Transition into Adulthood Supplement
Panel Study of Income Dynamics
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PSID Transition into Adulthood Supplement 2015 User Guide

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Chapter 1 – An Introduction to TAS

Over 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 or spouse/partner of their own PSID family before they reach their mid-20s.

Scientists are becoming increasingly aware that the period between the ages of 18 and 28 years are critical for life span development. It is during this period that major investments are made in education, crucial decisions are made regarding partnering and childbearing, and careers are planned and initiated. For 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 spouse/partners themselves and officially join the PSID sample as primary respondents.

The "Transition into Adulthood Supplement" (TAS) is part of PSID and a follow-up to the original PSID Child Development Supplement (CDS). Although PSID collects some information about everyone who is a co-resident member of each family in the study, considerably more information is collected on the head and spouse/partner. Without the TAS, this design would result in a large gap in information about the youth experiences of the 1997 CDS cohort between their last CDS interview in adolescence and their first interview as a PSID head or spouse/partner. In other words, there would be a major gap in information about early adulthood transitions. The launching of TAS 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. To bridge this gap, TAS was initiated in 2005 when the oldest CDS respondents reached 18 to 20 years of age. TAS has subsequently been conducted in 2007, 2009, 2011, 2013, and 2015 when the youngest individuals in the original CDS will have reached adulthood. In 2017, TAS will be relaunched to capture information on the transition into adulthood of *all* young adults in the PSID, not just those who participated in the original, or ongoing, CDS.

Based on current literature and theories guiding research on the adult transitional years, the TAS interview was designed to build on the information collected from these children when they themselves 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 Core PSID.

To fully understand TAS, one must be familiar with the Core PSID and original CDS data collection projects. Therefore, a brief description of the design and content of Core PSID and the original CDS is provided here.

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 75,000 people have ever participated in the panel, which includes up to five 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 survey with collection of additional data on a cohort of 0-12 year-old children in the study and their parents. The objective of this supplement—the Child Development Supplement—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. Two additional waves of CDS were conducted in 2002-2003 (CDS-II), when the children were 5-17 years of age, and in 2007-2008 (CDS-III) for children in the cohort who were under 18 years of age.

The data collection activities for CDS-I, II, and III were 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, achievement, 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 Core PSID when they move out of (or "split-off") from their parents' home and establish an independent household of their own. Under the current design of the TAS, CDS youth will participate in TAS data collection until they reach age 28, regardless of whether they have become members of Core PSID. When they join Core PSID, they will participate in that study every other year from that point forward.

The Transition into Adulthood Supplement (TAS) thus 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 on the years after economic independence is established.

Chapter 2 – An Overview of TAS Questionnaire Content

The TAS 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 about how to use their discretionary time. In addition, the concept of community takes on a broader meaning and provides opportunities for greater integration into a larger social context. In Section A, we measured time spent on a selected number of leisure activities, computer/internet use, and community engagement. Certain items from the CDS were repeated, permitting time-series analysis of activity patterns in organized arts and sport, TV watching, reading, and computer use. In other sections we asked about time spent in other activities, as well as time spent with friends, family, and romantic partners. The questions in this section asked about frequency of participation in these activities during the past 12 months.

Section B: Responsibilities

In this brief section, we assessed the level of responsibility that the respondent assumes for living arrangements and money management including earning their own living, making rent or mortgage payments, paying their bills, and managing their personal finances. Respondents were 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 during the summer was collected.

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 about worries and discouragement.

Section D: Marriage, Family, and Relationships

This section obtained information about the current marital and cohabitation status of the individual and subjective evaluations of all romantic/intimate relationships through questions about living arrangements, general satisfaction with relationships, time spent with partner, future expectations of relationship duration, and the likelihood of marriage and divorce. Information was collected on past, present, and future childbearing and fertility expectations, gender roles, biological/adopted child rearing/family values, and parenting skills and experiences. The individual's relationship with his or her parents was assessed, continuing the collection of measures from CDS.

Respondents living at home or away at college were asked all questions in this section; respondents living on their own were not asked questions about when they were widowed or when they were divorced, as these questions were asked in their 2015 Core PSID interview.

Section E: Employment

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

Respondents living at home or away at college were asked all questions in this section; however, those living on their own were only asked the latter questions pertaining to involvement in the Armed Services because information about their past and present work status was obtained in their 2015 Core PSID interview.

Sections F and W: Income and Wealth

In Section F, we collected information on income earned during the previous calendar year from a number of other sources, including unemployment compensation, workers' compensation, dividends, interest, trust funds, child support, and welfare, and gifts. We also asked about financial help received from parents and other relatives for daily living expenses, as well as larger monetary gifts, and inheritances.

In section W, a short series of questions that estimated the net value of automobiles, stocks and bonds, checking and savings accounts, life insurance policies, and any other assets and investments was asked. Information was also collected about student loans, credit card balances, and other debts.

Respondents living with their parents or away at college were asked all questions in these sections; respondents living on their own were only asked the latter questions pertaining to financial help, gifts, and wealth because their income and business holdings information was gathered in their 2015 Core PSID 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 gathered information about the amount, dates, and location of education, starting with high school completion or GED attainment, high school GPA, and experience with college entrance exams. We asked if the respondent had ever attended or is currently attending college and, if not, the reason for not attending.

Section H: Health

This section began with a self-rated measure of the individual's overall health and asked if he or she had, or had ever been diagnosed with, a series of chronic illnesses/conditions such as asthma, diabetes, hypertension, cancer, any mental health condition, and learning disabilities. For each condition, we asked age when first diagnosed and limitations on normal daily activities that resulted from the condition. We then asked a short series of questions about psychological distress during the past 12 months. These questions are parallel to those asked in the Core 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 abstaining from tobacco use, binge drinking, the use of illegal drugs or misuse of prescription medicines, and unprotected sex. In Section H, we asked about all of these behaviors.

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

Section K: Social Environment

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

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

Peer influence was assessed 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 asked about prior assaults, and the age at which an assault happened.

The items concerning dangerous and risky behaviors included fighting, damaging property, and drunk driving. We asked how often the respondent engaged in each behavior in the prior six months. Incidents of arrest, probation, and jail time were 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 received the same set of questions in this section.

Section L: Religiosity/Race & Ethnicity

In this brief section, we asked about current religious preferences and the importance of religion and spirituality in the respondent’s life. Two standard race and ethnicity items questions are asked only of respondents living at home with their parents because those living on their own received these two questions in their 2015 Core PSID interview. All respondents were then asked about the importance of their ethnic identity.

Section M: Outlook on Life

The TAS interview ended with a series of questions tapping into subjective well-being. Respondents were asked 23 questions which comprehensively assessed adult well-being in terms of emotional, psychological, and social well-being. Starting in 2013, this section also collects information on the “big five” personality types: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience.[1]

[1] Gosling, S., Rentfrow, P., & Swann, W. 2003. A Very Brief Measure of the Big-Five Personality Domains. Journal of Research in Personality, 37, 504-528.

Chapter 3 – TAS Interview: New and Modified Content

This chapter highlights the new and modified content collected in the TAS-2015 instrument. New or modified interview content was included in the following sections: Sections A (Time Use), E (Employment and Military Service), F (Income), W (Wealth), G (Education), H (Health).

Section A - Time Use
The question asking age eligible sample members whether they voted in the 2012 presidential election was changed for the midterm elections.

> **A11 -** Did you vote in the national elections last November 2014, that was held to elect U.S. Senators and members of the House of Representatives?

Section E – Employment and Military Service

Several new items were added to Section E to gather information about respondent employers.

A new response option was added to three questions asking about job seeking behavior.

> **E65 –** What have you been doing the last four weeks to find work?
>
> New response option: Attended a career or job fair
>
> **E65F –** How did you hear about the opening for this job?
>
> New response option: Attended a career or job fair
>
> **E65T –** How did you hear about the opening for this job when you applied for it?
>
> New response option: Attended a career or job fair

A new response option was added for military rank.

> **E75 –** What is your current rank? – Air Force and Marines
>
> New response option: First Lieutenant

Section F – Income
The series of questions asking about large gifts/inheritances of money or property were expanded to allow for 3 mentions. Respondents are now also able to report receiving these gifts/inheritance across multiple waves.

> **F57 –** Other than the amounts we just talked about, during the last two years, have you received any large gifts of money or property or inheritances of money or property? If multiple gifts or inheritances were received, we can talk about each one separately.
>
> **F57C –** Was that a gift or was that an inheritance? (If multiple gifts or inheritances were received, we can talk about each gift separately.)

F57AA – What year did you receive that?

<u>Section W – Wealth</u>
Bracket amounts were changed for questions about publicly held assets, debt, and student loan debt.

W15. Do you yourself have any shares of stock in publicly held corporations, stock mutual funds, or investment trusts, NOT including stocks in employer-based pensions or IRAs?

W17 – Would it amount to $50,000 or more?

W18 – Would it amount to $150,000 or more?

W19 – Would it amount to $15,000 or more?

W39. If you added up all of these debts, about how much would they amount to right now?

W40 – Would it amount to $3,000 or more?

W41 – Would it amount to $8,000 or more?

W43 – Would it amount to $20,000 or more?

W46. About how much do/does your student loans/loan amount to right now?

W47 – Would it amount to $25,000 or more?

W48 – Would it amount to $50,000 or more?

W49 – Would it amount to $10,000 or more?

W50 – Would it amount to $75,000 or more?

<u>Section G – Education</u>
Respondents were asked to report the major for a college degree.

G8_5A – What was your major/area of study for this degree?

<u>Section H – Health</u>
One new health condition was added.

H9 – Has a doctor or other health professional **EVER** told you that you had a learning disorder?

H9A – How old were you when you were first diagnosed with a learning disorder?

H9B – How much does this condition limit your normal daily activities? A lot, somewhat, just a little, or not at all?

H9C – Are you now receiving treatment or taking medication to help with your learning disorder?

A new response option was added for provider of health care coverage.

H20C – What kind of health insurance or health care coverage do you have now?

New response option: Veterans' Administration

The unfolding brackets and response options for health insurance payments were changed.

H20F. How much are your health insurance premiums? Please only include amounts that you or your family paid, either directly or through automatic deductions from pay. Do not include amounts paid by someone outside of your family.

H20FA – Are they $200 or more per month?

H20FB – Are they $350 or more per month?

H20FC – Are they $100 or more per month?

H20FPER – The amount entered is: [H20F] per

Changed response option: Two weeks (from Quarterly)

Two new series were added to the section about health behaviors.

H35A – Do you use electronic cigarettes or e-cigarettes such as Blu Cigs or Imperial Hookah?

H35B – Do you use electronic cigarettes or e-cigarettes regularly or just occasionally, for example, when you are at parties or in social situations?

H35C – During the past 30 days, on how many days have you used electronic cigarettes (such as Blu Cigs or Imperial Hookah)?

H35D – Do you use chewing tobacco, such as Redman, Levi Garrett, or Beechnut, snuff, such as Skoal, Skoal Bandits, or Copenhagen, or snus, such as Camel Snus, Marlboro Snus, or Skoal Snus?

H35E – Do you use chewing tobacco, snuff, or snus regularly or just occasionally, for example, when you are at parties or in social situations?

H35F – During the past 30 days, on how many days have you used chewing tobacco, snuff, or snus?

Three new response options were added to the series about drug use.

H40 – The next questions are about medicines and drugs. Look at page 48 of your booklet and just tell me the letters for ones you have tried in your lifetime, even if it was just once. Please include medicines that were prescribed for you, and medicines or drugs taken that were not prescribed for you. Remember that all of your responses are kept confidential.

New response options: Pain relievers (prescription), Hallucinogens, Inhalants

The follow-up questions for endorsing medicine and/or drug use were also added.

H41 – How old were you when you tried [diet pills / amphetamines / marijuana / cocaine / barbiturates / tranquilizers / steroids / pain relievers/ hallucinogens/ inhalants] for the first time?

H42A – On how many occasions have you [taken / used] [diet pills / amphetamines / marijuana / cocaine / barbiturates / tranquilizers / steroids /pain relievers/ hallucinogens/ inhalants] in your lifetime?

H42B - On how many occasions (if any) have you [taken / used] [diet pills / amphetamines / marijuana / cocaine / barbiturates / tranquilizers / steroids / pain relievers/ hallucinogens/ inhalants] in the past 12 months?

H42C - On how many occasions (if any) have you [taken / used] [diet pills / amphetamines / marijuana / cocaine / barbiturates / tranquilizers / steroids / pain relievers/ hallucinogens/ inhalants] in the past 30 days?

H43 - Have you ever [taken / used] [diet pills / amphetamines / marijuana / barbiturates / tranquilizers / steroids/ pain relievers] because a doctor told you to use them?

Chapter 4 – The TAS Sample

The TAS-2015 sample is defined by four basic components:

1. Age 18-28 years;
2. No longer attending high school;
3. Participated in at least one CDS interview (1997, 2002/2003, or 2007/2008); and
4. Family participated in the 2015 Core PSID interview (either through their own interview as Head/Spouse/Partner or by identification as an "other family unit member" in a household interview).

Age and High School Attendance

All potentially-eligible TAS respondents were identified and screened in the Core PSID interview. During the TAS interview, respondents were asked to confirm their date of birth and whether they were attending school (and, if so, what grade they were currently attending). If, during the TAS interview, the interviewer learned that the respondent was under the age of 18 or that the respondent was still in high school, the interviewer was instructed to code the respondent as non-sample (age or grade ineligible).

Member in the CDS Cohort

All TAS sample members completed a family-level baseline interview in CDS. This means the CDS primary caregiver had reported information about each TAS sample member. The TAS sample members may have also participated in an educational assessment and a child interview during CDS, but this information was not used in determining eligibility for TAS.

A total of 1,887 individuals aged 18-28 participated in at least one CDS interview and were members of families who completed the 2015 Core PSID interview. These individuals were identified as eligible for the TAS-2015 survey.

Chapter 5 – Data Collection Procedures

This chapter provides an overview of the data collection procedures for TAS-2015.

Contacting Respondents

The selected respondent was preloaded into a computer-based sample management system. Pre-notification letters announcing the study and a respondent booklet were 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). If the respondent did not have the booklet, they had the option of viewing the booklet online if they had access to the internet. If not, the interviewer read the response options.

Busy schedules, caller ID, cell phones, and gatekeepers were the main obstacles in reaching and scheduling interviews with these young adults. Interviewers enlisted contact persons (usually parents) to help determine the best time to reach respondents. In some instances, parents contacted respondents to let them know to expect a call from the study.

Quality Control

The Quality Control Plan for TAS-2015 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 TAS-2015 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 were re-asked questions that were included in the original interview so that the responses could be compared. Evaluation of the interviewers' adherence to general interviewing techniques and study-specific protocols was based on the review of recorded 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 $60 for the completion of an interview. There was also a $30 one-time "welcome" incentive for newly eligible respondents and "welcome back" incentive for returning respondents upon interview completion. If the respondent expressed concern about their cell phone minutes used, interviewers offered an additional $10 incentive to offset the cost of extra minutes used to complete the interview by cell phone. If a contact person was used to help find a participant they were offered between $10 and $20.

Results of Data Collection Effort

The TAS-2015 sample of 1,887 individuals was released to the field for interviewing. Of these, 1,641 provided complete interviews, yielding an 87% response rate for the TAS-2015 fieldwork effort. Table 1 provides the final dispositions for the total sample of 1,887 cases.

Table 1: Sample Disposition	
Sample Count	**Description**
1,887	Total TAS-2015 sample
1,641	Completed interview with an eligible TAS-2015 sample individual
26	Sample individual incarcerated or in a youth, group, or detention home/center: ineligible for interview contact
8	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 psychological reasons
0	Sample individual deceased after PSID interview completed but before TAS interview: ineligible for interview contact
90	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)
13	Refusal by someone other than the sample individual
8	Sample individual lost; tracking efforts exhausted
86	Some household member contacted, but eligible respondent not available to do interview; appointment broken, but no evidence of deliberately avoiding interview
1	Sample individual resided outside of US or in a remote area and uncontactable (e.g., no telephone)
7	Sample individual was initially thought to be ineligible because of nonresponse but discovered to be a resident in a response sample family after the interviewing period had ended
2	Office error – study ended, insufficient or inappropriate calls made, no mention of refusal

- Average interview length: 66.52 minutes
- Completed interviews: 1,641 of 1,887 released sample cases
    - Sample members who still resided with core PSID family as an "other family unit member" but lived at college: 193
    - Sample members who still resided with core PSID family as an "other family unit member" living with parents: 757
    - Sample members who had formed independent PSID family units as a Head/Spouse/Partner: 691
- Data collection response rate: 87%

Chapter 6 – The TAS-2015 Sample Weight

To account for differential probabilities of selection due to the original PSID sample design and subsequent attrition, the TAS-2015 data are provided with a sample weight. The construction of the TAS-2015 sample weight is described in this chapter.

Sample Transition from CDS-I to TAS-2015

The TAS-2015 respondents were all originally selected for CDS-I in 1997 when they were 0–12 years of age. Of the 3,563 children who participated in the original 1997 CDS-I interview, 2,528 were projected to be eligible for participation in TAS-2015. For these 2,528 cases, Table 2 summarizes the final contact and interview dispositions in TAS-2015.

Among the projected eligible sample, which excludes deceased (n=8) and non-sample individuals (n=78), a total of 1,641 interviews were completed, resulting in a cumulative unweighted response rate of 67.2% (i.e., 1,641/ (1,641+801) =0.672).[2]

Table 2: TAS-2015 Sample Disposition

Sample Count	Description
2,528	Total projected eligible
1,641	Completed TAS-2015 interview
801	Non-response
555	Non-response before the 2015 interview
211	Non-response in 2015
35	Difficult to access/outside of the U.S.
86	No longer eligible
78	Not a sample person
8	Deceased

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 is missing at random (MAR; Little and 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 the following

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

where S_t is an indicator of participation in the study at time t and R_t is an indicator of response at time t. Under this quasi-random model of the survey response process, the probability of being a participant at time t is the product of the probability of participating in the previous period and the conditional

[2] The cumulative response rate is defined as a ratio of the number of cases that were successfully interviewed in TAS-2015 to the number of cases that were projected to be eligible for TAS-2015 in 1997, excluding deceased and non-sample individuals.

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

"probability" of responding in the current period. Because the first term on the right-hand side of Equation *(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 the previous period and the inverse of the probability of response (the second term on the right hand side of Equation *(1)*). We will refer to $1/\ P(R_t{=}1|S_{t-1}{=}1)$ as the attrition adjustment factor.

To reduce variation in response propensity weights and lower the reliance on correct model specification of the logistic regression, nonresponse adjustment classes are created by grouping the probability of response (stratification on the propensity score; Little and Rubin, 2002)[3] and then the inverse of the response rate of each adjustment class is used as the nonresponse adjustment factor for that class. (Kott 2012) [4] shows that estimating the nonresponse adjustment using sample design weights for respondent and nonrespondent cases provides greater protection against nonresponse bias, therefore the inverse of the TAS-2015 weighted response rate for eligible cases in each propensity adjustment class is used to derive the nonresponse weighting factor for the respondent cases in each class.

TAS-2015 Individual Weight

The TAS-2015 individual weight was designed to account for the differential attrition between the baseline CDS-I (in 1997) and TAS-2015, i.e. t=2015 and t-1=1997. Thus, the TAS-2015 weight is a product of the CDS-I weight, i.e., the individual-level primary caregiver/child weight (stored in the weight variable named 'CH97PRWT'), and the attrition adjustment factor[5].

To obtain the attrition adjustment classes, the probability that a sample person was nonresponse in TAS-2015 was estimated using a logistic regression model. The dependent variable for this nonresponse propensity model is Y=1 if the eligible sample person was a nonrespondent in 2015 and Y=0 if they were a respondent (see Table 2). The estimated parameters and standard errors for the logistic model of nonresponse attrition are reported in Table 3. For example, the results indicate that the odds of attrition between 1997 and 2015 were significantly higher among male children as compared to female children, those in Northeast and South regions as compared to the West region, and significantly lower among older children, black children as compared to non-black children, and those whose head of household was male as compared to female heads, holding all else equal.

[4] Kott, P.S. (2012). "Why one should incorporate the design weights when adjusting for unit nonresponse using homogeneity groups." Survey Methodology, 38(1):95-99.

[5] For a description of the 1997 CDS-I weights, see http://psidonline.isr.umich.edu/CDS/weightsdoc.html.

Table 3: Logistic Regression of Nonresponse in TAS-2015 Conditional on 1997 CDS-I Characteristics			
Predictor Value in 1997	**Estimate**	**Standard Error**	**P Value**
Intercept	-0.3711	0.3385	0.2729
SRC sample (0/1)	-0.3747	0.2343	0.1098
SEO sample (0/1)	0.1028	0.2628	0.6956
Child is Male (0/1)	0.3854***	0.0882	<.0001
Age of child at 1997 core PSID	-0.0376**	0.0187	0.0438
White (child race) (0/1)	0.3311	0.2105	0.1157
Black (child race) (0/1)	-0.5884**	0.2344	0.0121
Age of Head <= 30 (0/1)	-0.2052	0.1631	0.2082
30< Age of Head<=45 (0/1)	-0.2007	0.1504	0.1821
Head is male (0/1)	-0.2754**	0.1262	0.0291
No high school degree (Head) (0/1)	-0.00726	0.1587	0.9635
High school degree (Head) (0/1)	-0.044	0.1399	0.753
Some college (Head) (0/1)	-0.0135	0.1444	0.9255
Head is employed (0/1)	-0.06	0.1349	0.6562
Family income 1st quartile (highest) (0/1)	-0.1595	0.1785	0.3717
Family income 2nd quartile (0/1)	-0.0581	0.1488	0.6962
Family income 3rd quartile (0/1)	0.0867	0.1349	0.5202
Northeast Region (0/1)	0.4843***	0.164	0.0032
North Central Region (0/1)	0.1292	0.1505	0.3904
South Region (0/1)	0.4991***	0.1448	0.0006
SMSA (0/1)	-0.00246	0.0973	0.9798
Reference groups: Immigrant sample, Child female, Child not White or Black, Head Age > 45 Years, Head female, Head College or Higher, Head Not Employed, Family Income 4th quartile (lowest), West Region, and Not SMSA. Sample = 2,442 observations. *= p < 0.10, **= p < 0.05, ***= p < 0.01.			

For the TAS-2015 attrition adjustment, 10 nonresponse weighting classes were defined based on deciles of the predicted probability of CDS-I to TAS-2015 attrition estimated using the logistic model in Table 3. The inverse of weighted response rate for TAS-2015 eligible sample cases in each decile (with the CDS-I weight serving as the weighting factor), was assigned as the nonresponse adjustment factor for that weighting class. The final weight for TAS-2015 respondents was constructed as the product of their CDS-I base weight and their weighting class nonresponse adjustment factor.

As the final step in weight development, the newly constructed TAS-2015 weight was censored or trimmed 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 top one percent and in the bottom one percent of the weight distribution were assigned values corresponding to the 99th and 1st percentiles of the weight distribution, respectively. Table 4 reports key summary statistics for the final TAS-2015 individual weight.

Table 4: Summary Statistics for the TAS-2015 Sample Weights	
Description	**Value**
N	1,641
Minimum	1.26
Maximum	79.21
Mean	21.06
Standard Deviation	17.60

To examine the properties of the TAS-2015 weight, we compared weighted estimates for selected demographic, geographic, and socio-economic variables in the CDS-I data computed in two ways. The first set of estimates is based on the full CDS-I sub-sample that remained eligible for TAS-2015. The CDS-I weight was used to create these estimates for the full TAS-2015 sample. The second set of estimates is based only on the TAS-2015 respondent cases and employs the TAS-2015 weight that adjusts for longitudinal nonresponse among the eligible cases in the TAS-2015 wave of data collection. The results are provided in Table 5 and show that the distributions of the selected characteristics are similar in the appropriately-weighted TAS-2015 eligible sub-sample of CDS-I and in the TAS-2015 interview sample, suggesting that the attrition adjustment for the TAS-2015 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 TAS-2015 weight is stored in the variable TA151294.

Table 5: Comparison of CDS-I Estimates of Population Percentages, Based on the 1997 CDS-I Sub-Sample using the CDS-I Weight and the TAS-2015 Sample using the TAS-2015 Weight

Population Characteristic From CDS-I, 1997	Population Category	Estimate Using CDS-I Individual Weight and 1997 CDS-I Data		Estimate using TAS-2015 Individual Weight and CDS-I Data for 2015 Respondents		Ratio (2)/(4)
		Column 1	Column 2	Column 3	Column 4	Column 2/4
		N	Percent	N	Percent	
Total		2442	100.00	1641	100.00	1.00
Region	Northeast	335	18.37	206	18.22	1.01
	North Central	611	24.18	432	24.17	1.00
	South	1078	33.19	702	32.23	1.03
	West	418	24.26	301	25.38	0.96
Immigrant sample	Non-immigrant	2197	82.77	1478	83.27	0.99
	Immigrant	245	17.23	163	16.73	1.03
Metropolitan	Non-MSA	1055	47.63	691	47.71	1.00
Statistical Area	MSA	1387	52.37	950	52.29	1.00
Education of Head	No high school diploma	561	19.26	381	19.18	1.00
	High school diploma only	872	31.92	593	31.72	1.01
	Some college or more	548	23.87	366	23.55	1.01
	College or more	461	24.94	301	25.56	0.98
Age of Head	30 or younger	803	28.11	541	28.76	0.98
	31-45	1391	62.91	939	62.45	1.01
	46 or older	248	8.97	161	8.79	1.02
Gender of Head	Female	740	22.64	500	21.89	1.03
	Male	1702	77.36	1141	78.11	0.99
Race of Head	Non-black	1464	84.20	948	84.79	0.99
	Black	978	15.80	693	15.21	1.04

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 over four decades of data collection, contains over 80,000 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 75,000 individuals have ever participated in the panel, which includes up to five generations within a family. PSID is the longest running panel on family and individual (including child) dynamics and has consistently achieved wave-to-wave reinterview response rates of over 95 percent. More information about the study and its instruments can be obtained from its website:

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

The PSID's online 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

For TAS data users, the rich family data in the core PSID provide a valuable opportunity to explore the effects of family environmental factors in analyses of child outcomes. For a more comprehensive look at the PSID, please see the 2015 PSID User Guide:

http://psidonline.isr.umich.edu/data/Documentation/UserGuide2015.pdf

PSID Data Center Files

Most of the family and individual-level data on all waves of the PSID, CDS, and TAS are housed in the PSID's Online Data Center. There are tutorials that provide a guided overview to using the data. Customized data sets and codebooks can be generated through the easy-to-use Online Data Center:

http://simba.isr.umich.edu/default.aspx

Data Files - Individual, Family, CDS, and TAS

In the Online Data Center, the data are grouped by PSID main study data and by CDS and TAS 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. 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 and TAS 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.