Transition into Adulthood Study
Panel Study of Income Dynamics
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The Child Development Supplement
Transition into Adulthood Study 2009
User Guide

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Chapter 1 – An Introduction to the TA study

In the past several decades, the U.S. and other countries have seen a lengthening of the period between childhood and adulthood—the "transition into adulthood." Youth no longer move quickly from secondary education into the labor force and independent economic living. Based on data from the Panel Study of Income Dynamics (PSID), less than 50% of individuals will become a head of their own PSID family (or the spouse of a head—henceforth called the "wife") before they are 24 years of age.

Scientists are becoming increasingly aware that the period between the ages of 18 and 24 years are critical for life span development. It is during this period that major investments are made in education, and careers are planned and initiated. For the PSID, this means that important educational and occupational transitions are often made while young adults are still dependent on their parents, many years before they become family heads and wives themselves.

The "CDS Youth's Transition into Adulthood" (TA) study is part of PSID and its Child Development Supplement (CDS). Although PSID collects some information about everyone who is a co-resident member of each family in the study, the greatest detail is collected on the head and wife. Without the TA study, this design would result in a large gap in information about the youth experiences of the CDS cohort between their last CDS interview in adolescence and their first interview as a PSID head or wife—in other words, there would be a gap in information about early adulthood transitions. The launching of the TA study was motivated by recognition that these years are marked by choices, changes, and transitions that have profound life-long consequences, but would be missed by the sample design of the PSID prior to 2005. The TA study was initiated in 2005 to bridge this gap. The TA study has since been collected in 2007 and 2009, and will be collected biennially in parallel to the PSID data collection until at least 2015.

Based on current literature and theories guiding research on the adult transitional years, we designed an interview that built on the information collected from these children when they were interviewed as adolescents in CDS-II and CDS-III, and at the same time, harmonized and coordinated with data to be collected on them when they are interviewed as adults in future waves of the core PSID.

To fully understand the TA study, one must be familiar with the core PSID and CDS data collection projects. Therefore, a brief description of the design and content of the PSID and the CDS is provided.

The Panel Study of Income Dynamics is a longitudinal survey of a nationally representative sample of U.S. families. Since 1968, PSID has collected data on family composition changes, housing and food expenditures, marriage and fertility histories, employment, income, wealth, time spent in housework, health, expenditures, philanthropy, and more. Over 60,000 people have ever participated in the panel, which includes up to four generations within a family. PSID is the longest running panel on family dynamics and is considered one of the most important data archives in the world.

The PSID now is conducted every other year by telephone with data collection commencing in March and ending by December of odd-numbered years.

In 1997, PSID supplemented its main data collection with additional data on a sample of 0-12 year-old children in the study and their parents. The objective of this supplement – the Child Development Supplement (CDS) – was to provide researchers with a comprehensive, nationally representative, and longitudinal data base of children and their families with which to study the dynamic process of early human capital formation.

The data collection activities for CDS-I, II, and III were quite extensive. Within the context of family, neighborhood, and school environments, CDS gathered information about a broad array of developmental outcomes including (but not limited to) physical health, emotional well-being, cognitive abilities, achievements, and social relationships with family and peers. Each CDS child could have up to eight modules of data collected from three different family members (primary and secondary caregivers and the target child) and a school information source (teacher and/or school administrative data).

Because CDS is a supplement to the PSID, the study takes advantage of an extensive amount of family demographic and economic data about the CDS child's family, providing more extensive family data than any other nationally-representative longitudinal survey of children and youth in the U.S.

Bridging the Gap

Across the three waves of CDS, the study has collected data on children and youth aged 0-18 years. CDS youth will eventually become the future "active panel" of the core PSID when they move out of or "split-off" from their parents' home and establish a household of their own. Under the current design of the TA study, CDS youth will participate in three rounds of TA data collection and then, at around age 25 years, will join the core PSID and participate in the study every other year from that point forward.

Thus, the Transition into Adulthood Study (TA) serves as a "bridge of information" between the rich data collected in the CDS on the years between birth and age 18 years, and the rich data collected in the PSID in the years after economic independence is established (at around 25 years of age for most individuals).

Chapter 2 – An Overview of TA File Structure

The TA questionnaire is separated into 12 sections, each of which represents a specific area of interview content. A summary of each section is provided below.

Section A: Time Use

As individuals move from adolescence into adulthood, they are confronted with new choices in how to use their discretionary time. The concept of community additionally takes on a broader meaning and opens up opportunities for increased integration in a larger social context. In Section A, we measure time spent on a selected number of leisure activities, computer use, and community engagement. The items that ask about involvement in organized arts and sport, TV watching, reading, and computer use are items repeated from the CDS, permitting time-series analysis of activity patterns in these areas. In other sections we also ask about time spent in other activities as well as time spent with friends, family, and romantic partners. The questions in this section ask about frequency of participation in the past 12 months.

Section B: Responsibilities

In this brief section, we assess the level of responsibility that the respondent assumes for living arrangements and money management including earning their own living, paying rent or mortgage, paying their bills, and managing their money. Respondents are asked to rate their abilities to manage their money and solve day-to-day problems.

In addition, information about living arrangements during a typical school year and summer is collected. For those respondents who spent most of their time living at their parents' home, we ask about the expected timing of moving out. Conversely, those living away at college or living on their own are asked questions about the likelihood of moving back in with their parents.

Section C: Self

Section C consists of self-rated levels of skill in areas such as leadership, intelligence, independence, confidence, and problem solving, as well as self-rated psychosocial measures on worries and discouragement.

Section D: Marriage, Family, and Relationships

This section measures the current marital and cohabitation status of the individual and subjective evaluations of all romantic/intimate relationships by assessing living arrangements, general satisfaction, time spent with partner, future expectations, and the likelihood of marriage and divorce. Information is collected on past, present, and future pregnancies and fertility expectations, gender roles, child rearing/family values, and parenting skills and experiences. The relationship the individual has with his or her own parents is measured to continue collecting measures from the CDS.

Those respondents living at home or away at college are asked all questions in this section; respondents living on their own are not asked questions about when they were widowed, when they were divorced, and when they started living with the current partner as these questions are asked in their main PSID 2009 interview.

Section E: Employment

This section collects detailed information on current employment status and all types of employment and money-earning activities for the previous two years. Measures such as salary/wages, hours, experience, and size and nature of the employer, reasons for being unemployed and/or not working, as well as the methods and frequencies of job hunting are all obtained. Moreover, detailed information about service in any branch of the Armed Services is collected, and self-rated satisfaction measures are obtained.

Respondents living at home or away at college are asked all questions in this section; however, those living on their own are only asked the latter questions pertaining to involvement in the Armed Services as their past and present work status is obtained in their main PSID 2009 interview. Specific question objectives are provided on the next page.

Sections F and W: Income and Wealth

In Section F, we attempt to identify income earned the previous year from a number of other sources, including unemployment compensation, workers compensation, dividends, interest, trust funds, child support, welfare, and gifts. We also ask about financial help received from parents and other relatives. A short series of questions that estimates net worth in automobiles, stocks and bonds, checking and savings accounts, life insurance policies, and any other assets and investments is asked. Information on student loans, credit card balances, and other debts is also collected.

Respondents living with their parents or away at college are asked all questions in this section; respondents living on their own are only asked the latter questions pertaining to wealth as their income and business holdings information is gathered in their main PSID 2009 interview.

Section G: Education and Career Goals

A key marker of the transition into adulthood is attainment of post-secondary educational degrees, which, in turn, feeds into work plans and career aspirations. Some young adults, however, may choose an alternative route to a traditional college track, such as a military career (see Section E) or vocational training.

In Section G, we gather information about the amount and dates of education, starting with high school completion or GED attainment, high school GPA, and experience with college entrance exams. We ask if the respondent ever attended or is currently attending college. For those who have had some college experience, we ask the following sequences:

Starting at G19 and G20, we gather details about vocational education, or any training that results in skills and certification for jobs. We ask if the respondent ever took vocational education (in our definition, this includes on-the-job training) and if the respondent is currently enrolled. For those currently involved in vocational education, we ask about the amount of time spent per week in training, type of training – whether through a vocational or business school, vocational rehabilitation, or on-the-job training – and why the respondent enrolled in the training. Reasons for enrollment are coded on the spot into four basic categories: for job advancement or promotion, as a job requirement, for licensing or certification, or to help with obtaining future job.

In this section, as well as in the military sequence in Section E, we ask how education, vocational training, military training, and current work experiences fit into overall career plans. We ask a series of four items in each of the scenarios just mentioned that focus on:

(a) Satisfaction with current schooling/training/work;

(b) Whether the schooling/training/work is part of a long-term career plan;

(c) If the respondent thinks that the schooling/training/work will help in getting a/another job; and

(d) If the respondent thinks that schooling/training/work will help in succeeding in a/another job.

Toward the end of Section G, beginning at G30, we turn to a focus on future expectations in these areas as well as work. We assess expectations for getting stable, well-paying jobs in the future and if life for them will be more difficult than it was for their parents when their parents were their age. We ask them to tell us the job they would like at age 30 – what type of work that it involves, why they aspire to that job, how successful they feel they will be at this job, and the likelihood of actually attaining it.

At G40 and G41, the respondent describes his or her strengths and weaknesses in a number of job skills and characteristics of desirable jobs.

The path through Section G is fairly straightforward: respondents living at home and those away at college are asked all questions in this section; however, those respondents living on their own are not asked questions pertaining to their secondary education or graduation from high school, such as “when did you receive your GED” or “what was the last grade you attended” because these items are already collected in the main PSID interview.

Section H: Health

This section begins with a self-rated measure of the individual’s overall health and asks if he or she has or has ever been diagnosed with any chronic illnesses/conditions such as asthma, diabetes, hypertension, cancer, and any mental health condition. For each condition, we ask age when first diagnosed and limitations on normal daily activities that result from the condition. We then ask a short series of questions about psychological distress both in the past 30 days and past 12 months. These questions are parallel to those asked in the main PSID instrument.

In young adulthood, individuals begin to take on more responsibility for maintaining their own health. This task involves both routine visits to the doctor and dentist, maintenance of a healthy body weight, and engagement in a number of lifestyle practices such as exercising, eating balanced meals, and abstinence from smoking, binge drinking, and use of illegal drugs or misuse of prescription medicines. In Section H, we ask about all of these activities.

The path through in Section H is more complicated than for other sections. Some, but not all, of the questions in the TA interview are the same as those in the main PSID. For respondents living on their own as PSID heads or wives, we skip the first part of the section and start with health behaviors to avoid repeating questions that are collected in the main PSID interview.

Section K: Social Environment

Section K includes five distinct series of questions addressing everyday discrimination, peer influence, assault, risky behavior, and encounters with the law.

Day-to-day encounters with discrimination are measured by asking about frequency of experiencing specific types of discrimination. If one or more situations are endorsed, we ask the perceived reason for the discriminatory experience.

Peer influence is examined through a set of questions about characteristics of friends with respect to school and work-related activities, family and interpersonal relationships, community involvement, and general outlook or attitudes about the future.

We ask about prior assaults, and age at which the event happened.

The items concerning dangerous and risky behaviors include fighting, damaging property, drunk driving, and unprotected sex. We ask how often the respondent engaged in each behavior in the prior six months. Incidences of arrest, probation, and jail time are measured separately through questions on when and why the offense(s) occurred.

Respondents living at home, away at college, and living on their own all get the same set of questions in this section.

Section L: Religiosity/Race & Ethnicity

In this brief section, we ask about current religious preferences and the importance of religion and spirituality. The last two questions are asked of respondents living at home with their parents (those living on their own get these two questions in their main PSID 2009 interview). Standard race and ethnicity items from the Census are asked.

Section M: Outlook on Life

The TA interview ends with a short series of questions tapping into subjective evaluations regarding the respondent's self and society.

Chapter 3 – The TA Sample

The TA-09 sample is defined by four basic components:

1. Age (18 years and older);
2. No longer attending high school;
3. Participation in CDS baseline interview (1997, 2002/2003, or 2007); and
4. Participation of main family in PSID 2009 interview.

Education and Age

The transition into adulthood developmental period is defined for this study as commencing when high school ends and the individual reaches age 18 years. Former CDS participants who reached age 18 years in calendar year 2009 were contacted for an initial screener interview to determine if they would complete a CDS or a TA interview.

Member in the CDS Cohort

All TA sample members had a completed family-level baseline interview at CDS-I in 1997. This means that each TA sample member had information from the primary caregiver interview about the TA individual when they were a child. The TA sample members may have also participated in an educational assessment and a child interview.

Response in PSID 2009

Individuals were included in the TA-09 sample if they completed a PSID 2009 family interview.

Based on the sample definition, a total of 1,797 individuals were identified for the TA-09 survey. Due to the concurrent data collection period for PSID 2009 and TA-09, some of the 1,797 cases were identified after the data collection period ended and therefore were never released for field work. Specifically, during the data editing process, 40 individuals who were initially thought to be ineligible for the TA study because the main PSID 2009 family status was nonresponse, were discovered after the interviewing period had ended to have in fact been eligible because they were residents in a PSID 2009 family that completed the interview.

The sample size released in the field for interviewing in three replicates for TA-09 was 1,599 cases (see Table 1). During data collection, 18 cases were determined to be ineligible (incarcerated or deceased respondents), and 1,599 were completed as interviews, resulting in a 92% response rate for the field effort.[1] As a result of the editing and validation process for the main PSID 2009, the final count of interviews with released data was revised to 1,554. Table 2 provides the final disposition for the total sample of 1,797 cases, whether released for fieldwork or not.

[1] For cumulative response rates, see the technical report at http://psidonline.isr.umich.edu/data/weights.

Table 1: Sample Releases	
Sample Size	**Description**
1,599	Replicate 1 was released immediately after training in early September 2009. It contained TA-eligible individuals aged 18+ years from PSID 2009 completed interviews.
147	Replicate 2 was released in early December 2009. It contained TA-eligible individuals aged 18+ years from PSID 2009 completed interviews.
51	Replicate 3 was released in early January 2010. It contained TA-eligible individuals aged 18+ years from PSID 2009 completed interviews.

Table 2: Sample Disposition	
Sample Count	**Description**
1,797	Total TA-09 sample
1,554	Interview with eligible sample individual
81	Coded as grade ineligible – Still enrolled in high school
1	Coded as age ineligible – Less than 18 years old
18	Sample individual incarcerated or in a youth, group, or detention home/center – ineligible for interview contact
3	Sample individual away on military leave, in job corps, or in a non-detention facility
5	Sample individual incapacitated, had a permanent health condition, or institutionalized for health or mental reasons
1	Other
50	Refusal by the sample individual; partial/passive refusal; deliberate avoidance of interviewer (e.g., always too busy, repeated broken appointments, or failure to return calls)
17	Refusal by someone other than the sample individual
8	Sample individual lost; tracking efforts exhausted
25	No contact made with eligible respondent throughout the field period
3	Coded as ineligible after processing
2	Invalidated due to incompleteness of interview
29	Some household member contacted, but eligible respondent not available to do interview; appointment broken, but no evidence of deliberately avoiding interview

Chapter 4 – The TA-09 Sample Weight

To account for differential probabilities of selection due to the original PSID sample design and subsequent attrition, the 2009 Transition into Adulthood (TA-09) data are provided with a sample weight. The construction of TA-09 sample weight is described in this chapter.

Sample transition from CDS-I to TA-09

The young adults interviewed for the TA-09 study were originally part of the sample of PSID families with young children who were selected and interviewed for the first wave of the Child Development Supplement (CDS-I). Data collection for CDS-I was completed in 1997 among children 0-12 years old, with most of the TA-09 young adults aged 8-12 years at that time.

In 1997, of the 3,563 children who participated in the original CDS-I interview, 1,916 would have been projected to be eligible for participation in TA-09 (See Chapter 3). For these 1,916 cases, Table 1 provides their disposition in TA-09.

Among the projected eligible sample, which excludes deceased (n=4) and non-sample individuals (n=24), 1,554 were complete interviews, resulting in a cumulative response rate of 81% (i.e., 1,554 / (1,554 + 334) = 0.82).[2] See Chapter 5 for a description of the TA-09 wave-specific response rate (92%) and data collection procedures and outcomes.

Table 3. TA-09 Sample disposition (for weighting)

		N
No longer eligible		
	Not a sample person	24
	Deceased	4
	Subtotal	28
Non-response		
	Non-response before the 2009	155
	Non-response in 2009	153
	Difficult to access/ outside of the	26
	Subtotal	334
Response		1,554
	Subtotal	1,554
Total		1,916

Methodological Approach

Sample survey data are typically provided with weights designed to compensate for unequal probabilities of sample selection and non-response or data that are missing at random (MAR; Little and

[2] The cumulative response rate is defined here as a ratio of the number of cases that were successfully interviewed in 2009 to the number of cases that were projected to be eligible for TA-09 as of 1997, excluding deceased and non-sample individuals.

Rubin, 2002).[3] These weights are inversely-proportional to the probability that each observation is selected and, conditional on selection, that individuals respond to the survey questions. With longitudinal data, this joint probability at time t, where the study has started at t-1 or earlier, can be expressed as:

$$P(S_t=1) = P(S_{t-1}=1) * P(R_t=1 | S_{t-1}=1) \quad (1)$$

where S_t is an indicator of participation in a study at time t and R_t is an indicator of response at time t. The probability of being a participant at time t is a product of the probability of participating in the previous period and the conditional probability of being a respondent in the current period. As the first term on the right hand side of *(1)* is proportional to the reciprocal of the weight in the previous period, the weight in the current period is a product of the weight in previous period and the inverse of probability of response (the second term on the right hand side of *(1)*). We will refer to $1 / P(R_t=1|S_{t-1}=1)$ as the attrition-adjustment factor.

TA-09 Individual Weight

The TA-09 individual weight is designed to account for the differential attrition between CDS-I (in 1997) and TA-09, i.e. t=2009 and t-1=1997. Thus, the TA-09 weight is a product of the CDS-I weight, i.e., the individual-level primary caregiver/ child weight (the weight variable named 'CH97PRWT'), and the attrition adjustment factor.[4]

To obtain the attrition adjustment factor, the probability that a sample person was non-response in the TA-09 was estimated from a logistic regression model using observations from the Response and Non-response strata (see Table 1). The parameter estimates from this model are reported in Table 4 and model summary and goodness-of-fit statistics are presented in Table 5. The results indicate that attrition was higher among males and those whose head of household had a high school education. The resulting attrition adjustment factor is an inverse of the predicted probability of successful re-interview, which is equal to one minus the estimated probability of non-response.

[3] Little, R.J.A. and Rubin, D.B. (2002). Statistical Analysis With Missing Data, 2nd Edition. John Wiley & Sons, New York.

[4] For the description of the CDS-1 weights, see http://psidonline.isr.umich.edu/CDS/weightsdoc.html.

Table 4. Logistic Regression Estimates of Non-Response in TA-09 Conditional on CDS-I Characteristics			
	Estimate		**Std. Error**
Intercept	-2.0026	***	0.5510
SRC sample (0/1)	-0.5466	*	0.3300
SEO sample (0/1)	-0.5647		0.3459
Child is Male (0/1)	0.5637	***	0.1270
Age of child at 1997 PSID core interview	0.1733	***	0.0313
White (child race) (0/1)	-0.256		0.2919
Black (child race) (0/1)	-0.4426		0.2960
Age of Head <= 30 (0/1)	-0.3821		0.2421
30< Age of Head<=45 (0/1)	-0.5944	***	0.1689
Head is Male (0/1)	-0.6192	***	0.1719
No High School Degree (Head) (0/1)	0.0666		0.2375
High School Degree (Head) (0/1)	0.5542	***	0.2090
Some College (Head) (0/1)	0.2979		0.2186
Head is employed (0/1)	-0.3467	*	0.1791
Family Income 1st quartile (0/1)	-0.2477		0.2555
Family income 2nd quartile (0/1)	0.0803		0.2170
Family Income 3rd quartile (0/1)	0.2451		0.1883
Northeast (0/1)	0.3723		0.2398
North Central (0/1)	0.2466		0.2215
South (0/1)	0.2497		0.2115
SMSA (0/1)	-0.0463		0.1368

Table 5. Summary statistics	
N	1,888
Response	1,554
Non-Response	334
Likelihood Ratio: Chi-Square	108.23
DF	20
P-value	<.0001

As the final step in weight development, the newly constructed TA-09 weight was truncated to reduce the influence of extreme weight values on the variances of sample estimates of population statistics. The cases with the weight values in the highest one percent and in the lowest one percent of the weight distribution were assigned values corresponding to the 99th and 1st percentiles of the weight distribution, respectively. Table 6 reports key summary statistics for the final TA-09 individual weight.

Table 6. Summary Statistics

	2009 TA Individual Weight
N	1,554
Minimum	1.00
Maximum	72.61
Mean	17.55
Standard	15.07

To examine the properties of the TA-09 weight, we compared weighted estimates for some basic demographic, geographic, and socio-economic variables in the CDS-I data—based on the CDS-I sub-sample that satisfy the eligibility requirements for TA-09 and weighted with the CDS-I sample weight—to the estimates derived for the same variables measured in 1997 but based on the smaller TA-09 interview sample and weighted with the TA-09 weight. The results provided in Table 7 show that the distributions of the selected characteristics are similar in the TA-09 eligible sub-sample of CDS-I and in TA-09 interview sample, suggesting that the attrition adjustment for the TA-09 weight compensates for potential attrition bias for variables included in the analysis. It is important to note, however, that this comparison does not necessarily rule out the possibility of selection bias associated with other characteristics of the respondents.

The final TA -09 weight is stored in the variable TA091001

Table 7. Comparison of CDS-I estimates based on CDS-I sub-sample using the CDS-I weight with that based on TA-09 sample using the TA-09 weight

		CDS I Individual Weight		TA-2009 Individual Weight		Ratio
		Column 1	Column 2	Column 3	Column 4	Column 2/4
		N	Percent	N	Percent	
Total		1916	100.00	1554	100.00	1.00
Region	Northeast	270	18.49	215	18.84	0.98
	North Central	480	24.39	392	24.33	1.00
	South	856	32.65	690	31.93	1.02
	West	310	24.47	257	24.90	0.98
Immigrant Sample	Non-IMM	1754	85.45	1431	84.65	1.01
	IMM	162	14.55	123	15.35	0.95
MSA Status	Non-MSA	813	47.28	658	47.00	1.01
	MSA	1103	52.72	896	53.00	0.99
Education of Head	No High School Diploma	413	18.73	337	18.53	1.01
	High School Diploma	710	33.11	557	32.67	1.01
	Some College or More	430	22.39	348	22.60	0.99
	College or More	363	25.77	312	26.20	0.98
Age of Head	30 or younger	243	10.12	193	9.67	1.05
	31-45	1381	74.84	1145	74.79	1.00
	46 or older	292	15.03	216	15.54	0.97
Gender of Head	Female	584	23.05	451	22.00	1.05
	Male	1332	76.95	1103	78.00	0.99
Race of Head	Non-Black	1105	83.08	900	83.33	1.00
	Black	811	16.92	654	16.67	1.01

Chapter 5 – Data Collection Procedures

This chapter provides an overview of the data collection protocols for TA-09.

Contacting Respondents

The selected respondent was preloaded into a computer-based sample management system. Pre-notification letters announcing the study and a respondent booklet was sent to all eligible sample members. The respondent booklets were not always used—for example, the respondent booklet was not used if it was unavailable (either had not arrived, or was misplaced).

Busy schedules, caller ID, and cell phones were the main obstacles in reaching and scheduling interviews with these young adults. In order to maximize our chances of making contact, we amended our fieldwork procedures to accommodate the schedules and lifestyles of this group by offering a cell phone reimbursement of $10 to offset the cost of extra minutes used to complete the interview by cell phone. We authorized calls beyond the end of the last call window (9:00 p.m.) to reach respondents who were not available until later in the day. We assigned one "night owl" interviewer in the Eastern time zone to make late calls to the Mountain and Pacific zones to provide additional opportunities for reaching these respondents. Finally, interviewers enlisted contact persons (usually parents) to help determine the best time to reach respondents. In some instances, parents called respondents to let them know to expect to hear from us so they would recognize and answer the call when viewed on caller ID.

Quality Control

The Quality Control Plan for TA-09 consisted of three components: Certification, Verification, and Evaluation. Certification in the form of a practice interview was completed immediately following the Interviewer training and ensured that all field staff received appropriate training on the TA-09 interview instrument and were able to complete the interview professionally and according to the study protocol. Verification of interview data was conducted via telephone calls to respondents who are asked questions that were included in the interview so that the responses could be compared. And Evaluation of the interviewers' adherence to general interviewing techniques and study-specific protocols was based on the review of taped interviews by data collection staff.

Respondent Payments

All respondent payments were handled by project staff using an internal system. Participants were either paid by check or money order. Each respondent received $40 for the completion of an interview and could also be paid and addition $10 as a reimbursement if their interview was done via cell phone.

Results of Data Collection Effort

- Data collection response rate: 92%
- Completed interviews: 1,559 of 1,797 released sample cases
    - Sample members who still resided with main PSID family as an "other family unit member" but lived at college: 199
    - Sample members who still resided with main PSID family as an "other family unit member" living with parents: 1,035

    - Sample members who had formed independent PSID family units as Head/Wife/“Wife”: 563

- Average interview length: 62.01 minutes

Chapter 6 – TA Interview: Topical Guide

This chapter highlights all new content in the TA-09 instrument. As in TA-05 and TA-07, the interview content was subdivided into sections. For this wave of data collection, Sections A (Time Use), E (Employment), and H and L (Health) were all updated. The details of all of the updates are listed here.

Section A – Time Use

The variable A1_1 was added before the existing variable A1. This question is asked for respondents of TA-09 who were also PSID Other Family Unit Members (OFUMs), and parallels the PSID 2009 addition.

> **A1_1 -** We'd like to start by asking you about life in general. Please think about your life-as-a-whole. How satisfied are you with it? Are you completely satisfied, very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

Section C – Self

Two new questions have been added that ask if and how the economic recession have changed the respondent's educational plans (C6, C7, and C7OS)

> **C6 -** Has the current economic recession led you to change your educational plans?
>
> [Yes, No, Doesn't have educational plans]
>
> **C7 -** How is that? (How has the current economic recession led you to change your educational plans?)
>
> [Dropped out of school, returned to school, postponed returning to school, stayed in school, changed major or field of study, or took out new loans for school]
>
> **C7OS** – Other response specified by respondent for question C7.

Section E – Employment

Questions were added to the TA-09 Questionnaire regarding past connections to the armed forces. The following questions obtained detailed information about whether or not the respondent was previously in the military, which branch, rank, and duration, as well as specifics on deployment and satisfaction during their time in the armed forces:

> **E71A** – Have you ever served (in any branch of the Armed Services)? (Note that this does not include Reserve Officers' Training Corps [ROTC])
>
> **E72M - E87 -** Though these questions were previously asked of those who were currently in the armed forces, they are now asked of those who previously served as well.

E77A - [Have you been/Were you ever] deployed outside of the U.S.?

E77B - Was any of that time spend in Iraq or Afghanistan?

[Yes, Iraq; Yes, Afghanistan; Yes, both; No, neither)

Questions E77A–E77B were added in 2009, and obtain additional information regarding the past locations of deployment for the respondents of the TA-09 sample.

Section F - Income

Three questions were added to the TA-09 income section to more closely match the PSID instrument. They were asked of OFUMs only, and refer to t-1 work income. They are as follows:

F1 - We try to understand how people all over the country are getting along financially, so now I have some questions about earnings and income. How much did you earn altogether from work in [PYEAR], that is, before anything was deducted for taxes or other things, including any income from bonuses, overtime, tips, commissions, military pay or any other source?

F2 - During which months of [PYEAR] did you get this income?

F3 - How is it that you worked, but did not receive earnings from it?

In addition to questions F38, F41, and F55 which ask about transfer income from the past year, questions F38_2, F41_2, and F55_2 were asked to gather information on the month before the interview. They are:

F38_2 - Thinking [*OFUM:* now] about last month ([PREVIOUS CALENDAR MONTH]), did you receive any income <u>last month</u> from unemployment compensation?

F 41_2 - Did you receive any income <u>last month</u> ([PREVIOUS CALENDAR MONTH])) from workers compensation?

F55_2 - (Did you yourself receive any income <u>last month</u> ([PREVIOUS CALENDAR MONTH])) from Supplemental Security Income, TANF [or [State Program Name]], formerly called ADC / AFDC, child support or other welfare?

Similar changes were made to questions F57A and F58A in order to parallel the PSID. These questions refer to inheritances and/or large gifts received in the form of money or property. These questions are asked in reference to the two years between the TA-07 and TA-09 interviews.

Section W - Wealth

In 2009 a sequence of questions was added about student loans. These questions ask about the existence of and the amount of the loan(s). The questions are as follows:

W45 - Do you yourself currently have any student loans?

W46 - If you added up all of these loans, about how much would they amount to right now?

W47- Would they amount to $2,000 or more?

W48 - Would they amount to $5,000 or more?

W 49 - Would they amount to $1,000 or more?

Section G – Education

For those who answered that they are not currently enrolled in college, questions G11A and G11AOS were asked to gain insight into the reasons that the respondent either never enrolled in college or is no longer attending college. The respondent is allowed to choose one or more of the following options (provided in G11A), or specify their own reason if it did not fit into the choices offered.

G11A - We're interested in the reasons that people your age may or may not go to college. Can you tell me the reasons that you are not currently enrolled in college?

[Already graduated from college, In vocational or technical school or training, Lack necessary SAT / ACT scores or GPA, Can't afford college, Not interested in (finishing) college, Discrimination, Transportation problems, Family responsibilities, Can't arrange child care, Disability]

G11AOS – Other reason – specified as a string variable

Section H – Health

In order to parallel questions asked in the PSID, questions H1A, H1B, and H1C were asked to compare the respondent's health from their current status to their status two years ago. This question is asked directly after H1, which asks "Now I have a few questions about your health. Would you say your health in general is excellent, very good, good, fair, or poor?" These additional questions continue as follows:

H1A – Compared to your health say, two years ago / *2005/2007 TA:* Since we last talked to you about your health], would you say that your health is better now, about the same, or worse? [Better goes to H1B, Worse goes to H1C, About the Same goes to H2]

H1B – Is it much better or somewhat better?

H1C - Is it much worse or somewhat worse?

These questions correspond to H1A, H1B, and H1C from the PSID Health section.

Another addition was variable H19A, which asks the specific year in which a major accident happened in the respondent's life (in reference to H19 – has a major accident in last two years).

Section K – Social Environment

In TA-05, TA-07, and TA-09, question K2 was asked about discrimination and perceived reasons for that discrimination. In 2009, follow-up questions (K2A, K2B, and K2BOS) were asked to give the respondent more than one chance to describe their views. Also, K2BOS was offered as an option to allow for specified answers that were not included in the response list. The original question and answer options for K2 are worded as follows:

> K2 - We've talked about a number of things that may have happened to you in your day-to-day life. Thinking of those experiences which have happened to you, overall what do you think was the main reason for the [DISCRIMINATION]? [Ancestry or natural origins, Gender, Race, Age, Height or weight, Some other aspect of physical appearance]

The new variables continue directly after and are:

> **K2A –** Are there any other reasons you think [this experience / these experiences] happened to you?
>
> **K2B –** What are those reasons? [Ancestry or natural origins, Gender, Race, Age, Height or weight, Some other aspect of physical appearance]
>
> **K2BOS -** Other reason – specified as a string variable

Coding of Variables

The 2000 Census Occupation / Industry codes (3-digit) were applied to the occupation and industry reported in all completed interviews. There was an average of 2.2 instances of jobs per respondent. Check coding was conducted on 10% of cases by a PSID staff member. The application used for coding was developed and maintained by PSID staff.

Chapter 7 – PSID Data Resource

The Panel Study of Income Dynamics (PSID) is a longitudinal survey of a nationally-representative sample of U.S. families. The PSID data archive, spanning almost four decades of data collection, contains over 50,000 variables on a diverse set of topics, including the dynamics of family composition change, marital and birth histories, housing, income, wealth, welfare participation, health status of family members, expenditures, philanthropy, and more. Over 70,000 individuals have ever participated in the panel, which includes up to four generations within a family. The PSID is the longest running panel on family and individual (including child) dynamics and has consistently achieved wave-to-wave reinterview response rates of 96-98 percent. More information about the study and its instruments can be obtained from its website:

http://psidonline.isr.umich.edu/Studies.aspx

The PSID bibliography provides references to studies using the data for many research topics (key word index provided):

http://psidonline.isr.umich.edu/Publications/Bibliography/Search.aspx

As a TA data user, the rich family data resource in the main PSID provides an incredible opportunity to explore family environmental factors in your analyses of child outcomes. In this chapter, our goal is to provide you with some basic (although not comprehensive) information about the PSID sample, interview content, public and sensitive data contract file, and data structure. Let's start first with an overview of the sample origins and design.

The PSID Sample

The original 1968 PSID sample was drawn from two independent samples: a nationally representative sample of roughly 3,000 households designed by the Survey Research Center at the University of Michigan (the "SRC sample") and an over-sample of roughly 2,000 low income families from the Survey of Economic Opportunity (the "SEO sample"). From 1968 to 1996, the PSID interviewed and re-interviewed individuals from families in these two samples every year, whether or not they were living in the same dwelling or with the same people. Since 1997, interviewing has taken place every other year. Also in 1997, the PSID added an immigrant refresher sample that was designed to incorporate into the PSID a representative sample of immigrants who had moved to the U.S. since 1968.

The PSID follows adults through the full life course. Children born to an original-sample member are classified as sample members and are eligible for tracking as separate family units when they set up their own households. Adult sample members who move out of the PSID family units are tracked to their new family units. This procedure replicates the population's family-building activity and produces a dynamic sample of families each year. New PSID families form when children grow up and establish separate households. The unique self-replacing design implies that for many PSID families, the data include self-reported information on three (and occasionally now, four) generations within the same family at various points in their life course. Through multiple waves collected over long time periods on a national population, the PSID is the only data set ever collected on life course and multigenerational economic conditions, well-being, and health in a long-term panel representative of the full U.S. population. Additional information about sample members and follow status can be found here: http://psidonline.isr.umich.edu/Guide/FAQ.aspx#95 Please note that PSID followed non-sample parents of sample children from 1994-2003.

PSID Content

PSID contains a large number of variables that have been measured wave after wave using similar or identical questions. Table 8 provides an overview of the content areas of PSID. The table indicates the years for which variables were collected if they were not obtained in all waves. This table is not an exhaustive description of the PSID content. Please see http://psidonline.isr.umich.edu/Guide/default.aspx for more details on PSID measures.

Table 8. Highlights of the PSID Interview Content

Topic	**Detail**
Family Composition	Status and change over time Extended family identifiers Marriage, divorce, and widowhood Fertility history
Employment Head/Wife	Current Employment Status Time Away From Work Not Working • Unemployed and not looking for work • Unemployed and looking for work Employed • Start and end dates • Employer name • Occupation and industry • Number of employees • Salary or wage • Hours per week • Overtime hours and pay • Number of weeks worked overall • Looking for work or another job in past four weeks • Military service Unemployed • Ever worked for money • Looking for work in past four weeks • Military service
Income Detail Head/Wife	Earned Income • Business Income • Wage and Salary • Bonus, Overtime, Tips and Commissions Asset Income • Rent • Dividends; Interest • Trust Funds & Royalties Transfer Income • Unemployment Compensation
Income Detail	• Worker's Compensation • Help from Relatives and Others not Living in FU • Supplemental Security Income • TANF

Table 8. Highlights of the PSID Interview Content

Topic	Detail
	• Child Support
Program Participation	Food Stamps WIC Welfare Programs Home Heating Assistance Public Housing Help or Support from: church, community group, family/friends
Wealth & Active Savings 1984, 1989, 1994, 1999-2009	Real Estate Personal vehicles: cars, trucks, a motor home, trailer, boat Stocks, mutual funds, investment trusts Checking or savings accounts Other assets Gifts and inheritances Debt Carryover credit card and store balances Student loans Medical or legal bills Loans from relatives
Philanthropic Giving & Volunteering Head/Wife 2001-2009	Donations • Amt • Type of organization (arts, religious, helping, educational, youth/family services, improving neighborhoods, environmental, international aid, research) • How decision to support made in marital pair If volunteer- • Volunteer activity (religious, children/youth, senior, helping for people in poor health or in need, social change, Tsunami) • Hours spent in volunteer activities in previous year
Education 1985 – 2009	Month, year of HS graduation (H, W[5]) Whether GED (H, W) • If GED, number of grades finished (H, W) • If GED, month/year of last grade attended (H, W) If no HS or GED (H, W) • Number of grades finished • Month/year of last grade attended Whether college degree (H, W) • Month/year of last college attended • Highest college year finished • Month/year of college degree • Name of college • City, state of college Highest grade or year of school completed (OFUM) Whether other degree/vocational certificate/training (H, W) • School or apprenticeship: up to 2 mentions • Type of degree/certificate • Field of training • Name of institution/organization • Month/year of degree

[5] H: "Household Head"; W: "Wife of Head"

Table 8. Highlights of the PSID Interview Content

Topic	Detail
	If non-US born (H, W) • Years of school outside US • Highest degree/certification outside US
Physical and Mental Health	General Health Status • Current status 1984-2009 • Status since last interview 2003-2009 • Status birth – 16 years old 1999-2009 • Height & Weight 1986, 1999-2009 • Birth weight ADL-type Measures • 7 activities, consistently asked 1992-96, 1999-2009 IADL-type Measures • 6 activities, consistently asked 1992-96, 1999-2009 Specified Health Conditions • 12 conditions, w/onset, duration 1999-2009 Death Activity Limitations • Health limits work 1968-2009 • Employment status – disabled 1976-2009 • Days missed work for sickness 1976-2009 Depression/Anxiety • 6 item, non-specific distress scale (K6) 2001-03 2007-2009 • 2 item, clinical depression screener (CIDI) 2003 Health Behaviors • Smoking: current, ever, # packs, when start, when stop 1986, 1999-2009 • Alcohol: ever, quantity, binge 1999-2009 • Physical activity: light/heavy 1999-2009
Housing Detail	• Characteristics of housing: type of dwelling, number of rooms, air conditioning, type of heating, monthly payments for utilities • Rentals – monthly payment • Home ownership – value of home, whether have mortgage, amount of remaining principle on mortgage, monthly mortgage payment amount, Interest rate on loan, year obtained loan/refinanced, remaining years to pay on the loan, second mortgage, amount of property taxes, homeowner's insurance premium • Neighborhood characteristics: amount of property taxes, homeowner's insurance premium
Expenditures	• Food: Food at home, delivered, and eaten out • Health Care: nursing, hospital, doctor, Rx, insurance • Housing: mortgage, property tax, insurance, rent, utilities • Transportation: loan, lease, insurance, repairs, gas, parking, fares • Education: tuition, supplies, room and board
Expenditures	

Table 8. Highlights of the PSID Interview Content

Topic	Detail
	(2005-2009) • Home repairs & maintenance • Household furnishings & equipment • Clothing and apparel • Trips & vacations • Recreation & entertainment • Child Care

Family and Individual Level Variables in the PSID

PSID variables can be categorized as family-level and individual-level. Most of the information from any year's data collection is categorized as **family-level variables**. The family-level variables include not only information that applies to the family unit as a whole, but also almost all information about the head and wife / "wife". **Individual-level variables** are wave-specific data as well as time-invariant information that may span many years. These variables cover basic demographic and economic data about an individual in the study. If the individual was head or wife / "wife", much of the information in these variables is available among the family level variables, often in substantially greater detail.

The Building Blocks to Using PSID Data on Families & Individuals

Because of the complexity of the PSID data structure, and its long-panel nature, there are a few PSID concepts that are important to understand to effectively take advantage of the richness of the data archive. This section attempts to provide some background on these concepts.

We begin by providing the PSID definition of "family". The **Family Unit (FU)** is defined as a group of people living together as a family. "As a family" means that the individuals are generally related by blood, marriage, or adoption—although unrelated persons can be part of an FU if they are permanently living together and share both income and expenses. The **Household Unit (HU)**, on the other hand, is defined as the physical dwelling, such as a house or apartment, where members of the PSID FU reside. Not everyone living in a HU is automatically part of the FU. The PSID survey is about FU Members only.

Families change from year to year. Each family unit in a specific data collection wave is assigned a unique **Family ID**, sometimes called "**Interview Number**". The most critical Family ID is the one assigned in 1968 to families in the original sample. According to our following rules, we follow "split-offs" that occur when children and others set up their own independent households. Thus, one family in 1968 could have become 3-4 or more families by 2009. All of these families will have the same 1968 ID, because they originated from the same family in 1968, but will have different family IDs in 2009 because they are separate family units in 2009.

For each family, the Family ID number will change from year to year. For example, a 1968 family ID of 1234 will not be 1234 in 1969 or any other year. Yearly IDs are assigned based on receipt-order of the interview—the first interview received from field is numbered 1, the second, 2, and so on. In the table on the next page, the "Smith Family" in 1968 had a Family ID of "0100" and included five FU members: Jason and Andrea, and their three children Julie, Anne, and Todd:

The "Smiths" in 1968

Family Unit Member	Age	1968 Family ID
Dad (Jason)	36	0100
Mom (Andrea)	35	0100
Julie	12	0100
Anne	10	0100
Todd	8	0100

By 2007, Jason and Andrea's children had moved out on their own, thus creating four families out of this original 1968 "Smith Family". Notice each family keep their original 1968 ID, but also was assigned unique 2007 Family ID:

The "Smiths" in 2007

Families	68 ID	2007 Family ID "Interview Number"
Jason (Dad) & Andrea (Mom)	0100	0834
Julie, her husband and son	0100	1004
Anne	0100	0971
Todd, his wife and daughter	0100	2202

The PSID collects information about the **individuals** in each FU. In the Data Center, each individual is uniquely identified by their combined **1968 ID** (labeled as ER30001 in the Data Center) and **Person Number** (labeled as ER30002). At the time of data release for each wave of the PSID, updates to Person Numbers are made. This is important to remember because it will require data files that were downloaded previously to be updated.

The most information is collected about the Head of the household, the second most about the wife (or "wife" in the scenario of a cohabiter for one year or more), and the least amount of detail is collected about other family unit members (OFUMs), who are oftentimes the children in the FU, but can also be boy/girlfriends, grandparents, etc. All of the individuals in an FU have a **Relationship to the Head** coded in the data files.

Within each wave of data, each FU has only one current Head. The person designated as Head may change over time as a result of other changes affecting the family. When a new Head must be chosen, the following rules apply:

The Head of the FU must be at least 16 years old and the person with the most financial responsibility for the FU. If this person is female and she has a husband in the FU, then he is designated as Head. If she has a boyfriend with whom she has been living for at least one year, then he is Head. However, if the husband or boyfriend is incapacitated and unable to fulfill the functions of Head, then the FU will have a female Head.

A new Head is selected in situations such as:

- Last year's Head moved out of the HU, died or became incapacitated; or
- A female Head has gotten married; or

- An individual or group of individuals split-off to form a new FU.

The **Wife** is the spouse of the head; **"Wife"** is the cohabiter of one year or more. Much of the information collected in the PSID about Heads is also collected about the Wives and "Wives".

Continuing with our Smith Family example, Julie was one of the original sample members in 1968. She is the daughter of Jason, who was then the Head. In 2007, she was living in her own FU, Family ID 1004, with her husband and their child. Her relationship to Head is now Wife. Her husband is Head and their son is Child of Head.

Julie's Family in 2007

2007 Family ID	68 ID	Individuals	Relationship to Head
1004	0100	Julie (original 1968 sample member)	20 (Wife to Head)
1004	0100	Husband	10 (Head)
1004	0100	Son	30 (Child of Head)

Other Family Unit Members (OFUMs) are the other individuals living in the family unit. Not as much information is collected about OFUMs as Heads and Wives. Generally, the PSID main interview provides individual-level data on the OFUMs as well as data each wave about their:

- Demographic information, such as birth month and year, sex, date of death, family unit status, wave-specific response status;
- Marital and fertility histories and cohabitation status;
- Work status, number of jobs, occupation, weeks worked on job, during which months of previous year, hours per week;
- Other income sources – (interest, TANF, SSI, welfare, social security, unemployment compensation, worker's compensation, child support, help from relatives);
- (For OFUMs 16 years and older) highest grade or year of school completed;
- (For OFUMs 16-49 years of age) Date last attended school and whether currently enrolled as part time or full time student; and
- Health insurance coverage.

Note that CDS "children" are OFUMs in the PSID data collections and are considered PSID individuals. Data about them in the main PSID interviews can be merged onto CDS data files.

In CDS, the **primary and secondary caregivers are in relationship to the child** (variables "RELPCG07" and RELOCG07" in 2007). If you are interested in merging data from PSID about the caregivers, it is helpful to know the caregivers' relationships to Head. In some situations, the data you are interested in may have only been collected for Heads and Wives. This accounts for the majority of the PCG and OCGs.

Keeping in mind the PCG's Relationship to Head, if you are interested in constructing, for example, the PCG average work hours, you will find that PSID asks for this information and stores it in three separate variables depending on the individual's relationship to head:

ER36170 BC43	On average, how many hours a week did you work on this job in 2006?--CURRENT OR MOST RECENT MAIN JOB (HEAD)
ER36428 DE43	On average, how many hours a week did she work on this job in 2006?--CURRENT OR MOST RECENT MAIN JOB (WIFE)

PSID has a self-replacing sample design whereby children are interviewed as their own family unit after they leave their parents' households and other adult sample members who move out of the family unit are tracked to their new family units. With this design, at any wave, the PSID has main or "re-interview" families and split-off families. A **main or reinterivew family** is a family unit (FU) that was interviewed in the prior wave. In the case of children leaving home, the main family is almost always the parental family. A **split-off family**, on the other hand, consists of a person or group of people (at least one of whom is a "followable" person of any age) who moved out from a main family since the prior wave's interview to form a new, economically independent family unit. Several criteria must be met for a split-off to occur. In addition to having moved out since the prior wave and to being "followable" (i.e., having an original 1968 family identification), the person or group of people have not moved to an institution such as college or prison or to another family unit within the panel study. Moreover, the person or group of people who have moved out and formed their own family unit must be economically independent (i.e., they must be paying their own living expenses) from the family unit from which they split off. Information that informs the criteria is gathered at the main family interview, during the household listing stage. The main family respondent provides these details. Noted that these are general rules and that sometimes unique situations arise that determine whether a person or group of persons becomes a split-off. For example, while moving to an institution, such as college, does not generally meet the criteria for becoming a split-off, if the person is working, paying their own living expenses, and paying their own educational expenses in addition to attending school, then this person would be considered a split-off. Information that can inform this type of scenario is gathered in Section G of the main family interview and in the interviewer observations. The living situation and interview data for each and every possible split-off case are first reviewed before split-off status is granted.

Family Composition Change

When looking at variables pertaining to the same person(s) over time, the variable called "Sequence Number" can be of help in understanding continuity and change in family composition from wave to wave. The **Sequence Number**, found in the individual file, identifies an individual's status within a family unit at each wave of data collection. The sequence number has the following coding scheme:

1-20 Individuals who were in the family at the time of the current wave interview

51-59 Individuals who were in institutions at the time of the current wave interview

71-80 Individuals who moved out of the FU or out of institutions and established their own households between the prior and current wave interview

81-89 Individuals who died by the current interview but were living at the time of the prior wave interview.

PSID also has a variable ("**Whether Moved In/Out**") to indicate whether the individual moved in or out of a family unit in a given wave. The 2007 codebook definition below provides the coding for this variable.

1	Moved in or born between the 2005 and 2007 interviews; split-off in 2007
2	Appeared; moved in by the time the 2005 interview was taken but not included in FU for 2005 (i.e. listing error)
5	Moved out of FU or out of an institution between the 2005 and 2007 interviews and was not included in a 2007 panel FU
6	Moved out of FU and into an institution between the 2005 and 2007 interviews
7	Living in 2005 but died by the time of the 2007 interview
8	Disappeared; moved out prior to the 2005 interview, but included in FU for 2005 (usually a listing error)

PSID Data Center Files

Most of the family and individual-level data on all waves of the PSID and CDS are housed in the online PSID Data Center. There are tutorials that provide a guided overview to using the data. You can create customized data sets and codebooks through the easy-to-use Data Center.

Data Files - Individual, Family, CDS, and TA

In the Data Center, you will find the data grouped by PSID main study data and CDS data. Within the PSID data group, the data are clustered by individual-level files and family level files. The individual level files include both wave-specific and time-invariant data, mentioned earlier in this chapter. The family-level files include not only "raw" interview data but also complex generated variables on income, work, wealth, sample weights, and other measures. Data, by wave of the study, are provided as the next level within each of the data groupings. In the CDS data group, the data are clustered by child-level files, which include all of the interview modules, and by time diary activity files, which are at the activity level