change things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. On the whole, I'm satisfied with myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. What happens to me is my own doing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. At times I think I am no good at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. When I make plans, I am almost certain I can make them work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I feel I do not have much to be proud of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

116. How important is each of the following to you in life? (MARK ONE ON EACH LINE)

	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
a. Being successful in my line of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Finding the right person to marry and having a happy family life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Having lots of money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Having strong friendships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Being able to find steady work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Being a leader in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Being able to give my children better opportunities than I've had	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Living close to my parents and relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Getting away from this area of the country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Working to correct social and economic inequalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Having leisure time to enjoy my own interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Having a good education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***117. To what extent have you voluntarily participated in the following groups during the last 24 months? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)**

(MARK ONE ON EACH LINE)

	<u>Active Participant</u>	<u>Member Only</u>	<u>Not At All</u>
a. Youth organizations—such as Little League coach, Scouting, etc.	○	○	○
b. Union, farm, trade or professional association	○	○	○
c. Political clubs or organizations	○	○	○
d. Church or church-related activities (not counting worship services)	○	○	○
e. Community centers, neighborhood improvement, or social-action associations or groups	○	○	○
f. Organized volunteer work—such as in a hospital	○	○	○
g. A social, hobby, garden, or card playing group	○	○	○
h. Sports teams or sports clubs	○	○	○
i. A literary, art, discussion, music, or study group	○	○	○
j. Educational organizations—such as PTA or an academic group	○	○	○
k. Service organizations—such as Rotary, Junior Chamber of Commerce, Veterans, etc.	○	○	○
l. A student government, newspaper journal, or yearbook staff	○	○	○
m. Another voluntary group in which I participate	○	○	○

118. The next few questions ask about your interest in teaching. Have you ever considered elementary or secondary school teaching as a career? (CIRCLE ONE)

- Yes, and I am currently an elementary or secondary school teacher..... 01
- Yes, and I taught, but I am no longer an elementary or secondary school teacher..... 02
- Yes, and I was trained as an elementary or secondary school teacher, but I never went into teaching..... 03
- Yes, but I was never formally trained as or became an elementary or secondary school teacher..... 04
- No, I never considered being an elementary or secondary school teacher..... 05 (SKIP TO Q.120)

IF YOU EVER CONSIDERED ELEMENTARY OR SECONDARY SCHOOL TEACHING AS A CAREER:

A. Please indicate how important each of the following factors was in encouraging you to consider teaching as a career. (MARK ONE FOR EACH FACTOR LISTED)

	<u>Very Important</u>	<u>Important</u>	<u>Not Important</u>
a. Interest in the subject you would teach.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working conditions (hours, vacations).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Salary you expected.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Influence of a former elementary or secondary school teacher.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Availability of teaching jobs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Professional status associated with teaching.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Job security.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Desire to serve others.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Desire to work with children or young adults.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Special scholarships or loans for people who go into teaching.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Desire for draft exemption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF YOU BECAME AN ELEMENTARY OR SECONDARY SCHOOL TEACHER, WHETHER OR NOT YOU REMAINED IN THE PROFESSION, SKIP TO Q.122.

IF YOU CONSIDERED BUT DECIDED AGAINST BECOMING AN ELEMENTARY OR SECONDARY SCHOOL TEACHER, ANSWER Q.119.

119. Please indicate how important each of the following factors was in discouraging you from becoming a teacher. (MARK ONE FOR EACH FACTOR LISTED)

	<u>Very Important</u>	<u>Important</u>	<u>Not Important</u>
a. Low teacher salaries.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Few opportunities to teach a subject area of interest to you.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Lack of prestige associated with teaching profession.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Large class sizes, lack of discipline in schools.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Difficult requirements for completing college preparation for teaching.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Few scholarships or other financial aid for people going into teaching.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Did/do not like working with children.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Had stronger interest in a different career.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Did not finish teacher training or obtain certification.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Lost interest.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF YOU NEVER BECAME AN ELEMENTARY OR SECONDARY SCHOOL TEACHER:

120. Is there any possibility that, if the conditions were right, you would consider going into elementary or secondary school teaching (full or part-time)? (MARK ONE)

- Yes, if the conditions were right (ANSWER Q.121)
- No, under no circumstances that I can imagine (SKIP TO Q.122)

121. IF YOU WOULD CONSIDER ELEMENTARY OR SECONDARY SCHOOL TEACHING AS A CAREER: Please indicate to what extent each of the following changes in school conditions and practices would positively influence your decision to go into elementary or secondary school teaching as a career: (MARK ONE FOR EACH LINE)

	<u>Would Influence Strongly</u>	<u>Would Influence Somewhat</u>	<u>Would Not Influence Me At All</u>
a. Increase all teacher salaries.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Provide higher pay for teachers who receive superior evaluations and accept greater teaching responsibility.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Provide scholarships and/or loan forgiveness for individuals who will go into teaching.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Raise professional standards by such means as increasing certification requirements, mandating an apprenticeship period for beginning teachers, requiring a college major in the teaching subject, etc.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Relax certification requirements for talented individuals who lack education courses but have expertise.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Give teachers greater say over curriculum, instructional materials and activities, and student assignments.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Provide more time and resources for planning and class preparation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Encourage parents to cooperate more with teachers and school officials when requested to do so.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Raise the educational standards of schools in this city.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Provide more part-time teaching opportunities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Require schools to keep class sizes manageable.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ALL PERSONS PLEASE RESPOND

122. Please indicate if you agree or disagree with the following statements. (MARK ONE FOR EACH LINE)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Don't Know</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
a. Teacher quality is a problem in elementary and secondary schools today	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teacher shortages in certain areas, such as math and science, are a problem in the elementary and secondary schools today.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers getting enough respect from students, parents, and the community at large is a problem.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. There is a problem of good teachers leaving the profession.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

123. Some people think there is a problem with the teaching profession. They think good teachers are hard to find and when they are found, often leave the teaching profession. The following is a list of possible solutions to the problem of attracting and retaining good teachers. Please indicate the extent to which you think each solution would be effective. (MARK ONE FOR EACH LINE)

	<u>Very Effective</u>	<u>Effective</u>	<u>No Effect</u>	<u>Bad Effect</u>
a. Provide scholarships and/or loan forgiveness for talented college students who will go into teaching.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Relax teaching certification requirements for able individuals who may lack education courses but who have considerable expertise in a subject area.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Increase teacher salaries.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Provide higher pay for teachers of subjects with the most need--such as science and math.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Provide merit pay for teachers who receive superior evaluations.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Provide funds for summer institutions or continuing education programs for all teachers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Provide more part-time teaching opportunities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Abolish tenure for teachers who cannot pass minimal proficiency exams.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Revise teaching contracts so that school administrators can fire incompetent teachers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Give teachers greater say over curriculum, instructional materials and activities, and students assignments.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Increase standards by requiring students to pass competency tests for promotion or graduation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Require schools to keep class sizes manageable.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Strengthen discipline policy and make it easier to remove problem students from regular classrooms.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Encourage parents to be more cooperative with teachers and school officials when requested to do so.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE GO ON TO NEXT PAGE

INFORMATION FOR FUTURE FOLLOW-UP

ID: --

PRINT your name, address and telephone number (where you can be reached during the coming year).

Your Name _____		Spouse's Full Name _____	
Spouse's Full Name _____		()	
Your Maiden Name _____		TELEPHONE NUMBER _____	
Street Address _____		IN WHOSE NAME IS THE TELEPHONE NUMBER LISTED?	
City _____		(CIRCLE ONE)	
State _____ ZIP Code _____		No phone..... 1	
		My name..... 2	
		Spouse's name..... 3	
		Other (PLEASE SPECIFY) _____ 4	

PRINT name, address and telephone number of your parents (or one parent).

Parent's Name _____		()	
Street Address _____		TELEPHONE NUMBER _____	
City _____		IN WHOSE NAME IS THE TELEPHONE NUMBER LISTED?	
State _____ ZIP Code _____		(CIRCLE ONE)	
		No phone..... 1	
		Parent's name..... 2	
		Other (PLEASE SPECIFY) _____ 3	

PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.) Remember to record the relationship of these persons to you (for example, friend, sister, cousin, etc.).

Name _____		Relationship to you _____	
Street Address _____		()	
City _____		TELEPHONE NUMBER _____	
State _____ ZIP Code _____		IN WHOSE NAME IS THE TELEPHONE NUMBER LISTED?	
		(CIRCLE ONE)	
		No phone..... 1	
		Person listed here..... 2	
		Other (PLEASE SPECIFY) _____ 3	

Name _____		Relationship to you _____	
Street Address _____		()	
City _____		TELEPHONE NUMBER _____	
State _____ ZIP Code _____		IN WHOSE NAME IS THE TELEPHONE NUMBER LISTED?	
		(CIRCLE ONE)	
		No phone..... 1	
		Person listed here..... 2	
		Other (PLEASE SPECIFY) _____ 3	

Please give the following information about yourself: (MARK ONE)

DATE OF BIRTH / /
 MONTH DAY YEAR

(CIRCLE ONE)
 SEX: Male..... 1
 Female..... 2

THANK YOU FOR YOUR COOPERATION. THE INFORMATION PROVIDED ON THIS FORM IS PART OF THE SYSTEM OF RECORDS AS DEFINED BY THE PRIVACY ACT. THIS INFORMATION WILL BE PROTECTED TO THE EXTENT PERMISSIBLE BY THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT.

Appendix B: Pre-Field Correspondence



High School and Beyond
a national longitudinal
study for the 1980s

National Longitudinal Studies Program
Sponsored by the National Center for Education Statistics,
U.S. Department of Education



National Longitudinal
Study of the High School
Class of 1972

DO WE HAVE YOUR CORRECT NAME, ADDRESS, PHONE NUMBER AND SOCIAL SECURITY NUMBER?
If not, please correct this label and fill in any missing items.

WHERE WILL YOU BE IN FEBRUARY 1986? PLEASE CHECK ONE OF THE BOXES BELOW.

1. I WILL BE AT THE ABOVE ADDRESS IN FEBRUARY 1986.
2. I WILL BE AT A DIFFERENT ADDRESS IN FEBRUARY 1986.

If you checked box 2, please write in the address and phone number
of your new address on the lines below.

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____
Area Code Number

In whose name is this telephone number listed? _____

3. I'M NOT SURE WHERE I WILL BE IN FEBRUARY 1986, BUT THE PERSON LISTED
BELOW WILL KNOW WHERE I CAN BE REACHED.

If you checked box 3, please write in the name, address, phone number
and relationship of this person to you on the lines below.

Name _____ Relationship _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____
Area Code Number

In whose name is this telephone number listed? _____

Thank you for your help. This information is strictly confidential. It will
not be released to mailing lists nor divulged to anyone except as required by law.

Appendix C: Cover letter for Questionnaire
Reminder Postcard



High School and Beyond
a national longitudinal
study for the 1980s

National Longitudinal Studies Program
Sponsored by the National Center for Education Statistics,
U.S. Department of Education



National Longitudinal
Study of the High School
Class of 1972

October 1985

Dear NLS-72 Participant:

We are preparing for the fifth follow-up survey of the National Longitudinal Study of the High School Class of 1972 (NLS-72). Almost 15,000 young adults who were seniors in high school in 1972 will be involved.

Your participation has made NLS-72 a valuable resource for educators and policymakers in the continuing debate about the quality of schools. The information you have provided about your employment, education and life experiences since high school has helped researchers gain a better understanding of the effect that education has on the lives of Americans.

This year, NLS-72 will be combined with another Department of Education survey, High School and Beyond (HS&B). The 27,000 HS&B participants were sophomores and seniors in 1980 and will be asked questions similar to those asked of NLS-72 survey members. Together, the surveys are even more valuable because they make it possible to compare the experiences of two different age groups and to see trends that develop over a long period of time. There is additional information about both studies in the enclosed newsletter.

To prepare for the surveys, we are updating our address files now. Please take a moment to verify or make corrections on the enclosed form, and then return it to us in the postage paid envelope.

In February, we will mail you a questionnaire and a check in appreciation for your time and cooperation. As always, your answers will be strictly confidential--they are never associated with your name. All responses appear only as part of statistical tables.

If you would like more information about the survey, please call us collect at 312/962-1114, and ask for Chris Russell. We look forward to your participation and thank you for your help.

Yours truly,

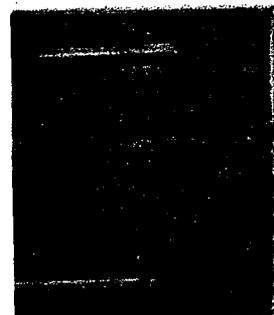
Calvin Jones
Project Director

July 1986

Dear Education Survey Participant:

Thank you for completing and returning your NLS-72 or HS&B questionnaire so promptly. We noticed that you have omitted one or two questions. We need to ask for your response to those questions, even if only to verify that you prefer not to answer. This will take a couple of minutes and your responses will be strictly confidential. Please call Carolyn Miller, collect, at area code 312, 962-6573 between 9 AM and 8 PM, Central Time. Thank you in advance for your help.

Barbara K. Campbell, Ph.D.
Project Director
Education Longitudinal Studies



Appendix D: Design Effects and Sampling Errors

NLS-72 Fifth Follow-Up Estimated Percentages,
Standard Errors and Design Effects
Total Population
Weight = FU5WT

Survey Item	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working at Full or Part-Time Job, Feb '86	FI3A	79.16	0.63	3.10	1.76	12817	0.36
Taking Vocational Courses, Feb '86	FI3B	2.70	0.16	1.32	1.15	12817	0.14
Taking Academic Courses, Feb '86	FI3C	4.23	0.29	2.61	1.62	12817	0.18
Taking Graduate Courses, Feb '86	FI3D	1.81	0.11	0.94	0.97	12817	0.12
Serving on Active Duty, Feb '86	FI3F	1.24	0.10	1.11	1.06	12817	0.10
Keeping House, Feb '86	FI3G	14.06	0.52	2.82	1.68	12817	0.31
Looking For Work, Feb '86	FI3I	4.86	0.31	2.68	1.64	12817	0.19
If Emp, 1st Job Professional/Technical	FI7A1	25.35	0.61	2.46	1.57	12312	0.40
If Emp, 1st Job Clerical	FI7A2	18.54	0.54	2.41	1.55	12312	0.35
If Emp, Very Sat. with Pay/Fringe Benefits	FI13A	19.36	0.56	2.38	1.54	11853	0.36
If Emp, Very Dissatisfied With Job Security	FI13G	4.47	0.33	3.06	1.75	11770	0.19
Did Not Receive Unemployment-'84	FI17B84	20.44	1.49	4.22	2.06	3083	0.73
Not Enrolled in PSE Between '79 - '86	FI18	34.18	0.68	2.61	1.62	12782	0.42
If in PSE 79-86, Full Time in 1st Sch	FI19D	35.81	1.20	2.86	1.69	4552	0.71
If in PSE 79-86, Rec. Cert/Dip. in Last School	FI19I	51.12	1.43	2.99	1.73	3628	0.83
If in PSE '79-'86, Attended Second School	FI19J	23.57	0.95	2.41	1.55	4787	0.61
Plan to Pursue Further Training in Education	FI32E	7.55	0.29	1.45	1.21	12159	0.24
Plan to Pursue Further Training in Pub. Serv.	FI32J	4.48	0.26	1.86	1.36	12159	0.19
Married as of February '86	FI77	68.29	0.72	3.04	1.74	12741	0.41
Has No Biological Children	FI84A	33.84	0.73	3.03	1.74	12707	0.42
If has Preschool Child., Uses Private Daycare	FI90AG	20.46	0.90	2.73	1.65	5443	0.55
Lived With Mother, Feb '86	FI102D	5.75	0.39	3.41	1.85	12361	0.21
Registered to Vote	FI112	78.45	0.66	3.17	1.78	12359	0.37
Since '84, Voted In Local/State/National Elec	FI113	71.85	0.70	3.02	1.74	12335	0.40
Being Successful in Job Very Important	FI116A	68.66	0.64	2.33	1.53	12236	0.42
Finding Right Person To Marry Very Important	FI116B	85.81	0.57	3.25	1.80	12218	0.32
Having Lots of Money Very Important	FI116C	16.34	0.61	3.29	1.81	12237	0.33
Being a Community Leader Very Important	FI116F	4.10	0.31	3.00	1.73	12221	0.18
Providing Better Opp for Child Very Important	FI116G	62.63	0.74	2.79	1.67	12105	0.44
Having Leisure Time Very Important	FI116K	60.75	0.72	2.68	1.64	12240	0.44
Mean				2.64	1.61		
Minimum				0.94	0.97		
Maximum				4.22	2.06		
Standard Deviation				0.70	0.24		
Median				2.81	1.68		

NLS-72 Fifth Follow-Up Estimated Percentages,
Standard Errors and Design Effects
Blacks
Weight = FU5WT

Survey Item	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working at Full or Part-Time Job, Feb '86	FI3A	80.41	2.11	4.01	2.00	1412	1.06
Taking Vocational Courses, Feb '86	FI3B	3.43	0.67	1.89	1.38	1412	0.49
Taking Academic Courses, Feb '86	FI3C	4.19	1.30	5.91	2.43	1412	0.53
Taking Graduate Courses, Feb '86	FI3D	1.26	0.29	0.98	0.99	1412	0.30
Serving on Active Duty, Feb '86	FI3F	1.90	0.41	1.27	1.13	1412	0.36
Keeping House, Feb '86	FI3G	11.78	1.98	5.31	2.30	1412	0.86
Looking For Work, Feb '86	FI3I	7.25	0.85	1.53	1.23	1412	0.69
If Emp, 1st Job Professional/Technical	FI7A1	21.61	2.42	4.68	2.16	1352	1.12
If Emp, 1st Job Clerical	FI7A2	26.07	2.20	3.39	1.84	1352	1.19
If Emp, Very Sat. with Pay/Fringe Benefits	FI13A	17.80	2.02	3.65	1.91	1313	1.06
If Emp, Very Dissatisfied With Job Security	FI13G	5.91	1.46	4.99	2.23	1297	0.65
Did Not Receive Unemployment-'84	FI17B84	22.94	5.20	5.84	2.42	383	2.15
Not Enrolled in PSE Between '79 - '86	FI18	36.98	2.79	4.69	2.16	1400	1.29
If in PSE 79-86, Full Time in 1st Sch	FI19D	40.98	4.56	4.38	2.09	510	2.18
If in PSE 79-86, Rec. Cert/Dip. in Last School	FI19D	47.53	5.31	4.65	2.16	413	2.46
If in PSE '79-'86, Attended Second School	FI19J	23.90	4.16	5.07	2.25	534	1.85
Plan to Pursue Further Training in Education	FI32E	7.77	0.76	1.08	1.04	1340	0.73
Plan to Pursue Further Training in Pub. Serv.	FFI32J	6.00	0.81	1.56	1.25	1340	0.65
Married as of February '86	FI77	46.90	2.61	3.82	1.95	1398	1.33
Has No Biological Children	FI84A	26.38	2.40	4.12	2.03	1393	1.18
If has Preschool Child., Uses Private Daycare	FI90AG	30.39	4.16	4.26	2.06	522	2.01
Lived With Mother, Feb '86	FI102D	12.10	2.00	5.16	2.27	1380	0.88
Registered to Vote	FI112	85.11	1.59	2.73	1.65	1369	0.96
Since '84, Voted In Local/State/National Elec	FI113	72.75	2.20	3.33	1.83	1360	1.21
Being Successful in Job Very Important	FI116A	75.98	2.24	3.68	1.92	1345	1.17
Finding Right Person To Marry Very Important	FI116B	77.38	2.57	5.07	2.25	1340	1.14
Having Lots of Money Very Important	FI116C	27.13	2.48	4.19	2.05	1346	1.21
Being a Community Leader Very Important	FI116F	11.16	1.92	4.97	2.23	1343	0.86
Providing Better Opp for Child Very Important	FI116G	84.81	2.15	4.82	2.19	1349	0.98
Having Leisure Time Very Important	FI116K	57.06	2.73	4.09	2.02	1345	1.35
Mean				3.84	1.85		
Minimum				0.98	0.99		
Maximum				5.91	2.43		
Standard Deviation				1.44	0.42		
Median				4.16	2.04		

NLS-72 Fifth Follow-Up Estimated Percentages,
Standard Errors and Design Effects
Hispanic
Weight = FU5WT

Survey Item	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working at Full or Part-Time Job, Feb '86	FI3A	85.38	1.77	1.67	1.29	669	1.37
Taking Vocational Courses, Feb '86	FI3B	2.64	0.67	1.15	1.07	669	0.62
Taking Academic Courses, Feb '86	FI3C	3.86	0.83	1.25	1.12	669	0.75
Taking Graduate Courses, Feb '86	FI3D	1.08	0.41	1.08	1.04	669	0.40
Serving on Active Duty, Feb '86	FI3F	1.26	0.44	1.02	1.01	669	0.43
Keeping House, Feb '86	FI3G	10.85	1.45	1.45	1.21	669	1.20
Looking For Work, Feb '86	FI3I	4.87	0.99	1.42	1.19	669	0.83
If Emp, 1st Job Professional/Technical	FI7A1	16.12	2.01	1.89	1.37	632	1.46
If Emp, 1st Job Clerical	FI7A2	21.13	2.42	2.21	1.49	632	1.63
If Emp, Very Sat. with Pay/Fringe Benefits	FI13A	18.61	2.16	1.81	1.35	589	1.61
If Emp, Very Dissatisfied With Job Security	FI13G	5.14	1.17	1.65	1.28	584	0.91
Did Not Receive Unemployment-'84	FI17B84	28.82	9.35	6.48	2.55	153	3.67
Not Enrolled in PSE Between '79 - '86	FI18	32.51	3.54	3.82	1.95	668	1.81
If in PSE 79-86, Full Time in 1st Sch	FI19D	31.26	5.37	2.66	1.63	199	3.29
If in PSE 79-86, Rec. Cert/Dip. in Last School	FI19D	46.42	8.37	4.31	2.08	154	4.03
If in PSE '79-'86, Attended Second School	FI19J	18.00	3.71	1.97	1.40	213	2.64
Plan to Pursue Further Training in Education	FI32E	6.03	0.98	1.04	1.02	615	0.96
Plan to Pursue Further Training in Pub. Serv.	FFI32J	7.31	1.37	1.69	1.30	615	1.05
Married as of February '86	FI77	67.66	3.36	3.41	1.85	663	1.82
Has No Biological Children	FI84A	24.41	3.51	4.42	2.10	661	1.67
If has Preschool Child., Uses Private Daycare	FI90AG	28.04	6.10	4.97	2.23	270	2.74
Lived With Mother, Feb '86	FI102D	5.65	0.98	1.14	1.07	634	0.92
Registered to Vote	FI112	71.52	3.99	4.89	2.21	627	1.80
Since '84, Voted In Local/State/National Elec	FI113	59.94	3.73	3.60	1.90	623	1.96
Being Successful in Job Very Important	FI116A	79.65	2.18	1.83	1.35	621	1.62
Finding Right Person To Marry Very Important	FI116B	89.77	1.37	1.26	1.12	616	1.22
Having Lots of Money Very Important	FI116C	19.51	3.33	4.36	2.09	620	1.59
Being a Community Leader Very Important	FI116F	6.43	1.34	1.86	1.36	622	0.98
Providing Better Opp for Child Very Important	FI116G	83.41	2.17	2.10	1.45	616	1.50
Having Leisure Time Very Important	FI116K	66.93	2.99	2.52	1.59	623	1.89
Mean				2.50	1.52		
Minimum				1.02	1.01		
Maximum				6.48	2.55		
Standard Deviation				1.43	0.42		
Median				1.88	1.37		

NLS-72 Fifth Follow-Up Estimated Percentages,
Standard Errors and Design Effects
White and Others
Weight = FUSWT

Survey Item	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working at Full or Part-Time Job, Feb '86	FI3A	78.75	0.68	2.97	1.72	10736	0.39
Taking Vocational Courses, Feb '86	FI3B	2.62	0.17	1.23	1.11	10736	0.15
Taking Academic Courses, Feb '86	FI3C	4.25	0.30	2.38	1.54	10736	0.19
Taking Graduate Courses, Feb '86	FI3D	1.90	0.13	0.91	0.95	10736	0.13
Serving on Active Duty, Feb '86	FI3F	1.17	0.11	1.12	1.06	10736	0.10
Keeping House, Feb '86	FI3G	14.44	0.55	2.61	1.61	10736	0.34
Looking For Work, Feb '86	FI3I	4.61	0.34	2.85	1.69	10736	0.20
If Emp, 1st Job Professional/Technical	FI7A1	26.18	0.65	2.27	1.51	10328	0.43
If Emp, 1st Job Clerical	FI7A2	17.62	0.57	2.28	1.51	10328	0.37
If Emp, Very Sat. with Pay/Fringe Benefits	FI13A	19.56	0.60	2.28	1.51	9951	0.40
If Emp, Very Dissatisfied With Job Security	FI13G	4.29	0.35	2.94	1.72	9889	0.20
Did Not Receive Unemployment-'84	FI17B84	19.71	1.56	3.94	1.98	2547	0.79
Not Enrolled in PSE Between '79 - '86	FI18	33.97	0.69	2.29	1.51	10714	0.46
If in PSE 79-86, Full Time in 1st Sch	FI19D	35.39	1.25	2.61	1.62	3843	0.77
If in PSE 79-86, Rec. Cert/Dip. in Last School	FI19D	51.76	1.46	2.61	1.61	3061	0.90
If in PSE '79-'86, Attended Second School	FI19J	23.78	0.98	2.14	1.46	4040	0.67
Plan to Pursue Further Training in Education	FI32E	7.60	0.32	1.50	1.23	10204	0.26
Plan to Pursue Further Training in Pub. Serv.	FFI32J	4.20	0.28	1.95	1.39	10204	0.20
Married as of February '86	FI77	70.58	0.74	2.79	1.67	10680	0.44
Has No Biological Children	FI84A	35.06	0.78	2.86	1.69	10653	0.46
If has Preschool Child., Uses Private Daycare	FI90AG	19.24	0.89	2.35	1.53	4651	0.58
Lived With Mother, Feb '86	FI102D	5.08	0.39	3.22	1.80	10347	0.22
Registered to Vote	FI112	78.05	0.72	3.09	1.76	10363	0.41
Since '84, Voted In Local/State/National Elec	FI113	72.26	0.75	2.90	1.70	10352	0.44
Being Successful in Job Very Important	FI116A	67.41	0.68	2.16	1.47	10270	0.46
Finding Right Person To Marry Very Important	FI116B	86.53	0.58	3.01	1.73	10262	0.34
Having Lots of Money Very Important	FI116C	15.06	0.62	3.08	1.75	10271	0.35
Being a Community Leader Very Important	FI116F	3.25	0.28	2.56	1.60	10256	0.18
Providing Better Opp for Child Very Important	FI116G	59.35	0.79	2.65	1.63	10140	0.49
Having Leisure Time Very Important	FI116K	60.87	0.76	2.52	1.59	10272	0.48
Mean				2.47	1.56		
Minimum				0.91	0.95		
Maximum				3.94	1.98		
Standard Deviation				0.64	0.22		
Median				2.61	1.61		

NLS-72 Fifth Follow-Up Estimated Percentages,
Standard Errors and Design Effects
Males
Weight = FU5WT

Survey Item	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working at Full or Part-Time Job, Feb '86	FI3A	88.91	0.72	3.20	1.79	6043	0.40
Taking Vocational Courses, Feb '86	FI3B	3.24	0.26	1.31	1.14	6043	0.23
Taking Academic Courses, Feb '86	FI3C	3.41	0.34	2.10	1.45	6043	0.23
Taking Graduate Courses, Feb '86	FI3D	2.04	0.18	0.95	0.98	6043	0.18
Serving on Active Duty, Feb '86	FI3F	2.16	0.19	1.06	1.03	6043	0.19
Keeping House, Feb '86	FI3G	1.26	0.17	1.46	1.21	6043	0.14
Looking For Work, Feb '86	FI3I	5.35	0.49	2.86	1.69	6043	0.29
If Emp, 1st Job Professional/Technical	FI7A1	24.05	0.95	2.95	1.72	5981	0.55
If Emp, 1st Job Clerical	FI7A2	5.34	0.42	2.13	1.46	5981	0.29
If Emp, Very Sat. with Pay/Fringe Benefits	FI13A	20.24	0.85	2.59	1.61	5739	0.53
If Emp, Very Dissatisfied With Job Security	FI13G	3.23	0.41	3.09	1.76	5698	0.23
Did Not Receive Unemployment-'84	FI17B84	30.71	2.56	4.02	2.01	1311	1.27
Not Enrolled in PSE Between '79 - '86	FI18	33.76	0.99	2.65	1.63	6017	0.61
If in PSE 79-86, Full Time in 1st Sch	FI19D	40.65	1.81	2.87	1.69	2121	1.07
If in PSE 79-86, Rec. Cert/Dip. in Last School	FI19D	55.08	1.97	2.77	1.67	1766	1.18
If in PSE '79-'86, Attended Second School	FI19J	23.72	1.46	2.63	1.62	2233	0.90
Plan to Pursue Further Training in Education	FI32E	4.05	0.34	1.66	1.29	5689	0.26
Plan to Pursue Further Training in Pub. Serv.	FFI32J	4.99	0.40	1.92	1.39	5689	0.29
Married as of February '86	FI77	68.35	1.00	2.80	1.67	5997	0.60
Has No Biological Children	FI84A	38.08	1.04	2.75	1.66	5972	0.63
If has Preschool Child., Uses Private Daycare	FI90AG	20.83	1.45	3.26	1.81	2577	0.80
Lived With Mother, Feb '86	FI102D	6.26	0.51	2.57	1.60	5795	0.32
Registered to Vote	FI112	76.51	1.04	3.47	1.86	5797	0.56
Since '84, Voted In Local/State/National Elec	FI113	70.10	1.08	3.22	1.79	5781	0.60
Being Successful in Job Very Important	FI116A	73.45	0.90	2.41	1.55	5744	0.58
Finding Right Person To Marry Very Important	FI116B	85.57	0.79	2.93	1.71	5732	0.46
Having Lots of Money Very Important	FI116C	21.54	1.02	3.53	1.88	5736	0.54
Being a Community Leader Very Important	FI116F	5.74	0.59	3.68	1.92	5730	0.31
Providing Better Opp for Child Very Important	FI116G	61.56	1.07	2.76	1.66	5693	0.64
Having Leisure Time Very Important	FI116K	62.62	0.98	2.36	1.54	5739	0.64
Mean				2.60	1.59		
Minimum				0.95	0.98		
Maximum				4.02	2.01		
Standard Deviation				0.75	0.25		
Median				2.77	1.67		

NLS-72 Fifth Follow-Up Estimated Percentages,
Standard Errors and Design Effects
Females
Weight = FU5WT

Survey Item	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working at Full or Part-Time Job, Feb '86	FI3A	69.93	0.96	2.95	1.72	6767	0.56
Taking Vocational Courses, Feb '86	FI3B	2.18	0.20	1.26	1.12	6767	0.18
Taking Academic Courses, Feb '86	FI3C	5.04	0.46	3.05	1.75	6767	0.27
Taking Graduate Courses, Feb '86	FI3D	1.60	0.15	0.94	0.97	6767	0.15
Serving on Active Duty, Feb '86	FI3F	0.36	0.07	0.96	0.98	6767	0.07
Keeping House, Feb '86	FI3G	26.40	0.90	2.84	1.69	6767	0.54
Looking For Work, Feb '86	FI3I	4.22	0.34	1.97	1.40	6767	0.24
If Emp, 1st Job Professional/Technical	FI7A1	26.75	0.83	2.23	1.49	6325	0.56
If Emp, 1st Job Clerical	FI7A2	32.19	0.92	2.44	1.56	6325	0.59
If Emp, Very Sat. with Pay/Fringe Benefits	FI13A	18.48	0.72	2.13	1.46	6109	0.50
If Emp, Very Dissatisfied With Job Security	FI13G	5.76	0.53	3.09	1.76	6067	0.30
Did Not Receive Unemployment-'84	FI17B84	11.79	1.35	3.12	1.77	1770	0.77
Not Enrolled in PSE Between '79 - '86	FI18	34.48	0.93	2.60	1.61	6758	0.58
If in PSE 79-86, Full Time in 1st Sch	FI19D	31.01	1.43	2.33	1.52	2429	0.94
If in PSE 79-86, Rec. Cert/Dip. in Last School	FI19D	47.65	2.03	3.07	1.75	1861	1.16
If in PSE '79-'86, Attended Second School	FI19J	23.57	1.30	2.41	1.55	2551	0.84
Plan to Pursue Further Training in Education	FI32E	10.86	0.48	1.55	1.24	6464	0.39
Plan to Pursue Further Training in Pub. Serv.	FFI32J	4.02	0.33	1.88	1.37	6464	0.24
Married as of February '86	FI77	68.35	0.99	3.04	1.74	6737	0.57
Has No Biological Children	FI84A	29.85	0.97	3.02	1.74	6728	0.56
If has Preschool Child., Uses Private Daycare	FI90AG	19.78	1.02	1.87	1.37	2863	0.74
Lived With Mother, Feb '86	FI102D	5.29	0.57	4.26	2.06	6560	0.28
Registered to Vote	FI112	80.25	0.82	2.77	1.66	6556	0.49
Since '84, Voted In Local/State/National Elec	FI113	73.45	0.92	2.86	1.69	6548	0.55
Being Successful in Job Very Important	FI116A	64.25	0.91	2.33	1.53	6486	0.60
Finding Right Person To Marry Very Important	FI116B	86.02	0.80	3.43	1.85	6480	0.43
Having Lots of Money Very Important	FI116C	11.45	0.66	2.76	1.66	6495	0.40
Being a Community Leader Very Important	FI116F	2.56	0.22	1.20	1.10	6485	0.20
Providing Better Opp for Child Very Important	FI116G	63.60	0.94	2.44	1.56	6406	0.60
Having Leisure Time Very Important	FI116K	58.92	1.02	2.80	1.67	6495	0.61
Mean				2.45	1.55		
Minimum				0.94	0.97		
Maximum				4.26	2.06		
Standard Deviation				0.75	0.25		
Median				2.52	1.59		

NLS-72 Fifth Follow-Up Estimated Percentages,
Standard Errors and Design Effects
No Post Secondary Education
Weight = FU5WT

Survey Item	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working at Full or Part-Time Job, Feb '86	FI3A	77.74	3.93	3.81	1.95	427	2.02
Taking Vocational Courses, Feb '86	FI3B	4.07	1.04	1.18	1.09	427	0.96
Taking Academic Courses, Feb '86	FI3C	3.37	0.94	1.16	1.08	427	0.87
Taking Graduate Courses, Feb '86	FI3D	0.90	0.48	1.12	1.06	427	0.46
Serving on Active Duty, Feb '86	FI3F	0.96	0.45	0.91	0.95	427	0.47
Keeping House, Feb '86	FI3G	10.39	1.66	1.26	1.12	427	1.48
Looking For Work, Feb '86	FI3I	9.68	3.64	6.46	2.54	427	1.43
If Emp, 1st Job Professional/Technical	FI7A1	9.21	1.55	1.14	1.07	397	1.45
If Emp, 1st Job Clerical	FI7A2	28.48	4.32	3.62	1.90	397	2.27
If Emp, Very Sat. with Pay/Fringe Benefits	FI13A	13.83	2.12	1.35	1.16	359	1.82
If Emp, Very Dissatisfied With Job Security	FI13G	3.36	1.03	1.13	1.06	349	0.97
Did Not Receive Unemployment-'84	FI17B84	33.75	10.23	5.52	2.35	119	4.35
Not Enrolled in PSE Between '79 - '86	FI18	55.68	4.24	2.71	1.65	373	2.58
If in PSE 79-86, Full Time in 1st Sch	FI19D	15.04	3.13	1.17	1.08	153	2.90
If in PSE 79-86, Rec. Cert/Dip. in Last School	FI19D	51.72	8.95	2.53	1.59	80	5.62
If in PSE '79-'86, Attended Second School	FI19J	13.30	6.07	5.50	2.35	173	2.59
Plan to Pursue Further Training in Education	FI32E	5.06	1.24	1.07	1.04	334	1.20
Plan to Pursue Further Training in Pub. Serv.	FFI32J	6.20	1.50	1.29	1.14	334	1.32
Married as of February '86	FI77	66.86	4.13	3.05	1.75	397	2.37
Has No Biological Children	FI84A	28.50	3.99	3.11	1.76	400	2.26
If has Preschool Child., Uses Private Daycare	FI90AG	16.85	3.73	1.41	1.19	143	3.14
Lived With Mother, Feb '86	FI102D	9.24	3.40	5.14	2.27	375	1.50
Registered to Vote	FI112	74.73	2.90	1.66	1.29	374	2.25
Since '84, Voted In Local/State/National Elec	FI113	67.43	3.36	1.91	1.38	371	2.44
Being Successful in Job Very Important	FI116A	68.38	3.56	2.15	1.47	368	2.43
Finding Right Person To Marry Very Important	FI116B	85.18	3.17	2.92	1.71	368	1.85
Having Lots of Money Very Important	FI116C	16.79	2.36	1.46	1.21	369	1.95
Being a Community Leader Very Important	FI116F	8.66	3.28	5.00	2.24	368	1.47
Providing Better Opp for Child Very Important	FI116G	74.09	3.53	2.37	1.54	365	2.30
Having Leisure Time Very Important	FI116K	55.70	4.23	2.69	1.64	371	2.58
Mean				2.53	1.52		
Minimum				0.91	0.95		
Maximum				6.46	2.54		
Standard Deviation				1.57	0.46		
Median				2.03	1.43		

NLS-72 Fifth Follow-Up Estimated Percentages,
Standard Errors and Design Effects
Some Postsecondary Education
Weight = FU5WT

Survey Item	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working at Full or Part-Time Job, Feb '86	FI3A	79.02	1.04	2.44	1.56	3719	0.67
Taking Vocational Courses, Feb '86	FI3B	4.92	0.42	1.39	1.18	3719	0.35
Taking Academic Courses, Feb '86	FI3C	10.07	0.83	2.83	1.68	3719	0.49
Taking Graduate Courses, Feb '86	FI3D	0.29	0.10	1.27	1.13	3719	0.09
Serving on Active Duty, Feb '86	FI3F	1.58	0.22	1.11	1.06	3719	0.20
Keeping House, Feb '86	FI3G	13.46	0.84	2.27	1.51	3719	0.56
Looking For Work, Feb '86	FI3I	5.04	0.48	1.75	1.32	3719	0.36
If Emp, 1st Job Professional/Technical	FI7A1	19.44	1.06	2.56	1.60	3596	0.66
If Emp, 1st Job Clerical	FI7A2	22.80	1.08	2.38	1.54	3596	0.70
If Emp, Very Sat. with Pay/Fringe Benefits	FI13A	18.74	0.96	2.11	1.45	3471	0.66
If Emp, Very Dissatisfied With Job Security	FI13G	4.14	0.46	1.84	1.36	3449	0.34
Did Not Receive Unemployment-'84	FI17B84	17.69	1.83	2.21	1.49	968	1.23
Not Enrolled in PSE Between '79 - '86	FI18	54.61	1.29	2.51	1.58	3726	0.82
If in PSE 79-86, Full Time in 1st Sch	FI19D	34.41	1.90	3.03	1.74	1891	1.09
If in PSE 79-86, Rec. Cert/Dip. in Last School	FI19D	37.20	2.09	2.75	1.66	1470	1.26
If in PSE '79-'86, Attended Second School	FI19J	20.33	1.17	1.69	1.30	2015	0.90
Plan to Pursue Further Training in Education	FI32E	6.00	0.41	1.06	1.03	3564	0.40
Plan to Pursue Further Training in Pub. Serv.	FFI32J	5.83	0.53	1.82	1.35	3564	0.39
Married as of February '86	FI77	67.44	1.27	2.72	1.65	3706	0.77
Has No Biological Children	FI84A	33.21	1.37	3.11	1.76	3697	0.77
If has Preschool Child., Uses Private Daycare	FI90AG	20.66	1.56	2.32	1.52	1576	1.02
Lived With Mother, Feb '86	FI102D	6.80	0.85	4.05	2.01	3593	0.42
Registered to Vote	FI112	79.99	1.07	2.56	1.60	3593	0.67
Since '84, Voted In Local/State/National Elec	FI113	73.48	1.12	2.30	1.51	3584	0.74
Being Successful in Job Very Important	FI116A	68.96	1.10	2.02	1.42	3559	0.78
Finding Right Person To Marry Very Important	FI116B	84.01	1.12	3.29	1.82	3552	0.62
Having Lots of Money Very Important	FI116C	15.97	1.11	3.25	1.80	3562	0.61
Being a Community Leader Very Important	FI116F	4.44	0.77	5.00	2.24	3553	0.35
Providing Better Opp for Child Very Important	FI116G	64.49	1.23	2.32	1.52	3524	0.81
Having Leisure Time Very Important	FI116K	60.45	1.29	2.47	1.57	3562	0.82
Mean				2.41	1.53		
Minimum				1.06	1.03		
Maximum				5.00	2.24		
Standard Deviation				0.82	0.26		
Median				2.35	1.53		

NLS-72 Fifth Follow-Up Estimated Percentages,
Standard Errors and Design Effects
College Graduate
Weight = FU5WT

Survey Item	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working at Full or Part-Time Job, Feb '86	FI3A	85.36	0.86	2.59	1.61	4412	0.53
Taking Vocational Courses, Feb '86	FI3B	1.93	0.23	1.23	1.11	4412	0.21
Taking Academic Courses, Feb '86	FI3C	3.62	0.31	1.22	1.11	4412	0.28
Taking Graduate Courses, Feb '86	FI3D	6.42	0.41	1.24	1.11	4412	0.37
Serving on Active Duty, Feb '86	FI3F	1.51	0.20	1.19	1.09	4412	0.18
Keeping House, Feb '86	FI3G	9.30	0.63	2.10	1.45	4412	0.44
Looking For Work, Feb '86	FI3I	2.95	0.28	1.23	1.11	4412	0.25
If Emp, 1st Job Professional/Technical	FI7A1	57.23	1.29	2.95	1.72	4363	0.75
If Emp, 1st Job Clerical	FI7A2	8.32	0.71	2.88	1.70	4363	0.42
If Emp, Very Sat. with Pay/Fringe Benefits	FI13A	19.38	0.98	2.60	1.61	4232	0.61
If Emp, Very Dissatisfied With Job Security	FI13G	3.94	0.54	3.28	1.81	4215	0.30
Did Not Receive Unemployment-'84	FI17B84	10.52	2.03	4.42	2.10	1008	0.97
Not Enrolled in PSE Between '79 - '86	FI18	59.05	1.24	2.81	1.68	4417	0.74
If in PSE 79-86, Full Time in 1st Sch	FI19D	39.32	1.48	2.31	1.52	2508	0.98
If in PSE 79-86, Rec. Cert/Dip. in Last School	FI19D	65.22	1.71	2.69	1.64	2078	1.05
If in PSE '79-'86, Attended Second School	FI19J	28.42	1.52	2.96	1.72	2599	0.88
Plan to Pursue Further Training in Education	FI32E	17.64	0.85	2.10	1.45	4245	0.59
Plan to Pursue Further Training in Pub. Serv.	FFI32J	2.31	0.26	1.24	1.11	4245	0.23
Married as of February '86	FI77	65.73	1.32	3.39	1.84	4394	0.72
Has No Biological Children	FI84A	49.68	1.23	2.64	1.63	4386	0.76
If has Preschool Child., Uses Private Daycare	FI90AG	29.00	1.79	3.10	1.76	1986	1.02
Lived With Mother, Feb '86	FI102D	3.64	0.32	1.27	1.13	4297	0.29
Registered to Vote	FI112	87.73	1.06	4.50	2.12	4298	0.50
Since '84, Voted In Local/State/National Elec	FI113	83.55	1.12	3.89	1.97	4294	0.57
Being Successful in Job Very Important	FI116A	73.55	1.07	2.49	1.58	4267	0.68
Finding Right Person To Marry Very Important	FI116B	84.91	1.17	4.58	2.14	4260	0.55
Having Lots of Money Very Important	FI116C	18.15	1.26	4.54	2.13	4261	0.59
Being a Community Leader Very Important	FI116F	4.87	0.38	1.36	1.16	4258	0.33
Providing Better Opp for Child Very Important	FI116G	47.55	1.37	3.16	1.78	4191	0.77
Having Leisure Time Very Important	FI116K	64.49	1.09	2.22	1.49	4258	0.73
Mean				2.61	1.58		
Minimum				1.19	1.09		
Maximum				4.58	2.14		
Standard Deviation				1.06	0.33		
Median				2.62	1.62		

NLS-72 Fifth Follow-Up Estimated Percentages,
Standard Errors and Design Effects
Low SES
Weight = FU5WT

Survey Item	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working at Full or Part-Time Job, Feb '86	FI3A	77.19	1.24	2.82	1.68	3221	0.74
Taking Vocational Courses, Feb '86	FI3B	2.68	0.31	1.19	1.09	3221	0.28
Taking Academic Courses, Feb '86	FI3C	3.68	0.56	2.82	1.68	3221	0.33
Taking Graduate Courses, Feb '86	FI3D	0.95	0.16	0.92	0.96	3221	0.17
Serving on Active Duty, Feb '86	FI3F	1.15	0.20	1.15	1.07	3221	0.19
Keeping House, Feb '86	FI3G	16.03	1.18	3.35	1.83	3221	0.65
Looking For Work, Feb '86	FI3I	6.33	0.64	2.23	1.49	3221	0.43
If Emp, 1st Job Professional/Technical	FI7A1	16.17	0.97	2.09	1.45	3044	0.67
If Emp, 1st Job Clerical	FI7A2	20.99	1.07	2.12	1.46	3044	0.74
If Emp, Very Sat. with Pay/Fringe Benefits	FI13A	17.20	1.04	2.22	1.49	2924	0.70
If Emp, Very Dissatisfied With Job Security	FI13G	5.33	0.65	2.46	1.57	2902	0.42
Did Not Receive Unemployment-'84	FI17B84	25.99	3.20	4.50	2.12	844	1.51
Not Enrolled in PSE Between '79 - '86	FI18	26.96	1.24	2.50	1.58	3205	0.78
If in PSE 79-86, Full Time in 1st Sch	FI19D	33.08	2.01	1.68	1.30	921	1.55
If in PSE 79-86, Rec. Cert/Dip. in Last School	FI19D	49.62	3.13	2.82	1.68	721	1.86
If in PSE '79-'86, Attended Second School	FI19J	23.32	2.19	2.62	1.62	983	1.35
Plan to Pursue Further Training in Education	FI32E	5.69	0.42	1.01	1.00	3034	0.42
Plan to Pursue Further Training in Pub. Serv.	FFI32J	5.06	0.47	1.37	1.17	3034	0.40
Married as of February '86	FI77	66.49	1.43	2.94	1.72	3196	0.84
Has No Biological Children	FI84A	25.90	1.38	3.16	1.78	3182	0.78
If has Preschool Child., Uses Private Daycare	FI90AG	17.16	1.82	2.98	1.73	1279	1.05
Lived With Mother, Feb '86	FI102D	7.84	0.85	3.09	1.76	3109	0.48
Registered to Vote	FI112	73.76	1.43	3.24	1.80	3088	0.79
Since '84, Voted In Local/State/National Elec	FI113	65.48	1.43	2.78	1.67	3078	0.86
Being Successful in Job Very Important	FI116A	68.57	1.25	2.22	1.49	3059	0.84
Finding Right Person To Marry Very Important	FI116B	86.38	0.97	2.41	1.55	3049	0.62
Having Lots of Money Very Important	FI116C	16.12	1.12	2.84	1.68	3060	0.66
Being a Community Leader Very Important	FI116F	5.64	0.80	3.65	1.91	3055	0.42
Providing Better Opp for Child Very Important	FI116G	75.77	1.16	2.24	1.50	3049	0.78
Having Leisure Time Very Important	FI116K	56.87	1.45	2.61	1.62	3060	0.90
Mean				2.47	1.55		
Minimum				0.92	0.96		
Maximum				4.50	2.12		
Standard Deviation				0.80	0.27		
Median				2.56	1.60		

NLS-72 Fifth Follow-Up Estimated Percentages,
Standard Errors and Design Effects
Med SES
Weight = FU5WT

Survey Item	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working at Full or Part-Time Job, Feb '86	FI3A	79.51	0.89	2.92	1.71	6030	0.52
Taking Vocational Courses, Feb '86	FI3B	2.86	0.23	1.19	1.09	6030	0.21
Taking Academic Courses, Feb '86	FI3C	4.34	0.46	3.08	1.76	6030	0.26
Taking Graduate Courses, Feb '86	FI3D	1.49	0.15	0.91	0.95	6030	0.16
Serving on Active Duty, Feb '86	FI3F	1.35	0.16	1.12	1.06	6030	0.15
Keeping House, Feb '86	FI3G	13.82	0.73	2.69	1.64	6030	0.44
Looking For Work, Feb '86	FI3I	4.40	0.44	2.77	1.66	6030	0.26
If Emp, 1st Job Professional/Technical	FI7A1	23.35	0.92	2.75	1.66	5800	0.56
If Emp, 1st Job Clerical	FI7A2	20.72	0.87	2.65	1.63	5800	0.53
If Emp, Very Sat. with Pay/Fringe Benefits	FI13A	20.20	0.86	2.58	1.61	5574	0.54
If Emp, Very Dissatisfied With Job Security	FI13G	4.62	0.57	4.05	2.01	5533	0.28
Did Not Receive Unemployment-'84	FI17B84	21.40	2.24	4.10	2.02	1374	1.11
Not Enrolled in PSE Between '79 - '86	FI18	33.63	1.02	2.79	1.67	6014	0.61
If in PSE 79-86, Full Time in 1st Sch	FI19D	34.99	1.99	3.60	1.90	2070	1.05
If in PSE 79-86, Rec. Cert/Dip. in Last School	FI19D	49.72	2.25	3.32	1.82	1645	1.23
If in PSE '79-'86, Attended Second School	FI19J	23.17	1.49	2.69	1.64	2168	0.91
Plan to Pursue Further Training in Education	FI32E	7.22	0.45	1.72	1.31	5718	0.34
Plan to Pursue Further Training in Pub. Serv.	FFI32J	4.86	0.43	2.27	1.51	5718	0.29
Married as of February '86	FI77	69.73	1.04	3.05	1.75	5992	0.59
Has No Biological Children	FI84A	32.95	1.06	3.04	1.74	5984	0.61
If has Preschool Child., Uses Private Daycare	FI90AG	18.07	1.09	2.10	1.45	2608	0.75
Lived With Mother, Feb '86	FI102D	5.30	0.55	3.45	1.86	5813	0.29
Registered to Vote	FI112	77.76	0.96	3.12	1.77	5812	0.55
Since '84, Voted In Local/State/National Elec	FI113	70.73	1.06	3.15	1.78	5801	0.60
Being Successful in Job Very Important	FI116A	68.82	0.95	2.40	1.55	5759	0.61
Finding Right Person To Marry Very Important	FI116B	85.90	0.86	3.53	1.88	5752	0.46
Having Lots of Money Very Important	FI116C	15.59	0.89	3.48	1.87	5758	0.48
Being a Community Leader Very Important	FI116F	3.44	0.43	3.22	1.80	5752	0.24
Providing Better Opp for Child Very Important	FI116G	62.44	1.08	2.82	1.68	5689	0.64
Having Leisure Time Very Important	FI116K	61.12	1.04	2.62	1.62	5759	0.64
Mean				2.77	1.65		
Minimum				0.91	0.95		
Maximum				4.10	2.02		
Standard Deviation				0.76	0.25		
Median				2.81	1.68		

NLS-72 Fifth Follow-Up Estimated Percentages,
Standard Errors and Design Effects
High SES
Weight = FU5WT

Survey Item	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working at Full or Part-Time Job, Feb '86	FI3A	81.66	1.09	2.72	1.65	3408	0.66
Taking Vocational Courses, Feb '86	FI3B	2.46	0.31	1.36	1.17	3408	0.27
Taking Academic Courses, Feb '86	FI3C	4.62	0.43	1.41	1.19	3408	0.36
Taking Graduate Courses, Feb '86	FI3D	3.50	0.33	1.12	1.06	3408	0.32
Serving on Active Duty, Feb '86	FI3F	1.02	0.18	1.12	1.06	3408	0.17
Keeping House, Feb '86	FI3G	11.61	0.65	1.40	1.18	3408	0.55
Looking For Work, Feb '86	FI3I	4.27	0.51	2.20	1.48	3408	0.35
If Emp, 1st Job Professional/Technical	FI7A1	38.80	1.32	2.45	1.57	3318	0.85
If Emp, 1st Job Clerical	FI7A2	11.60	0.68	1.48	1.21	3318	0.56
If Emp, Very Sat. with Pay/Fringe Benefits	FI13A	19.29	0.96	1.89	1.38	3216	0.70
If Emp, Very Dissatisfied With Job Security	FI13G	3.45	0.35	1.16	1.08	3198	0.32
Did Not Receive Unemployment-'84	FI17B84	11.97	1.27	1.25	1.12	819	1.13
Not Enrolled in PSE Between '79 - '86	FI18	42.91	1.25	2.16	1.47	3407	0.85
If in PSE 79-86, Full Time in 1st Sch	FI19D	38.79	1.57	1.58	1.26	1519	1.25
If in PSE 79-86, Rec. Cert/Dip. in Last School	FI19D	54.84	1.88	1.75	1.32	1229	1.42
If in PSE '79-'86, Attended Second School	FI19J	24.48	1.18	1.20	1.09	1591	1.08
Plan to Pursue Further Training in Education	FI32E	10.03	0.58	1.20	1.09	3264	0.53
Plan to Pursue Further Training in Pub. Serv.	FFI32J	3.19	0.37	1.44	1.20	3264	0.31
Married as of February '86	FI77	66.97	1.29	2.55	1.60	3395	0.81
Has No Biological Children	FI84A	44.41	1.29	2.27	1.51	3384	0.85
If has Preschool Child., Uses Private Daycare	FI90AG	28.94	2.04	3.03	1.74	1495	1.17
Lived With Mother, Feb '86	FI102D	4.52	0.77	4.47	2.11	3289	0.36
Registered to Vote	FI112	84.84	1.04	2.79	1.67	3305	0.62
Since '84, Voted In Local/State/National Elec	FI113	80.72	1.02	2.23	1.49	3303	0.69
Being Successful in Job Very Important	FI116A	68.84	1.23	2.29	1.51	3270	0.81
Finding Right Person To Marry Very Important	FI116B	85.08	1.08	3.03	1.74	3268	0.62
Having Lots of Money Very Important	FI116C	17.99	1.26	3.51	1.87	3270	0.67
Being a Community Leader Very Important	FI116F	3.65	0.36	1.22	1.10	3265	0.33
Providing Better Opp for Child Very Important	FI116G	48.84	1.41	2.57	1.60	3221	0.89
Having Leisure Time Very Important	FI116K	64.51	1.26	2.26	1.50	3272	0.84
Mean				2.04	1.40		
Minimum				1.12	1.06		
Maximum				4.47	2.11		
Standard Deviation				0.81	0.27		
Median				2.03	1.43		