



INSTITUTE FOR SOCIAL RESEARCH • SURVEY RESEARCH CENTER
PANEL STUDY OF INCOME DYNAMICS
UNIVERSITY OF MICHIGAN

Panel Study of Income Dynamics, Transition into Adulthood Supplement 2017: User Guide

The TAS-2017 user manual was prepared by Noura Insolera, Katherine McGonagle, Narayan Sastry, and Beth Simmert. The manual draws heavily from documentation from prior years written by numerous PSID staff members.

Suggested citation of the TAS-2017 User Guide:

“Panel Study of Income Dynamics, Transition into Adulthood Supplement 2017: User Guide,”
Institute for Social Research, University of Michigan, 2019.

Suggested citation of the TAS-2017 data:

Transition into Adulthood Supplement to the Panel Study of Income Dynamics, public use
dataset [restricted use data, if appropriate]. Produced and distributed by the Survey Research
Center, Institute for Social Research, University of Michigan, Ann Arbor, MI (year data were
downloaded).

Suggested acknowledgement of the TAS-2017 data:

The collection of data used in this study was supported by the Eunice Kennedy Shriver National
Institute of Child Health and Human Development under grant number P01HD087155.

Preface

The 2017 Transition into Adulthood Supplement (TAS-2017) to the Panel Study of Income Dynamics (PSID) was supported by Grant P01 HD087155 from the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD). PSID is very grateful to NICHD for its support of TAS-2017.

Table of Contents

Chapter 1 – An Introduction to TAS	7
Bridging the Gap	8
Chapter 2 – An Overview of TAS Questionnaire Content	9
Section A: Community Engagement and Technology Use	9
Section B: Family Relationships, Personality, and Mental Health	9
Section C: Interpersonal Relationships	9
Section D: Employment, Military Service, and Time Use	10
Section E: Past Year Income and Financial Help	10
Section F: Wealth	10
Section G: Education	10
Section H: Health	10
Section K: Discrimination and Peer Influence	11
Section L: Religious and Spiritual Beliefs, Race and Ethnicity	11
Chapter 3 – TAS Interview: New and Modified Content	12
Section A: Community Engagement and Technology Use	12
Section B: Family Relationships, Personality, and Mental Health	12
Section C: Interpersonal Relationships	12
Section D: Employment, Military Service, and Time Use	12
Section E: Past Year Income and Financial Help	12
Section F: Wealth	12
Section G: Education	12
Section H: Health	13
Section K: Discrimination and Peer Influence	13
Section L: Religious and Spiritual Beliefs, Race and Ethnicity	13
Chapter 4 – The TAS Sample	14
Age Requirements	14
Sample Size	14
Chapter 5 – Data Collection Procedures	16
Chapter 6 – The TAS-2017 Sample Weights	17
Sample Transition from CDS-I to TAS-2017.....	21
Methodological Approach	21

TAS-2017 Individual Longitudinal Weight for Original CDS-I participants.....	22
Weighting Methodology	17
Base Weights	17
Chapter 7 – PSID Data Resource	26
PSID Data Center Files	26
Data Files - Individual, Family, CDS, and TAS	26
Appendix A. 2017 Transition into Adulthood Supplement Content Changes	27
SECTION A: Community Engagement and Technology Use	27
SECTION B: Family Relationships, Personality, and Mental Health.....	27
SECTION C: Interpersonal Relationships	28
SECTION E: Past Year Income and Financial Help	33
SECTION F: Wealth	34
SECTION G: Education	35
SECTION H: Health.....	37
SECTION K: Discrimination and Peer Influence	43
SECTION L: Religious and Spiritual Beliefs; Race and Ethnicity	43
SECTION M.....	44

Acknowledgements

The 2017 wave of the Transition into Adulthood Supplement (TAS-2017) to the Panel Study of Income Dynamics (PSID) was based at the Survey Research Center (SRC) in the Institute for Social Research at the University of Michigan.

TAS-2017 was directed by Narayan Sastry and Katherine McGonagle. Other PSID investigators who provided input at key stages of the project include David Johnson, Paula Fomby, and Fabian Pfeffer.

Development of the questionnaire for TAS-2017, which was based on those used in prior waves of TAS, was led by Narayan Sastry and Katherine McGonagle. The questionnaire development process was managed and implemented by PSID project team members Rose McAloon, Mary Dascola, Allison Mageli, and Andrea Scott. Major design input on new or substantially revised questionnaire content in TAS-2017 was provided by William Axinn, Robert Bozick, and Heather Gatny.

The design and implementation of TAS-2017 sampling weights was undertaken by Wen Chang, Raphael Nishimura, and Heather Schroeder, under the direction of Steve Heeringa.

Within SRC's Survey Research Operations (SRO) unit, which undertook the fieldwork for TAS-2017, Rachel LeClere served as the initial SRO Project Manager under the direction of Shonda Kruger-Ndiaye (PSID Survey Director) who took over the role of the SRO Project Manager of TAS-2017 following LeClere's departure from SRO in May 2018. Stephanie Chardoul served as the SRO Senior Project Advisor. Among the many other SRO staff members who contributed to TAS-2017 were Dianne Casey (production manager) and Youhong Liu (programmer).

Data processing activities were ably managed by Carissa Scurlock.

Special thanks go to other members of PSID project who contributed to TAS-2017, including April Beale, Noura Insolera, Dennis Kloska, Rhonda Moats, Mohammad Mushtaq, and Kathryn Snider.

Finally, we are very grateful to Regina Bures, the Program Officer for this project at the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development for her guidance, advice, and support of the TAS-2017 project.

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 form their own independent family unit 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 and are not primary respondents themselves.

The “Transition into Adulthood Supplement” (TAS) is part of PSID and may include individuals from the 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 Reference Person and Spouse Partner (R-S/P). The TAS is intended to fill in the gap of time and information collected about youth experiences and the first interview as a PSID R-S/P.

The launching of TAS in 2005 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 initially tied to the Original CDS cohort, which began with children ages 0-12 in 1997, and was launched in 2005 when the oldest members of the Original CDS cohort reached 18 to 20 years of age. TAS has subsequently been conducted in 2007, 2009, 2011, 2013, and 2015. By the 2015 wave of TAS, all members of the Original CDS had reached adulthood and were eligible for at least one wave of TAS. In 2017, TAS was relaunched to capture information on the transition into adulthood of *all* young adults in the PSID, not just those who participated in the Original CDS.

Based on current literature and theories guiding research on the adult transitional years, the TAS interview builds on the information collected from some of these young adults when they themselves were interviewed as children and adolescents in the CDS, 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.

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 100,000 people have ever participated in the panel, which includes up to seven 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 biennially, primarily via 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 Original Child Development Supplement](#)—was to provide researchers with comprehensive, nationally representative, and longitudinal data on children and their families with which to study the dynamic process of early human capital formation. Two additional waves of the Original 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.

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 skills, education achievement, and social relationships with family and peers. Each Original 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).

[The Ongoing Child Development Supplement](#) collects data on children’s health, development, and well-being within the children’s family and neighborhood context. In 2014, CDS was relaunched to collect data from all children in PSID households aged 0-17 years. Detailed information is collected on the same topics as in the Original CDS, including time diaries, assessments of reading and math skills, interviews with children’s primary caregivers and direct interviews with older children themselves. Because the CDS is a supplement to the PSID, an extensive amount of family demographic and economic data about the CDS child’s family is collected in PSID, providing more extensive family data than any other nationally-representative longitudinal survey of children and youth in the U.S.

Bridging the Gap

Through the Original and Ongoing CDS, detailed information has been collected on participants during their childhood and adolescence. 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 young adults 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](#) 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 comprises 10 sections, each of which represents a specific area of interview content. A summary of each section is provided below.

Section A: Community Engagement and Technology Use

Questions in Section A focus on involvement over the last 12 months in the community including volunteering and community service, group organizations, and sports participation, as well as the type of organization and frequency of participation.

A question series on technology use asks about the access and ownership of cell phones, computers, tablets, and the internet. Frequency and type of technological use is also collected.

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 2017 Core PSID interview.

Section B: Family Relationships, Personality, and Mental Health

Section B assesses the individual's relationship with his or her parents. Respondents are also asked a series of questions which comprehensively assessed adult well-being in terms of emotional, psychological, and social well-being. This section also collects information on the "Big Five" personality types: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience.¹ Questions also included measures 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.

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 is also assessed. Respondents were asked to rate their abilities to manage their money and solve day-to-day problems. Information about living arrangements during a typical school year and during the summer was also collected.

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 2017 Core PSID interview.

Section C: Interpersonal 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.

Respondents living at home or away at college were asked all questions in this section; respondents

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.

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 2017 Core PSID interview.

Section D: Employment, Military Service, and Time Use

Section D 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.

Information about how individuals spent their time during the past 12 months was collected including time spent on leisure activities, computer/internet use, and community engagement. Certain items from the CDS Primary Caregiver Child file were asked, permitting time-series analysis of activity patterns in organized arts and sport, TV watching, reading, and computer use.

Section E: Past Year Income and Financial Help

Information was collected on income earned during the previous calendar year from multiple sources, including unemployment compensation, workers' compensation, dividends, interest, trust funds, child support, welfare, as well as financial help received from parents and other relatives for daily living expenses, larger monetary gifts, and inheritances.

Respondents living with their parents or away at college are 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 2017 Core PSID interview.

Section F: Wealth

A series of questions estimating the net value of automobiles, stocks and bonds, checking and savings accounts, life insurance policies, and any other assets and investments is asked. Information is also collected about student loans, credit card balances, and other debts.

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 2017 Core PSID interview.

Section G: Education

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.

In Section G, information is gathered 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. Respondents are asked if they had ever attended or are currently attending college and, if not, the reason for not attending.

Section H: Health

Section H includes a measure of self-rated overall health and whether they have ever been diagnosed

with a series of chronic illnesses/conditions such as asthma, diabetes, hypertension, cancer, any mental health condition, and learning disabilities. Age when first diagnosed and limitations on normal daily activities that resulted from each condition was asked. The section includes a short series of questions about psychological distress (K6) during the past 30 days. These questions are also asked in the Core PSID instrument.

In Section H, questions were asked about 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, tobacco use, binge drinking, the use of illegal drugs or misuse of prescription medicines, and unprotected sex.

For respondents living on their own as PSID R-S/Ps, the first part of the section was skipped and started with health behaviors to avoid repeating questions that are collected in the Core PSID interview.

There is no Section I in the TAS-2017 Questionnaire

Section K: Discrimination and Peer Influence

Section K includes 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 any experience is endorsed as happening more than once a year, the perceived reason for the discriminatory experience is asked.

Peer influence is assessed using a set of questions about characteristics of friends with respect to school and work-related activities, community involvement, and general outlook and attitudes about the future.

The frequency of engaging in dangerous and risky behaviors over the prior six months is assessed included fighting, damaging property, and drunk driving. Incidents of arrest, probation, and jail time were measured separately through questions on when and why the offense(s) occurred. Respondents are also asked about prior assaults, and the age at which an assault happened.

Section L: Religious and Spiritual Beliefs, Race and Ethnicity

Section L assesses current religious preferences and the importance of religion and spirituality in the respondent's life, as well as obtaining information on race, ethnicity, and locations of ethnic origin.

Chapter 3 – TAS Interview: New and Modified Content

This chapter describes the new and modified content collected in the TAS-2017 instrument. New or modified interview content was included in the all sections. A brief description of these changes is below, with a full inventory of new and deleted items in [Appendix A](#).

Section A: Community Engagement and Technology Use

Questions A10a-A10e, which asked about internet use, were replaced by questions A17-A25, which gathered in depth information on the ownership of cell phones, smart phones, computers, tablets, types of internet use, and technological literacy.

Section B: Family Relationships, Personality, and Mental Health

Questions B6a-B6d about responsibility and C2d-C2f pertaining to worry were removed and questions B27a-B27k were added. These questions comprise the Rosenberg Self-Esteem Scale, a “10 item scale that measures global self-worth by measuring both positive and negative feelings about the self.”²

Section C: Interpersonal Relationships

This section was revised substantially to align more closely with measures of cohabitation, marriage, and sexual behavior collected in the National Survey of Family Growth. Questions C4-C11 were added to capture detailed dating information on cohabitation and marriage, while questions C20-23, C32-C34, and C42-C43 were added to obtain information on sexual experiences and pregnancy.

Section D: Employment, Military Service, and Time Use

Question series D9a-D9h were added in connection to the 2017 Core PSID, asking questions about hours, weeks, and overtime worked. In addition, questions D77-D81 and D112-D123 were added to both TAS-2017 and PSID-2017 which asked about time spent working, shopping, doing housework, caring for children, caring for adults, volunteering, doing educational activities, and doing leisure activities, as well as stylized time use measures obtaining information on the types of activities done during work.

Section E: Past Year Income and Financial Help

Section E was expanded to include more detailed questions about financial help received from parents or relatives for housing, education, vehicles, and living expenses. In order to reduce missingness, bracketed amounts were asked in each of these categories to obtain a more accurate value of these types of financial help.

Section F: Wealth

In Section F, questions pertaining to the Great Recession were removed.

Section G: Education

This section was streamlined to coordinate with the education section in the Core PSID, asking highest grade of education, degrees, certifications, and licenses obtained, and standardized tests.

² [Rosenberg, M. \(1965\). Society and the adolescent self-image. Princeton, NJ: Princeton University Press.](#)

Section H: Health

Section H included a new retrospective childhood health calendar and follow-up questions on the effects of childhood health conditions on schooling and other activities. Conditions include but are not limited to: asthma, diabetes, cancer, high blood pressure, ear problems, headaches, and more. New questions on drug use were also added, including personal history and frequency of vaping.

In addition to childhood health, questions about parental mental and physical health during different stages of childhood were ascertained. A set of questions on Adverse Childhood Experiences (ACEs) were also included in TAS-2017, which collect information on childhood physical abuse, verbal abuse, sexual abuse, physical neglect, and emotional neglect. The ACEs questions are also asked in the [2014 Childhood Retrospective Circumstances Study](#).

Section K: Discrimination and Peer Influence

Section K added streamlined questions about the reasons behind discrimination in daily life.

Section L: Religious and Spiritual Beliefs, Race and Ethnicity

Questions on religious preference and religiosity were modified to mirror the questions in the 2017 Core PSID. The race and ethnicity question included new response options, specifically Middle Eastern or North African, and also included follow up items on origin for Hispanics, Asians, Middle Eastern or North Africans, and Native Hawaiian or Other Pacific Islanders. These items on race/ethnicity were asked of all TAS-2017 respondents and were new this wave.

Chapter 4 – The TAS Sample

Sample eligibility for TAS-2017 is defined by three criteria:

1. Born between 1989 -1999. This meant that, in 2017 they were all between 18 and 28 years of age;
2. Family participated in the 2017 Core PSID interview (either through their own interview as Reference Person or Spouse/Partner or by identification as an “other family unit member” in a household interview); and
3. Part of the PSID Sample, meaning that they are a lineal descendent (natural or adopted) of individuals who were living in the original family unit at the time of the very first interview.

Age Requirements

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. If, during the TAS interview, the interviewer learned that the respondent was under the age of 18, the interviewer was instructed to code the respondent as non-sample (age ineligible).

Sample Size

A total of 2,938 PSID sample members aged 18-28 were members of families who completed the 2017 Core PSID interview. These individuals were identified as eligible for TAS-2017 and 2,526 completed a TAS-2017 interview. Table 1 shows the distribution of the TAS-2017 sample, based on their participation in the Original CDS, Ongoing CDS, or neither. Table 2 displays the TAS sample by year of collection, including the ages of the individuals interviewed, the total sample sizes of each wave, and the response rates over time.

Table 1. Origins of TAS-2017 Sample

Origins of TAS-2017 Sample	
Original CDS Sample Members (1997, 2002/03, 2007/08)	48%
Ongoing CDS Sample Members (2014)	35%
Not Sampled for CDS	17%

Table 2. TAS Sample by Year of Collection

Age	2005	2007	2009	2011	2013	2015	2017	2019
28								
27								
26								
25								
24								
23								
22								
21								
20								
19								
18								
Sample Size	745	1,118	1,554	1,907	1,804	1,641	2,526	In Process
Response Rate	89%	91%	92%	92%	90%	87%	86%	

 From Original CDS
  From Ongoing CDS
  No CDS Participation

Chapter 5 – Data Collection Procedures

This chapter provides an overview of the data collection procedures for TAS-2017. In 2017, 2,938 age-eligible young adults were contacted for TAS following the completion of the Core PSID 2017 interview.

With the expansion of the study to include all age-eligible PSID young adults, nearly half of the TAS-2017 sample was new to the study. Data collection occurred over approximately eight months between October 2017 and June 2018. Respondents were contacted initially by an advance notification letter sent via postal mail, followed by email and SMS text message requests throughout the field period to complete their interview.

At the end of the field period there were 2,526 completed interviews at an overall response rate of 87% (see Table 3). The average interview length was approximately 70 minutes, with about 45% of completed interviews provided by PSID respondents who are directly interviewed in Core PSID, 47% by adult children who reside at home with PSID respondents, and 8% by adult children living at college or university. Respondents are offered a post-paid incentive of \$70 for completing the interview.

Sample Count	Description
2,938	Total TAS-2017 sample
2,526	Completed interview with an eligible TAS-2017 sample individual
40	Sample individual incarcerated or in a youth, group, or detention home/center: ineligible for interview contact
15	Sample individual away on military leave, in job corps, or in a non-detention facility
12	Sample individual incapacitated, had a permanent health condition, or institutionalized for health or psychological reasons
2	Sample individual deceased after PSID interview completed but before TAS interview: ineligible for interview contact
104	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)
73	Refusal by someone other than the sample individual
11	Sample individual lost; tracking efforts exhausted
146	Some household member contacted, but eligible respondent not available to do interview; appointment broken, but no evidence of deliberately avoiding interview
0	Sample individual resided outside of US or in a remote area and uncontactable (e.g., no telephone)
8	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
0	Office error - study ended, insufficient or inappropriate calls made, no mention of refusal
1	Sample individual unable to participate due to a language barrier

Chapter 6 – The TAS-2017 Sample Weights

This chapter provides an overview of the sample weights for TAS-2017. There will be three weights for TAS-2017, a cross-sectional weight and two longitudinal weights. The cross-sectional weight accounts for unequal selection probabilities due to the PSID sample design, while the longitudinal weights are panel weights for any TAS Respondent who was interviewed in (1) the Original CDS cohort or (2) the Original or Ongoing CDS. The second longitudinal weight will be included in Release 2 of the TAS-2017 data.

TAS-2017 Cross-Sectional Weight

The TAS-2017 data are provided with a cross-sectional weight for every survey respondent to be used in data analysis and obtain unbiased estimates for population parameters. We describe in this chapter the construction of the TAS-2017 cross-sectional weight.

Weighting Methodology

The TAS-2017 cross-sectional weight was designed to account for the unequal selection probabilities, due to the original PSID sample design, and for differential eligibility and nonresponse. These weights were also calibrated to selected demographic variables of the target population to further mitigate any coverage and nonresponse error, and to improve the precision of survey estimates. We describe below the three main components of the TAS-2017 cross-sectional weights.

Base Weights

In order to account for differential selection probability and nonresponse during the PSID recruitment, we used as base weights for TAS-2017 the 2017 PSID Individual Longitudinal Weights. However, due to various eligibility criteria (including, for example, having to respond to both PSID 2013 and 2015), not every sample person at PSID 2017 that belongs to the TAS target population (individuals between 18 and 28 years old by December 31st, 2017, excluding those who live in a household whose reference person or spouse immigrated to the U.S. after 1997) was eligible for TAS-2017. In order to account for this difference, the base weights of such ineligible cases were re-distributed across the eligible sampled individuals, so that the sum of the weights reflects, on average, the size of the target population.

Nonresponse adjustment

Unit nonresponse poses a threat to the quality of survey estimates as respondents and nonrespondents might differ in terms of the study outcomes, which can ultimately cause nonresponse bias in such estimates. If nonresponse follows a missing at random (MAR) mechanism (Little and Rubin, 2002⁴), this nonresponse bias can be attenuated through certain statistical adjustments. To that end, a nonresponse weighting adjustment was performed over the TAS-2017 data using a response propensity procedure. In this approach, the weights are inversely proportional to estimate of the probability of response to the survey. These estimated probabilities of responding the survey, also referred to response propensities, are computed using a logistic regression model of the survey response indicator over a set of covariates available for both respondents and nonrespondents. In order to reduce nonresponse bias while not increasing sampling variance of the survey estimates, the covariates used in this adjustment should be correlated with both the survey response and the study outcomes (Little and Vartivarian, 2003³). For this reason, the following TAS-2017 outcomes were selected to assist in this adjustment:

³ Little, R.J.A., and Vartivarian, S. (2003). On weighting the rates in nonresponse weights. *Statistics in Medicine*, 22, 1589-1599.

- Body Mass Index (BMI),
- Weeks of employment in previous year (WKSEMPPY),
- Weeks of employment in the past two years (WKSEMPPPY),
- Completed education of mother (MOCED),
- Completed education of father (FACED),
- Marital/cohabitation status (TAMS), and
- School enrollment status (EDSTAT)

Ideally, we would like to use these survey outcomes as covariates in the response propensity modelling. However, we only observe them for the survey respondents. Instead, we computed predictions for both nonrespondents and respondents for each of these survey outcomes using regression models over covariates available for every sampled individual, including:

- **Census variables:** block group or tract level variables from the Census Planning Database that can be appended to the sampling frame, such as percentage and medians of population, households and housing units by socioeconomic characteristics.
- **Paradata:** variables generated as a byproduct of the data collection itself, such as number of call attempts by survey mode (face-to-face, telephone, e-mail), indicator of refusal in previous waves.

These sets of covariates are typically available for every sampled element. There are a few cases in the TAS-2017 sample with missing values in some of these variables though. Therefore, as a first step in this nonresponse adjustment, we used regression-based single imputation to fill in the missing values in those variables. For the Census variables, the data were aggregated and imputed at the tract-level, such that elements within the same block group or tract received the same imputed values. All other variables were imputed at the element-level.

Next, we fitted a regression model for each of the seven selected outcome variables over the respondents' data using all the covariates mentioned above. Given the large number of covariates in the models, we used the Lasso (Least absolute shrinkage and selection operator⁴) for both variable selection and estimation in each of these models. Using these fitted regression models and the observed/imputed covariates for every sampled individual, we predicted the survey outcomes for both respondents and nonrespondents. These predictions can be seen as proxy summaries of the covariates correlated to the selected survey variables, thus satisfying one of the conditions for a successful nonresponse adjustment (Little and Vartivarian, 2003⁶). The probability that a sample person was a respondent in TAS-2017 was estimated using a logistic regression model. The dependent variable for this response propensity model is $Y=1$ if the eligible sample person was a respondent in 2017 and $Y=0$ otherwise. The independent variables were the predicted values of the selected survey outcomes for numeric variables (BMI, WKSEMPPY, WKSEMPPPY, MOCED and FACED) and predicted probabilities for each category for the categorical variables (TAMS and EDSTAT). The estimated parameters and standard errors for this logistic model are reported in Table 1. For example, the results indicate that the odds of response were significant higher for those with higher chance of were never been married, not cohabiting.

To reduce variation in response propensity weights and lower the reliance on correct model specification of the logistic regression, 10 nonresponse adjustment classes were created based on deciles of the predicted

⁴ Friedman, J., Hastie, T., & Tibshirani, R. (2001). The elements of statistical learning. New York: Springer series in statistics.

response probability (propensity score stratification; Little and Rubin, 2002⁴) estimated using the logistic model in Table 4. The inverse of the mean response probability for TAS-2017 eligible sample cases in each decile was assigned as the nonresponse adjustment factor for that weighting class. The final nonresponse-adjusted weight for TAS-2017 respondents was computed as the product of their base weights (2017 PSID Individual Longitudinal Weights adjusted by eligibility) and their weighting class nonresponse adjustment factor.

Table 4: Logistic Regression of Response in TAS-2017 Conditional on Predicted Values for Selected Survey Outcomes		
Predictive Values for Survey Outcomes	Estimate	Standard Error
Intercept	1.2974	1.8773
Body Mass Index	-0.0409	0.0507
Completed education of father	-0.0838	0.0984
Completed education of mother	0.1056	0.0988
Weeks of employment in the past two years	0.0148	0.025
Weeks of employment in previous year	0.0066	0.022
School enrollment status (Less than HS, including GED)	0.0445	0.0327
School enrollment status (HS diploma)	-0.1031	0.082
School enrollment status (Not enrolled in university)	0.0924	0.1036
Marital/cohabitation status (Never married, cohabiting)	0.157	0.5114
Marital/cohabitation status (Never married, not cohabiting)	0.8282**	0.3502
Marital/cohabitation status (Married)	0.1697	0.1551
Sample = 2,938 observations Wald Chi-Square Test = 26.4299*** Hosmer and Lemeshow Goodness-of-Fit Test = 8.2601 Nagelkerke R ² = 0.0164, C-statistic = 0.585 * = $p < 0.10$, ** = $p < 0.05$, *** = $p < 0.01$		

Calibration

As the final step in weight development, the nonresponse-adjusted weights are used as input in a calibration adjustment⁵, in which the TAS-2017 sample weighted distribution are matched on selected auxiliary variables to population totals estimated from the ACS 2017 1-year PUMS data for individuals between 18 and 28 years by December 31st, 2017, excluding those who live in a household whose reference person or spouse immigrated to the U.S. after 1997. Similar to the nonresponse adjustment, if such variables are predictive of the survey outcomes, this calibration adjustment can reduce non-sampling biases (such as coverage and nonresponse) and improve the precision of the survey estimates. For this reason, we tested the main and interaction effects on the seven selected survey outcomes of the following variables:

- Sex (Male, Female)

⁵ Deville, J. C., & Särndal, C. E. (1992). Calibration estimators in survey sampling. Journal of the American Statistical Association, 87(418), 376-382.

- Race/Ethnicity of reference person (Hispanic, Non-Hispanic White Alone, Non-Hispanic Black or African American, Non-Hispanic Asian alone/AlAN/NHPI/Some other race alone, Non-Hispanic Two or more races, non-institutional group quarters)
- Family type and employment status (Married-couple family: Husband and wife in Labor Force; Married-couple family: Husband in labor force, wife not in Labor Force; Married-couple family: Husband not in Labor Force, wife in Labor Force; Married-couple family: Neither husband nor wife in Labor Force; Male householder, no wife present, in Labor Force; Male householder, no wife present, not in Labor Force; Female householder, no husband present, in Labor Force; Female householder, no husband present, not in Labor Force; non-institutional group quarters)
- Region (Northeast, Midwest, South, West)
- Age (17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28)
- Household size (1, 2, 3, 4 or more, non-institutional group quarters)

Due to the high dimensionality that would have been created if we accounted for all the interaction terms, we decided to test only the two-way interactions. We then kept all the main effects (regardless of their level of explanation on the survey outcomes) and only the two-way interactions that were significant, at a 5% level, to at least four of the survey outcomes, which on this case were:

- Sex by Race/Ethnicity of reference person
- Sex by Family type and employment status
- Sex by Region

In order to avoid undue increase in the variability of the weights, the following calibration cells with small sample sizes were collapsed for the calibration procedure:

- Gender by Married-couple family: Neither husband nor wife in Labor Force (Family type and employment status)
- Gender by Male householder, no wife present, not in Labor Force (Family type and employment status)

The calibration adjustment was performed using a raking ratio (or iterative proportional fitting) method (Deming and Stephan, 1940⁶) through a SAS macro developed by Izrael, Battaglia and Frankel, 2009.⁷ An advantage of this SAS implementation is that apart from running the raking procedure to adjust the weights to enforce the weighted sample distribution to match the population margins in the selected calibration dimensions, it also simultaneously trim the weights according to trimming parameters, in order to mitigate the increase of the sampling variance due to the weight variability. The final cross-sectional weight for TAS-2017 respondents was derived from the output weights of this calibration adjustment with trimming. Table 5 reports key summary statistics for the final TAS-2017 cross-sectional weight.

⁶ Deming, W. E., & Stephan, F. F. (1940). On a least squares adjustment of a sampled frequency table when the expected marginal totals are known. The Annals of Mathematical Statistics, 11(4), 427-444.

⁷ Izrael, D., Battaglia, M. P., & Frankel, M. R. (2009). Extreme survey weight adjustment as a component of sample balancing (aka raking). In Proceedings from the Thirty-Fourth Annual SAS Users Group International Conference.

Description	Value
N	2,526
Minimum	388.78
Maximum	87,475.98
Mean	19,439.11
Standard Deviation	20,755.37

The TAS-2017 cross-sectional weight is stored in the variable TA171987.

TAS-2017 Longitudinal Weights

To account for differential probabilities of selection due to the original PSID sample design and subsequent attrition since CDS-I, the TAS-2017 data are provided with a longitudinal weight for original CDS-I participants. The construction of this TAS-2017 longitudinal weight is described in this section.

Sample Transition from CDS-I to TAS-2017

Most of the TAS-2017 respondents were all originally selected for CDS-I in 1997 when they were 0-8 years of age. CDS-I selected sample children between the ages of 0-12 in 1997, and those who were aged 9-12 in 1997 aged out of the TAS age eligible range by 2017. Of the 3,563 children who participated in the original 1997 CDS-I interview, 2,268 were projected to be eligible for participation in TAS-2017, based on their participation in the CDS, TAS, and Core PSID studies. For these 2,268 cases, Table 6 summarizes the final contact and interview dispositions in TAS-2017.

Among the projected eligible sample, which excludes deceased (n=7) and non-sample individuals (n=71), a total of 1,410 interviews were completed, resulting in a cumulative unweighted response rate of 64.4% (i.e., $1,410 / (1,410 + 780) = 0.644$).³ See Chapter 5 for a description of the TAS-2017 wave-specific response rate (87%) and data collection procedures and outcomes.

Sample Count	Description
2,268	Total projected eligible
1,410	Completed TAS-2017 interview
780	Non-response
577	Non-response before the 2017 interview
172	Non-response in 2017
31	Difficult to access/outside of the U.S.
78	No longer eligible
71	Not a sample person
7	Deceased

Methodological Approach

Sample survey data are typically provided with weights designed to compensate for unequal probabilities of

³ The cumulative response rate is defined as a ratio of the number of cases that were successfully interviewed in TAS-2017 to the number of cases that were projected to be eligible for TAS-2017 in 1997, excluding deceased and non-sample individuals.

sample selection and non-response or data that is missing at random (MAR; Little and Rubin, 2002).⁸ 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

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

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 “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 (propensity score stratification; Little and Rubin, 2002⁵) and then the inverse of the mean predicted probability of response of each adjustment class is used as the nonresponse adjustment factor for that class.

TAS-2017 Individual Longitudinal Weight for Original CDS-I participants

The TAS-2017 individual longitudinal weight for original CDS-I participants was designed to account for the differential attrition between the baseline CDS-I (in 1997) and TAS-2017, i.e. $t=2017$ and $t-1=1997$. Thus, the TAS-2017 longitudinal 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 factor⁹.

To obtain the attrition adjustment classes, the probability that a sample person was nonresponse in TAS-2017 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 2017 and $Y=0$ if they were a respondent. The estimated parameters and standard errors for the logistic model of nonresponse attrition are reported in Table 7. For example, the results indicate that the odds of attrition between 1997 and 2017 were significantly higher among males as compared to females, white respondents as compared to non-white respondents, those in Northeast and South regions as compared to the West region, and significantly lower among older respondents, SRC sample as compared to non-SRC sample, and those whose reference person was male as compared to female reference persons, holding all else equal.

⁸ Little, R.J.A., and Rubin, D.B. (2002). *Statistical Analysis with Missing Data*, 2nd Edition. John Wiley & Sons, New York.

⁹ For a description of the 1997 CDS-I weights, see <https://psidonline.isr.umich.edu/CDS/weightsdoc.pdf>.

Table 7: Logistic Regression of Nonresponse in TA-2017 Conditional on 1997 CDS-I Characteristics

Predictor Value in 1997	Category	Estimate	Standard Error	Wald Chi-Square
Intercept		-0.3602	0.3532	-
Sample source	SRC sample	-0.6545***	0.2391	7.7872**
	SEO sample	-0.4206	0.2684	
	IMM sample	-	-	
Gender of respondent	Male	0.4835***	0.0918	27.7636***
	Female	-	-	
Respondent age at 1997 core PSID		-0.0425*	0.0218	3.7919*
Race of respondent	White	0.393*	0.216	12.5826***
	Black	-0.3313	0.2404	
	Hispanic/Asian/Other	-	-	
Age of reference person	30 years old or under	0.0436	0.176	0.1385
	31 to 45 years old	0.0607	0.1666	
	Over 45 years old	-	-	
Gender of reference person	Male	-0.412***	0.1329	9.6087***
	Female	-	-	
Education of reference person	No high school degree	0.1508	0.1648	1.3705
	High school degree	0.029	0.1458	
	Some college	-0.00027	0.1506	
	College or higher	-	-	
Employment status of reference person	Employed	0.168	0.1402	1.4365
	Not employed	-	-	
Family income	1st quartile	-0.1379	0.184	0.6093
	2nd quartile	-0.0622	0.1548	
	3rd quartile	-0.0292	0.1409	
	4th quartile	-	-	
Region	Northeast Region	0.4452***	0.1692	13.274***
	North Central Region	0.1083	0.154	
	South Region	0.4097***	0.1491	
	West	-	-	
SMSA	Yes	-0.0762	0.1014	0.5652
	No	-	-	

Sample = 2,190 observations
Wald Chi-Square Test = 73.2342 ***
Hosmer and Lemeshow Goodness-of-Fit Test = 9.8598
Nagelkerke R² = 0.0475, C-statistic = 0.617
*= p < 0.10, **= p < 0.05, ***= p < 0.01

For the TAS-2017 attrition adjustment for original CDS-I participants, 10 nonresponse weighting classes were defined based on deciles of the predicted probability of CDS-I to TAS-2017 attrition estimated using the logistic model in Table 3. The inverse of the mean response probability for TAS-2017 eligible sample cases in each decile was assigned as the nonresponse adjustment factor for that weighting class. The final longitudinal weight for TAS-2017 respondents who were original CDS-I participants 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-2017 longitudinal weight was 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 8 reports key summary statistics for the final TAS-2017 longitudinal weight for original CDS-I participants.

Description	Value
N	1,410
Minimum	1.27
Maximum	88.34
Mean	21.70
Standard Deviation	18.96

To examine the properties of the TAS-2017 longitudinal 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-2017. The CDS-I weight was used to create these estimates for the full TAS-2017 sample. The second set of estimates is based only on the TAS-2017 respondent cases and employs the TAS-2017 longitudinal weight that adjusts for longitudinal nonresponse among the eligible cases in the TAS-2017 wave of data collection. The results are provided in Table 9 and show that the distributions of the selected characteristics are similar in the appropriately-weighted TAS-2017 eligible sub-sample of CDS-I original respondents and in the TAS-2017 interview sample, suggesting that the attrition adjustment for the TAS-2017 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 TAS-2017 longitudinal weight for original CDS-I participants is stored in the variable TA171988.

Table 9: Comparison of CDS-I Estimates of Population Percentages, Based on the 1997 CDS-I Sub-Sample using the CDS-I Weight and the TAS-2017 Sample using the TAS-2017 Longitudinal Weight

Population Characteristic From CDS-1, 1997	Population Category	Estimate Using CDS-I Individual Weight and 1997 CDS-1 Data		Estimate using TAS-2017 Longitudinal Weight and CDS-I Data for 2017 Respondents		Ratio (2)/(4)
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 2/4
		N	Percent	N	Percent	
Total		2190	100.00	1410	100.00	1.00
Region	Northeast	301	18.52	174	18.16	1.02
	North Central	545	23.94	368	23.54	1.02
	South	968	33.40	614	32.35	1.03
	West	376	24.14	254	25.95	0.93
Immigrant sample	Non-immigrant	1972	82.63	1283	83.39	0.99
	Immigrant	218	17.37	127	16.61	1.05
Metropolitan	Non-MSA	936	46.87	583	46.20	1.01
Statistical Area	MSA	1254	53.13	827	53.80	0.99
Education of Reference Person	No high school diploma	505	19.13	319	19.42	0.99
	High school diploma only	776	31.77	505	31.14	1.02
	Some college or more	494	24.28	322	24.01	1.01
	College or more	415	24.82	264	25.42	0.98
Age of Reference Person	30 or younger	771	30.41	494	31.11	0.98
	31-45	1211	61.30	775	61.37	1.00
	46 or older	208	8.28	141	7.52	1.10
Sex of Reference Person	Female	658	22.65	419	22.83	0.99
	Male	1532	77.35	991	77.17	1.00
Race of Reference Person	Non-black	1320	84.30	812	85.08	0.99
	Black	870	15.70	598	14.92	1.05

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 nearly five decades of data collection, contains over 95,000 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 100,000 individuals have ever participated in the panel, which includes up to seven generations within a family.

PSID is the longest running panel on family and individual (including child) dynamics and has achieved wave-to-wave reinterview response rates of 93-95 percent in recent waves. 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 (including a keyword index):

<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 young adult outcomes. For a more comprehensive look at the PSID, please see the 2017 PSID User Guide:

<https://psidonline.isr.umich.edu/data/Documentation/UserGuide2017.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.

Appendix A. 2017 Transition into Adulthood Supplement Content Changes

In the order of TAS-2017 Questionnaire: NO HIGHLIGHT: New items for 2017; GRAY HIGHLIGHT: Items dropped for 2017

SECTION A: Community Engagement and Technology Use

TAS-2017	TAS-2015	Question Text
DROPPED 2017	A10A	A10A. In the last 12 months, how often did you use the Internet for email or instant messenger?
DROPPED 2017	A10B	A10B. In the last 12 months, how often did you use the Internet for research for school-related papers and projects?
DROPPED 2017	A10C	A10C. In the last 12 months, how often did you use the Internet for...Shopping?
DROPPED 2017	A10D	A10D. In the last 12 months, how often did you use the Internet for...Playing games?
DROPPED 2017	A10E	A10E. In the last 12 months, how often did you use the Internet for...Visiting social networking websites like Facebook?
A17	NEW 2017	A17. Do you have a cell phone?
A18	NEW 2017	A18. Is that a smartphone like an iPhone or an Android that connects to the internet?
A19	NEW 2017	A19. Do you have a desktop or laptop computer at home?
A20	NEW 2017	A20. Do you have a tablet computer like an Apple iPad, Samsung Galaxy Tab, Microsoft Surface, or Kindle Fire?
A21	NEW 2017	A21. Does your household have high-speed internet access?
A22	NEW 2017	A22. Does your household have wireless or Wi-Fi internet access?
A23A	NEW 2017	A23A. In the past 30 days, how often have you used a computer or other electronic device such as a tablet, smartphone or gaming console to play games?
A23B	NEW 2017	A23B. In the past 30 days how often have you...Sent or received email?
A23C	NEW 2017	A23C. In the past 30 days how often have you...Sent or received text messages?
A23D	NEW 2017	A23D. In the past 30 days how often have you...Interacted with friends or family on a social media site (like Facebook, Instagram, or Twitter)?
A23E	NEW 2017	A23E. In the past 30 days, how often have you Followed topics or people that interest you on websites, blogs, or social media sites (like Facebook, Instagram, or Twitter), not including following or interacting with friends or family online?
A23F	NEW 2017	A23F. In the past 30 days, how often have you...Used the Internet for research for school work done at school or at home?
A23G	NEW 2017	A23G. In the past 30 days, how often have you... Used the Internet for job-related activities and duties?
A24	NEW 2017	A24. Now I'm going to ask you about the types of online content that you share (through social media, a web site, or on a video sharing site).
A25	NEW 2017	A25. How confident are you in understanding new terms and words related to computers and the Internet?

SECTION B: Family Relationships, Personality, and Mental Health

TAS-2017	TAS-2015	Question Text
DROPPED 2017	B6A	B6A. On a scale of 1 to 7, how good are you at taking responsibility for your actions?
DROPPED 2017	B6B	B6B. How good are you...Solving problems you encounter?
DROPPED 2017	B6C	B6C. How good are you...Managing money?
DROPPED 2017	B6D	B6D. How good are you at paying off credit card balances each month?
DROPPED 2017	C2D	C2D. How often do you...Worry that you may not have enough money to pay for things?
DROPPED 2017	C2E	C2E. How often do you worry that you will not have a good job in the future?

TAS-2017	TAS-2015	Question Text
DROPPED 2017	C2F	C2F. How often do you...Feel discouraged about the future?
B27A	NEW 2017	B27A. Next, please tell me your level of agreement with the following statements....I feel that I'm a person of worth, at least on an equal basis with others.
B27B	NEW 2017	B27B. ...I feel that I have a number of good qualities.
B27C	NEW 2017	B27C. ...All in all, I am inclined to feel that I am a failure.
B27D	NEW 2017	B27D. ...I am able to do things as well as most other people.
B27E	NEW 2017	B27E. ...I feel I do not have much to be proud of.
B27F	NEW 2017	B27F. ...I take a positive attitude toward myself.
B27G	NEW 2017	B27G. ...On the whole, I am satisfied with myself.
B27H	NEW 2017	B27H. ...I wish I could have more respect for myself.
B27J	NEW 2017	B27J. ...I certainly feel useless at times.
B27K	NEW 2017	B27K. ...At times I think I am no good at all.

SECTION C: Interpersonal Relationships

TAS-2017	TAS-2015	Question Text
DROPPED 2017	C1A	C1A. Next I would like you to tell me how you rate your skills in several areas. Compared to other people, how good are you at supervising others? Choose a number on a scale of 1 to 7, where 1 means a lot worse than other people and 7 means a lot better than other people.
DROPPED 2017	C1B	C1B. Compared to other people, how good are you at...Being a leader?
DROPPED 2017	C1C	C1C. Compared to other people, how good are you at...Logical, analytic thinking?
DROPPED 2017	C1D	C1D. Compared to other people, how good are you at helping others solve their problems?
DROPPED 2017	C1E	C1E. Compared to other people, how would you rate your intelligence?
DROPPED 2017	C1F	C1F. Compared to other people, how would you rate your independence?
DROPPED 2017	C1G	C1G. Compared to other people, how would you rate your...Self-confidence?
DROPPED 2017	C1H	C1H. Compared to other people, how would you rate your...Decisiveness?
DROPPED 2017	C1J	C1J. Compared to other people, how good are you at listening to and understanding others?
DROPPED 2017	C1K	C1K. Compared to other people, how good are you at...Teaching and explaining to others?
C4M	NEW 2017	C4M. In what month and year were you married/widowed/divorced?
C4Y	NEW 2017	C4Y. In what month and year were you married/widowed/divorced?
C5	NEW 2017	C5. Did you and your spouse live together before you got married (in [C4M C4Y])?
C5M	NEW 2017	C5M. In what month and year did you (and your spouse) start living together (before you were married)?
C5Y	NEW 2017	C5Y. In what month and year did you (and your spouse) start living together (before you were married)?
DROPPED 2017	D5M	D5M. In what month and year did you and your current spouse get married/partner start living together?
DROPPED 2017	D5Y	D5Y. In what month and year did you and your current spouse get married/partner start living together?
DROPPED 2017	D6YRS	D6YRS. How long did you date your (current) spouse before you got married/partner before you began living together]?
DROPPED 2017	D6MOS	D6MOS. How long did you date your (current) spouse before you got married/partner before you began living together?
DROPPED 2017	D7	D7. On a scale of 1 to 7, how do you feel about your (current) marriage/living with your (current) partner?
C6	NEW 2017	C6. Including your present marriage, how many times altogether have you been married?

TAS-2017	TAS-2015	Question Text
C7M	NEW 2017	C7M. In what month and year were you <u>first</u> married?
C7Y	NEW 2017	C7Y. In what month and year were you <u>first</u> married?
C8	NEW 2017	C8. Did you and your spouse from your first marriage live together before you got married?
C8M	NEW 2017	C8M. In what month and year did you (and your spouse from your first marriage) start living together (before you were married)?
C8Y	NEW 2017	C8Y. In what month and year did you (and your spouse from your first marriage) start living together?
C9M	NEW 2017	C9M. In what month and year did you (and your current partner) start living together?
C9Y	NEW 2017	C9Y. In what month and year did you (and your current partner) start living together?
C10	NEW 2017	C10. Including your current partner and any other partners you lived with (before getting married) who we already talked about, how many partners altogether have you <u>ever</u> lived with in a marriage-like relationship?
C11M	NEW 2017	C11M. In what month and year did you start living with your <u>first</u> partner (in a marriage-like relationship)?
C11Y	NEW 2017	C11Y. In what month and year did you start living with your <u>first</u> partner (in a marriage-like relationship)?
DROPPED 2017	D9	D9. Using a scale of 1 to 7, where 1 means unlikely and 7 means very likely, how likely is it that you and your (current) [spouse / partner] will still be together five years from now?
DROPPED 2017	D12	D12. On average, how many evenings per week do you and your (current) [spouse / partner] spend together?
DROPPED 2017	D18	D18. What do you think are the chances that you will get married?
DROPPED 2017	D20	D20. At about what age do you think you will get married?
DROPPED 2017	D21	D21. If you don't marry, what do you think the chances are you will have a long-term committed relationship or commitment ceremony?
DROPPED 2017	D23	D23. At about what age do you think you will be in a long-term committed relationship?
DROPPED 2017	D24	D24. In general, what do you think are the chances that you will ever get divorced?
C20	NEW 2017	C20. The next questions are about your sexual experiences. Think back to the <u>very first time</u> you had sexual intercourse. Did you or your partner use any methods to prevent pregnancy or sexually transmitted disease (the first time)?
C21	NEW 2017	C21. That first time, what methods did you and your partner use to prevent pregnancy or sexually transmitted disease?
C22	NEW 2017	C22. For this question, look at page 16 of your booklet and just tell me the letter that corresponds to your response. Which would you say comes closest to describing how much you wanted that first sexual intercourse to happen?
C23	NEW 2017	C23. Would you say then that this first sexual intercourse was voluntary or not voluntary, that is, did you choose to have sex of your own free will or not?
C32	NEW 2017	C32. Have you ever been forced to have any type of sex against your will?
C33	NEW 2017	C33. How many times has this happened (you were forced to have any type of sex against your will)?
C34	NEW 2017	C34. How old were you the first time you were forced to have any type of sex against your will?
DROPPED 2017	D25	D25. Have you ever gotten anyone pregnant/been pregnant]?
C42	NEW 2017	C42. <u>Including this/your current pregnancy</u> , how many times have you gotten anyone/been pregnant in your life?
C43Y	NEW 2017	C43Y. Now I'd like to ask some questions specifically about the <u>first time</u> you got someone pregnant/ that pregnancy/your <u>first</u> pregnancy. In what month and year, or at what age, did that/your <u>first</u>] pregnancy end?
C43M	NEW 2017	C43M. In what month and year did that/your <u>first</u> pregnancy end?
C43_Age	NEW 2017	C43_AGE. Could you tell me how old you were that/your <u>first</u> pregnancy ended?
DROPPED 2017	D29	D29. Would you like to have more kids?
C47	NEW 2017	C47. Looking to the future, do you yourself want a/another baby/child at some time?

TAS-2017	TAS-2015	Question Text
C48	NEW 2017	C48. Do you think you probably want or probably do not want to have a/another baby/child at some time in the future?
C49	NEW 2017	C49. If you could have just the number you want, what number of children would you have when your family is completed?
C50	NEW 2017	C50. If you could not have exactly [C49], would you rather have [C49 - 1] or [C49 + 1] children?
C51	NEW 2017	C51. And if you could not have exactly [C50], would you rather have [C50 - 1] or [C50 + 1] children?
DROPPED 2017	D30A	D30A. On a scale of 1 to 7, where 1 means not at all well and 7 means extremely well, how well do you think you can prevent bad things from happening to your child/children?
DROPPED 2017	D30B	D30B. How well do you think you can...Influence how well your child / children will do in school?
DROPPED 2017	D30D	D30D. How well do you think you can influence the kind of person your child / children become[s]?
DROPPED 2017	D31	D31. Using any number from 1 to 7, in general, how good of a parent are you?
DROPPED 2017	D32	D32. Do you plan to take time off from work or school to raise your child / children?
DROPPED 2017	D33	D33. Would you expect your partner to take time off from work or school to raise your [child / children]?
DROPPED 2017	D34	D34. What do you think are the chances that you will have children? No chance, some chance, about 50-50, pretty likely, or it will happen?
DROPPED 2017	D35	D35. At about what age do you think you will have your first child?
DROPPED 2017	D36	D36. How many children do you think you will have?
DROPPED 2017	D37	D37. Using any number from 1 to 7, where 1 means not a very good parent and 7 means an excellent parent, in general, how good of a parent do you think you would be?
DROPPED 2017	D38A	D38A. Using any number from 1 to 7, where 1 means strongly disagree and 7 means strongly agree, how much do you agree with the following statement? "Divorce usually has a very negative effect on the children."
DROPPED 2017	D38F	D38F. ..."Children suffer if they are raised by a single parent."
DROPPED 2017	D38G	D38G. ..."Children from divorced families can be just as well adjusted and successful as children from two parent families."
DROPPED 2017	D38J	D38J. ..."Children raised by single-parent families can do just as well as children raised by two parent ones."
DROPPED 2017	D38K	D38K. ..."Single women should not have and should not raise children."
DROPPED 2017	D38M	D38M. ..."It would be better for everyone if fathers could take time off (from) work when their children are young."
DROPPED 2017	D38N	D38N. ..."Children are better off if their mothers don't have demanding jobs."
DROPPED 2017	D39A	D39A. The next few questions are about the person you consider to fill the primary role as father to you. Is that person still living?
DROPPED 2017	D39B D39C	D39B. What is the relationship of that person to you? Is that person your biological father, your step-father, adoptive father, or someone else?
DROPPED 2017	D40A	D40A. How often do you and your father/ step-father/[other fill] talk about your future job plans?
DROPPED 2017	D40B	D40B. How often do you and your father/ step-father/[other fill] talk about your education plans?
DROPPED 2017	D40C	D40C. How often do you and your father/ step-father/[other fill] talk about your future family plans?
DROPPED 2017	D40E	D40E. How often do you and your father/ step-father/[other fill] talk about conflicts that might arise in the future between family and work responsibilities?
DROPPED 2017	D42	D42. During the last 12 months, about how often did you do things with your [father/ step-father/[other fill]]?
DROPPED 2017	D41	D41. Right now, how close do you feel to your [father/ step-father/[other fill]]?
DROPPED 2017	D44A	D44A. The next few questions are about the person you consider to fill the primary role as mother to you. Is that person still living?
DROPPED 2017	D44B D44C	D44B. What is the relationship of that person to you? Is that person your biological mother, your step-mother, adoptive mother, or someone else?

TAS-2017	TAS-2015	Question Text
DROPPED 2017	D45A	D45A. How often do you and your mother/step-mother/[other fill] talk about your future job plans?
DROPPED 2017	D45B	D45B. How often do you and your mother/step-mother/[other fill] talk about your education plans?
DROPPED 2017	D45C	D45C. How often do you and your mother/step-mother/[other fill] talk about your future family plans?
DROPPED 2017	D45E	D45E. How often do you and your mother/step-mother/[other fill] talk about conflicts that might arise in the future between family and work responsibilities?
DROPPED 2017	D47	D47. During the last 12 months, about how often did you do things with your mother/step-mother/[other fill]?
DROPPED 2017	D46	D46. On a scale of 1 to 7, right now, how close do you feel to your mother/step-mother/[other fill]?

SECTION D: Employment, Military Service, and Time Use

TAS-2017	TAS-2015	Question Text
D9A	NEW 2017	D9A. Thinking about your work in [PYEAR], how many weeks did you actually work on all of your jobs [PYEAR], not counting time off for vacations, sick time, unemployment, etc.?
D9B	NEW 2017	D9B. On average, how many hours a week did you work on all of your jobs during [PYEAR]?
D9C	NEW 2017	D9C. Did you work any overtime <u>which isn't included in that?</u>
D9D	NEW 2017	D9D. How many hours did that overtime amount to all of your jobs] in [PYEAR]?
D9DPER	NEW 2017	D9DPER. The amount entered is: [D9D] per _____
D9E	NEW 2017	D9E. IWER: R reported a job in [PYEAR], but reported '00' for total weeks worked in [PYEAR].
D9F	NEW 2017	D9F. Thinking about your work in [P2YEAR], how many weeks did you actually work on all of your jobs [PYEAR], not counting time off for vacations, sick time, unemployment, etc.?
D9G	NEW 2017	D9G. On average, how many hours a week did you work on all of your jobs during [P2YEAR]?
D9H	NEW 2017	D9H. IWER: R reported a job in [P2YEAR], but reported '00' for total weeks worked in [P2YEAR].
D45	NEW 2017	D45. On average, how many hours a week do you currently work on this job?
DROPPED 2017	E54	E54. Now, thinking about your work in [PYEAR], how many weeks did you actually work on [all of your jobs/ your job] in [PYEAR], NOT counting time off for vacations, sick time, being laid-off, and being on strike?
DROPPED 2017	E56	E56. Thinking about all of your jobs in [PYEAR], on average, how many hours a week did you work during [PYEAR]?
DROPPED 2017	E58	E58. Now, thinking about your work in [P2YEAR], how many weeks did you actually work on [all of your jobs/ your job] in [P2YEAR], NOT counting time off for vacations, sick time, being laid-off, and being on strike?
DROPPED 2017	E60	E60. Thinking about all of your jobs in [P2YEAR], on average, how many hours a week did you work during [P2YEAR]?
D77	NEW 2017	D77. These next questions are about the time you spend working <u>in a typical week</u> . In a typical week, how many hours do you spend working for pay?
D78	NEW 2017	D78. <u>While you are working</u> , how often do you interact with other people, including on the phone, in person, and online?
D79	NEW 2017	D79. <u>While you are working</u> , how often do you perform <u>physically</u> demanding activities, for example, those that require strength or physical effort for long periods of time?
D80	NEW 2017	D80. <u>While you are working</u> , how often do you perform <u>mentally</u> demanding activities, for example, analyzing information, learning new material, or solving complex problems?
D81	NEW 2017	D81. <u>While you are working</u> , how often do you feel <u>rushed or pressed for time</u> ?

TAS-2017	TAS-2015	Question Text
D88	NEW 2017	D88. When you searched, did you use the Internet (such as sending email or visiting websites)?
D89	NEW 2017	D89. Were you required to use the internet, or were other options available (such as visiting, calling, or mailing materials)?
DROPPED 2017	E66	E66. In the last four weeks, did you go on any job interviews?
DROPPED 2017	E67A	E67A. Please tell me about the <u>one job</u> you would <u>most</u> like to find in your current or recent search. What sort of work would you do on this job?
DROPPED 2017	E67B	E67B. In the <u>last four weeks</u> , how many jobs did you apply for?
DROPPED 2017	E67C	E67C. I'm going to ask you about the three (3) <u>most recent</u> job you applied to during the last four (4) weeks. If you applied to more than one of the same kind of job, please distinguish among them by employer or location.] What sort of work would you do on the first/second/third/most recent job you applied to? What would be your most important activities or duties?
DROPPED 2017	E67D	E67D. Would you have to move from your current residence in order to take this job?
DROPPED 2017	E67E	E67E. How many minutes would it take you to get from home to the location of this job?
DROPPED 2017	E67F	E67F. How did you hear about the opening for this job?
DROPPED 2017	E67G	E67G. Were you offered this job?
DROPPED 2017	E67H	E67H. What wage were you offered (for this job)?
DROPPED 2017	E67HPER	E67HPER. The amount entered is: [E67H] per ____
DROPPED 2017	E67K	E67K. What was the outcome of this job offer?
DROPPED 2017	E67M	E67M. Did you receive any (other) job offers in the last two months?
DROPPED 2017	E67P	E67P. How many (<u>other</u>) job offers did you receive (in the last two months)?
DROPPED 2017	E67R	E67R. I'm going to ask you about the three (3) <u>most recent</u> job offer[s] you received in the last two (2) months <u>other</u> than the job offer(s) we just talked about. If you received a job offer for more than one of the same kind of job, please distinguish among them by employer or location. What sort of work would you do on the job for the first/second/third/most recent] (other) job offer (you received)? What would be your most important activities or duties?
DROPPED 2017	E67S	E67S. What wage were you offered for this job?
DROPPED 2017	E67SPER	E67SPER. The amount entered is: [E67S] per ____
DROPPED 2017	E67T	E67T. How did you hear about the opening for this job when you applied for it?
DROPPED 2017	E67W	E67W. What was the outcome of this job offer?
DROPPED 2017	E70	E70. What is the <u>main</u> reason you were not looking for work during the last four weeks?
D112	NEW 2017	D112. These next few questions are about how you spend your time when you are not working. In a typical week, how many hours do you spend doing housework, for example, cooking, cleaning, and other work around the house?
D113	NEW 2017	D113. In a typical week, how many hours do you spend... Doing personal care activities, for example, grooming, getting ready for the day, or taking care of your health needs?
D114	NEW 2017	D114. ...Shopping, for example, buying groceries or clothes, or shopping online?
D115	NEW 2017	D115. ...Caring for or looking after children? Exclude hours providing care if this is your job.
D116	NEW 2017	D116. ...Caring for or looking after an adult who needs assistance with daily activities? Exclude hours providing care if this is your job.
D117	NEW 2017	D117. ...Volunteering, for example, at religious organizations, schools, hospitals, charities, or community organizations?

TAS-2017	TAS-2015	Question Text
D118	NEW 2017	D118. ...Doing educational activities, for example, taking classes, doing homework, or studying for exams? Exclude time spent helping others with homework.
D119	NEW 2017	D119. ...Doing leisure activities for enjoyment, for example, watching TV, doing physical activities that you enjoy, going online, or spending time with friends?
D120	NEW 2017	D120. Now think about all the activities you do in a typical week outside of work, that is, when you are not working. Outside of work, how often do you interact with other people, including on the phone, in person, and online?
D121	NEW 2017	D121. Outside of work, how often do you perform physically demanding activities, for example, those that require strength or physical effort for long periods of time?
D122	NEW 2017	D122. Outside of work, how often do you perform mentally demanding activities, for example, analyzing information, learning new material, or solving complex problems?
D123	NEW 2017	D123. Outside of work, how often do you feel rushed or pressed for time?

SECTION E: Past Year Income and Financial Help

TAS-2017	TAS-2015	Question Text
DROPPED 2017	F2	During which months of [PYEAR] did you get this income?
E2A	NEW 2017	E2A. How much did you earn altogether from wages or salaries in [PYEAR], that is, before anything was deducted for taxes or other things?
E2B	NEW 2017	E2B. In addition to this, did you have any income from bonuses, overtime, tips, or commissions?
E2C	NEW 2017	E2C. Did you have any income from bonuses, overtime, tips, or commissions?
E3	NEW 2017	E3. Which was that?
E3A	NEW 2017	E3A. How much was from bonuses?
E3B	NEW 2017	E3B. How much was from overtime?
E3C	NEW 2017	E3C. How much was from tips?
E3D	NEW 2017	E3D. How much was from commissions?
E3SPEC	NEW 2017	E3SPEC. What was that other job-related income from?
E3E	NEW 2017	E3E. How much was from other job related income?
DROPPED 2017	F56A1	F56A1. What was the value of that house or condominium?
E43	NEW 2017	E43. You said you received help with the purchase of a house or condominium during [PYEAR]. What was the total price of your house or condominium (that was purchased in [PYEAR])?
E43AMT	NEW 2017	E43AMT. Of that \$[E43] how much did your parents or other relatives contribute altogether in [PYEAR] (towards the purchase of your house or condominium)?
E43PCT	NEW 2017	E43PCT. Of that \$[E43], what percentage did your parents or other relatives contribute altogether in [PYEAR] (towards the purchase of your house or condominium?)
DROPPED 2017	F56A2	F56A2. What was the value of that rent or mortgage?
E44	NEW 2017	E44. You said you received help paying your rent, mortgage, or dormitory costs during [PYEAR]. What were your total rent, mortgage, or dormitory costs for [PYEAR]?
E44AMT	NEW 2017	E44AMT. Of that \$[E44] how much did your parents or other relatives contribute altogether in [PYEAR] towards your rent, mortgage, or dormitory costs?

TAS-2017	TAS-2015	Question Text
E44PCT	NEW 2017	E44PCT. Of that \$[E44], what percentage was contributed by your parents or other relatives altogether in [PYEAR] of your total rent, mortgage, or dormitory costs?
DROPPED 2017	F56A3	F56A3. What was the value of that personal vehicle?
E45	NEW 2017	E45. You said you received help with the purchase of or the payments on a personal vehicle, such as a car during [PYEAR]. What were your total car payments in [PYEAR]?
E45AMT	NEW 2017	E45AMT. Of that \$[E45] how much did your parents or other relatives contribute altogether in [PYEAR] towards your car purchase or payments?
E45PCT	NEW 2017	E45PCT. Of that \$[E45], what percentage was contributed by your parents or other relatives altogether in [PYEAR] of the purchase price or payments?
DROPPED 2017	F56A4	F56A4. What was the value of that tuition?
E46	NEW 2017	E46. You said you received help paying your tuition and school fees during [PYEAR]. What were your total tuition payments and school fees, not including grants, scholarships, or loans, in [PYEAR]?
E46AMT	NEW 2017	E46AMT. Of that \$[E46] how much did your parents or other relatives contribute in [PYEAR] towards your tuition and school fees, not including grants, scholarships, or loans?
E46PCT	NEW 2017	E46PCT. Of that \$[E46], what percentage of the total payments was contributed by your parents or other relatives altogether in [PYEAR] for your tuition and school fees, not including grants, scholarships, or loans?
E47	NEW 2017	E47. You said you received help paying your student loans during [PYEAR]. What were your total student loan payments in [PYEAR]?
E47AMT	NEW 2017	E47AMT. Of that \$[E47] how much did your parents or other relatives contribute altogether in [PYEAR] towards those student loan payments?
E47PCT	NEW 2017	E47PCT. Of that \$[E47], what percentage of those student loan payments was contributed by your parents or other relatives altogether in [PYEAR] of those student loan payments?
DROPPED 2017	F56A5	F56A5. What was the value of those expenses or bills?
E49	NEW 2017	E49. You said your parents or other relatives helped you with other expenses or bills (such as cell phone bills, insurance, and groceries) during [PYEAR]. What was the total amount of any other expenses or bills (in [PYEAR])?
E49AMT	NEW 2017	E49AMT. Of that \$[E49] how much did your parents or other relatives contribute altogether in [PYEAR] towards those other expenses or bills?
E49PCT	NEW 2017	E49PCT. What of that \$[E49], what] percentage of those other expenses or bills was contributed by your parents or other relatives altogether in [PYEAR]? Could you tell me what percentage of those other expenses or bills was contributed by your parents or other relatives altogether in [PYEAR]?
E53A	NEW 2017	E53A. Would it amount to \$25,000 or more?
E53B	NEW 2017	E53B. \$75,000 or more?

SECTION F: Wealth

TAS-2017	TAS-2015	Question Text
DROPPED 2017	C6	C6. Did the recent economic recession lead you to change your schooling or educational plans?
DROPPED 2017	C7	C7. How was that? (How did has the recent economic recession lead you to change your schooling or educational plans?)

SECTION G: Education

TAS-2017	TAS-2015	Question Text
DROPPED 2017	G1	G1. Now I would like to talk about the education you have received. Did you graduate from high school, get a GED, or neither?
DROPPED 2017	G2M	G2M. In what month and year did you graduate?
DROPPED 2017	G2Y	G2Y. In what month and year did you graduate?
DROPPED 2017	G3	G3. How many grades of regular school did you finish prior to getting your GED?
DROPPED 2017	G4M	G4M. In what month and year did you last attend [school]?
DROPPED 2017	G4Y	G4Y. In what month and year did you last attend [school]?
DROPPED 2017	G5M	G5M. In what month and year did you receive your GED?
DROPPED 2017	G5Y	G5Y. In what month and year did you receive your GED?
DROPPED 2017	G6	G6. How many grades of regular school did you finish?
DROPPED 2017	G7M	G7M. In what month and year did you last attend [school]?
DROPPED 2017	G7Y	G7Y. In what month and year did you last attend [school]?
G5	NEW 2017	G5. What is the highest grade or year of school that you have completed?
G6	NEW 2017	G6. Did you graduate from high school, get a GED, or neither?
DROPPED 2017	G8_1	G8_1. Now I would like to talk about the education you have received. When we talked with you in [P2YEAR], the highest education you had completed was [education level fill]. Have you received more education since then?
DROPPED 2017	G8_2MO	G8_2MO. In what month and year did you last attend school?
DROPPED 2017	G8_2YR	G8_2YR. In what month and year did you last attend school?
DROPPED 2017	G8_3	G8_3. What is the highest grade or year of school that you have completed?
DROPPED 2017	G8_4	G8_4. Did you graduate from high school, get a GED, or neither?
DROPPED 2017	G8_5	G8_5. Did you receive a college degree?
DROPPED 2017	G8_5A	G8_5A. What was your major/area of study for this degree?
DROPPED 2017	G8_6	G8_6. What is the name of the college or university from which you received this degree?
DROPPED 2017	G8_7CITY	G8_7CITY. Where is it located?
DROPPED 2017	G8_7STATE	G8_7STATE. In what state is the college or university from which you received this degree?
DROPPED 2017	G8_7COUNTRY	G8_7COUNTRY. In what country is the college or university from which you received this degree?
G11	NEW 2017	G11. In what year did you last take the SAT?
DROPPED 2017	G10	G10. Have you ever attended college?
DROPPED 2017	G11B	G11B. Are you currently attending graduate or post-graduate college or university, including nursing school, medical school and law school?
DROPPED 2017	G14	G14. On a scale of 1 to 7, how helpful will this schooling be for getting the job you want?
DROPPED 2017	G15	G15. On a scale of 1 to 7, how helpful will this schooling be for succeeding in a job?
DROPPED 2017	G19	G19. Other than the regular schooling you told me about earlier, have you ever attended any schooling, courses or training programs designed to help people find a job, improve their job skills, or learn a new job?
DROPPED 2017	G20	G20. Are you currently in any vocational or technical training?
DROPPED 2017	G21	G21. How many hours per week [do / did] you usually spend in the school, course, or training program?

TAS-2017	TAS-2015	Question Text
DROPPED 2017	G22A	G22A. From what type of institution or organization [is / was] that?
DROPPED 2017	G23	G23. What is the <u>main</u> reason you enrolled in this training program?
DROPPED 2017	G24	G24. On a scale of 1 to 7, how satisfied are you with your vocational or technical training?
DROPPED 2017	G24B	G24B. [Is / Was] this training part of a long-term career goal?
G19	NEW 2017	G19. Have you ever received a professional certification or a state or industry license?
G20	NEW 2017	G20. What is the primary subject or field of study for this certification or license?
G21_MO	NEW 2017	G21_MO. In what month and year did you receive this certification or license?
G21_YR	NEW 2017	G21_YR. In what month and year did you receive this certification or license?
G22	NEW 2017	G22. Who issued this certification or license?
G23	NEW 2017	G23. Why do you currently hold this certification or license?
G24	NEW 2017	G24. Do you have any other certifications or licenses?
DROPPED 2017	G25	G25. On a scale of 1 to 7, how helpful will this training be for getting the job you want?
DROPPED 2017	G26	G26. ... How helpful will this training be for succeeding in a job?
DROPPED 2017	G30A	G30A. Using any number from 1 to 7, in the future...how likely is it that you will have a job that pays well?
DROPPED 2017	G30B	G30B ...You will have difficulty supporting your family financially?
DROPPED 2017	G30C	G30C. ...You will be laid off from your job?
DROPPED 2017	G30D	G30D. ...Life will turn out to be harder for you than it was for your parents?
DROPPED 2017	G31A	G31A. Using any number from 1 to 7, where 1 means not very helpful and 7 means very helpful...how helpful will your present job be in providing you with the basic job-finding skills you will need for your long-term career goals?
DROPPED 2017	G31B	G31B. ...How helpful will your present job be in getting future jobs?
DROPPED 2017	G31C	G31C. ...How helpful will your present job be for succeeding in your long-term career plans?
DROPPED 2017	G32	G32. What job would you most like to have when you are 30?
DROPPED 2017	G33	G33. Describe what you think you would do on this job.
DROPPED 2017	G34	G34. List three reasons why you want this job.
DROPPED 2017	G36	G36. Using any number from 1 to 7, where 1 means not very successful and 7 means very successful, how successful do you think you could be in this kind of job?
DROPPED 2017	G37	G37. Using any number from 1 to 7, where 1 means very unlikely and 7 means very likely, how likely do you think it is that you will actually end up in the job you most want to have at age 30?
DROPPED 2017	G38	G38. If you think you may not get the job you want most, what type of job do you think you will actually have when you are 30?
DROPPED 2017	G39	G39. What do you think are the chances that you will have enough money to support yourself comfortably by age 30? Would you say: No chance, some chance, about 50-50, pretty likely, or it will happen?
DROPPED 2017	G40A	G40A. On a scale of 1 to 7, where 1 means not good at all and 7 means very good, how good would you be in a career or job that required you to...use math?
DROPPED 2017	G40B	G40B. ...Use physical science or technology?
DROPPED 2017	G40C	G40C. ...Read and write a lot?
DROPPED 2017	G40D	G40D. ...Interact with other people a lot?
DROPPED 2017	G40E	G40E. ...Help other people a lot?

TAS-2017	TAS-2015	Question Text
DROPPED 2017	G40F	G40F. ...Be creative?
DROPPED 2017	G40G	G40G. ...Take care of young children?
DROPPED 2017	G40H	G40H. ...Teach older children?
DROPPED 2017	G41A	G41A. On a scale of 1 to 7, where 1 means not at all important and 7 means very important, how important is it to you to have a job that has high status and prestige?
DROPPED 2017	G41B	G41B. How important is it to you to have a job that...Lets you have the chance to participate in decision making?
DROPPED 2017	G41C	G41C. How important is it to you to have a job that...Lets you have the chance to work on difficult and challenging problems?
DROPPED 2017	G41D	G41D. How important is it to you to have a job that...Gives you lots of opportunity to be helpful to others?
DROPPED 2017	G41E	G41E. How important is it to you to have a job that...Gives you contact with a lot of people?
DROPPED 2017	G41F	G41F. How important is it to you to have a job that...Involves working with children?
DROPPED 2017	G41G	G41G. How important is it to you to have a job that...Is steady, with very little chance of being laid off?
DROPPED 2017	G41H	G41H. How important is it to you to have a job that...Has good health care benefits?
DROPPED 2017	G41J	G41J. How important is it to you to have a job that...Has a flexible working schedule you can adjust to meet the needs of your family?
DROPPED 2017	G41K	G41K. How important is it to you to have a job that...Leaves a lot of time for other things in your life?
DROPPED 2017	G41M	G41M. How important is it to you to have a job that...Has a good parental leave policy that lets you take time off from work when you or your partner has a baby?
DROPPED 2017	G41N	G41N. How important is it to you to have a job that...Lets you become famous?
DROPPED 2017	G41P	G41P. How important is it to you to have a job that...Is the central part of your life and your identity?

SECTION H: Health

TAS-2017	TAS-2015	Question Text
H14	NEW 2017	H14. These next questions ask about your health when you were a child. When you were in <u>elementary school</u> —that is, from kindergarten through grade 5 or from about age 5 to about age 10—was your health in general excellent, very good, good, fair, or poor?
H15	NEW 2017	H15. What about during <u>middle school</u> —that is, between grades 5 and 8, or from about age 11 to about age 13. (Would you say your health in general during that time was excellent, very good, good, fair, or poor)?
H16	NEW 2017	H16. And what about during <u>high school</u> —that is, between grades 9 and 12, or from about age 14 to about age 17. (Would you say your health in general during that time was excellent, very good, good, fair, or poor)?
H18	NEW 2017	H18. During your childhood—that is, before you reached 18 years of age—did you have any of the following <u>physical health conditions</u> for <u>one month or more</u> ?
AsthmaEHC	NEW 2017	At what age or in what grade during your childhood did you first have asthma? Until what age or grade?
DiabetesEHC	NEW 2017	At what age or in what grade during your childhood did you first have diabetes or high blood sugar? Until what age or grade?
HighBPEHC	NEW 2017	At what age or in what grade during your childhood did you first have high blood pressure or hypertension? Until what age or grade?
CancerEHC	NEW 2017	At what age or in what grade during your childhood did you first have cancer or a malignant tumor? Until what age or grade?
AllergyEHC	NEW 2017	At what age or in what grade during your childhood did you first have allergic conditions (such as a respiratory allergy, food or digestive allergy, or eczema or any kind of skin allergy)? Until what age or grade?
StomachEHC	NEW 2017	At what age or in what grade during your childhood did you first have stomach or abdominal problems (such as frequent stomach or abdominal pain or constipation)? Until what age or grade?

TAS-2017	TAS-2015	Question Text
ObesityEHC	NEW 2017	At what age or in what grade during your childhood were you obese or overweight? Until what age or grade?
SpeechEHC	NEW 2017	At what age or in what grade during your childhood did you first have a speech impairment or delay? Until what age or grade?
VisionEHC	NEW 2017	At what age or in what grade during your childhood did you first have serious difficulty seeing or that could not be corrected with standard glasses or contact lenses? Until what age or grade?
HearingEHC	NEW 2017	At what age or in what grade during your childhood did you first have serious difficulty hearing or deafness? Until what age or grade?
EarProbEHC	NEW 2017	At what age or in what grade during your childhood did you first have chronic ear problems or infections? Until what age or grade?
HeadacheEHC	NEW 2017	At what age or in what grade during your childhood did you first have frequent headaches or migraines? Until what age or grade?
OrthoEHC	NEW 2017	At what age or in what grade during your childhood did you first have an orthopedic impairment or physical disability? Until what age or grade?
BrainEHC	NEW 2017	At what age or in what grade during your childhood did you first have a brain injury or concussion? Until what age or grade?
InjuryEHC	NEW 2017	At what age or in what grade during your childhood did you first have a serious injury? Until what age or grade?
OthH13EHC	NEW 2017	At what age or in what grade during your childhood did you first have [other health condition fill-Mention 1]? Until what age or grade?
OthH18EHC	NEW 2017	At what age or in what grade during your childhood did you first have [other health condition fill-Mention 2]? Until what age or grade?
H20A	NEW 2017	H20A. When you were in <u>elementary school</u> (that is, from kindergarten through grade 5 or from about age 5 to about age 10) how much did this condition/these conditions limit prevent you from <u>attending school regularly</u> ?
H20B	NEW 2017	H20B. When you were in <u>elementary school</u> (that is, from kindergarten through grade 5 or from about age 5 to about age 10), how much did this condition/these conditions limit or prevent you from <u>doing your school work</u> ?
H20C	NEW 2017	H20C. When you were in <u>elementary school</u> (that is, from kindergarten through grade 5 or from about age 5 to about age 10), how much did this condition/these conditions limit or prevent you from <u>playing or participating in games, sports, or activities</u> ?
H20D	NEW 2017	H20D. When you were in <u>elementary school</u> (that is, from kindergarten through grade 5 or from about age 5 to about age 10), how much did this condition/these conditions lead you to need or use <u>medical care, treatment, or special therapy</u> ?
H21A	NEW 2017	H21A. When you were in <u>middle school</u> (that is, from grade 6 through grade 8 or from about age 11 to about age 13)how much did this condition/these conditions limit or prevent you from <u>attending school regularly</u> ?
H21B	NEW 2017	H21B. When you were in <u>middle school</u> (that is, from grades 6 through 8 or from about age 11 to about age 13), how much did this condition/these conditions limit or prevent you from <u>doing your school work</u> ?
H21C	NEW 2017	H21C. When you were in <u>middle school</u> (that is, from grades 6 through 8 or from about age 11 to about age 13), how much did this condition/these conditions limit or prevent you from <u>playing or participating in games, sports, or activities</u> ?
H21D	NEW 2017	H21D. When you were in <u>middle school</u> (that is, from grades 6 through 8 or from about age 11 to about age 13), how much did this condition/these conditions lead you to need or use <u>medical care, treatment, or special therapy</u> ?
H22A	NEW 2017	H22A. When you were in <u>high school</u> , (from grades 9 through 12 or from about age 14 to about age 17) how much did this condition/these conditions limit or prevent you from <u>attending school regularly</u> ?
H22B	NEW 2017	H22B. When you were in <u>high school</u> (that is, from grades 9 through 12 or from about age 14 to about age 17), how much did this condition/these conditions limit or prevent you from <u>doing your school work</u> ?
H22C	NEW 2017	H22C. When you were in <u>high school</u> (that is, from grades 9 through 12 or from about age 14 to about age 17), how much did this condition/these conditions limit or prevent you from <u>playing or participating in games, sports, or activities</u> ?
H22D	NEW 2017	H22D. When you were in <u>high school</u> (that is, from grades 9 through 12 or from about age 14 to about age 17), how much this condition/these conditions lead you to need or use <u>medical care, treatment, or special therapy</u> ?

TAS-2017	TAS-2015	Question Text
H24	NEW 2017	H24. During your childhood—that is, up to when you reached 18 years of age—did you have any of the following psychological, developmental or behavioral conditions for one month or more?
LearnEHC	NEW 2017	At what age or in what grade during your childhood did you first have a learning disorder? Until what age or grade?
DepressEHC	NEW 2017	At what age or in what grade during your childhood did you first have depression? Until what age or grade?
BipolarEHC	NEW 2017	At what age or in what grade during your childhood did you first have bipolar disorder? Until what age or grade?
SchizoEHC	NEW 2017	At what age or in what grade during your childhood did you first have schizophrenia? Until what age or grade?
AnxietyEHC	NEW 2017	At what age or in what grade during your childhood did you first have anxiety problems (such as worrying too much or worrying more than other children)? Until what age or grade?
PhobiasEHC	NEW 2017	At what age or in what grade during your childhood did you first have phobias? Until what age or grade?
AlcoholEHC	NEW 2017	At what age or in what grade during your childhood did you first have alcohol problems? Until what age or grade?
DrugEHC	NEW 2017	At what age or in what grade during your childhood did you first have drug problems? Until what age or grade?
OCDEHC	NEW 2017	At what age or in what grade during your childhood did you first have obsessive compulsive disorder (OCD)? Until what age or grade?
ADHDEHC	NEW 2017	At what age or in what grade during your childhood did you first have Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder—that is, ADD or ADHD? Until what age or grade?
PTSDEHC	NEW 2017	At what age or in what grade during your childhood did you first have Post-Traumatic Stress Disorder (PTSD)? Until what age or grade?
OthLearnEHC	NEW 2017	At what age or in what grade during your childhood did you first have any other learning disability? Until what age or grade?
AutismEHC	NEW 2017	At what age or in what grade during your childhood did you first have Autism, Asperger's Disorder, pervasive developmental disorder, or other autism spectrum disorder? Until what age or grade?
OthDevEHC	NEW 2017	At what age or in what grade during your childhood did you first have any behavioral or conduct problems, such as oppositional defiant disorder or conduct disorder? Until what age or grade?
ConductEHC	NEW 2017	At what age or in what grade during your childhood did you first have behavioral or conduct problems such as oppositional defiant disorder or conduct disorder? Until what age or grade?
OthH12EHC	NEW 2017	At what age or in what grade during your childhood did you first have an [other psychological condition fill]? Until what age or grade?
OthH24EHC	NEW 2017	At what age or in what grade during your childhood did you first have an [other health condition fill]? Until what age or grade?
H26A	NEW 2017	H26A. When you were in <u>elementary school</u> (that is, from kindergarten through grade 5 or from about age 5 to about age 10) how much did this condition/these conditions limit prevent you from <u>attending school regularly</u> ?
H26B	NEW 2017	H26B. When you were in <u>elementary school</u> (that is, from kindergarten through grade 5 or from about age 5 to about age 10), how much did this condition/these conditions limit or prevent you from <u>doing your school work</u> ?
H26C	NEW 2017	H26C. When you were in <u>elementary school</u> (that is, from kindergarten through grade 5 or from about age 5 to about age 10), how much did this condition/these conditions limit or prevent you from <u>playing or participating in games, sports, or activities</u> ?
H26D	NEW 2017	H26D. When you were in <u>elementary school</u> (that is, from kindergarten through grade 5 or from about age 5 to about age 10), how much did this condition/these conditions lead you to need or use <u>medical care, mental health services, treatment or counseling, or special education services</u> ?
H27A	NEW 2017	H27A. When you were in <u>middle school</u> (that is that is, from grades 6 through 8 or from ages 11 to about age 13), how much did how much did this condition/these conditions limit or prevent you from <u>attending school regularly</u> ?
H27B	NEW 2017	H27B. When you were in <u>middle school</u> (that is, from grades 6 through 8 or from about age 11 to about age 13), how much did this condition/these conditions limit or prevent you from <u>doing your school work</u> ?

TAS-2017	TAS-2015	Question Text
H27C	NEW 2017	H27C. When you were in <u>middle school</u> (that is, from grades 6 through 8 or from about age 11 to about age 13), how much did this condition/these conditions limit or prevent you from <u>playing or participating in games, sports, or activities</u> ?
H27D	NEW 2017	H27D. When you were in <u>middle school</u> (that is, from grades 6 through 8 or from about age 11 to about age 13), how much did this condition/these conditions lead you to need or use <u>medical care, mental health services, treatment or counseling, or special education services</u> ?
H28A	NEW 2017	H28A. When you were in <u>high school</u> (that is, from grades 9 through 12 or from about age 14 to about age 17), how much did this condition/these conditions limit or prevent you from <u>attending school regularly</u> ?
H28B	NEW 2017	H28B. When you were in <u>high school</u> (that is, from grades 9 through 12 or from about age 14 to about age 17), how much did this condition/these conditions limit or prevent you from <u>doing your school work</u> ?
H28C	NEW 2017	H28C. When you were in <u>high school</u> (that is, from grades 9 through 12 or from about age 14 to about age 17), how much did this condition/these conditions limit or prevent you from <u>playing or participating in games, sports, or activities</u> ?
H28D	NEW 2017	H28D. When you were in <u>high school</u> (that is, from grades 9 through 12 or from about age 14 to about age 17), how much did this condition/these conditions lead you to need or use <u>medical care, mental health services, treatment or counseling, or special education services</u> ?
H29A	NEW 2017	H29A. Next, we have some other questions about your health while you were growing up. When you were in in <u>elementary school</u> —that is, from kindergarten through grade 5 or from about age 5 to about age 10— <u>how often did you get sick</u> ?
H29B	NEW 2017	H29B. How would you characterize your <u>weight</u> when you were in <u>elementary school</u> (that is, from kindergarten through grade 5 or from about age 5 to about age 10)?
H29C	NEW 2017	H29C. How would you characterize your <u>level of physical fitness</u> when you were in <u>elementary school</u> (that is, from kindergarten through grade 5 or from about age 5 to about age 10)?
H30A	NEW 2017	H30A. What about when you were in <u>middle school</u> —that is, from grades 6 through 8 or from about age 11 to about age 13— <u>how often did you get sick</u> ?
H30B	NEW 2017	H30B. How would you characterize your <u>weight</u> when you were in <u>middle school</u> (that is, from grades 6 through 8 or from about age 11 to about age 13)?
H30C	NEW 2017	H30C. How would you characterize your <u>level of physical fitness</u> when you were in <u>middle school</u> (that is, from grades 6 through 8 or from about age 11 to about age 13)?
H31A	NEW 2017	H31A. What about when you were in <u>high school</u> — that is, from grades 9 through 12 or from about age 14 to about age 17— <u>how often did you get sick</u> ?
H31B	NEW 2017	H31B. How would you characterize your <u>weight</u> when you were in <u>high school</u> (that is, from grades 9 through 12 or from about age 14 to about age 17)? Would you say very underweight, slightly underweight, about the right weight, slightly overweight, or very overweight?
H31C	NEW 2017	H31C. How would you characterize your <u>level of physical fitness</u> when you were in <u>high school</u> (that is, from grades 9 through 12 or from about age 14 to about age 17)? Would you say very physically fit, above average physical fitness, average physical fitness, below average physical fitness, not at all physically fit?
H32	NEW 2017	H32. Next are some questions about the people who spent the most time raising you before you were age 18. How many people raised you before you were age 18? Would you say 1 person or 2 people?
H33	NEW 2017	H33. When you were growing up, were the 2 people who raised you married to each other or living together in a marriage-like relationship?
H34A	NEW 2017	H34A. Who was the person who spent the most time raising you (before you were age 18)?

TAS-2017	TAS-2015	Question Text
H34B	NEW 2017	H34B. (Before you were age 18), who was the other person who raised you?
H35	NEW 2017	H35. Now, let's talk about the [<i>LOOP 1</i> : person who spent the most time raising you / <i>LOOP 2</i> : other person who raised you.] Before you were age 18, did this person ever have problems with anxiety?
H35A	NEW 2017	H35A. Was this during all, most, some, or only a little of your childhood, before you were age 18?
H35B	NEW 2017	H35B. Did she/he ever get professional treatment for her/his anxiety?
H35C	NEW 2017	H35C. Was she/he ever hospitalized for her/his anxiety?
H35D	NEW 2017	H35D. Did her/his anxiety interfere a lot with his or her life or activities?
H36	NEW 2017	H36. Before you were age 18, did this person ever have periods lasting 2 weeks or more where she/he was sad or depressed most of the time?
H36A	NEW 2017	H36A. Was this during all, most, some, or only a little of your childhood, before you were age 18?
H36B	NEW 2017	H36B. Did she/he ever get professional treatment for her/his sadness or depression?
H36C	NEW 2017	H36C. Was she/he ever hospitalized for her/his sadness or depression?
H36D	NEW 2017	H36D. Did her/his sadness or depression interfere a lot with his or her life or activities?
H37	NEW 2017	H37. Before you were age 18, was this person a problem drinker or alcoholic?
H37A	NEW 2017	H37A. Was this during all, most, some, or only a little of your childhood, before you were age 18?
H37B	NEW 2017	H37B. Did she/he ever get professional treatment for her/his drinking]?
H37C	NEW 2017	H37C. Was she/he ever hospitalized for her/his drinking?
H37D	NEW 2017	H37D. Did her/his drinking interfere a lot with her/his life or activities?
H38	NEW 2017	H38. Before you were age 18, did this person use illegal street drugs or abuse prescription medications?
H38A	NEW 2017	H38A. Was this during all, most, some, or only a little of your childhood, before you were age 18?
H38B	NEW 2017	H38B. Did she/he ever get professional treatment for her/his drug use?
H38C	NEW 2017	H38C. Was she/he ever hospitalized for her/his drug use?
H38D	NEW 2017	H38D. Did her/his drug use interfere a lot with her/his life or activities?
H39	NEW 2017	H39. Before you were age 18, did this person ever have any other psychological, developmental or behavioral conditions?
H39A	NEW 2017	H39A. What condition(s) did she/he have?
H39B	NEW 2017	H39B. Was this during all, most, some, or only a little of your childhood, before you were age 18?
H39C	NEW 2017	H39C. Did she/he ever get professional treatment for her/his condition(s)?
H39D	NEW 2017	H39D. Was she/he ever hospitalized for her/his condition(s)?
H39E	NEW 2017	H39E. Did her/his condition(s) interfere a lot with her/his life or activities?
H40	NEW 2017	H40. Before you were age 18, did this person serve time or was sentenced to serve time in a prison, jail, or other correctional facility?
H42	NEW 2017	H42. Did your mother/step-mother/father/step-father/this person and your/mother/step-mother/father/step-father/this person/[other fill] separate or divorce during your childhood, that is, before you were 18?
H43	NEW 2017	H43. Before you were age 18, how often did your mother/step-mother/father/step-father/this person and your/mother/step-mother/father/step-father/this person/the 2 people who raised you...swear at each other, insult each other, or put each other down?
H44	NEW 2017	H44. ...push, grab, or shove each other?
H45	NEW 2017	H45. ...throw something at each other?
H46	NEW 2017	H46. ...slap or hit each other?
H47	NEW 2017	H47. ...physically harm each other in any other way?

TAS-2017	TAS-2015	Question Text
H48	NEW 2017	H48. ...swear at you, insult you, or put you down?
H49	NEW 2017	H49. ...push, grab, or shove you?
H50	NEW 2017	H50. ...throw something at you?
H51	NEW 2017	H51. ...slap or hit you?
H52	NEW 2017	H52. ...physically harm you in any other way?
H53	NEW 2017	H53. Before you were age 18, how emotionally close were you with your mother/step-mother/father/step-father/this person and your/mother/step-mother/father/step-father/this person/[other fill]/the 2 people who raised you
H54	NEW 2017	H54. Before you were age 18, how much love and affection did your mother/step-mother/father/step-father/this person and your/mother/step-mother/father/step-father/this person/[other fill]/the 2 people who raised you give you?
H55	NEW 2017	H55. Before you were age 18, how much effort your mother/step-mother/father/step-father/the person who spent the most time raising you/and the other person who raised you put into watching over you and making sure you had a good upbringing?
H56	NEW 2017	H56. Before you were age 18, how often was there someone to take care of you and protect you?
H57	NEW 2017	H57. Before you were age 18, how often was there someone to take you to the doctor if you needed it?
H58	NEW 2017	H58. Before you were age 18, how often did you <u>not</u> have enough to eat?
H59	NEW 2017	H59. Before you were age 18, how often did you <u>not</u> have a safe place to stay?
H67	NEW 2017	H67. The amount entered is: [H66]
H79PER	NEW 2017	H79PER. The amount entered is: [H79] times per ____
H80PER	NEW 2017	H80PER. The amount entered is: [H80] times per ____
H81PER	NEW 2017	H81PER. The amount entered is: [H81] times per ____
DROPPED 2017	NEW 2017	H24. Using any number from 1 to 7, where 1 means "Not At All Important" and 7 means "Very Important," how important is it to you to be physically fit?
DROPPED 2017	NEW 2017	H28A. How often do you snack instead of eating regular meals? Would you say: Never, hardly ever, less than once a month, a couple of times a month, more than once a week, or every day?
DROPPED 2017	NEW 2017	H28B. How often do you eat abnormally large amounts of food within a few hours, that is eat in binges? Would you say: Never, hardly ever, less than once a month, a couple of times a month, more than once a week, or every day?
DROPPED 2017	NEW 2017	H29A. Do you smoke cigarettes regularly or just occasionally, for example, when you are at parties or in social situations?
DROPPED 2017	NEW 2017	H30A. On average, how many cigarettes per occasion do you usually smoke?
DROPPED 2017	NEW 2017	H35A. Do you use electronic cigarettes or e-cigarettes such as Blu Cigs or Imperial Hookah?
DROPPED 2017	NEW 2017	H35B. Do you use electronic cigarettes or e-cigarettes regularly or just occasionally, for example, when you are at parties or in social situations?
H94	NEW 2017	H94. To "vape" is to use a device such as a vape-pen, an e-cigarette, an e-hookah, or e-vaporizer to inhale a mist into the lungs. Have you ever vaped?
H95	NEW 2017	H95. How old were you when you first vaped regularly?
H96	NEW 2017	H96. During the past 30 days, on how many days have you vaped?
H97	NEW 2017	H97. On how many occasions have you vaped <u>nicotine</u> during the past 30 days?
H98	NEW 2017	H98. On how many occasions have you vaped <u>marijuana</u> during the past 30 days?
H99	NEW 2017	H99. On how many occasions have you vaped just flavoring, without any nicotine or marijuana in it, during the past 30 days?

TAS-2017	TAS-2015	Question Text
DROPPED 2017	NEW 2017	H35C. During the past 30 days, on how many days have you used electronic cigarettes (such as Blu Cigs or Imperial Hookah)?
DROPPED 2017	NEW 2017	H35E. Do you use chewing tobacco, snuff, or snus regularly or just occasionally, for example, when you are at parties or in social situations?
H101	NEW 2017	H101. How old were you when you first chewed tobacco regularly?

SECTION K: Discrimination and Peer Influence

TAS-2017	TAS-2015	Question Text
K1L	NEW 2017	K1L. 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 were the reasons for this experience / these experiences?
DROPPED 2017	K2	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 <u>main</u> reason for this experience / these experiences?
K1M	NEW 2017	K1M. Which of those do you think was the <u>main</u> reason for this experience / these experiences?
DROPPED 2017	K2A	K2A. Are there any other reasons What was the <u>main</u> reason you think [this experience / these experiences] happened to you?
DROPPED 2017	K2B	K2B. What are those reasons?
DROPPED 2017	K4	K4. Have you ever been sexually assaulted or raped?
DROPPED 2017	K5A	K5A. How many times have you been sexually assaulted or raped?
DROPPED 2017	K5B	K5B. How old were you when it happened/first happened?

SECTION L: Religious and Spiritual Beliefs; Race and Ethnicity

TAS-2017	TAS-2015	Question Text
DROPPED 2017	L1A	L1A. We'd like to ask you some questions about religious or spiritual beliefs. What is your religious preference?
DROPPED 2017	L1B	L1B. What denomination is that?
L1	NEW 2017	L1. We'd like to ask you some questions about religious or spiritual beliefs. What is your religious preference?
DROPPED 2017	L3	L3. In the past 12 months, about how often did you attend religious services? Would you say: Not at all, a few times a year, about once a month, two or three times a month, about once a week, or more than once a week?
L2	NEW 2017	L2. During the year [PYEAR], on average, how often did you go to religious services?
L3	NEW 2017	L3. The amount entered is: [L2] per _____
DROPPED 2017	L6	L6. In order to get an idea of the different races and ethnic groups that participate in the study, I would like to ask you about your background. Are you Spanish, Hispanic, or Latino? That is, Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish?
DROPPED 2017	L7	L7. What is your race? Are you white, black, American Indian, Alaska Native, Asian, Native Hawaiian or Other Pacific Islander?
DROPPED 2017	L7A	L7A. Would that be Chinese, Filipino, Asian Indian, or what?
L7	NEW 2017	L7. In order to get an idea of the different races and ethnic groups that participate in the study, I would like to ask you about your background. Which categories describe you?
L8	NEW 2017	L8. What are your specific (Hispanic, Latino or Spanish) origins or background?
L9	NEW 2017	L9. What are your specific (Asian) origins or background?
L10	NEW 2017	L10. What are your specific (Middle Eastern or North African) origins or background?
L11	NEW 2017	L11. What are your specific (Native Hawaiian or Other Pacific Islander) origins or background?

TAS-2017	TAS-2015	Question Text
L12	NEW 2017	L12. What are your other ethnic origins or background?

SECTION M

TAS-2017	TAS-2015	Question Text
DROPPED 2017	M15	M15. You are someone who does a thorough job. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M16	M16. You are someone who is talkative. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M17	M17. You are someone who is sometimes rude to others. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M18	M18. You are someone who is original, comes up with new ideas. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M19	M19. You are someone who worries a lot. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M20	M20. You are someone who has a forgiving nature. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M21	M21. You are someone who tends to be lazy. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M22	M22. You are someone who is outgoing, sociable. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M23	M23. You are someone who values artistic experiences. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M24	M24. You are someone who gets nervous easily. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M25	M25. You are someone who does things efficiently. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M26	M26. You are someone who is reserved. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M27	M27. You are someone who is considerate and kind to almost everyone. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M28	M28. You are someone who has an active imagination. Does this describe you not at all, a little, some, or a lot?
DROPPED 2017	M29	M29. You are someone who is relaxed, handles stress well. Does this describe you not at all, a little, some, or a lot?