



The Child Development Supplement
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The Panel Study of Income Dynamics Child Development Supplement User Guide for CDS-III

March 16, 2012

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Acknowledgements

The third wave of the Child Development Supplement (CDS) to the Panel Study of Income Dynamics was made possible by the generous funding of the National Institute of Child Health and Human Development and the Economic Research Service of the United States Department of Agriculture. The CDS project is based at the Survey Research Center, Institute for Social Research at the University of Michigan. Frank Stafford is the Principal Investigator. Jacquelynne Eccles, Robert Schoeni, Narayan Sastry and Katherine McGonagle are Co-Principal Investigators of the CDS. Eva Leissou had primary responsibility for all aspects of data collection of the CDS-III in collaboration with Sara Freeland. Jay Schlegel was responsible for data processing activities. Noura Insolera led development of codebooks and the User Guide. Special thanks go to Pamela Davis-Kean, Mary Dascola, April Beale, Tecla Loup, Ofelia Purkayastha, Dennis Kloska, Barbara Browne, Angela Pok, and Kathryn Snider of the Survey Research Center at the Institute for Social Research, and Stephanie Williamson at the RAND Corporation who all made important contributions to the implementation of this project.

List of CDS-III User Guide Revisions/Additions

3/5/12 – Text revisions to Chapter 13 (page 60)

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Chapter 1 – An Introduction to the CDS

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

While the PSID has always collected some information about children (see the PSID bibliography for research papers on child development¹), in 1997 PSID supplemented its main data collection with additional data on 0-12 year-old children and their parents. The goal of this new data collection was to improve our understanding of the socio-demographic, psychological, and economic aspects of childhood from a nationally representative longitudinal perspective. The CDS-I successfully completed interviews with 2,394 families (88%), providing information on 3,563 children. In 2002-2003, CDS re-contacted families in CDS-I who remained active in the PSID panel as of 2001. CDS-II successfully re-interviewed 2,019 families (91%) who provided data on 2,907 children and adolescents aged 5-18 years. During 2007 and 2008, 1,506 children aged 10-19 were successfully re-interviewed (90%). For CDS-III, a completed interview as reported by either the child or the primary caregiver constituted a successful re-interview, reflecting the older child's ability to provide self-reported information, as compared with CDS-I and CDS-II when the children were younger requiring a completed interview from the primary caregiver for a case to be considered a completed interview.

The CDS gathers a broad array of measures on developmental outcomes across the domains of health, psychological well-being, social relationships, cognitive development, achievement motivation, and education as well as a number of measures of the family, neighborhood, and school environments in which the sample members live and learn. The breadth and depth of measurement offers a substantially rich resource to study development of children and teens alike from infancy/early childhood through middle childhood and adolescence.

In addition to the survey measures described above, the CDS-III collected time diaries from the sample children 10-19 years of age. These diaries provide a basic foundation for understanding how children across ages, ethnic groups, and socioeconomic status engage in a range of activities and social circumstances. They, additionally, offer an excellent opportunity to investigate research questions that examine relationships among time spent in various activities, aspects of the family environment, and outcomes related to achievement, social and behavioral development, and health.

By nature of the CDS being a supplement to the PSID, the study takes advantage of an extensive amount of family demographic and economic data about the sample children's family—not only parents, but also grandparents, siblings, cousins, and other relatives—providing more extensive family data than any other nationally-representative longitudinal survey of children and youth in the U.S. This rich data structure allows analysts a unique opportunity to fully link information on children, their parents, their grandparents, and other relatives to take advantage of the intergenerational and long-panel dimensions of the data.

Through a separate biennial interview, data are further collected on sample members during their early years of transitioning into adulthood (TA study) and, in the main PSID, when they leave home and become heads of their own households. The extensive information collected on experiences during

¹ URL: <http://psidonline.isr.umich.edu/Publications/Bibliography>

childhood and adolescence can then be used to help explain patterns of adult life experiences and development. Truly, the multi-level, multidisciplinary, and longitudinal nature of the combined PSID-CDS-TA research design make the CDS an important and very unique resource to the research community. Starting in 2005, and continuing biennially through 2011, the TA study will provide more information about developmental trajectories into young adulthood.

The goal of this User Guide is to provide detailed information about the overall CDS study design, specific measures, data structure and relationships with the “parent study” – the PSID. More specifically, the next chapter, Chapter 2, introduces the CDS-III data collection modules and their relationship to the CDS-I and II modules. Chapter 3 describes the CDS-III sample and data collection response rates. Chapter 4 follows with documentation on the sample weight and related issues. Chapter 5 provides highlights of the data collection efforts and Chapters 6-10 detail the goals and measures in each of the modules – Primary Caregiver, Child Interview, Assessments, and Time Diaries, Other (i.e., Secondary) Caregiver and External School Data, respectively. Chapter 11 briefly lists the variables that were coded in the CDS-III. Chapter 12 provides information about the rich data resources in the PSID main and supplemental files, the data structure within the PSID, and fundamental aspects of its data structure as they relate to the CDS respondents. In Chapters 13-15, we continue with more information on data structure and linking within the various data groups in the PSID-CDS Data Center.

Chapter 2 – Overview of the CDS-III Modules

All waves of the CDS collect measures of developmental outcomes in the areas of health, achievement, and psychosocial well-being, and measures of inputs into development within the context of the child's family, neighborhood, and school. Due to the panel nature of the study, most measures in the third wave duplicated those assessed in the first and second to permit analysis of change over time. The CDS-I User Guide (Hofferth et al., 1999²) provides an overview of the initial wave and its measures. Changes in the type and content of the instruments at the second wave largely reflected measurement needs related to changes in the developmental stages of the children across the data collections, while changes in CDS-III are mainly centered around the changes due to age differences. In CDS-I, almost all of the participating children were 0-12 years of age, with a good number not yet in school. The interviews focused on developmental issues appropriate to the infant, early childhood, and middle childhood stages and emphasized contacts with caregivers and preschool /elementary school teachers. In CDS-II, almost one-half of the CDS sample was in adolescence. We added substantially more youth-reported measures, new adolescent-appropriate scales, such as the Adolescent HOME Short-Form Scale, and more psychological and educational scales. Additionally, we expanded the interview with the children themselves, and incorporated many of the new question items in an Audio Computer-Assisted Self-Interview (ACASI) whereby adolescents listened to the questions through a headset and recorded their responses directly into the laptop. This method has been shown to improve data quality for reports of sensitive information such as questions about psychological well-being, sexual behaviors, and experiences with tobacco, alcohol, and drug use (Aquilino, 1994)³. These elements were continued in CDS-III, and since all of the respondents were aged 10+, each of the supplemental interview portions was included.

The CDS-III data are collected from multiple individuals using varied methodology but all with a focus on the sample child and his/her social and physical environment. The CDS modules are, as follows: (1) Primary Caregiver (PCG) Interview that focused on the child and household characteristics; (2) Child Interview for children aged 10 years and older, including an Audio Computer-Assisted Self-Interview (ACASI) component for sensitive topics asked of adolescents; (3) Standardized Educational Achievement Assessments for all children using the Woodcock-Johnson Tests of Achievement and WISC Digit Span Test; (4) Time Diary for weekday and weekend accounts of use of children's time filled out by either the child alone or the child in collaboration with the mother; (5) Other Caregiver (OCG) Questionnaire that focuses on the child and household characteristics; and (6) External School Database to gather information about the school and school district environments. Table 2.1 below provides a summary of the content of the CDS modules. In this chapter, we review the modules included in the third wave. Chapters 6-10 provide more detail about the specific measures within each module, and Chapter 12 provides details on measures collected in the PSID main family interview.

² Hofferth, S., Davis-Kean, P.E., Davis, J., & Finkelstein, J. (1999). The Child Development Supplement to the Panel Study of Income Dynamics: 1997 User Guide. <http://psidonline.isr.umich.edu/CDS/usergd.html>.

³ Aquilino, W. S., (1994) Interview mode effects in surveys of drug and alcohol use: a field experiment. *Public Opinion Quarterly*, 58, 210-240.

Table 2.1 CDS-I, CDS-II, and CDS-III Measurement Domains

Domain	Description	Module
Health Status & Behaviors* †	General health status, chronic conditions, obesity, limitations, health care utilization, health-related expenditures, exercise, sleep, smoking, dieting, intercourse, puberty, health coverage	PCG Child
Psychological & Social Well-Being* †	Behavior problems, depression, self-esteem, worry, social well-being, risky behaviors, thrill seeking, anti-social behaviors, drug and alcohol abuse /dependence, acts of violence	PCG Child
Family Environment* †	HOME SF cognitive and emotional stimulation, parental warmth, household tasks, involvement, closeness, conflict with father and mother, communication, discussions of future	PCG OCG
Parental Monitoring*	Caregivers' knowledge of the child's whereabouts, activities, and associations, child disclosure of activities	PCG; OCG Child
Child Care †	Type, frequency of use, and costs of arrangements for children up to and after Kindergarten, food provisions provided	PCG
Education †	Parental expectations, enrollment, type of school, tuition, Attendance, federal lunch and breakfast programs, attended special class/school for gifted students, classified as needing special education, repeated grade, dropped out, planned expenses covered for college	PCG
Achievement	Woodcock-Johnson Tests of Achievement, WISC Digit Span short-term memory; ability self-concepts in reading and math	Child
Time Use †	Stylized questions about structured and unstructured activities, activities with parents, extra curricular, part-time jobs, Time Diary measures of type, number, duration, and location of weekday and weekend activities	PCG Child Time Diary
Religiosity*	Comfort, importance of religious affiliation or spirituality	Child
Future Work & Schooling Expectations* †	Achieved occupational certainty and identity; job values, career orientation and expectations for future work and schooling, negative economic expectations, college/course choices	Child
Sibling Relationships †	Type and frequency of cooperation with, kindness towards, and helping behaviors towards siblings, discussion topics	PCG

Domain	Description	Module
Caregiver Social and Psychological Resources	Rosenberg self-esteem, Pearlin self-efficacy, K-6 non-specific psychological distress, social support, parenting attitudes, aggravation in parenting, gender role beliefs, family conflict, economic strain, work schedules, community involvement	PCG; OCG
Absent Parents	Frequency/types of activities absent parents are involved with their children, conflict between resident and absent parent	PCG Child
Spending & Savings*†	Variety of expenses for household members, non-household members, and absent parents; savings mechanisms for child, adolescent's personal expenditures	PCG Child
School Environment**	School type; racial/ethnic composition; pupil-teacher ratio; completion rates; expenditures per child; other school resources; climate; curriculum tracks; science/math courses, violence, food and snacks available	PCG Child
Nutrition†	School provided food, dieting, weekly food type intake, fast food consumption, snack food, eating disorders, purchased food expenditures	PCG; OCG Child
Technology†	Personal televisions/computers/cell phones, cable availability, internet use, website preferences, cell phone minutes used, texting use, video game ownership and use	PCG Child

*New domain added for CDS-II or expanded in CDS-II.

† New domain added for CDS-III or expanded in CDS-III.

**CCD=Links to Common Core of Data, which replaced school administrator interview in CDS-I.

Primary Caregiver Child Interview

In CDS-I and CDS-II, the Primary Caregiver Child Interview (“PCG-Child”) was required for a sample child to be considered “response”. In CDS-III, a sample child is considered “response” upon the completion of either the Child interview or the PCG interview. The PCG-Child is an important anchor of the study as it contains key developmental measures, including almost all of the HOME SF scale items and other family environment measures, the Behavior Problem Index, parent-report on schooling and education activities, extra curricular activities, health, and child expenditures and savings.

As in CDS-I and CDS-II, by definition, the PCG must have lived with the child to be considered a primary caregiver. In most cases, the PCG was the child’s biological mother. If the biological mother was not living with the child, the appropriate respondent was the first person on the list of relationships below who was living with the child:

- ◆ Stepmother, adoptive mother, or foster mother

- ◆ Other female legal guardian (must be at least 18 years of age; oftentimes the grandmother)
- ◆ Father (biological, adoptive, step, or foster)
- ◆ Male legal guardian of the sample child
- ◆ An adult (at least 18 years of age or older) who lives with the child and takes primary responsibility for caring for him/her. This does not include someone who is paid or hired to take care of the child (i.e., not a babysitter or nanny).

We expanded the PCG-Child interview in CDS-III to include new questions fitting with the new age group of the children. These included questions of future college plans, career possibilities, and personal expenses, as well as parent/child relationships.

Primary Caregiver Household Interview

While the PCG-Child interview focused on the sample child, the PCG-Household Interview (PCG-HH), in turn, focused on household characteristics (e.g., neighborhood, family rules) and the PCG's own psychological resources and social support, parenting values, stresses, and styles, and beliefs about the parental role in child rearing. This module has remained largely the same across CDS data collection waves.

Child Interview

In CDS-III, all children were age 10 and older, allowing each to participate in the in-home interview him/herself. For some children who were newly age eligible in 2007, the Child Interview was a new addition in CDS-III, focusing on: self-concepts for reading and math abilities, school connectedness, peer victimization and bullying, family relationships, electronic media use, work experiences (for youth 12 years and older), and future expectations. The Eccles self-concept items for reading and math and the self-esteem measure were the only measures in the Child Interview that were also assessed in the CDS-I.

All children, additionally, participated in an Audio Computer-Assisted Self-Interview (ACASI) component whereby the children listened to the questions themselves on a headset and then responded directly into the laptop. All children in CDS-III were able to participate in Section K of the Child Interview that queried the youth about their hobbies and extracurricular activities, characteristics of friends, and health behaviors such as dietary, exercise, and sleep patterns. For youth 12 years and older, the ACASI module included items on the youth's own savings and expenditure patterns, tobacco, alcohol and drug use, delinquent behavior, educational aspirations and expectations, parental monitoring reported from the youth's perspective, and languishing and flourishing.

Assessments

The assessments in CDS-III replicated those in CDS-II, though they were collected electronically for CDS-III: physical measurements and achievement tests. Interviewers collected height and body weight of the children and administered standardized educational achievement tests using the Woodcock-Johnson Revised Tests of Achievement and the WISC Digit Span Test for Memory. Height and weight were gathered in CDS-I and CDS-II in the PCG interview and the

assessments were included in the “Child Interview”. The physical and cognitive assessments provide important, high-quality outcome measures for the study. More information about the assessment administrative procedures and data quality are described in Chapter 8 of this guide.

Time Diary

The time diaries are one of the unique features of the CDS design. While the PCG and Child interviews included stylized questions about the children’s structured and unstructured activities, and activities with parents and absent parents, the time diaries provide detailed accounting of the type, number, duration, and location of activities during sampled 24-hour days, beginning at midnight for one randomly sampled weekday and one randomly sampled weekend day. Using the time diaries, we additionally collected information on the social context of the activity by specifying with whom the child was doing the activity and who else was present, but not engaging.

Interviewer Observations

After the in-home interview, the interviewer recorded observed interactions between the primary caregiver and the child/adolescent and characteristics of the physical environment of the home and neighborhood. Most of these items are replicated from the HOME Scale Short Form, as used in the NLSY79 and can be summarized in terms of cognitive stimulation and emotional support. In CDS-II, we included additional observational items that were not a part of the NLSY79 version but included in the Project on Human Development in Chicago Neighborhoods Study. Observations are fully described in the appendix under the HOME Scale Specifications. These procedures were continued in CDS-III and can now be compared across all three waves. In CDS-III, the interviewer observation data is released separately as part of the PCG-Child, PCG-HH, and Assessment modules.

Other Caregiver Child and Household Interviews

CDS-III, as in CDS-II, collected information about the sample child and home environment from a secondary caregiver in the home (“OCG”), broadly defined as a second person living in the household who had responsibility for raising the sample child. There has been substantial interest in the involvement of fathers in the lives of their children. In many low-income households, however, the second caregiver can often be a grandmother, not a father or partner. The expanded “OCG” definition in both waves of the CDS permit examination of the contribution of a second caregiver, more generally, over many other studies that just focus on the father. During data collection, OCGs were interviewed for 890 CDS sample children (60%). The content of the OCG-Child and OCG-Household interviews was drawn directly from the PCG interviews and remain largely consistent across all three CDS data collections.

School Environment Data

In CDS-II, we bolstered our data resources that focused on the school environment. These data were designed to allow researchers to both model school level influences on child and adolescent development and to control for school level influences when modeling family and neighborhood level influences on developmental outcomes. We replaced the school administrator interview from CDS-I with linkages available under restricted contract to the National Center for Education

Statistics Common Core of Data and Private School Survey (NCES CCD and PSS). The CCD and PSS provide access to a broader range of variables about the schools and data at a higher response rate than the CDS-I School Administrator surveys. These identifiers will also be released under restricted contract for CDS-III.

Looking Forward: Following the Full CDS Sample into Adolescence and Young Adulthood

Since the completion of CDS-II in 2002, the Transition into Adulthood study (TA) has implemented its first two waves of data collection in 2005 and 2007. This has enabled the collection of information about the CDS ‘alumni’ who are over 18, out of high school, but not yet heads of their own households. The purpose of the TA study has been to follow the CDS children and adolescents until they are independent and join the core PSID study. This will allow for a progression from multiple stages of childhood through adolescence and into adulthood.

The chart below explains the natural age progression of the CDS children starting in 2005. When the CDS cohort ages out of the CDS system they continue onto the TA study. The TA study is currently funded through 2011, with additional data collection planned through 2015, when all CDS children may be observed in the study.

Table 2.2 Actual and Estimated Number of TA Individuals from 2005-2011

Transition into Adulthood		2005			2007			2009			2011		
Birth Year	<i>N of CDS Kids</i>	Age	H/W	OFUM	Age	H/W	OFUM	Age	H/W	OFUM	Age	H/W	OFUM
1997	53												
1996	225												
1995	256												
1994	247												
1993	251										18	7	255
1992	271										19	23	257
1991	263							18	7	265	20	38	232
1990	225							19	20	211	21	57	171
1989	234				18	10	204	20	35	204	22	75	161
1988	236				19	30	192	21	60	178	23	99	136
1987	242	18	79	166	20	52	183	22	78	165	24	135	102
1986	240	19	78	164	21	89	157	23	101	137	25	158	74
1985	238	20	78	163	22	112	140	24	133	99			
1984	213	21	70	146	23	131	105	25	141	65			
1983	2	22	1	1	24	1	1						
TOTAL	3,196	956	306	641	1,405	424	982	1,891	574	1324	1,962	593	1,389

When the CDS youth become economically independent from their parents, that is, when they “split off” into their own households, they become eligible for participation in the main PSID family interview, the point in the life course when the PSID begins to collect its most detailed, long term information on the sample members’ adult health, family, work, wealth accumulation, and more. With the introduction of the TA study there will no longer be gaps in the life-span, giving a full spectrum of information on some children from age 2 and up.

Chapter 3 – The CDS Sample

Using sample weights, the CDS is designed as a nationally representative sample of children and their primary caregivers in the United States. This chapter describes the initial sampling in 1997, the re-interview sample at the second and third waves in 2002 & 2007, and data collection response rates by module, sex, age, and race for the CDS-III. Chapter 4 provides information on the CDS-III sample weights. For information regarding CDS-I and CDS-II, please refer back to their respective user guides which can be found at <http://psidonline.isr.umich.edu/CDS/wavesdoc.html>

Re-interview Sample in 2007: CDS-III

For CDS-III, we essentially followed the sample children of CDS-II whose families were still active in the PSID 2005 main study. There were minor changes between CDS-II and CDS-III including:

- Unlike in CDS-II, a PCG interview was not needed in order for a case to be coded as a “response” in CDS-III
- A case was coded as a “response” as long as either the Child interview or PCG interview had been completed, by either the child or primary caregiver respectively, in CDS-III.

During data collection, there were some situations in which we did not attempt interviews with or for sample children who met the criteria above. We attempted interviews for the CDS Sample child if:

- ♦ Sample child still resided under the care of a primary caregiver (meaning, he/she had not yet established own residence);
- ♦ Sample child lived in U.S.;
- ♦ Sample child did not reside on a military base; and
- ♦ Sample child was non-institutionalized.

CDS-III data collection resulted in completed interviews for 1,506 of the 1,676 “followable” children in 2007 who still met data collection eligibility, resulting in a response rate of 90%. The reasons for not completing an interview during the CDS-III data collection are specified in Table 3.1.

Table 3.1 CDS-III Data Collection Outcomes

Description of Data Collection Outcomes	Count
Interview completed with the Child	1,506
Final Refusal; interview not taken	48
Lost; tracking efforts exhausted; interview not taken	1
Institutionalized for physical or mental health reasons; interview not taken	16
Language barrier with PCG; interview not taken	0
Interviewer error; interview not taken	0
Screening for eligibility completed; Family was not reached for Child interview	105
Family was not reached for screening interview	98
Deceased (No longer eligible)	0
No longer residing with a PCG or Age ineligible (No longer eligible)	8
Invalid interview (No longer eligible)	1
Lived on military base (No longer eligible)	0
Incarcerated or in detention home/center (No longer eligible)	1
Total	1,784

The ages of the sample children at the time of the Child Interview in CDS-III ranged from 10 years up to 19 years (children had to be 18 at the time of the initial screening, but may have turned 19 during the data collection period). Age and gender distributions for response children are highlighted in Table 3.2.

Table 3.2 CDS-III Response by Sample Child’s Age and Sex

Age in Years	Number of Males	Number of Females	Total for Age	Percent of Total Sample
10	34	27	61	4.05
11	87	107	194	12.88
12	85	103	188	12.48
13	108	103	211	14.01
14	127	84	211	14.01
15	121	85	206	13.68
16	93	110	203	13.48
17	77	86	163	10.82
18	39	28	67	4.45
19	1	1	2	0.13
Total	772	734	1,506	100.0

Data Collection Outcomes for the Individual Modules

Each CDS sample child could have up to seven modules of data collected from three different family members as well as a school resource. Eligibility for some modules depended on child's age or whether a secondary caregiver resided in the home for the child. Chapter 4 defines the modules and eligibility in more detail. The table below provides an overview of data collection response rates per CDS-III module.

Table 3.3 Response Rate per CDS-III Module

Data File	Number of Complete Interviews	Number of Eligible Participants	Data Collection Response Rate
Primary Caregiver (PCG) Child Interview	1,608	1,676	96%
Primary Caregiver (PCG) Household Int.	1,608	1,676	96%
Assessment Interview	1,506	1,676	90%*
Child Interview	1,506	1,676	90%*
Time Diary	1,442	1,676	86%*
Other Caregiver (OCG) Child Interview	890	1,040	86%*
Other Caregiver (OCG) Household Interview	890	1,040	86%*

*Contingent on participation in the Child interview.

Summary: Response Rate across Waves

3,563: CDS-I children interviewed.

3,480: CDS-I children were part of the PSID sample at time of PSID 2001 Interview (3,563 - 83 non-sample children who were interviewed for CDS-I = 3,480)

3,271: CDS-I children had families who were still active in the PSID panel as of the main PSID interview in 2001

(3,480 - 209 children whose families no longer were in PSID = 3,271).

2,907: CDS-I children have completed data for CDS-II data collection.
CDS panel and family data 1997-2001: $2,907 / 3,480 = 84\%$

2,907: CDS-II children interviewed in 2002/2003

1,676: CDS-II children who were eligible for re-interview in 2007

1,506: CDS-II children who have completed data for CDS-III data collection
CDS panel and family data 2003-2007: $1,506 / 1,676 = 90\%$

Chapter 4 – The CDS - III Sample Weights

To account for differential probabilities of selection due to the original PSID sample design and subsequent attrition, CDS data are provided with weights. This chapter describes the construction of two CDS-III weights and related issues.

The CDS interview has a complex structure involving several modules. These modules are the Child Interview, Primary Caregiver (PCG) Child Interview (or PCG Child Interview), Primary Caregiver (PCG) Household Interview, Child Assessment, Time Diary, Other Caregiver (OCG) Child Interview and Other Caregiver (OCG) Household Interview. In 2007 completion of the Child Interview or the Primary Caregiver (PCG) Child Interview is the basis for including a case in the final data set. For each of these two main modules, the CDS-III data are provided with sample weights which are described below. We will refer to the weight pertaining to the CDS-III Child Interview module as the CDS-III Child Interview/ Child weight. The weight corresponding to the PCG Child Interview will be referred to as the CDS-III PCG Interview/Child weight. The addition of the “/Child” modifier in the names of the weight variables underscores that both modules provide child level data and both weights are designed to be used for analyses with the child as the unit of observation. The CDS-III PCG Interview/Child weight is recommended for use in analyses involving the Child Interview data. The CDS-III PCG Interview/Child weight should only be used for analyses in which the primary focus is on the data from the PCG Child Interview module and in which no data from the Child Interview module are used.

The other CDS interview modules are secondary to the Child Interview module and the PCG Child Interview, and special weights are not provided for the analysis of these modules. The last subsection in this Chapter provides guidance on how analysts may address the problem of missing data for other child observation modules.

Methodological approach

Sample survey data are typically provided with weights designed to compensate for unequal probabilities of sample selection and non-response or data that are missing at random (MAR) (Little and Rubin, 2002).⁴ 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 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 a study at time t and R_t is an indicator of response at time t . The probability of being a participant at time t is a product of the probability of participating in the previous period and the conditional probability of being a response in the current period. As the first term on the right hand side of (1) is proportional to the reciprocal of the weight in the previous period, the weight in the current period is a product of the weight in previous period and the inverse of probability of response (the second term on the right hand side of (1)). We will refer to $1/P(R_t=1/S_{t-1}=1)$ as the attrition adjustment factor.

⁴ Little, R.J.A. and Rubin, D.B. (2002). Statistical Analysis With Missing Data, 2nd Edition. John Wiley & Sons, New York.

CDS-III Child interview/Child weight and PCG interview/Child weight

Both CDS-III weights are designed to account for the differential attrition between the first and the third waves of CDS, i.e. $t=2007$ and $t-1=1997$. Thus, the CDS-III Child interview/Child weight is a product of the CDS-I weight, i.e., the individual level primary caregiver/ child weight (i.e., the weight variable named 'CH97PRWT') and the attrition adjustment factor for the CDS-III Child Interview module.⁵ Similarly, the CDS-III PCG interview/Child weight is a product of the CDS-I weight, CH97PRWT, and the attrition adjustment factor for the PCG Child Interview module.

It is important to note that a subsample of the original CDS-I sample is now aged 18 and older and has completed high school and as a result has become ineligible for the 2007 CDS interview. In particular, the CDS-I participants born before 1989 are not eligible for 2007 CDS. Instead these respondents would be considered for participation in the 2007 Transition to Adulthood (TA) study. Out of 3,563 CDS-I participants, 2,091 would satisfy the age requirement for participation in CDS-III (see Table 4.1). The specific criterion for selection of these 2091 cases is that the child's birth date is after August 1, 1989. Selected in such a way, the subsample of children in the CDS-I represents those birth cohorts who were interviewed in the CDS-III. For these 2,091 cases, Table 4.2 provides their disposition in CDS-III.

Table 4.1 Division of the CDS-I sample between CDS-III and 2007 TA

Would be considered eligible for CDS-III at the time of CDS-I interview	2,091
Would be considered eligible for 2007 TA at the time of CDS-I interview	1,472
Total (1997 sample size)	3,563

Table 4.2 Case outcomes in CDS-III for Child Interview and for PCG Child Interview

	Child N	PCG- Child N
No longer eligible		
Not a sample person	66	66
Deceased	5	6
<i>Subtotal</i>	<i>71</i>	<i>35</i>
Non-response		
NR before the 2007 interview	225	225
NR in 2007	191	152
Difficult to access/ outside of the US	98	35
<i>Subtotal</i>	<i>514</i>	<i>412</i>
Response	1,506	1,608
<i>Subtotal</i>	<i>1,506</i>	<i>1,608</i>
Total	2,091	2,091

⁵ For the description of the 1997 CDS weights construction see <http://psidonline.isr.umich.edu/CDS/weightsdoc.html>

To obtain the attrition adjustment factor corresponding to the CDS-III Child Interview, the probability that a sample person was non-response in the CDS-III Child Interview was modeled with the logistic model using observations from the Response and Non-response strata (see Table 4.2, column “Child”). The obtained estimates are reported in Table 4.3. The results indicate that attrition was higher among members of the immigrant sample and those who at the time of the CDS-I interview resided in non-metropolitan areas. The resulting attrition adjustment factor is an inverse of the predicted probability of successful re-interview, which is 1 minus the estimated probability of non-response.

Table 4.3 Logistic regression of non-response in CDS-III Child Interview conditional on CDS-I characteristics

	Estimate		Std. error
Intercept	-0.0666		0.3977
SRC sample (0/1)	-0.7043	***	0.2683
SEO sample (0/1)	-0.6200	**	0.3018
Child is Male (0/1)	0.1488		0.1040
Age of child at 1997 PSID core interview	0.0477	*	0.0265
White (child race) (0/1)	-0.0484		0.2450
Black (child race) (0/1)	-0.3125		0.2711
Age of Head <= 30 (0/1)	-0.1245		0.1983
30< Age of Head<=45 (0/1)	-0.0580		0.1881
Head is Male (0/1)	-0.3168	**	0.1496
No High School Degree (Head) (0/1)	-0.0405		0.1862
High School Degree (Head) (0/1)	-0.0649		0.1654
Some College (Head) (0/1)	-0.1849		0.1726
Head is employed (0/1)	-0.0961		0.1542
Family Income 1st quartile (0/1)	-0.2067		0.2079
Family income 2nd quartile (0/1)	-0.2536		0.1783
Family Income 3rd quartile (0/1)	-0.1261		0.1622
Northeast (0/1)	0.3190		0.1945
North Central (0/1)	0.2061		0.1773
South (0/1)	0.3942	**	0.1718
SMSA (0/1)	-0.3391	***	0.1157
<i>Summary statistics</i>			
N:	2,020		
<i>Response profile:</i>			
Non-response	514		
Response	1,506		
<i>Likelihood Ratio:</i>			
Chi-squared	44.7507		
DF	20		
P-value	0.0012		

A similar procedure was followed to obtain the attrition adjustment factor for the CDS-III PCG Child Interview. The results of the logistic model of non-response in the CDS-III PCG Child Interview are reported in Table 4.4.

Table 4.4 Logistic regression of non-response in the CDS-III PCG Child Interview conditional on CDS-I characteristics

	Estimate		Std. error
Intercept	-0.3288		0.4279
SRC sample (0/1)	-1.1083	***	0.2906
SEO sample (0/1)	-0.6100	*	0.3246
Child is Male (0/1)	0.0734		0.1126
Age of child at 1997 PSID core interview	0.0401		0.0287
White (child race) (0/1)	0.1319		0.2704
Black (child race) (0/1)	-0.4546		0.2969
Age of Head <= 30 (0/1)	0.0404		0.2176
30< Age of Head<=45 (0/1)	0.0204		0.2076
Head is Male (0/1)	-0.3913	**	0.1610
No High School Degree (Head) (0/1)	-0.1095		0.2012
High School Degree (Head) (0/1)	-0.1625		0.1797
Some College (Head) (0/1)	-0.2027		0.1868
Head is employed (0/1)	0.0400		0.1675
Family Income 1st quartile (0/1)	-0.2427		0.2258
Family income 2nd quartile (0/1)	-0.1534		0.1927
Family Income 3rd quartile (0/1)	-0.1292		0.1776
Northeast (0/1)	0.3646	*	0.2104
North Central (0/1)	0.0614		0.1975
South (0/1)	0.5315	***	0.1858
SMSA (0/1)	-0.2393	*	0.1250
<i>Summary statistics</i>			
N:	2,020		
<i>Response profile:</i>			
Non-response	412		
Response	1,608		
<i>Likelihood Ratio:</i>			
Chi-squared	52.96		
DF	20		
P-value	0		

As the final step in the weight development, the newly constructed CDS-III Child interview/Child weight and PCG interview/Child weight were censored to reduce the influence of extreme weight values on the variances of sample estimates of population statistics. For each weight variable, the cases with the weight values in the top percent and in the bottom percent of the weight distribution were assigned values corresponding to the 99th and 1st percentiles of the weight distribution, respectively.

To examine the CDS-III Child interview/Child weight, we compared weighted estimates for some basic demographic, geographic, and socio-economic variables in CDS-I based on the CDS-I sample and weighted with the CDS-I weight to the estimates for the same variables measured in 1997 but based on the smaller CDS-III Child interview sample and weighted by the CDS-III Child interview/Child weight. The results of this comparison are provided in Table 4.5. The

comparison of the weighted estimates for the baseline CDS-I and follow-up CDS-III Child Interview shows that the distributions obtained with the CDS-I and CDS-III Child interview/Child weights are similar, suggesting that the attrition adjustment for the CDS-III Child Interview 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 CDS respondents. Table 4.6 reports the results from a similar comparison for the CDS-III PCG interview/Child weight.

The final CDS-III PCG interview/Child weight is stored in the variable CH07WT. The CH07WT weight is recommended for use in child level analyses involving the Child Interview data.

The CDS-III PCG interview/Child weight is stored in the variable CH07RPWT. The CH07RPWT weight should be used for child level analyses in which the primary focus is the data from the PCG Child Interview module and in which no data from the Child Interview module are used.

The child weight, CH07PRWT, can be converted into a caregiver level weight by averaging the weights for each CDS-III child observation provided by a caregiver. This PCG/family weight could be used to develop an analysis that is focused on the caregiver or the family as the unit of observation/analysis.

Table 4.5 Comparison of CDS-I estimates based on CDS-I sample using the CDS-I weight with that based on CDS-III Child interview sample using the CDS-III Child interview/Child weight

		CDS-I, Weighted		CDS-III Child IW/ Child weight	
		N	percent	N	percent
<u>Total</u>		2,091	100.0	1,506	100.0
<u>Region</u>	Northeast	279	18.2	196	18.1
	North Central	522	24.2	386	24.1
	South	913	32.5	649	32.2
	West	377	25.1	275	25.5
<u>Immigrant sample</u>	Non-IMM	1,885	82.7	1,372	82.5
	IMM	206	17.3	134	17.5
<u>MSA</u>	Non-MSA	891	47.1	616	47.3
	MSA	1,200	52.9	890	52.7
<u>Education of Head</u>	No High School	483	19.1	344	19.6
	Diploma				
	High School	738	31.3	529	30.5
	Diploma Only				
	Some College or	471	24.5	352	23.8
	More				
	College or More	399	25.2	281	26.1
<u>Age of Head</u>	30 or younger	767	32.0	565	32.0
	31-45	1,133	59.9	809	60.2
	46 or older	191	8.1	132	7.8
<u>Gender of Head</u>	Female	616	21.7	444	20.8
	Male	1,475	78.3	1,062	79.2
<u>Race of Head</u>	Non-Black	1,262	84.5	894	86.1
	Black	829	15.5	612	13.9

Table 4.6 Comparison of CDS-I estimates based on CDS-I sample using the CDS-I weight with that based on CDS-III Primary Caregiver/Child interview sample using the CDS-III PCG interview/Child weight

		CDS-I, Weighted		CDS-III PCG IW/Child weight	
		N	percent	N	percent
<u>Total</u>		2,091	100.0	1,608	100.0
<u>Region</u>	Northeast	279	18.2	211	18.0
	North Central	522	24.2	424	23.9
	South	913	32.5	683	32.3
	West	377	25.1	290	25.8
<u>Immigrant sample</u>	Non-IMM	1,885	82.7	1,469	82.7
	IMM	206	17.3	139	17.3
<u>MSA</u>	Non-MSA	891	47.1	673	47.1
	MSA	1,200	52.9	935	52.9
<u>Education of Head</u>	No High School Diploma	483	19.1	368	19.4
	High School Diploma Only	738	31.3	569	31.1
	Some College or More	471	24.5	370	23.6
	College or More	399	25.2	301	25.9
<u>Age of Head</u>	30 or younger	767	32.0	594	31.8
	31-45	1,133	59.9	870	60.3
	46 or older	191	8.1	144	7.9
<u>Gender of Head</u>	Female	616	21.7	473	21.1
	Male	1,475	78.3	1,135	78.9
<u>Race of Head</u>	Non-Black	1,262	84.5	965	85.6
	Black	829	15.5	643	14.4

Addressing Missing Data in Other CDS-III interview modules

Apart from the Child Interview and PCG Child Interview, other CDS interview modules are secondary and may or may not have been successfully completed. For example, it is possible to have information on the Child Interview and have missing data for any of the secondary module interviews. The response rates for each secondary module are given in Table 3.4 (Chapter 3).

Researchers interested in analyzing the CDS-III data for the secondary modules should carefully examine the extent of the partial missing data problem and address it if necessary. The issue can be approached in a number of ways. The simplest way is to assume that the data are missing completely at random (MCAR). That is, given the adjustment that has already been performed for attrition in the Child Interview sample or for the PCG Child Interview sample, non-response to a secondary module is completely random with respect to the dependent variables of interest. When MCAR is the appropriate assumption, analysis of the observed data for the secondary modules will not lead to biased estimation. The MCAR assumption, however, may be too strong and may not always be a good approximation for attrition. If the probability of non-response can be modeled as a function of observed variables such as age or gender, Little and Rubin (2002) describe the missing data mechanism as missing at random (MAR).

When the non-response or missing data mechanism is MAR, one can approach the problem by either imputing the missing values or constructing additional weighting adjustments using procedures that take into account variables that predict the probability of a response. Analysts interested in imputation of missing response data for the CDS secondary modules may wish to review Raghunathan, et al. (2001)⁶ and access the corresponding SAS-compatible imputation software at <http://www.isr.umich.edu/src/smp/ive/>. However, since the missing data problem for CDS-III secondary modules typically involves complete missing data for all variables, analysts may choose to develop a weighting adjustment to compensate for an MAR missing data mechanism. The algorithm for constructing these weighting adjustments should be similar to the one described in the previous section. Here, the logistic regression model of response propensity in the secondary module in relation to the Child Interview sample or the PCG Child Interview sample would be estimated based only on characteristics of eligible respondents and non-respondents, excluding cases that were not eligible for the given module. The new attrition adjusted weight would be constructed as the product of the corresponding weight, the CDS-III Child interview/ Child weight or the CDS-III PCG interview/ Child weight, and reciprocal of the estimated probability of response in the secondary interview.

⁶ Raghunathan, T.E., Lepkowski, J.M., VanHoewyk, J., and Solenberger, P. (2001). "A Multivariate Technique for Multiply Imputing Missing Values Using a Sequence of Regression Models". *Survey Methodology*: Vol. 27, No.1. pp. 85-95. Statistics Canada.

Chapter 5 – Data Collection Procedures

The data collection protocol for CDS-III is described in this chapter. More specific details on the administration of assessments, anthropometric measures, and time diaries are described in respective chapters that follow.

Data collection for the CDS-III began in the fall of 2007 and extended through May of 2008. We employed 53 interviewing staff on the study who were extensively trained in all aspects of general interviewing techniques and study-specific data collection procedures, including unique protocols to administering the Woodcock-Johnson Tests of Achievements, measuring height and weight, conducting the HOME scale and neighborhood observations, administering time diaries, and working with children of all ages. Seventy-four percent of the interviewers had conducted interviews for the Main PSID 2007 data collection.

CDS employed a mixed-mode interviewing approach to increase flexibility in scheduling interviews. As mentioned in Chapter 2, each CDS sample child could have up to seven modules of data collected from three different family members: Primary caregiver (PCG); Secondary caregiver (OCG); and the sample child him/herself. The PCG Child interview was designated as the initial interview and could be administered in-person or over the telephone, at the convenience of the respondent. The other interviews could be taken at various times depending on the respondent’s schedule (Child interview, PCG Household interview, OCG interview) and could be conducted in different modes. Time diaries could be administered in-person or over the telephone and had the added option of self-administration. When time diaries were self-administered, an interviewer review and editing followed, either in person or over the telephone. All Child interview components (assessments, height and weight measurements, and ACASI) were conducted in-person. The OCG interview was conducted over the phone and did not have the option of being administered in-person.

Table 5.1 The CDS-III Survey Design

Respondent	Module	Mode
PCG ⁷	Child-Level Interview	In Person or Telephone
	Family-Level Interview	
OCG	Child-Level Interview	Telephone
	Family-Level Interview (household interview)	
Child (10+ Yrs)	Child Interview	In Person
	Child Assessments	
	Time Diary		Mail Ahead; In Person; Telephone

Participating families received between \$115 and \$135 for their contributions to CDS, depending on whether there were one or two participating CDS sample children in the family. Primary Caregivers received \$75 for their interviews and Other Caregivers received \$20 for their interviews; each child in the household received \$40 for participation.

⁷ See Chapter 2 for information about the selection protocol for the PCG and OCG.

CDS employed a number of flexible contact approaches to making the survey request. Emphasis was placed on strategizing how/when the interviewers attempted contact with the respondent over setting a pre-defined number of maximum contacts. Interviewers tailored their survey introductions to the respondent's concerns and individual situations, rather than using a pre-defined script. During field interviewer training, interviewers were given guidelines and hands-on practice. This information and experience helped the interviewers address issues that arose on a family-to-family basis and helped make certain that the family felt comfortable with the wide array of questions and instruments administered to both the caregivers and children. Interviewers were given specialized training and a handbook to facilitate response to reluctance to participate and also were given the option of working with the research staff on tailored persuasion letters for resistant situations. The refusal conversion rate for CDS-III was 53%, resulting in less than 2% of the families in a final refusal.

The biggest source of support in reaching response rate goals, however, was the close relationship to the main PSID study. During the five-year gap in between CDS-II and CDS-III, PSID interviewed the families of the CDS children (during PSID 2003, 2005, and 2007) and also kept in touch with them through respondent postcard and report mailings. The PSID achieved a 97.6% response rate in 2005, and 97% response rate in the 2007 wave, retaining a high proportion of the sample, which in turn, helped to maintain the CDS sample. CDS was able to capitalize on the contact information and efforts of that wave of the main study.

During the CDS-III field period, however, some tracking was required. A specialized expert field tracking team carried out the more involved or complex tracking efforts for the hard-to-locate families. Seven percent of the sample required tracking at either the interviewer or tracking-team level. Sixty two percent of the cases that required tracking were located and interviewed. At the end of the data collection, less than 1% (.8%) of the overall sample was unable to be located.

Team-based interviewing was used for just a handful of the completed households. This was done in an effort to minimize respondent burden for the in-person Child interviews. In some cases, two interviewers were sent to a household where two Child interviews needed to be completed. Team interviewing was also employed when interviewing in dangerous neighborhoods or when there was enough sample (families) in an area to allow for two interviewers to travel to the area and complete the interviews in an efficient way.

Chapter 6 – Primary Caregiver Interviews: Topical Guide

As described earlier, the PCG-Child interview focused on the primary caregiver’s report of the sample child’s health, schooling, family relationships, and extra-curricular activities, while the Household interview focused on the Primary Caregiver characteristics and behaviors and the household environment. This chapter provides more detailed information about the key measures in the CDS-III Primary Caregiver interviews. Please refer back to the CDS-I and CDS-II user guides for updates specific to those waves. Appendix A summarizes these measures and provides the question number references for CDS-I, CDS-II, and CDS-III. Cross-wave references for individual items are available in the Cross-Year Index selection within the Data Center. Questionnaires can also be obtained on the web here: <http://psidonline.isr.umich.edu/CDS/quescodetable.html>.

Health

One of the main additions to the PCG health questions focused around the children’s health insurance coverage. Not only did the questions ask about whether or not the child had health coverage at the time of the PCG interview (Q32J50, Q32J53), but also what kind of coverage they had (Q32J51A-L, Q32J54A-L). The coverage options were quite specific, including:

- Private health insurance plan provided through my employer (PCG)
- Private health insurance plan provided through (OCG1, OCG2) employer
- Private health insurance plan provided through ex-spouse’s employer
- Private health insurance plan purchased directly
- Medicaid (specify name)
- SCHIP (specify name)
- Medicare
- Medi-Gap
- Military Health Care/VA
- Champus/Tricare/Champ/VA
- Indian Health Service
- Other government program
- Other (ability to specify a choice not given by the choices above)

For the children who were not covered by any health insurance at the time of the PCG interview, a series of questions were asked about the last time they were covered (Q32J52MO, Q32J52YR, Q32J55MO, Q32J55YR). This information was gathered not only for Child 1, but also Child 2, if there were two children for the PCG being interviewed.

After assessing the current health care coverage for each child, the issues of health insurance price and out of pocket expenses were considered. Questions Q32JA33 and Q32JA34 asked for specific numerical amounts of money that were spent on medical and dental insurance and out of pocket medical and dental care (respectively). The question of out of pocket costs did not include health insurance premiums, over-the-counter remedies, or any costs for which the PCG expected to be reimbursed. This was specified to make sure that there were not amounts that were included twice.

Another specific topic that was looked into in CDS-III was childhood obesity. Not only did the

child interviews still include height and weight measures from CDS-II and CDS-I, but now both the PCG and Child interviews include more nutrition, activity, and weight-health oriented questions. Under the subtext of health, question Q31A4P2 asks whether the child's doctor or other health care professional has ever said that the child was obese, over-weight, or at risk of becoming over-weight. With more research being conducted to categorize and treat childhood obesity, there is a great need for this type of information. Please see the updates in the following sections for Nutrition and Child Care for indirect health updates.

Education

There are new questions in the PCG interview pertaining to college expenses. These questions cover several aspects of college expenses including:

- Full Tuition
- Partial Tuition
- Full room and board
- Partial room and board
- Books
- Living expenses
- Other expenses
- None

This question (Q31H32F1-8) creates a base for information regarding each child's future college plans. Since expenses can be the deciding factor for whether or not a child attends college, it is very helpful to gain as much information on his/her support system as possible. These individuals are then followed through the TA study where more college information is collected. By combining the information from CDS, TA, and the PSID, a big picture can be seen about how a child's education, parental ability to support a child's college expenses, parental income, and other pertinent factors direct the course of a child's educational achievement.

From the initial question of what expenses the PCG is planning to cover come questions pertaining to current savings that the PCG and/or OCG have for these expenses. Questions Q31H32G and Q31H32H ask if there is any money or assets set aside for the purpose of their children's future college expenses. Additional information about education content in all three waves of CDS may be found in the CDS-I and CDS-II user guides.

Child Care

In Section C of the CDS-III primary caregiver interview, we asked the primary caregiver about all child care arrangements used during weekday, weekend, and summer. When CDS-I, CDS-II, and CDS-III data are put together, there should be a fairly complete picture of formal and informal child care arrangements used from birth up to the age of the child at the time of the CDS-III interview. Information on arrangements used during weekday, weekend, and summer were obtained separately. Types of arrangements queried were updated in CDS-III to take the new age range of the CDS-III adolescents into consideration (aged 10+). This updated breakdown is as follows:

- Relative under 13 years old in the child's home

- Relative 13 or older in the child's home
- Non-relative in the child's home (sitter)
- Care in a relative's home
- Care in a non-relative's home (family or daycare provider)
- Before or after-school program
- Other type of child care
- Overnight camp (Summer)
- Day camp (Summer)

In addition to the updated child care choices, more in-depth questions were asked about whether or not these child care options provided a meal or a snack. These questions (Q31C15C, Q31C21C, Q31C27C, Q31C33C, and Q31C39C) were added to get a more complete view into where these children are getting their daily food. With an older sample in CDS-III, there are also questions regarding part-time/after-school jobs and extra-curricular activities.

Technology

Technology is expanding and becoming more accessible as our CDS sample is getting older. For this reason there is a higher chance for children to have their own technological devices. There is a new line of questions in the PCG-Child interview directed at this subject. Not only are questions asked about whether or not the CDS sample children and adolescents have a personal television or computer in their bedrooms, but also whether or not they fit these criteria:

- The television or computer are in working order
- The television has cable or satellite
- The television has a working VCR or DVD player
- The television has a working video game console
- The computer has Internet access

These questions (Q32J28A1-3, Q32J29A1-3, Q32J32A-D), will certainly help in understanding more of the time diary information collected from the CDS-III children and adolescents. The Child interview also includes questions about personal cell phones, cell phone use, and other questions regarding technological time use. Please see Chapter 7 for more details regarding the CDS-III Child Interview updates.

Chapter 7 – Child Interview: Topical Guide

As of CDS-III, all children were at least 10 years of age which made each of them to be eligible to participate in an in-home interview him/herself. In this chapter, all new interview questions will be reviewed. To see the updates for past waves, please refer back to the CDS-I and CDS-II User Guides. As in CDS-II, the interview content was sub-divided into sections for children of different ages – the measurement resource table in Appendix A gives details on various measures throughout the child interview.

Peer Bullying – Violent Behavior

Sections H and L were expanded in the CDS-III child interview, including more adult forms of peer bullying, school violence, and weapon use. While section H covered violence happening to the child being interviewed, section L asked about his/her own participation in violent acts.

The questions in section H ask whether or not the child has had a gun or knife pulled on him/her (Q33H1E). If the answer to this question is yes, then two other questions branch from there asking for the number of times this has occurred (Q33H1F) and where it happened (Q33H1G_1-4). Q33H1G_1-4 gives much needed insight into the situation, asking whether or not this incident, or several incidents, happened at school, home, in their neighborhood, or other. The existing peer bullying questions from CDS-II include questions regarding whether the child being interviewed has been picked on, hit, stolen from, or purposely left out of activities by his/her peers (Q33H1A-C). These questions were made into a peer bullying index (H1D), which will only gain information from the newly added questions in CDS-III.

Section L is reserved for those who are 12 years of age and older. This section of the interview is administered by Audio Computer-Assisted Self Interview (ACASI). This method is used for the areas with more sensitive content. Similar to the additions in section H, questions Q33L11B2 and Q33L11B3 branch out of an existing line of questions from CDS-II. Question Q33L11B asks: “In the last 6 months, about how many times have you hurt someone badly enough that he/she needed bandages or a doctor?”. The new questions ask about the same 6 month timeline but ask whether they have used a weapon in a fight (Q33L11B2) or have carried a weapon at school (Q33L11B3).

As the CDS-III sample has aged over the past 10 years, different situations arise in each of their lives. Because of these changes, CDS-III asks more questions in order to stay current with each stage of adolescence.

Drug and Alcohol Use and Abuse

Also added to section L were more in depth questions of personal and peer alcohol and drug use. Questions were written in three different time styles asking about whether an event had ever occurred, occurred in the past 30 days, or in the past 6 months. These questions were all focused on drug and alcohol use in different scenarios including:

- Have you ever taken prescription drugs without a doctor telling you to take them? (Q33L15E)

- In the past 30 days, how many times did you take prescription drugs without a doctor telling you to take them? (Q33L15H)
- Have you ever taken steroids? (Q33L15J)
- During the past 30 days, how many times did you take steroids? (Q33L15K)
- In the past 6 months did you drive when you were drunk or high on drugs? (Q33L13H1)
- About how often in the last 6 months did you ride with a driver who had too much to drink? (Q33L13H2)
- In the past 6 months, about how many times have you brought alcohol or drugs to school? (Q33L11B4)

These questions were administered to those aged 12 and older through the ACASI system. They can be analyzed along with questions L12-L15 from CDS-II, which looked into tobacco, drug, and alcohol use. Each of these questions is helpful in calculating the amount of drug and alcohol use, or abuse, in this sample.

Health and Nutrition

Nutrition – Food Consumption

As the CDS children and adolescents age, new questions are added in accordance with their new stages of life. As expected, as the children age into young adults they make more health and nutrition choices on their own. With assistance from the Economic Research Service of the United States Department of Agriculture, new questions were added to collect information about food consumption. Specifically, questions Q33K13A and Q33K13B1-3 ask about drinks and snacks purchased in school. In addition to snacks that are purchased, a detailed diet catalog is asked of each adolescent. These questions, namely Q33K13C-M, ask for specifics on diet including types of food eaten and how often they are consumed. These new questions are in addition to the food group questions from CDS-II. Instead of asking about general food group consumption, this line of questions provides additional information about the diet. These include:

Positive Nutrition

- Milk – Cow’s milk (whole, 2%, skim, low fat or 1%) soy milk, or any other kind of milk
- Fruit – Fresh fruit, applesauce, canned fruit, frozen fruit, or dried fruit
- Vegetables – Fresh vegetables, frozen, soup, stew, stir fry (not including French fries or other fried potatoes)
- 100% Fruit Juice – Such as orange, apple, or grape (not including fruit-flavored drinks like punch, Sunny Delight, Kool-Aid, or sports drinks)

Negative Nutrition

- Non-100% Fruit Juice – Soda pop, sports drinks, fruit-flavored drinks
- Sweets – Such as candy, ice cream, cookies, cakes, brownies, or other sweets
- Salty Snacks – Including potato chips, Cheetos, pretzels, popcorn, and crackers
- Fast-Food – McDonald’s, Pizza Hut, Kentucky Fried Chicken, Taco Bell, or Burger King (including eating out, carry out, and delivery)

These specific types of food have been singled out to get more information about foods that may help (milk and 100% fruit juice), or hurt (sweets and salty snacks) the overall well-being of the

children and adolescents in the CDS-III study. All of these questions are asked in terms of how many times in the past seven days these items were consumed. The answer choices are: 1 time per day, 2 times per day, 3 times per day, 4 or more times per day, 1 to 3 times in the past 7 days, 4 to 6 times in the past 7 days, or never in the past 7 days.

Exercise and Body Image

Also, in Section K is a new series of questions regarding physical exercise not only for health, but for the specific purpose of changing one's appearance. Questions Q33K3C and Q33K3D ask whether or not the child was involved in any sports teams outside of school and how much time they devoted to this sport.

Additional questions were asked about ways to control weight. Specifically, questions Q33K10A and Q33K10BA-M were added for CDS-III. These questions ask whether or not the adolescent is trying to build muscle or tone their body (Q33K10A), and collect information on other means they may be using to achieve these goals. These options include:

- Dieting
- Eating a special diet
- Making yourself vomit
- Exercising
- Lifting weights
- Taking diet pills
- Taking laxatives
- Taking food supplements
- Taking steroids

Sexual Health

In addition, many other adolescent-based health measures were added to CDS-III including:

Both Males and Females

- Physical development compared to others of the same age (Q33K41)
- Sexual intercourse (Q33L30C)
- How many sexual partners (Q33L30E)
- Frequency of sexual activity (Q33L30D)
- Sexually transmitted disease concern, testing, and diagnosis (Q33L32D-F)

Females Only

- Month and year of first menstrual period (Q33K42-44)
- Age at time of first menstrual period (Q33K45)
- Birth control pill use (Q33L32)
- Month and year of first birth control pill use (Q33L32B-C)

Technology

Our increasingly digital world has not been lost in the CDS questionnaire. Since the collection of CDS-I in 1997, the use of the Internet and cell phones has increased exponentially. The increased use of internet and cell phones over the past decade is particularly true for adolescents making it important to add new questions about this use each wave. In CDS-III an emphasis was given to cell phones and their use both for calling and text messaging.

Question Q33F3A1 adds to CDS-II's Internet section by asking about social networking websites such as MySpace and personal websites. Questions Q33F5A-C and Q33F6A-C quantify usage by focusing on personal ownership of cell phones, frequency of use, number of minutes used per month, and number of texts sent each month.

Outside Involvement

In all waves of the CDS, interviews with a Primary Caregiver and Other Caregiver are conducted in order to obtain additional information about the CDS child's family, parenting practices, neighborhood, school, health and other domains. The PCG and OCG are often asked about communication between 'parent' and 'child' and the same is asked of the child. In CDS-III, questions Q33H4J-L ask about the specific topics that the child/adolescent discuss with their PCG and/or OCG. These questions pertain to current coursework, future plans for jobs, and the possibility of going to college.

In addition to those PCG/OCG focused questions, Q33J33E adds more by asking about school provided information about college. Some but not all of the options are related to:

- Level of college needed
- Available courses/majors at different institutions
- Scholarships
- Application and registration
- Size and location of college
- Cost of tuition
- Career training and job possibilities

Chapter 8 - Assessments

As with CDS-I and CDS-II, CDS-III administered two assessment modules: 1) the anthropometric measures module which measured the child's height and weight, using tape measures and scales and 2) the achievements module which measured the child's cognitive abilities, using the Woodcock-Johnson Revised Test of Achievement and WISC-III Digit Span. This chapter gives an overview of the procedures used for collecting these data.

Height and Weight Measures

In CDS-I and CDS-II, we gathered reported weight of the child from the Primary Caregiver and interviewer-measured height of the child, using a rafter square and tape measure (see Section A of the CDS-I Primary Caregiver-Child interview). In CDS-III, we attempted to measure and weigh all of the children and youth for whom we were able to get an in-person interview. In the assessment questionnaire for CDS-III you will find question items for (a) in-person measurement/weighing by the interviewer or (b) self-report height and weight. Body Mass Index (BMI) and percentile rank were calculated for all children with height and weight data.

Administration Procedures

The procedure for measuring height and weight was as follows: To measure the child or youth's height, the interviewer asked him/her to take off him/her shoes and stand against a wall or door. The interviewer placed a Post-it note on the wall right above the child's height, and then positioned a rafter's square against the wall directly over the child's head. A mark was placed on the Post-it note at the child's height. When the child moved away from the wall, the interviewer positioned the tape measure under a door jam or her foot and measured from the floor to the mark on the Post-it.

To weigh the child or youth, the interviewer asked him/her to empty his/her pockets and remove his/her shoes, activated the scale and set it to zero. Once the scale showed "0.0", the child stepped onto the scale and stood in the center of the scale for 5-10 seconds. The same brand/model of scale was used for all children:

"Strain-Gauge Lithium Bath Scales" "THINNER MS-7" model
Measurement Specialties, Inc.
80 Little Falls Road Fairfield, NJ 07004
<http://www.msiusa.com/default/index.asp>

Scale Features included:

- ◆ High Contrast Digital Display
- ◆ Four-digit readout in .5LB increments
- ◆ Automatic Zero Set
- ◆ Non-slip Platform
- ◆ Snap-on carpet feet
- ◆ Lifetime lithium battery

If the child or youth respondent refused to be measured or there were physical limitations, such as child was in a wheelchair, the interviewer asked the PCG to give the height and weight and the

date it was last measured at his/her last doctor visit. If the interviewer wasn't able to take his/her physical measurements or the information from his/her last doctor visit, they asked for his/her best estimate.

BMI-for-Age

While Body Mass Index (BMI) for adults is based simply on height and weight, BMI for children and teens, also referred to as “BMI-for-Age”, additionally takes into account age and gender. The reason is that children's body fatness changes over time as they grow, and boys and girls differ in their body fatness as they develop. BMI-for-age is plotted on gender-specific growth charts for children and teens 2 – 20 years of age. You can obtain more information on the CDC Growth Charts at: <http://www.cdc.gov/growthcharts/>.

Each of the CDC BMI-for-age gender-specific charts contains a series of curved lines indicating specific percentiles. The percentile cutoff points identify underweight and overweight in children:

Underweight BMI-for-age < 5th percentile

At risk of overweight BMI-for-age 85th percentile to < 95th percentile

Overweight BMI-for-age > 95th percentile

In the CDS-III data, we have included BMI score and percentile score for each child/youth. BMI was calculated using pounds and inches with this equation:

$$\frac{\text{Weight in Pounds}}{(\text{Height in inches}) \times (\text{Height in inches})}$$

$$\text{BMI} = (\text{above equation}) \times 703$$

Percentile categories for BMI were calculated based on the CDC growth charts referenced above. When the CDS-III data are used with the sample weight, the distribution of girls and boys in the weight percentile categories closely parallels the finding from NHANES 2007-2008. See Table 8.1 for distribution of CDS-III and NHANES 2007-2008 data, for children and youth 10.3-19.0 years of age (note: while all children were 10-18 years of age at the time of screening, some few had turned 19 by the time the interview was actually completed).

Table 8.1 Distribution of Body Mass Index Categories in CDS and NHANES by Gender

Sex	Underwt	Normal	Risk of Overwt	Overwt	Total
Male					
CDS-III	4.14	56.82	13.56	25.49	51.87
NHANES	4.46	58.52	16.07	20.95	52.08
Female					
CDS-III	1.28	63.06	17.43	18.24	48.13
NHANES	2.76	62.81	17.27	17.17	47.92
Total					
CDS-III	2.76	59.82	15.42	22.00	100.00
NHANES	3.64	60.58	16.65	19.14	100.00

Woodcock-Johnson Tests of Achievement

Description of the Test

Woodcock-Johnson Psycho-Educational Battery-Revised (WJ-R) is a well-established and respected measure that provides researchers with information on several dimensions of intellectual ability, including current developmental status, degree of mastery in reading and mathematics, and group standing (either age or grade group). For all three waves of CDS, we selected and used three subtests as a measure of reading and math achievement: the Letter-Word Identification, the Passage Comprehension, and the Applied Problems tests (the Calculation test was additionally administered in CDS-I). These scales can be used individually or combined to create scores for Broad Reading and Broad Math.

Administration

The Woodcock-Johnson Revised (WJ-R) Tests of Achievement have standardized administrative protocols. Since our respondents for CDS-III were older than 6 years old, we administered all three subtests: Letter-Word Identification, Applied Problems, and the Passage Comprehension subtest. The paragraphs below provide information on the main procedures for administering these tests; the user is encouraged to obtain Woodcock-Johnson materials and training (see the Riverside Publishing website for details that help to fully understand the complete requirements for the standardized administration).

The WJ-R Test is an ‘easel’ test, a test with a response book that sits in front of the respondent. The interviewers placed the easel at an angle so that they and the respondents could both see the stimuli (pictures) simultaneously. Each test required that the interviewer administer it exactly as described in training and in his/her interviewer manual. Any deviation from these procedures invalidated the results.

The Woodcock-Johnson (WJ-R) Test of Achievement used:

1. WJ-R easel
2. A laptop to record responses
3. A blank piece of paper for the respondent to write on during the Applied Problems subtest of the WJ-R
4. Pencils for the respondent.

Easel tests were administered in the following order:

- The interviewer asked the respondent a question or gave direction.
- The respondent reviewed the options on the page.
- The respondent pointed to an object or gave an answer.
- The interviewer recorded the response as correct or incorrect.

Since the WJ-R can be used for respondents from ages 2 to 90 years, items in the WJ-R are arranged by difficulty for all persons between those ages. The easiest questions are presented first and the items become increasingly difficult as the respondent proceeded through the test. For CDS-III, the logic for the administration of the tests was programmed in Blaise (the data collection software). CDS-III used only the English Form B of the WJ-R. The tests started at the appropriate starting point based on education level of the child or youth, as the general guideline. Specifically, the Blaise program used the grade in school the respondent attended at the time of the interview. At the beginning of every subtest, usually on the first page, there was a chart organized by grade in school that informed the interviewer at what item they should start administering the test. To administer the test, the interviewer turned to the page where the starting item is located.

Raw scores were calculated for the WJ-R using basal and ceiling. The basal and ceiling criteria were created to limit the amount of time any one person spends on each subtest. When the respondent got six or more consecutive items correct, then he/she established his/her basal. The interviewer continued testing until the respondent established ceiling, which was six or more consecutive items incorrect and the end of the testing page had been reached.

Scoring

The Woodcock-Johnson Revised (WJ-R) Tests of Achievement have standardized scoring protocols. The tests are designed to provide a normative score that shows the CDS target child's reading and math abilities in comparison to national averages for the child's age. The normed scores are constructed based on the target child's raw score on the test (essentially the number of correct items completed) and the child's age to the nearest month. Raw scores are charted on normative tables based on the child's age and what percentile the child falls into. The child's age at time of testing was calculated by comparing their birth date with the testing date. The syntax also incorporated commands to properly round days and months per WJ-R scoring rules.

For CDS-III, we opted to use the Batch Score Utility (version 1.3), developed by the Woodcock-Munoz Foundation, to perform an automated lookup of the WJ-R standardized test scores.

Briefly, the scoring process is as follows. The WJ-R scoring algorithm is dependent upon referencing the specific version of the testing form that was used for each child, which for CDS-III was exclusively the English version of Form B. Then the raw score for each subtest could be matched to an intermediate number known as the W Score – this intermediate step allows standardization across the different forms of the WJ-R. The W Score is then compared against the Reference W Score, which is the average W Score for a child of that particular age. The Reference W has to be compared to the child's W Score to determine the difference and whether that difference is positive or negative. From this value, the standardized score is located in a reference table and this information is then transferred back to the main data file.

For more information about standardized scoring and interpretation, please see: Woodcock, R.W., & Mather, N. (1989, 1990). *WJ-R Tests of Achievement: Examiner's Manual*. In R. W. Woodcock & M.B. Johnson, *Woodcock-Johnson Psycho-Educational Battery – Revised*. Allen, TX: DLM Teaching Resources.

WISC Digit Span Test for Short Term Memory

The WISC Digit Span Test for Short Term Memory⁸ is a test of the ability to process information as it directly measures auditory short-term working memory. Digit span is the measure of how many sequential digits can be taken in, stored, processed, and recalled in the correct order. In CDS-III, the interviewer read a series of digits and the respondents then repeated the series. The series began with two digits and kept increasing in length, with the final item having eight digits. For each length, there were two trials. The test was repeated with a different set of digit series but the second time, the respondent repeated the numbers backwards.

Administration Procedures

Interviewers were given the following instructions:

- (1) Read each digit span only once at an even rate of one digit per second.
- (2) Read Part A of a question; pause for response; then score.
- (3) Read Part B of a question; pause for response; then score.
- (4) If child does not respond after reading the question, do not encourage further.
- (5) Stop when child misses Part A and Part B of any one question.
- (6) To be scored as “correct”, no digits may be omitted or be in reversed order.
- (7) READ TO CHILD: I can only read these instructions to you one time. I cannot repeat them. I am going to say some numbers. Listen carefully, and when I am through, say them right after me.

SAY: “Ready” BEFORE EACH QUESTION.

Scoring

Items were scored by summing the number of sequences answered correctly. The data files include a digit-forward, digit-backward, and total score.

⁸ Wechsler Intelligence Scale for children-Revised. Copyright © 1974 by the Psychological Corporation.

Chapter 9 – Time Diaries

The time diaries are one of the unique features of the CDS design and provide data of central importance to scientists in many disciplines. While the primary caregiver (PCG) and Child interviews include stylized questions about the children’s structured and unstructured activities and activities with parents and absent parents, the time diaries provide detailed accounting of the type, number, duration, and location of activities during sampled 24-hour days, beginning at midnight for one randomly sampled weekday and one randomly sampled weekend day. The time diaries additionally collect information on the social context of the activity by specifying with whom the child was doing the activity and who else was present but not engaging.

Response rate for the time diaries was 86% in 2007/2008 (88% in 2002/2003). The PCG completed the diary for the young children but older child and adolescents were expected to complete the time diaries themselves or with the assistance of the PCG, as needed.

With child-based weights, the time diaries give a representative national sample of children’s activities and can also be converted into traditional time use aggregates, which are known to provide less biased estimates of time amounts than do self-reports of time in particular activities (Juster, Ono, and Stafford, 2003⁹). By nature of the CDS design, the rich time diary data can be used with the detailed information in the other CDS modules as a way to examine influences on key developmental outcomes and achievement patterns and can also be used with PSID data to parcel out the ways in which family characteristics tie into children’s activity choices and developmental outcomes.

The data collection methods, coding, general data files, time diary activity-level files, and time diary aggregate files have not changed since CDS-II but are summarized in Table 9.1.

Table 9.1 Summary of Time Diary Design

Design Features	Description
Sample	CDS sample aged 0-12 in 1997 CDS sample aged 5-18 in 2002 CDS sample aged 10-19 in 2007
Number of interviews	2,904 children in CDS-I 2,569 children in CDS-II 1,442 children in CDS-III
Response rate	82% in CDS-I 88% in CDS-II 86% in CDS-III
Diary day assignment	One randomly selected WEEKDAY and WEEKEND day, beginning at midnight.
Substitution of diary day?	No substitution of days.
Contact Effort	Targeted diary day is fixed; day of the interview is scheduled at respondent’s convenience.
Mode	Diary mailed ahead with interviewer review in person or by telephone

⁹ Juster, F. Thomas, Ono, Hiromi, and Stafford, Frank (2003). An Assessment of Alternative Approaches to the Measures of Time Use. *Sociological Methodology*, 3319-54.

Data Collection

We invited CDS children and youth to complete a set of time diaries as part of their involvement in the overall CDS data collection effort. Each participating child completed two time diaries, a weekday (Monday-Friday) and weekend day (Saturday or Sunday). These days were randomly selected when the interviewer completed the initial contact for the household. There was no substitution of diary days once they were assigned to the CDS child/youth.

In all three waves, the CDS time diary was a paper diary that was mailed ahead before the scheduled interview, with instructions to complete prior to the interview. During the in-house CDS interview or by telephone, the interviewer reviewed and edited the diary with the child and primary caregiver or, in the situations whereby the diary was not completed in advance, the interviewer administered the diary as an interview.

Coding

We utilized the same interviewing procedures and coding protocols for the time use module in all three waves of the CDS. With the increase in technology in the intervening years between CDS-II and CDS-III, some activity codes were added to the "computer-related activities" grouping to capture more detail in the use of cell phones for playing games, downloading movies/music, reading email, social networking, reading media, and searching for information. Codes were also added to the "organizational activities" group to differentiate activities occurring at school or elsewhere. Refer to Appendix A of the CDS 2007 Time Diary Coding Manual for details on these changes.

The activity codes utilized in CDS-III are easily mapped back to the prior waves. CDS-II created a four-digit activity code whereby the first three digits reflect the 1997 code. If the code was expanded to capture more specific detail, a sequential number beginning with "2" was added as the fourth digit. The fourth (last) digit is a "0" for any code that remained identical to CDS-I code, or in the case of an expanded code category for CDS-II, a "0" in the fourth digit indicates a catch-all / unspecified code for that particular activity. The activity codebook (CDS 2007 Time Diary Coding Manual) can be found at:

<http://psidonline.isr.umich.edu/CDS/Codebooks/2007codebook.pdf>

To help illustrate the point, here is an example. In CDS-I, we coded "homework" as one type of activity. In CDS-II, we expanded the homework category to capture a distinction among non-computer related homework, studying time, library time, and homework review with the parents or caregivers. In the CDSII activity codebook the specific homework codes 5491-5494 are indented under 5490, which visually identifies that they are new codes to 2002, with 5490 as a general "catch all" code that was used in 1997. An excerpt from the codebook is on the next page:

Table 9.2 Example: Homework Codes in CDS-III Time Diaries

Code	Code Description
5490.	General category for homework/studying-specific activity NA.
5491.	Homework, non-computer related. Note. Homework using computer, code as 5040.
5492.	Studying, research, reading, related to classes or profession, except for current job (code 0790).
5493.	“Went to library”
5494.	Reviewing homework with parent/caregiver.

Data Files

The CDS time diary data files are posted on the PSID-CDS Data Center (<http://simba.isr.umich.edu/>), freely accessible to researchers worldwide who are interested in using the data. The data are available at the activity level for CDS-III (57,813 records), with the activities also grouped into broader or “aggregated” variables at the child level. The illustration below shows you where you first need to go to access the time diary data – either the activity level (select “Time Diaries”) or aggregate level (select “CDS incl. Time Diary Aggregates”):

Panel Study of Income Dynamics

PSID Guide | Data & Documentation | Publications and Conferences | Child Data Center | Packaged Core | Packaged Supplemental | Data News | User Guide | Variable Selection | Search and Browse | Data Cart | My PSID Data | Generated Var's

»Data Center » Public Release Data Center

Since 1968

Select Data Group(s)

PSID Data

- Sampling variables, birth & marital variables (subset), gender
- PSID Individual
- PSID Family
- Income Plus
- Work Hours and Wages
- Family Wealth
- Family Weights
- Other Family Data (incl. education)

Note: CDS child to caregiver map file will automatically be created for you. [What's this?](#)
[NEW - CDSII Now Available]

Child Development Supplement

- CDS (incl. Time Diary Aggregates)
- Time Diaries

Continue...

Time Diary Activity-Level Files

The Time Diary Activity data file is structured at the activity level, meaning one data record per activity per diary per child. There are three important identifiers in this file: (1) the ID68 (ER30001)-PN (ER30002) combination to identify the child for whom the activity belongs, (2) the “Diary_07” variable to identify if the activity belongs to a weekday or a weekend diary (we reviewed earlier that each child had up to two diaries taken – one for a randomly selected weekday and one for a randomly selected weekend day; note that “T1_07” specifies the actual day of the week), and (3) the start time of the activity, variable “COLB_07”. Start- and end-times are represented in seconds past midnight. The duration of the activities are recorded as amount of time in seconds that the activity took place.

The other variables in the data file are few in number - each one representing a column in the time diary grid.. Since Columns H and I are “select all that apply” questions in the diary, there is a variable for each possible option:

Participating (Column H in Time Grid)	There, but Not Participating (Column I in Time Grid)
COLHA_07: NO ONE ELSE	COLIA_07: NO ONE ELSE
COLHB_07: MOTHER	COLIB_07: MOTHER
COLHC_07: FATHER	COLIC_07: FATHER
COLHD_07: SIBLING	COLID_07: SIBLING
COLHE_07: STEP-MOTHER	COLIE_07: STEP-MOTHER
COLHF_07: STEP-FATHER	COLIF_07: STEP-FATHER
COLHG_07: STEP-SIBLING	COLIG_07: STEPSIBLING
COLHH_07: CHILD FRIEND	COLIH_07: CHILD'S FRIEND
COLHI_07: GRANDPARENT	COLII_07: GRANDPARENT
COLHJ_07: OTHER RELATIVE	COLIJ_07: OTHER RELATIVE
COLHK_07: OTHER NON- RELATIVE	COLIK_07: OTHER NON RELATIVE

You can print out just a codebook of the file through the Data Center. To do this, simply select the variables through the Data Center, but at the very last step, select “codebook only”. Since the activity codes for columns A and J are so extensive, they are provided in a separate document (CDS 2007 Time Diary Coding Manual):

<http://psidonline.isr.umich.edu/CDS/Codebooks/2007codebook.pdf>

To give a better understanding of how the time diary activity file is structured, take a look at the example data records below. The first 37 rows are activities that span two diaries T1_07 = 1 (Sunday) and T1_07 = 2 (Monday) for child “0004”-“039”. COLA_07 specifies the activity and COLB_07 and COLC_07 specify the start- and end-time of the activity, respectively. There are 17 activity records for the Sunday diary for this particular child and 20 activity records for the Monday diary. The first data record, for example, shows that the child was talking on the phone (activity code 9610) from midnight (start-time in seconds past midnight = 0) to 2:00 AM (end-time in seconds past midnight = 7200 seconds); the child was using their cell phone so the variable COLD_07 is coded accordingly (7=cell phone); and the child was at home during this

activity (COLG_07 = 10). The second data record shows that the child was sleeping (activity code 4590) from 2:00 AM (start-time in seconds past midnight = 7200) to 2:24 PM (end-time in seconds past midnight = 51840 seconds); the child was not watching television so COLD_07 is coded as INAP (0); and the child was at home during this activity (COLG_07 = 10). Since the child was not accessing the internet during either of these activities, COLF_07 is coded as INAP (0). There are more variables in the data file, but this illustration should get you on the way to understanding the file structure of the Activity file.

Example Records for the CDS-III Time Diary Activity Level Data

ER3000 1	ER3000 2	T1_0 7	COLA_0 7	COLB_0 7	COLC_0 7	COLD_0 7	COLF_0 7	COLG_0 7
4	39	1	9610	0	7200	7	0	10
4	39	1	4590	7200	51840	0	0	10
4	39	1	4390	51840	54000	0	0	10
4	39	1	7990	54000	54900	0	0	20
4	39	1	7520	54900	55800	0	0	45
4	39	1	7520	55800	56700	0	0	45
4	39	1	3990	56700	57600	0	0	20
4	39	1	3020	57600	59400	0	0	82
4	39	1	9990	59400	60300	0	0	20
4	39	1	9610	60300	64800	7	0	45
4	39	1	4690	64800	71400	0	0	45
4	39	1	4990	71400	72000	0	0	20
4	39	1	9190	72000	75600	2	0	10
4	39	1	3990	75600	76080	0	0	20
4	39	1	3020	76080	76980	0	0	82
4	39	1	3990	76980	77400	0	0	20
4	39	1	5030	77400	86400	6	0	10
4	39	2	9610	0	2700	0	0	10
4	39	2	4590	2700	36000	0	0	10
4	39	2	4070	36000	37800	0	0	10
4	39	2	9610	37800	39600	7	0	10
4	39	2	4390	39600	41400	0	0	10
4	39	2	4080	41400	42300	0	0	10
4	39	2	9290	42300	43200	0	0	10
4	39	2	4090	43200	45000	0	0	10
4	39	2	9610	45000	48600	7	0	10
4	39	2	7990	48600	48900	0	0	20
4	39	2	7520	48900	52200	0	0	40
4	39	2	4990	52200	55800	0	0	20
4	39	2	4480	55800	57600	0	0	40
4	39	2	4690	57600	64800	0	0	40
4	39	2	8990	64800	65700	0	0	20
4	39	2	8820	65700	79200	0	0	60
4	39	2	9990	79200	80100	0	0	20
4	39	2	9610	80100	81900	7	0	40
4	39	2	4480	81900	83700	0	0	40
4	39	2	9620	83700	86400	0	0	40

Time Diary Aggregate Files

In addition to the activity-level files, there are child-level time diary files which “roll-up” individual activities in several ways: at the four-and three-digit code levels, which take all of the time spent in each of the activities and sum them across the diary day, and at the two-digit level, which aggregate time per diary day by 39 activity categories. These aggregate files are posted at the child-level, facilitating their use with developmental data from the other CDS modules, including (but not limited to) achievement measures, physical and emotional health assessments, and family environment measures, or with PSID family economic and demographic data.

In the aggregate file, there is one record per child and a variable that will tell you if that child has weekday diary data and another variable that will tell you if the child has weekend diary data. The labeling convention is, as follows:

Variables that begin with “WD” indicate that it is a “weekday” activity; variables that begin with “WE” indicate that it is a “weekend” activity. For CDS-III, the next two components of the variable name is “07”, meaning, data collection start year 2007.

As mentioned above, there are four-digit aggregate variables, three-digit aggregate variables, and two-digit aggregate variables. You can ascertain the level of the aggregation by the naming convention. For the variables that roll up the activities at the four-digit level, the next four components of the variable name are the four-digit code for the activity. For the variables that roll up the activities at the three-digit level, the next four components of the variable name are an underscore (“_”) and the three-digit equivalent (or, CDS-I equivalent) for the activity. For the variables that roll up the activities at the two-digit level, the next four components of the variable name are “39nn”, representing 39 categories and the two-digit code for the activity.

For example, let’s take a look at our previous example about homework time.

The four-digit aggregate variables for homework on weekdays are: WD074590, WD074591, WD074592, WD074593, and WD074594.

The three-digit aggregate is the sum of all of the specialized homework codes and for weekday, is represented as “WD07_549”: WD07_549 is equal to SUM (of WD075490, WD075491, WD075492, WD075493, WD075494).

The two-digit aggregate that includes homework time is “EDUCATIONAL AND PROFESSIONAL TRAINING”, code WD073913.

As in the Time Diary Activity-Level file, the duration of the activities are given in seconds.

Chapter 10 – CDS-III School Environment Data

***Note: These data will be released in winter 2010**

Information about the schools attended by children in the CDS is gathered via report from both the primary caregiver and child, and well as through links to administrative databases. As described earlier, primary caregivers report on the target child's current school enrollment, type of school (public or private; home-schooled), tuition and other school-related costs; grade in school, age began kindergarten, program enrollment for gifted youth or for special education, and if child ever repeated a grade or ever dropped out of school. They additionally report on their involvement in their children's schools and own family processes that encourage academic interests and achievements.

School characteristic data collected by the U.S. Department of Education National Center for Education Statistics (NCES) Common Core of Data (CCD) and the Private School Universe Survey (PSS) will be made available under restricted contract for CDS-III, as has been done for CDS-I and CDS-II.

The CCD is a national database of all public elementary and secondary schools and school districts in the United States. Data are available on the U.S. Department of Education's website. The CCD survey annually collects data about all public elementary and secondary schools, all local education agencies, and all state education agencies throughout the United States. The CCD contains three categories of information: general descriptive information on schools and school districts; data on students and staff; and fiscal data. PSID makes available under sensitive data contract an "ID Map" allowing users to extract CCD and PSS information specifically for the CDS sample. This map provides the CDS-Identifiers along with the NCES CCD and PSS school and school district identifiers for the school that the CDS child or youth attended during the CDS-I, CDS-II, and CDS-III interviews. The PSS gathers information including: religious orientation; level of school; size of school; length of school year, length of school day; total enrollment (K-12); number of high school graduates, whether a school is single-sexed or coeducational and enrollment by sex; number of teachers employed; program emphasis; and existence and type of kindergarten program. This information is collected through administrative personnel in each of the private schools. More details on each of the programs can be found here: <http://nces.ed.gov/surveys/>

Chapter 11 - Coded Variables in the PCG and Child Interviews

Coding was performed by staff at the Institute for Social Research's Survey Research Operations (SRO) group. Double-coding (i.e., "check-coding") occurred for 10 percent of the cases, once by the coder and a second time, by the SRO Production Manager assigned to the project, in order to evaluate and verify a coder's work on an item-by-item basis.

Occupation & Industry for Youth's Jobs

The U. S. Census' 2000 Occupation & Industry Code Lists (U.S. Census Bureau, Demographic Surveys Division), consisting of approximately 980 occupation and 980 industry codes, were used to classify responses to several job related open-ended questions in the Child interview:

- Q33J6. Think about the job in which you work the most hours. What is your occupation? What kind of work do you do on this job? What are your most important activities or duties?
- Q33J7. What kind of business or industry is that in? What do they make or do at this workplace?
- Q33J20. Think about the job in which you work the most hours. What was your occupation? What kind of work did you do? What are your most important activities or duties?
- Q33J21. What kind of business or industry is that in? What do they make or do at this workplace?
- Q33J31A1-3. What are the three kinds of jobs you would like to have when you are done with school?
- Q33J31B. Which job do you want most?
- Q33J32B. We can't always get the jobs we want. Which job do you think you will actually get to do?

Code Frames for Open-Ended Questions

When developing the framework for coding open-ended responses, the goal was to avoid subjective judgments as much as possible and link coding to objective decision rules. To this end, open-ended responses were first sorted into obvious groupings based on just the phrases or words that the respondent used. All mentions, not just the most common ones, were included, and counts assigned. This constituted the universe of items to be coded.

"Lowest common denominator" categories were then grouped (if possible) into larger categories. Internet searches and background research often provided guidance in this step. If a lowest common denominator category was substantially large, it was given its own category. These "lowest common denominator" categories allowed obvious groupings to be spotted, while at the same time implicating other potential groupings that could be developed after some

investigation. Every effort was made to maintain similar code frames for similar questions, such as codes 30-97 for questions about family activities, hobbies, lessons, sports, and community programs in which the child may be involved.

Child Interview

At the beginning of Section J, for the CDS youth aged 12 years and older, we asked about racial/ethnic identity (Q33J1) and religious affiliation (Q33J2). Questions were formatted as open-ended items whereby the youth reported on these identifications in their own words.

In the work items in the Child Interview, we ask if the youth plan to continue their current/summer jobs into the future as well as the reasons why (Q33J15A1-3, Q33J29A1-3). For those planning to go to college, we ask what they plan to major in (Q33J33N). In the ACASI section, we ask the reason they are saving money (Q33L3E1-3).

PCG Child Interview

In Section A, we asked the PCG about the target child's reasons for visits to the hospital (Q31A3B1-3) and to the doctor – either for illness (Q31A5B1-3) or for injury (Q31A6B1-3). The open-ended text was categorized by what the respondent said; that is, we did not attempt to roll the data into any type of classification scheme.

In Section B, we asked the PCG several open-ended questions about his/her child's current education and expectations for future education. We categorized the data based on the responses themselves.

Q31B3. What things might keep this child from getting as much education as (he/she) wants? (This item is also in the Other Caregiver Interview)

Q31B17b. Please specify the reason why (CHILD) is currently in a special education class or program.

In Sections E, G, and H, we asked several open-ended questions about family activities, hobbies, and extra curricular activities that were then categorized into groupings based on the data:

Q31E15a. In what family activities is (CHILD) included?

Q31H2a. What are (CHILD)'s hobbies?

Q31H5b. [Was (CHILD) in a tutoring program in the last 12 months?] What was the tutoring for?

Q31H6a. [Did (CHILD) take lessons, such as music, dance, or drama in the last 12 months?] Which lessons was (CHILD) involved in?

Q31H7a. During the last school year which athletic or sports teams was (CHILD) involved in?

Q31H7c. Which school athletic or sports teams is (CHILD) involved in during this

school year?

Q31H7e. Which organized sports programs was (CHILD) involved in during last summer?

Q31H8a. Which community groups or programs was (CHILD) involved in?

Q31H9d. Which religious activities was (CHILD) involved in?

Additionally, we asked an open-ended question about other methods of dealing with a poor report card to follow-up the closed-ended questions in Q31H16A-I.

Q31H16J1. [Are there any other things you do if (CHILD) brought home a report card with grades or progress lower than expected?] What other things?

Chapter 12 – PSID Data Resources

As described in the first chapter, the Panel Study of Income Dynamics (PSID) is a longitudinal survey of a nationally representative sample of U.S. families. The PSID data archive, spanning almost four decades of data collection, contains nearly 50,000 variables on a diverse set of topics, including the dynamics of family composition change, marital and birth histories, housing, income, wealth, welfare participation, health status of family members, expenditures, philanthropy, and more. Nearly 70,000 people have ever participated in the panel, which includes up to four generations within a family. The PSID is the longest running panel on family and individual (including child) dynamics and has consistently achieved response rates of 96-98 percent. More information about the study and its instruments can be obtained from its website: <http://psidonline.isr.umich.edu/Guide/Overview.html>. The PSID bibliography provides references to studies using the data for many research topics (key word index provided): <http://psidonline.isr.umich.edu/Publications/Bibliography/>.

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

The PSID Sample

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

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

PSID Content

As touched on above, the PSID contains a large number of variables that have been measured wave after wave in much the same, if not the identical, manner. The table below gives a general idea of the data collected but is by no means comprehensive. Years are provided when data were collected for only some, but not all 36 waves of the PSID. Keep in mind that this table is by no means exhaustive of the PSID content. Please see <http://psidonline.isr.umich.edu> documentation for more details on the PSID measures.

Table 12.1 Highlights of the PSID Interview Content

Topic	Detail
Family Composition	Status and change over time Extended family identifiers Marriage, divorce, and widowhood Fertility history
Employment Head/Wife	Current Employment Status Time Away From Work Not Working <ul style="list-style-type: none">• Unemployed and not looking for work• Unemployed and looking for work Employed <ul style="list-style-type: none">• Start and end dates• Employer name• Occupation and industry• Number of employees• Salary or wage• Hours per week• Overtime hours and pay• Number of weeks worked overall• Looking for work or another job in past four weeks• Military service Unemployed <ul style="list-style-type: none">• Ever worked for money• Looking for work in past four weeks• Military service
Income Detail Head/Wife	Earned Income <ul style="list-style-type: none">• Business Income• Wage and Salary• Bonus, Overtime, Tips and Commissions Asset Income <ul style="list-style-type: none">• Rent• Dividends; Interest• Trust Funds & Royalties Transfer Income <ul style="list-style-type: none">• Unemployment Compensation• Worker's Compensation
Income Detail	Help from Relatives and Others not Living in FU

Topic	Detail
Program Participation	<ul style="list-style-type: none"> • Supplemental Security Income • TANF • Child Support Food Stamps WIC Welfare Programs Home Heating Assistance Public Housing Help or Support from: church, community group, family/friends
Wealth & Active Savings 1984, 1989, 1994, 1999, 2000 to 2007	Real Estate Personal vehicles: cars, trucks, a motor home, trailer, boat Stocks, mutual funds, investment trusts Checking or savings accounts Other assets Gifts and inheritances Debt Carryover credit card and store balances Student loans Medical or legal bills Loans from relatives
Philanthropic Giving & Volunteering Head/Wife 2001, 2003, 2005, 2007	Donations <ul style="list-style-type: none"> • Amt • Type of organization (arts, religious, helping, educational, youth/family services, improving neighborhoods, environmental, international aid, research) • How decision to support made in marital pair If volunteer- <ul style="list-style-type: none"> • Volunteer activity (religious, children/youth, senior, helping for people in poor health or in need, social change, Tsunami) • Hours spent in volunteer activities in previous year
Education 1985 – 2007	Month, year of HS graduation (H, W ¹⁰) Whether GED (H, W) <ul style="list-style-type: none"> • If GED, number of grades finished (H, W) • If GED, month/year of last grade attended (H, W) If no HS or GED (H, W) <ul style="list-style-type: none"> • Number of grades finished • Month/year of last grade attended Whether college degree (H, W) <ul style="list-style-type: none"> • Month/year of last college attended • Highest college year finished • Month/year of college degree • Name of college • City, state of college Highest grade or year of school completed (OFUM) Whether other degree/vocational certificate/training (H, W) <ul style="list-style-type: none"> • School or apprenticeship: up to 2 mentions • Type of degree/certificate

¹⁰ H: “Household Head”; W: “Wife of Head”

Topic	<p>Detail</p> <ul style="list-style-type: none"> • Field of training • Name of institution/organization • Month/year of degree <p>If non-US born (H, W)</p> <ul style="list-style-type: none"> • Years of school outside US • Highest degree/certification outside US
Physical and Mental Health	<p>General Health Status</p> <ul style="list-style-type: none"> • Current status 1984-2007 • Status since last interview 2003-2007 • Status birth – 16 years old 1999-2007 • Height & Weight 1986, 1999-2007 • Birth weight <p>ADL-type Measures</p> <ul style="list-style-type: none"> • 7 activities, consistently asked 1992-96, 1999-2007 <p>IADL-type Measures</p> <ul style="list-style-type: none"> • 6 activities, consistently asked 1992-96, 1999-2007 <p>Specified Health Conditions</p> <ul style="list-style-type: none"> • 12 conditions, w/onset, duration 1999-2007
Housing Detail	<p>Death</p> <p>Activity Limitations</p> <ul style="list-style-type: none"> • Health limits work 1968-2007 • Employment status – disabled 1976-2007 • Days missed work for sickness 1976-2007 <p>Depression/Anxiety</p> <ul style="list-style-type: none"> • 6 item, non-specific distress scale (K6) 2001-03 • 2 item, clinical depression screener (CIDI) 2003 <p>Health Behaviors</p> <ul style="list-style-type: none"> • Smoking: current, ever, # packs, when start, when stop 1986, 1999-2007 • Alcohol: ever, quantity, binge 1999-2003, 2005, 2007 • Physical activity: light/heavy 1999-2007 • Characteristics of housing: type of dwelling, number of rooms, air conditioning, type of heating, monthly payments for utilities • Rentals – monthly payment • Home ownership – value of home, whether have mortgage, amount of remaining principle on mortgage, monthly mortgage payment amount, Interest rate on loan, year obtained loan/refinanced, remaining years to pay on the loan, second mortgage, amount of property taxes, homeowner’s insurance premium • Neighborhood characteristics: amount of property taxes, homeowner’s insurance premium
Expenditures	<ul style="list-style-type: none"> • Food: Food at home, delivered, and eaten out • Health Care: nursing, hospital, doctor, Rx, insurance • Housing: mortgage, property tax, insurance, rent, utilities

Topic	Detail
Expenditures	<ul style="list-style-type: none"> • Transportation: loan, lease, insurance, repairs, gas, parking, fares • Education: tuition, supplies, room and board (2005, 2007) • Home repairs & maintenance • Household furnishings & equipment • Clothing and apparel • Trips & vacations • Recreation & entertainment • Child Care

Family and Individual Level Variables in the PSID

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

The Building Blocks to Using PSID Data on Families & Individuals

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

Let’s first review the PSID definition of “family”. The **Family Unit (FU)** is defined as a group of people living together as a family. “As a family” means to us that the individuals are generally related by blood, marriage, or adoption, but unrelated persons can be part of a FU if they are permanently living together and share both income and expenses. The **Household Unit (HU)**, on the other hand, is defined as the physical boundary, such as a house or apartment, where members of the PSID FU reside. Not everyone living in a HU is automatically part of the FU. The PSID survey is about FU Members only.

Families change from year to year. Each family unit in a specific data collection wave is assigned a unique **Family ID**, sometimes called “**Interview Number**”. The most critical Family ID is the one assigned in 1968 to families in the original sample. According to our following rules, we follow “split offs” as children and others as they set up their households. One family in 1968 can become 3-4 or more families by 2007. All of these families will have the same 1968 ID, since they originated from the same family in 1968, but will have different family ID’s in 2007, since they are separate family units in 2007.

For each family, the Family ID number will most certainly vary from year to year. For example, a 1968 family ID of 1234 will not likely be 1234 in 1969 or any other year for that matter. Yearly IDs are assigned based on receipt of the interview—the first interview in from field is numbered 1, the second, 2, and so on. In the table on the next page, the “Smith Family” in 1968 had a

Family ID of “0100” and included five FU members: Jason and Andrea, and their three children Julie, Anne, and Todd:

The “Smiths” in 1968

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

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

The “Smiths” in 2007

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

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

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

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

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

A new Head is selected in situations such as:

- ◆ Last year’s Head moved out of the HU (household unit), died or became incapacitated; or

- ◆ A female Head has gotten married; or
- ◆ An individual or group of individuals split-off to form a new FU (we'll talk more about this later).

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

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

Julie’s Family in 2007

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

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

- ◆ Demographic information, such as birth month and year, sex, date of death, family unit status, wave-specific response status
- ◆ Marital and fertility histories, and cohabitation status
- ◆ Work status, number of jobs, occupation, weeks worked on job, during which months of previous year (2006), hours per week
- ◆ Other income sources – (interest, TANF, SSI, welfare, social security, unemployment compensation, worker’s compensation, child support, help from relatives)
- ◆ (For OFUMs 16 years and older) highest grade or year of school completed
- ◆ (For OFUMs 16-49 years of age) Date last attended school and whether currently enrolled as part time or full time student
- ◆ Health insurance coverage

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

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

the majority of the PCG and OCGs.

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

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

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

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

Family Composition Change

When looking at variables pertinent to the same person(s) over time, the variable called "Sequence Number" can be of help in understanding continuity and change in family composition wave-to-wave. The **Sequence Number**, found in the individual file, identifies an individual's status with regard to the family unit at a given wave of data collection. The sequence number is coded as follows:

- 1-20 indicates that the individuals were in the family at the time of the current wave interview
- 51-59 indicates that the individuals were in institutions at the time of the current wave interview
- 71-80 indicates that the individuals moved out of the FU or out of institutions and established

their own households between the prior and current wave interview

81-89 indicates that the individuals died by the current interview but were living at the time of the prior wave interview.

PSID also has a variable (“**Whether Moved In/Out**”) to indicate whether the individual moved in or out of a family unit in a given wave of data. The 2007 codebook definition below helps illustrate the detail of this variable.

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

PSID Data Center Files

Most of the family and individual-level data on all waves of the PSID and CDS are housed in the online Data Center. There are tutorials that provide a guided overview to utilizing the data. You can create customized data sets and codebooks through the easy-to-use Data Center. More information on using the Data Center is provided in Chapter 14.

Data Groupings

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

This page provides a drill-down interface into the PSID and CDS data files so that you can add variables of interest.

Unfold a type of data to view codebooks and select years and variables available.
When selections are complete, press *Add To Cart* to add your selected variables to your data cart.

- PSID Family-level
 - PSID Main Family Data
 - Active Savings
 - Risk Tolerance
 - Food Security
- PSID Individual-level
 - PSID Individual Data by Years
 - Summary Variables (Sampling Variables, Family History Variables, and Sex)
- CDS (including Time Diary Aggregates)
- CDS Time Diaries

Chapter 13 – Data File Structure within CDS Files

CDS-III data are stored in 11 groupings, each file specific to a CDS-III data collection module described in Chapter 2 of this User Guide, with the addition of a background data file labeled “Demographic File”. Except for Time Diary Activity file, the data are stored as one record per child. Time Diary Activity data are stored as one record per time use activity (each child can have more than one activity record). Once you are in the Data Center and have selected the “CDS” grouping, you will see all of the possible data files listed, with a selection box for each wave in which the data are available. (<http://simba.isr.umich.edu/ALL/selectcats.asp>). The table in Appendix D provides an overview of the 11 CDS data groupings.

The PCG Household and OCG Household data were collected at the family level, meaning if two children in the same household were interviewed for CDS-III, the household interview was administered only once to the PCG and once to the OCG (if applicable). The household-level PCG values in CDS-III were not duplicated as had been done in the earlier waves. This allows users to analyze the household file without first having to filter out the duplicates.

When linking the CDS-III PCG-Household data to the corresponding Child data, you first should subset the PCG-HH file to only include one record for each household using the Interview Number (ER33901). Since this file is originally at the child-level, there are some duplicates; you will have to exclude the records which have zeroes for the non-selected child record. It will then be necessary to merge that subset with the Child file using the Interview Number. There are some PCG IWs which do not have a corresponding Child IW completed at wave-III, and some Child IWs which do not have a corresponding PCG IW completed at this wave. Table 13.1 in the User Guide describes this situation. The sibling indicator in the CDS-III Demographic File gives you information on whether a specific CDS response child has a response sibling in the CDS-III. Note that Family ID accompanies data downloads.

Completion of a Child Interview by either the Child or PCG was required for the CDS case to be considered “response” in the CDS-III data collection. The other interview modules were completed based on eligibility and cooperation with appropriate respondent in the home or school. The data files are structured to reflect this study design. Refer to Appendix D for details.

In the 2007 Demographic file, you will find a set of indicator variables for Assessment, Child, Time Diary, and OCG modules that specify (a) if a case was eligible for that module and (b) if a record exists for that case in the corresponding data file. These variables are helpful when you merge variables from multiple CDS modules. The sample weights in the Demographic file, as described in Chapter 4, can be used to adjust for unit nonresponse at the Child or PCG level. The module indicator variables, however, will inform you about item missing data across modules. It is up to you to then decide on your preferred approach for addressing item missing data that results from differential response rates across modules (for example, you may leave it as missing, impute data, etc).

To review, each response target child has a data record in the Child interview file, and each response target PCG has a data record in the PCG interview files. You will not find a data record in any of these modules that is not in either the Child data file or the PCG data file, because in order to be considered a “response” one of the two interviews must have been completed. This is unlike CDS-I and CDS-II and has been adapted for the aging CDS-III sample. For example, there are 28 completed Time Diary interviews without a corresponding Child interview, because the corresponding PCG interview was completed. Similarly, not every targeted child with a completed Child interview necessarily has a completed interview for each (or any) of the other

modules. For CDS-III, though the definition of “response” was updated, we have still included every completed PCG interview, regardless of the Child Interview completion. This was done in order to give CDS data users the most complete set of data possible, and the sample weights have taken this change into account. Table 13.1 provides a complete breakdown of all interview/non-interview combinations in CDS-III (these indicator variables are available in the Demographic file).

Table 13.1 Distribution of Completed Interviews Across CDS-III Modules

Child	Assessment	PCG	Time Diary	OCG	Total Interviews
1	1	1	1	0	492
1	1	1	1	1	805
1	1	1	1	5	108
1	1	5	1	0	2
1	1	5	1	1	4
1	1	5	1	5	3
1	1	1	5	0	51
1	1	1	5	1	27
1	1	1	5	5	8
1	1	5	5	0	1
1	1	5	5	1	2
1	1	5	5	5	3
5	5	1	1	0	7
5	5	1	1	1	13
5	5	1	1	5	8
5	5	1	5	0	30
5	5	1	5	1	39
5	5	1	5	5	20

Key:

1: Completed interview

5: Eligible respondent, but did not complete interview

0: Inap., no eligible respondent (OCG only)

Variable names were kept as similar as possible and variable labels the same or as similar as possible in CDS-III as to CDS-II and CDS-I for convenience in referencing variables. Variable labels in CDS-III have “07” at the end. For example, one of the behavior problem index items Q31B30D is labeled “CURIOUS 07” in CDS-III, and its companion variable in CDS-I, Q1G24D, is labeled “CURIOUS”, while its companion variable in CDS-II, Q21B30D, is labeled “CURIOUS 02”.

Variable names in CDS-III generally start with the “Q3x” (x=1–9) prefix. For example, variable Q31A3-“HOSPITALIZATION 07” is from CDS 2007 PCG Child interview (indicated by “Q31” in the variable name and “07” in the variable label), Question A3.

Table 13.2 Labeling References for CDS-I, CDS-II and CDS-III Variables

Data Center File Name	Q# Ref CDS-III	Q# Ref CDS-II	Q# Ref CDS-I
Primary Caregiver Child File	Q31	Q21	Q1
Primary Caregiver Household File	Q32	Q22	Q2
Child File	Q33	Q23	Q3
Child Assessments File	Q34	Q24	<i>Not in CDS-I</i>
Other Caregiver Child File	Q35	Q25	Q5
Other Caregiver Household File	Q36	Q26	Q6
Time Diary Questionnaire	Q38	Q28	<i>No Q ref.</i>
Time Diary Activity - Aggregate File	WD07 WE07	WD02 WE02	WD97 WE97
Elementary/Middle School Teacher File	<i>Not in CDS-III</i>	Q29	Q9
Demographic File - including weights	<i>No Q ref.</i>	<i>No Q ref.</i>	<i>No Q ref.</i>
Time Diary Activity File	<i>No Q ref.</i>	<i>No Q ref.</i>	<i>No Q ref.</i>

On the CDS website, we have posted an excel table that serves as a cross-wave index, mapping the individual variables across the first two waves of the CDS. This file is located at: http://psidonline.isr.umich.edu/CDS/questionnaires/pcgchild_xyr.pdf. We will be updating this table for CDS-III shortly. You can also download codebooks from the Data Center or review on-line when selecting variables. Codebooks give exact question wording and complete code frame.

Chapter 14 – Using the Data Center and Merging Files

With exception of sensitive data contract files, all PSID, TA, and CDS data are located on the PSID-TA-CDS Data Center. In this chapter, we provide you with a basic step-by-step guide to using the Data Center. As mentioned in an earlier chapter, there are also tutorials on the website that are helpful to understanding basic structural concepts in the data (see <http://psidonline.isr.umich.edu/Data/DataCenterHilites.ppt> and http://psidonline.isr.umich.edu/Guide/tutorials/tutorials_home.html). While all of the CDS data are located within the Data Center, some PSID data are located in zipped files (see <http://psidonline.isr.umich.edu/Data>). The codebook and read-me file that accompany each supplemental data file are detailed enough to illustrate the data structure and content of the files. Towards the end of this chapter, we give you some basic information on merging data across the PSID, TA, and CDS.

In addition to actual data about the CDS child and his/her family, there are a number of tools on the PSID-TA-CDS website that facilitate use of the data, such as the Caregiver Map and the Family Identification Mapping System. This chapter gives an overview of how these tools function. Let's start with a few basic concepts of the Data Center.

Using the Data Center: The Basics

The underlying premise of the Data Center is to facilitate the selection of variables from the CDS, TA, and the PSID panel, across multiple data collection years, and to output the data in a format that fits your specific analytic needs. More specifically, there are six main functions within the PSID-CDS Data Center that facilitate building a data file. These functions are: 1) automatic downloading and merging of multiple waves of PSID data to create PSID-CDS datasets; 2) customized codebooks in many formats; 3) subsetting option for certain types of individuals or families; 4) intergenerational dataset creation for CDS children, TA young adults and PSID family members; 5) data cart management; and 6) search and browse functions. The following section will describe these functions as we show you how to create customized data sets and codebooks using over 50,000 variables across the (current to this writing) 35 waves of PSID data (1968-2007), two waves of TA data (2005 and 2007), and three waves of CDS data (1997, 2002, and 2007).

Data Groups

The PSID-TA-CDS Data Center stores data for PSID, TA, and CDS-Into groupings of variables. In the PSID, data groups are mainly categorized as individual level data (time-invariant grouping and PSID individual grouping) and family level data, which includes data from the questionnaire and data from constructed measures (e.g., Income Plus, Work Hours and Wages, etc.). In the TA and CDS, data groups mainly follow data the collection modules. The structure of the CDS data files is described in the previous chapter. Mainly, all files except for Time Diaries are child-level files, with one data record per participating CDS child. When you select data from the CDS grouping, your final output file should have up to 3,563 data records if you selected from CDS-I grouping, 2,907 records if you selected from CDS-II data, or 1,506 if you selected from CDS-III data.

If you select variables from both PSID and CDS data groupings, your data file is structured as one record per CDS child, with PSID individual or family variables attached to each record. Individual level data from PSID, in this scenario, is about the child, while the family level data are about the family unit in which the child resided in that data collection year and the head or the

wife of the child's family unit. Later in this chapter, we discuss merging on PSID individual data about the child's parents and caregivers.

Welcome to the Data Center!

When arriving at the Data Center's homepage, you will see there are four ways to add variables to your cart: 1) By File; 2) By Topical Index; 3) By Search; or 4) By Cart.

Welcome to the Data Center!

The Data Center is where you create subsets and documentation. Use the Variable Selection menu above to begin creating your customized dataset.

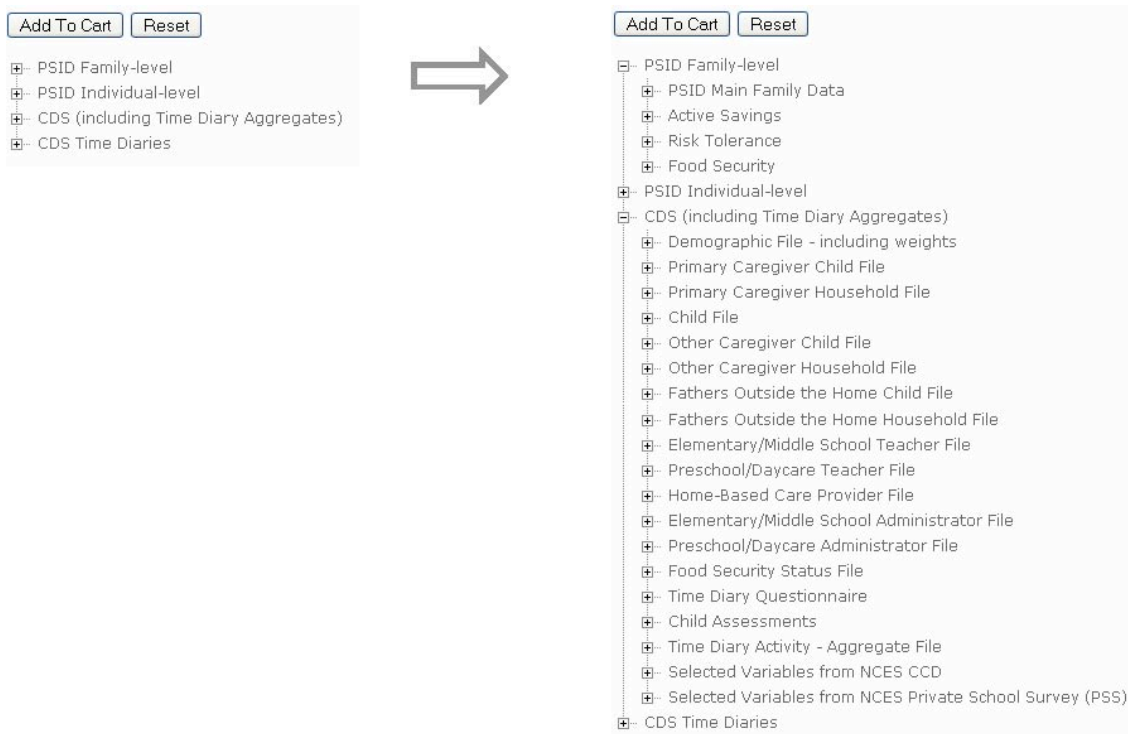
There are four ways to add variables to your cart:

- ◆ **By File:** The Data Center provides a drill-down interface into the PSID and CDS data files so that you can add variables of interest into your Data Cart.
- ◆ **By Topical Index:** The Data Center also provides an easy to navigate tree interface to the many topical categories of variables throughout the years. This allows you to easily view, compare, and select variables of interest for each year available.
- ◆ **Search:** Search on variable **name**, **label**, **question**, and **explanation** text that are currently in the Data Center. Other searches are of the PSID [Web Site](#), and the PSID/CDS [Bibliography](#).
- ◆ **By Cart:** Retrieve data carts created by you or others.

Use any method you want, and switch methods while you shop and the content of your cart will not be lost. To view the variables you have selected, simply click on data cart.

Selecting Variables by File

When adding by file, you will use the drill-down interface to eventually select specific variables from PSID/CDS and add them to your data cart. You must first, however, select the Data Group(s) of interest from PSID, TA, CDS, or any combination of the three. In our example, we select the "PSID Family-level" data group and the "CDS" data group:



Wave of Data

Expanding these selections even further allows you to view the specific waves, or years, of data that are available for each selected data group from both the PSID and CDS. You can build your data file by selecting any number of waves of data from the PSID and CDS. PSID currently has 35 waves of data in the Data Center and CDS has three waves.

- [-] PSID Family-level
 - [-] PSID Main Family Data
 - [+] 2007: 8,289 observations 5,069 variables
 - [+] 2005: 8,002 observations 3,078 variables
 - [+] 2003: 7,822 observations 3,197 variables
 - [+] 2001: 7,406 observations 3,473 variables
 - [+] 1999: 6,997 observations 3,545 variables
 - [+] 1997: 6,747 observations 2,144 variables
 - [+] 1996: 8,511 observations 2,174 variables
 - [+] 1995: 10,401 observations 1,925 variables
 - [+] 1994: 10,765 observations 2,101 variables
 - [+] 1993: 9,977 observations 1,763 variables
 - [+] 1992: 9,829 observations 1,249 variables
 - [+] 1991: 9,363 observations 1,245 variables
 - [+] 1990: 9,371 observations 1,245 variables
 - [+] 1989: 7,114 observations 1,328 variables
 - [+] 1988: 7,114 observations 1,408 variables
 - [+] 1987: 7,061 observations 1,037 variables
 - [+] 1986: 7,018 observations 1,187 variables
 - [+] 1985: 7,032 observations 1,346 variables
 - [+] 1984: 6,918 observations 1,095 variables
 - [+] 1983: 6,852 observations 633 variables
 - [+] 1982: 6,742 observations 539 variables
 - [+] 1981: 6,620 observations 611 variables
 - [+] 1980: 6,533 observations 557 variables
 - [+] 1979: 6,373 observations 515 variables
 - [+] 1978: 6,154 observations 521 variables
 - [+] 1977: 6,007 observations 482 variables
 - [+] 1976: 5,862 observations 820 variables
 - [+] 1975: 5,725 observations 433 variables
 - [+] 1974: 5,517 observations 332 variables
 - [+] 1973: 5,285 observations 311 variables
 - [+] 1972: 5,060 observations 584 variables
 - [+] 1971: 4,840 observations 550 variables
 - [+] 1970: 4,645 observations 597 variables
 - [+] 1969: 4,460 observations 579 variables
 - [+] 1968: 4,802 observations 442 variables
- [-] CDS and TA (including Time Diary Aggregates)
 - [-] Demographic File - including weights
 - [+] 2007: 1,623 observations 16 variables
 - [+] 2002: 2,907 observations 19 variables
 - [+] 1997: 3,563 observations 25 variables
 - [-] Primary Caregiver Child File
 - [+] 2007: 1,608 observations 614 variables
 - [+] 2002: 2,907 observations 919 variables
 - [+] 1997: 3,563 observations 796 variables
 - [-] Primary Caregiver Household File
 - [+] 2007: 1,608 observations 251 variables
 - [+] 2002: 2,891 observations 214 variables
 - [+] 1997: 2,233 observations 307 variables
 - [-] Child File
 - [+] 2007: 1,506 observations 466 variables
 - [+] 2002: 2,182 observations 422 variables
 - [+] 1997: 2,228 observations 325 variables

The next step is to then select data year(s) of interest from each data group. In our example on the next page, we selected 2007 data from “PSID Main Family Data” and 2007 data from CDS “Demographic File” and “Primary Caregiver Child File.”

- PSID Family-level
 - PSID Main Family Data
 - 2007: 8,289 observations 5,069 variables

ER36001 - RELEASE NUMBER
 ER36002 - 2007 FAMILY INTERVIEW (ID) NUMBER
 ER36003 - PSID STATE OF RESIDENCE CODE
 ER36004 - CURRENT STATE
 ER36005 - SPLITOFF INDICATOR
 ER36006 - MODE OF INTERVIEW
 ER36007 - FAMILY COMPOSITION CHANGE
 ER36008 - TYPE INSTITUTION
 ER36009 - 1968 FAMILY IDENTIFIER
 ER36010 - WTR REINSTATED DROPPED FAMILY
 - 2005: 8,002 observations 3,078 variables
 - 2003: 7,822 observations 3,197 variables
- B and TA (including Time Diary Aggregates)
 - Demographic File - including weights
 - 2007: 1,623 observations 16 variables

DEMREL07 - DEMOG FILE RELEASE NUMBE
 RELPCG07 - RELATION PCG 07
 RELOCG07 - RELATION OCG 07
 SIBIND07 - CDS SIBLING INDICATOR 07
 CH07PRWT - PRIMARY CAREGIVER / CHILD
 CH07WT - CHILD INTERVIEW / CHILD WEI
 PCGRES07 - PCG CH IW RESULT 07
 OCGRES07 - OCG IW RESULT 07
 ASMRES07 - ASSESSMT RESULT 07
 CHRES07 - CHILD IW RESULT 07
 - 2002: 2,907 observations 19 variables
 - 1997: 3,563 observations 25 variables
 - Primary Caregiver Child File
 - 2007: 1,608 observations 614 variables

PCHREL07 - PCG CHILD FILE RELEASE NUM
 Q31A0_LB - CHILD WEIGHT POUNDS 07
 Q31A0_OZ - CHILD WEIGHT OUNCES 07
 Q31A3 - HOSPITALIZATION 07
 Q31A3A_M - LAST HOSP VISIT MONTH 07
 Q31A3A_Y - LAST HOSP VISIT YEAR 07
 Q31A3B1 - LAST HOSPITALIZATION-1ST 07
 Q31A3B2 - LAST HOSPITALIZATION-2ND 07
 Q31A3B3 - LAST HOSPITALIZATION-3RD 07
 Q31A4A - EPILEPTIC FIT 07
 - 2002: 2,907 observations 919 variables
 - 1997: 3,563 observations 796 variables
 - Primary Caregiver Household File
 - 2007: 1,608 observations 251 variables
 - 2002: 2,891 observations 214 variables
 - 1997: 2,233 observations 307 variables

Variable Selection

The third step to creating your PSID-CDS data file is to actually select the variables of interest and add them to your data cart. You can select as few or as many from each of the data groupings you have already chosen. In our example, we select “ER40876 – HEAD TOTAL HOURS OF WORK- 2006” (the Head’s total work hours in the previous year (2006)) from the 2007 PSID Family File. From the CDS 2007 Demographic File we select “RELPCG07” & “RELOCG07” (the relationship of the PCG and OCG to the child), and “CH07WT,” (the child’s sample weight in 2007 dependent on the completion of the Child Interview). NOTE: to select more than one variable, press and hold Control. We also select all ten variables belonging to the Behavior Problem Index (BPI), “Q31B29A” through “Q31B29J,” from the CDS 2007 Primary Caregiver File. Once you have selected all desired variables by highlighting them, click the “Add To Cart” button located at the top of the page.

The image displays two side-by-side panels from a data selection tool. The left panel, titled "PSID Family-level", shows a tree view under "PSID Main Family Data" with a list of years from 2007 to 1983. A pop-up window for the year 2007 is open, showing a list of variables including "ER40873 - HEAD WORK WEEKS-2006" and "ER40876 - HEAD TOTAL HOURS OF WORK-2006". The right panel, titled "CDS and TA (including Time Diary Aggregates)", shows a tree view under "Demographic File - including weights" with a list of years from 2007 to 2002. A pop-up window for the year 2007 is open, showing a list of variables including "DEMRELO7 - DEMOG FILE RELEASE NUMBER 07" and "Q31B29A - SUDDEN MOOD SWINGS 07".

Review of Data Selections

The next step is to review the selections you have chosen by viewing your data cart. Clicking the blue “your cart” link will take you to a summary of the variables you have chosen. Clicking “Expand All” will provide you with a detailed list of all selected variables, and allows you to delete any that are unwanted.

Variables added to your cart.

[Expand All | Collapse All]

- 1968 (Including Summary Variables that apply to all years)
 - PSID Individual-level
 - Summary Variables (Sampling Variables, Family History Variables, and Sex)
 - ER30001: 1968 INTERVIEW NUMBER
 - ER30002: PERSON NUMBER 68
- 2007
 - PSID Family-level
 - PSID Main Family Data
 - ER40876: HEAD TOTAL HOURS OF WORK-2006
 - PSID Individual-level
 - PSID Individual Data by Years
 - ER33901: 2007 INTERVIEW NUMBER
 - ER33902: SEQUENCE NUMBER 07
 - ER33903: RELATION TO HEAD 07
 - CDS and TA (including Time Diary Aggregates)
 - Demographic File - including weights
 - RELPCG07: RELATION PCG 07
 - RELOGC07: RELATION OCG 07
 - CH07WT: CHILD INTERVIEW / CHILD WEIGHT 07
 - Primary Caregiver Child File
 - Q31B29A: SUDDEN MOOD SWINGS 07
 - Q31B29B: FEELS NO LOVE 07
 - Q31B29C: HIGH STRUNG 07
 - Q31B29D: CHEATS 07
 - Q31B29E: FEARFUL 07
 - Q31B29F: ARGUES TOO MUCH 07
 - Q31B29G: DIFFICULTY CONCENTRATING 07
 - Q31B29H: EASILY CONFUSED 07
 - Q31B29I: MEAN TO OTHERS 07
 - Q31B29J: DISOBEDIENT 07

Notice that the Data Center automatically appends certain key individual and family identifier variables to the data set, such as “ER30001,” “ER33903,” and “ER33901.” These variables, which are described in depth in Chapter 12, are important to understanding relationships within the family and to the family head.

Output Options

After finalizing your variables, “Checkout” your data cart. In this step you can specify the type of format for your codebook and data file outputs, and also name your file. In our example we select a PDF codebook and a SAS data file, and name our file “Behavior Problems”.

Your file will contain **19** variables

Codebook Type	
<input type="radio"/> HTML <input checked="" type="radio"/> PDF <input type="radio"/> XML <input type="radio"/> No thanks, I don't need a codebook	
<input type="checkbox"/> Codebook only (no data will be output)	
Data Output Type [?]	
<input type="radio"/> ASCII Data With SAS Statements	<input type="radio"/> Microsoft Excel Spreadsheet
<input type="radio"/> ASCII Data With SPSS Statements	<input type="radio"/> dBase Data File (DBF) / Spreadsheet
<input type="radio"/> ASCII Data With Stata Statements	<input checked="" type="radio"/> SAS V9 Transport Data File
Subsetting Criteria [?]	
<div style="border: 1px solid black; height: 40px;"></div>	
Subsetting of CDS and Family Members [?]	
<input checked="" type="radio"/> All Individual Data From CDS Families	
<input type="radio"/> CDS Kids Only	
Compression Option [?]	
<input type="checkbox"/> Create files in compressed (.zip) format for faster downloading	
Cart Options [?]	
<input type="checkbox"/> Make my cart available to the public	
<input type="checkbox"/> Send links to my Email	
<input type="text" value="Behavior Problems"/>	
<input type="button" value="Submit"/>	

Additionally, under “Cart Options,” you may elect to have the Data Center notify you via email after your data have been created and provide you with a link to your output files. This option allows saving data carts for future use.

You may also decide it is necessary to limit the sample to cases where one or more variables are in specific value ranges to define a subset of observations. To subset the data, enter the appropriate command in the “Subsetting Criteria” box in the Output Options section of the data selection process.

If the email option is not elected, the Data Center will create the specified files and allow you to view, download, and save them.

File Type	File Size (KB)
Customized Codebook Right-click and choose <i>Save As</i> to download.	53
SAS V9 Transport File	542

Your customized data contain 5353 observations and 19 variables, created Wednesday, Oct 14 at 1:00 AM.

Output more than 7 days old will be deleted from this server

In addition to the customized codebook, we highly recommend that you also download the complete documentation:

- [Packaged Main Data, Documentation, and Questionnaires](#)
- [Packaged Supplemental Data and Documentation](#)
- [CDS Documentation and Questionnaires](#)

Selecting Variables by Topical Index

A second approach to selecting variables in the Data Center is by Topical Index. This method also employs a drill-down tree interface that allows you to browse through the many topical categories of variables and chose the desired waves of data available for those selected.



In this example, we will again attempt to select the Behavior Problem Index variables from the 2002 CDS. Expanding the “CDS Variables” data group leads us to the “Problem Behaviors” category, which contains the Behavior Problem Index.

[Expand All | Collapse All]

- 1968 (Including Summary Variables that apply to all years)**
 - PSID Individual-level
 - Summary Variables (Sampling Variables, Family History Variables, and Sex)
 - ER30001: 1968 INTERVIEW NUMBER
 - ER30002: PERSON NUMBER 68
- 1997**
 - PSID Individual-level
 - PSID Individual Data by Years
 - ER33401: 1997 INTERVIEW NUMBER
 - ER33402: SEQUENCE NUMBER 97
 - ER33403: RELATION TO HEAD 97
 - CDS and TA (including Time Diary Aggregates)
 - Primary Caregiver Child File
 - Q1G23V: DESTRUCTIVE 97
 - Q1G23X: CRIES TOO MUCH 97
 - Q1G23Y: DEMANDS ATTENTION 97
- 2001**
 - PSID Individual-level
 - PSID Individual Data by Years
 - ER33601: 2001 INTERVIEW NUMBER
 - ER33602: SEQUENCE NUMBER 01
 - ER33603: RELATION TO HEAD 01
- 2002**
 - CDS and TA (including Time Diary Aggregates)
 - Primary Caregiver Child File
 - Q21B29V: DESTRUCTIVE 02
- 2007**
 - PSID Individual-level
 - PSID Individual Data by Years
 - ER33901: 2007 INTERVIEW NUMBER
 - ER33902: SEQUENCE NUMBER 07
 - ER33903: RELATION TO HEAD 07
 - CDS and TA (including Time Diary Aggregates)
 - Primary Caregiver Child File
 - Q31B29V: DESTRUCTIVE 07

Lastly, “Checkout” your cart, select your output options, and retrieve your customized data files.

Selecting Variables by Search

A third approach to selecting variables is to use the Search feature, which allows you to search codebook text for all variables in the Data Center. You may select any combination of Data File Types and Data Years, as well as specify the text field types it searches against. You may search against variable names, variable labels, question text & explanation text (notes about the question wording or variable construction), or all of the above.

In our example, we look for the phrase “Behavior Prob” in the Question/Explanation text fields for variables in the 1997 and 2002 CDS data group.

Data File Type	Data Year	Codebook Part	Search Type
PSID Family-level	1997	<input type="radio"/> Question or Explanation Text	<input type="radio"/> Any words(OR)
PSID Individual-level	2002	<input type="radio"/> Variable Label	<input checked="" type="radio"/> All words (AND)
CDS and TA (including Time Diary Aggregates)	2005	<input type="radio"/> Variable Name	<input type="radio"/> Phrase
CDS Time Diaries	2007	<input checked="" type="radio"/> All of the Above	

Behavior Prob

The engine generates a list of all records of the BPI index for 1997, 2002, and 2007, including such variables as the internalizing and externalizing scale and total BPI score. Clicking “Check All” and “Add To Cart” will deposit the variables into the Data Cart, which we can then review and output into the desired format(s).

Add To Cart

Uncheck All

43 records found **

Data Type	Data Category	Year	Name	Label	Select
CDS and TA (including Time Diary Aggregates)	Primary Caregiver Child File	1997	Q1A24	DR VISIT-EMOT PROB 97	<input checked="" type="checkbox"/>
CDS and TA (including Time Diary Aggregates)	Primary Caregiver Child File	1997	Q1A24M	EMOT PROBLEM MTH 97	<input checked="" type="checkbox"/>
CDS and TA (including Time Diary Aggregates)	Primary Caregiver Child File	1997	Q1A24Y	EMOT PROBLEM YR 97	<input checked="" type="checkbox"/>
CDS and TA (including Time Diary Aggregates)	Primary Caregiver Child File	1997	BPI_E97	BPI-EXTERNALIZING SCORE 97	<input checked="" type="checkbox"/>
CDS and TA (including Time Diary Aggregates)	Primary Caregiver Child File	1997	BPI_N97	BPI-INTERNALIZING SCORE 97	<input checked="" type="checkbox"/>
CDS and TA (including Time Diary Aggregates)	Primary Caregiver Child File	1997	BPI_T97	BPI-TOTAL SCORE 97	<input checked="" type="checkbox"/>
CDS and TA (including Time Diary Aggregates)	Primary Caregiver Child File	2007	Q31A8	DR VISIT - EMOTIONAL PROBS 07	<input checked="" type="checkbox"/>
CDS and TA (including Time Diary Aggregates)	Primary Caregiver Child File	2007	Q31A8A_M	EMOTIONAL PROBLEM MONTH 07	<input checked="" type="checkbox"/>
CDS and TA (including Time Diary Aggregates)	Primary Caregiver Child File	2007	Q31A8A_Y	EMOTIONAL PROBLEM YEAR 07	<input checked="" type="checkbox"/>
CDS and TA (including Time Diary Aggregates)	Primary Caregiver Child File	2007	BPI_T07	BPI - TOTAL SCORE 07	<input checked="" type="checkbox"/>
CDS and TA (including Time Diary Aggregates)	Primary Caregiver Child File	2007	BPI_E07	BPI - EXTERNALIZING SCORE 07	<input checked="" type="checkbox"/>
CDS and TA (including Time Diary Aggregates)	Primary Caregiver Child File	2007	BPI_N07	BPI - INTERNALIZING SCORE 07	<input checked="" type="checkbox"/>
CDS and TA (including Time Diary Aggregates)	Elementary/Middle School Teacher File	1997	Q9A24	BEHAVIOR/DISCIPLINE PROBS 97	<input checked="" type="checkbox"/>
CDS and TA (including Time Diary Aggregates)	Preschool/Daycare Teacher File	1997	Q10A22	BEHAVIORAL PROBLEMS SINCE 1996	<input checked="" type="checkbox"/>

** All 43 items are available, but not listed in this graphic

Linking Data Files

There are a large number of variables in the PSID that can be used along with CDS. Every individual in the PSID has both an “ID68” (1968 Family Identifier) and “PN” (Person Number) that when combined, uniquely identify that individual. Identifier variables are available through a “CDS Caregiver Map” that is created automatically whenever CDS and/or PSID individual-level data are downloaded as well as through the Family Identification Mapping System. Let’s start with the Child-to-Caregiver Map file.

CDS Caregiver Map

An integral aspect of the CDS research design is to collect information about the children’s caregivers. Typically, the caregivers are the children’s biological or adoptive parents but not always. We define the primary caregiver as the person living with the child who has primary responsibility for caring for that child and the secondary caregiver as the person living with the child who assumes secondary responsibility for caring for that child. Under this definition, non-biological parents may assume a central caregiver role in the child’s life.

Since the caregivers reside with the CDS child by study definition, information about them is collected in the main PSID. To make linkages possible between the rich panel data in the PSID data archive and the CDS, we provide a file with unique individual identifiers for the CDS child, primary caregiver, and secondary caregiver that is automatically appended to any Data Center download of CDS data. The map file always has the same name as the data download, with “map” in the filename. For example, if your data file name is “job39350.txt”, your map data file would be “map39350.txt”.

The file is formatted as a flat file, with one record per CDS-Individual. Every individual in the PSID has both a 1968 Family Identifier or “ID68” and Person Number or “PN” that when combined, uniquely identify that individual. In the Data Center, these variables are “ER30001 – 1968 INTERVIEW NUMBER” (ID68) and “ER30002 – PERSON NUMBER 68” (PN). The first two columns of the map file are ER30001 and ER30002, which are the 1968 Family Identifier and Person Number, respectively, of the child. The next two variables, PCGID97 and PCGPN97, represent the ER30001 (1968 Family ID) and ER30002 (Person Number) of the individual identified as the primary caregiver of the child in 1997. The next two variables OCGID97 and OCGPN97, represent the ER30001 (1968 Family ID) and ER30002 (Person Number) of the individual identified as the other caregiver of the child in 1997. Missing data points on the OCG variables indicates that a secondary caregiver who is in the PSID followable sample was not identified for that year.

The PCG and OCG variables are repeated in the next four columns, but here, represent the identifiers for CDS-II (2002-2003) data collection. Note that missing data points on PCG 2002 identifiers indicate that the CDS child did not participate in the second wave. Missing data points on the OCG 2002 identifiers indicate either (a) the CDS child did not participate in the second wave, or (b) a secondary caregiver who is in the PSID followable sample was not identified for that year. You can determine whether a secondary caregiver was in the home at the time of the CDS-II interview with variable RELOGG02 on the CDS-II Demographic data file.

Similarly, the PCG and OCG variables are repeated again in the following four columns, but here, represent the identifiers for CDS-III (2007) data collection. Note that missing data points on PCG 2007 identifiers indicate that the CDS child did not participate in the third wave. Again, missing data points on the OCG 2007 identifiers indicate either (a) the CDS child did not participate in the

third wave, or (b) a secondary caregiver who is in the PSID followable sample was not identified for that year. You can determine whether a secondary caregiver was in the home at the time of the CDS-III interview with variable RELOCG07 on the CDS-III Demographic data file. Table 1 is an example “map file” output.

Table 1: Excerpt from the CDS Caregiver Map File

	ER30001	ER30002	PCGID_97	PCGPN_97	OCGID_97	OCGPN_97	PCGID_02	PCGPN_02	OCGID_02	OCGPN_02
368	655	30	655	172	655	3	655	172	655	3
369	655	31	655	172	655	3	655	172	655	3
370	656	31	656	4	656	172	656	4	656	172
371	656	33	656	5	656	173	656	5	656	173
372	656	34	656	5	656	173	656	5	656	173
373	656	35	656	4	656	172	656	4	656	172
374	664	30	664	8	664	174	664	8	664	174
375	664	32	664	175	664	7	664	175	.	.
376	664	34	664	175	664	7	664	175	.	.
377	664	35	664	8	664	174	664	8	664	174
378	672	172	672	3	672	171	.	.	.	.
379	672	174	672	3	672	171	672	3	672	171
380	673	32	673	172	673	1	673	172	673	1
381	673	33	673	30	673	175	673	30	673	2
382	673	174	673	172	673	1	673	172	673	1
383	674	30	674	5	674	170	674	5	674	170
384	674	31	674	171	674	3	674	171	674	3

In the example above, the primary caregiver for the first child listed, “0655”-“030” is “0655”-“172” in both CDS-I and CDS-II. The secondary caregiver for child “0655”-“030” is “0655”-“003” in both waves as well. There are two ways to determine the relationship of the caregivers to the child. The first is to use the variables on the CDS Demographic data files “RELPCG97/02” and “RELOCG97/02”. This information was reported by the PCG during the CDS data collections. The second approach is to use the “Relationship to Head” variables on the PSID individual files to map a relationship of the child to the caregiver through both of their relationships to the person designated as the “Head” of the family.

To use the CDS caregiver map file for merging data about the caregivers onto CDS child-level file, you need to create data files about each of the caregivers, merge onto the map file, then merge onto the CDS child-level file. First, identify the variables about the PCG and the OCG that are of relevance to your analysis. The cross-year index in the Data Center (<http://simba.isr.umich.edu/VS/i.aspx>) is an excellent tool for selecting measures within specific substantive domains across multiple waves of the PSID. Keep in mind that some characteristics of the PCG and OCG may be in the PSID Individual File and some may be in the PSID Family Files if these individuals are Heads (and Wives) of PSID families. Chapter 12 of the CDS-III User Guide provides information on PSID respondent roles and data structure – this is a good place to start to get acquainted with the PSID content prior to selecting data.

Once a data file about the PCG and a data file about the OCG are created, merge these files onto your CDS map file by using ID68 and PN for each of the caregivers as the primary keys for merging. The last step is to merge these files onto the CDS data file you have downloaded from the PSID-CDS Data Center. Use ER30001 and ER30002 as the primary keys for merging. The end result is a data file with all of the CDS variables that you have selected for your analyses and the identifiers for the caregivers.

Family Identification Mapping

As mentioned earlier, caregivers are usually, but not always, biological or adoptive parents. There may be times when you want to know about biological or adoptive parents only or grandparents. In the fall of 2006, PSID incorporated a new data extraction tool on the PSID-CDS website (<http://psidonline.isr.umich.edu/FIMS>) called the “Family Identification Mapping System” or “FIMS”. FIMS facilitates the process of constructing a data file with identifiers for pre-specified relationships to PSID individuals. For example, by using the FIMS, you can easily create a customized inter-generational identification map with identifiers for parents, grandparents, or great grandparents.

This section describes how the FIMS constructs Inter-Generation Identification (GID) data files. The FIMS uses the *Parent Identification File* or “PID”, a supplemental PSID data file that summarizes information about parent-child relationships in its “behind-the-scenes” extraction process. The PID contains relevant identifiers for the child and his or her birth and adoptive parents for all individuals in the PSID (not just the CDS children), including both sample and nonsample individuals. More information about the original construction of PID and its updating process is available in the “Parent Identification Introduction” documentation (see URL: <http://simba.isr.umich.edu/Zips/ZipSupp.aspx#MH>). A brief description of the file and how individual family members are followed across time and generations in the PSID is available in Chapter 12 of the CDS-III User Guide.

To illustrate the FIMS process for creating a GID data file, we will use an example for selecting *biological parents and grandparents of the CDS children*. The final output file will have one data record per individual with biological parent and grandparent identifiers, where available, on each record. Let’s get started.

Step 1: Getting to FIMS

The FIMS extraction tool is part of the data sharing resources on the PSID-CDS website. You can access FIMS from <http://psidonline.isr.umich.edu/FIMS>. To begin the process of constructing a GID file with parent and grandparent identifiers of CDS sample members, select “Inter-generation (GID)” under “Select Map Type”, the first selection box on the FIMS home page. Options for further specification will then appear.

Step 2: Select Parent-Type

Under “Parents” drop box, select “biological parents”.

The genealogical sample design of the PSID means that the parents, grandparents, and siblings of respondents are respondents themselves in some waves of the data. This feature supports unique analyses of the inter- and intra-generational connections and relationships within families. To facilitate creation of data extracts that include information on parents, grandparents, and siblings of respondents, we have designed the tool on this web page.

To understand how the tool works, review the User Help examples.

Inter-generation (GID) <input type="button" value="v"/>	Select User Help... <input type="button" value="v"/>
Options	
Parents: Biological Only <input type="button" value="v"/>	Output Options <input type="radio"/> SAS V9 System File <input type="radio"/> Excel <input type="radio"/> ASCII With SAS Statements <input type="radio"/> ASCII With SPSS Statements <input type="radio"/> ASCII With Stata Statements
Generation Map: --Select a value <input type="button" value="v"/>	<input type="button" value="Submit"/>
Map Type: --Select a value <input type="button" value="v"/>	
File Format: --Select a value <input type="button" value="v"/>	

FIMS uses in its “behind the scenes” extraction. While the FIMS draws upon the PID as the initial source of information in creating GID data files, there are important differences between what the PID and the FIMS offer. These differences are highlighted as we describe how the FIMS tool works. The FIMS relies on PID variables that contain the 1968 Family Identifier (“interview number”) and Person Number for all PSID individuals and their parents of interest (i.e., variables PID1-2; PID3-4; PID5-6; PID17-18; PID1920). As described earlier, the combination of the 1968 Family Identifier and Person Number uniquely identify each individual in the PSID. Currently, there are 83,663 individuals in the PID data file. Recall that there are 3,563 CDS-I participants enrolled at the baseline interview in 1997.

The example in this document focuses on selecting *biological parents and grandparents of the CDS children*. The PID contains information about adoptive parents and likewise, in the FIMS, you can specify adoptive parents for your output identification map file. For our example, however, we are focusing on biological parents. Table 2, below, shows the PID input data for biological parents upon which the FIMS would draw. The data are shown for PSID family “2069” and are current as of the 2003 wave of the PSID. Data points with a value of “0” on the PID represent a lack of available information about that individual or, in the case of adoptive parents, the possibility that the individual does not have an adopted mother/father. From the table below, we see that Family “2069” has 20 individual members. There are identification numbers for biological mothers for 14 of the individuals and identification numbers for biological fathers for nine of the individuals.

Table 2: Data Values from PID for PSID Family 2069

1968 INTERVIEW NUMBER OF INDIVIDUAL	PERSON NUMBER OF INDIVIDUAL	1968 INTERVIEW NUMBER OF BIRTH MOTHER	PERSON NUMBER OF BIRTH MOTHER	1968 INTERVIEW NUMBER OF BIRTH FATHER	PERSON NUMBER OF BIRTH FATHER
2069	1	2069	913	2069	912
2069	2	2069	176	2069	907
2069	3	2069	2	2069	1
2069	4	0	0	0	0
2069	5	2069	4	0	0
2069	30	2069	2	2069	171
2069	31	2069	3	2069	175
2069	170	2069	915	2069	914
2069	171	2069	906	2069	905
2069	172	2069	170	0	0
2069	173	2069	170	0	0
2069	174	0	0	2069	171
2069	175	2069	911	2069	910
2069	176	0	0	0	0
2069	177	0	0	0	0
2069	178	0	0	0	0
2069	179	0	0	0	0
2069	901	2069	170	0	0
2069	903	2069	170	0	0
2069	904	2069	170	0	0

Next, FIMS selects information for all individuals in the PID who have ever been a part of a PSID family unit. These are the individuals about whom PSID has collected data. Recall that the purpose of FIMS is to facilitate the development of analytic files for exploring intergenerational patterns on a wide range of topics measured in the PSID and CDS. If an individual never resided in a PSID family and data were never collected about them, then we would not be able to include them in analysis. Hence, they are not included in FIMS. They are, however, included on the PID. We can identify these individuals by their Person Number: range of 900-990. From the PID codebook, person numbers are defined as:

PN Code	Code Description
1 - 19	Individuals living in core sample families at the time of the 1968 interview; individuals living in Latino sample families at the time of the 1990 (or 1992) interview; individuals living in Immigrant sample families at the time of the 1997 (or 1999) interview
20	Husband of a core sample 1968 Head living in an institution at the time of the 1968 interview; spouse of a Latino sample 1990 Head living in an institution at the time of the 1990 interview; spouse of an Immigrant sample 1997/1999 Head living in an institution at the time of the 1997/1999 interview
21 - 26	Children or stepchildren of a 1968 core sample Head who were under 25 and living in institutions at the time of the 1968 interview; children of a Latino sample 1990 (or 1992) Head who were under 25 and living in institutions at the time of the 1990 (or 1992) interview; children of an Immigrant sample 1997 (or 1999) Head who were under 25 and living in institutions at the time of the 1997 (or 1999) interview.
30 - 169	Individuals born into the core sample since the 1968 interview, the Latino sample since

- the 1990 (or 1992) interview, or the Immigrant sample since the 1997 (or 1999) interview and who have at least one sample parent; these persons are sample members
- 170 - 226 Individuals who moved into a core family for the first time after the 1968 interview or who have no sample parent; individuals from the Latino sample, other than the spouse of a 1990 (or 1992) Head, who moved out in the year preceding the 1990 (or 1992) interview or who moved in for the first time after the 1990 (or 1992) interview; individuals from the Immigrant sample, other than the spouse of a 1997 (or 1999) Head, who moved out in the year preceding the 1997 (or 1999) interview or who moved in for the first time after the 1997 (or 1999) interview. These individuals are nonsample unless they were born after the initial wave and have at least one sample parent.
- 227 Spouse of a core sample 1968 Head who moved out in the year prior to the 1968 interview; spouse of a Latino sample 1990 Head who moved out in the year preceding the 1990 (or 1992) interview; spouse of an Immigrant sample 1997 (or 1999) Head who moved out in the year preceding the 1997 (or 1999) interview. These individuals are nonsample.
- 228 Spouse of a core sample 1968 Head who died in the year prior to the 1968 interview; spouse of a Latino sample 1990 (or 1992) Head in the year prior to the 1990 (or 1992) interview; spouse of an Immigrant Latino sample 1997 (or 1999) Head in the year prior to the 1997 (or 1999) interview. These individuals are nonsample.
- 229 - 399 Individuals who moved into a core family for the first time after the 1968 interview or who have no sample parent; individuals from the Latino sample, other than the spouse of a 1990 (or 1992) Head, who moved out in the year preceding the 1990 (or 1992) interview or who moved in for the first time after the 1990 (or 1992) interview; individuals from the Immigrant sample, other than the spouse of a 1997 (or 1999) Head, who moved out in the year preceding the 1997 (or 1999) interview or who moved in for the first time after the 1997 (or 1999) interview. These individuals are nonsample unless they were born after the initial wave and have at least one sample parent. This series is simply a continuation of the 170-226 group.
- 900-990 Child who has never been in any sample family.

The Person Number range of 1 to 399 (actual data range 1-231 for PID Release # 4) represents individuals who have resided in family units and are thus included in FIMS. There are 78,902 individuals listed in the PID but 65,332 have a person number under 900 and are thus included in FIMS.

When we select CDS-I baseline participant data records (n=3,563) from the PID, we find that all CDS-Individuals have a person number in the range of 1-231 and are thus included in FIMS. In terms of biological parents, there are four CDS children whose biological mothers have a PN greater than 900 and have thus never resided in a PSID family and 64 CDS children for whom we do not have data on biological mothers (PN=0). There are seven CDS children whose biological fathers have a PN greater than 900 and 833 CDS children for whom we do not have data on biological fathers (PN=0). The net result is that as of the 2003 PSID Data Release, there are biological mother identifiers for 3,495 CDS-I baseline participants and biological father identifiers for 2,723 CDS-I baseline participants in the FIMS.

To illustrate, Table 2 shows the individuals in the PID for Family 2069 who would be excluded from FIMS since they never resided in a PSID family unit. These excluded individuals with a PN

greater or equal to 900 are represented below as “.”. There are three individuals, four biological mothers, and five biological fathers. We would not expect to find these individuals in the FIMS output nor would we expect to find the biological mothers and fathers who are coded as “0” in PID.

Table 3: Input Data Values Adjusted in FIMS

	1968 INTERVIEW NUMBER OF INDIVIDUAL	PERSON NUMBER OF INDIVIDUAL	1968 INTERVIEW NUMBER OF BIRTH MOTHER	PERSON NUMBER OF BIRTH MOTHER	1968 INTERVIEW NUMBER OF BIRTH FATHER	PERSON NUMBER OF BIRTH FATHER
20796	2069	1	.	.	.	.
20797	2069	2	2069	176	.	.
20798	2069	3	2069	2	2069	1
20799	2069	4	0	0	0	0
20800	2069	5	2069	4	0	0
20801	2069	30	2069	2	2069	171
20802	2069	31	2069	3	2069	175
20803	2069	170	.	.	.	.
20804	2069	171	.	.	.	.
20805	2069	172	2069	170	0	0
20806	2069	173	2069	170	0	0
20807	2069	174	0	0	2069	171
20808	2069	175	.	.	.	.
20809	2069	176	0	0	0	0
20810	2069	177	0	0	0	0
20811	2069	178	0	0	0	0
20812	2069	179	0	0	0	0
20813	.	.	2069	170	0	0
20814	.	.	2069	170	0	0
20815	.	.	2069	170	0	0

Step 3: Select Generation Map

The next step is to select a map that will provide identifiers for CDS children, their biological parents, and their biological grandparents. Under “Generation Map” drop box, select “Individual to Grandparents”. In this scenario, “grandparent” is the farthest reaching generation. The output file will provide identifiers for the individuals, their parents, and grandparents.

The genealogical sample design of the PSID means that the parents, grandparents, and siblings of respondents are respondents themselves in some waves of the data. This feature supports unique analyses of the inter- and intra-generational connections and relationships within families. To facilitate creation of data extracts that include information on parents, grandparents, and siblings of respondents, we have designed the tool on this web page.

To understand how the tool works, review the User Help examples.

Inter-generation (GID)

Options

Parents:
 Biological Only

Generation Map:
 Individual to Grandparents

Map Type:
 --Select a value

File Format:
 --Select a value

Output Options

SAS V9 System File

Excel

ASCII With SAS Statements

ASCII With SPSS Statements

ASCII With Stata Statements

The process for identifying grandparents is similar to the process described above for identifying parents. Essentially, FIMS iterates the extraction, this time focusing on *parents of parents*, or grandparents. Because we have selected “Biological Only” under “Parents” drop box, our example is focused on biological parents and grandparents.

To execute this request, FIMS looks at each individual in the PID and finds biological parents and grandparents. Table 4 shows the generational linkage that FIMS would output for PSID Family “2069”. Each individual from family “2069” is listed under “ID68.PN” – a combination variable of ER30001 and ER30002. Take a look back at Table 3 to see the correspondence between the input data and output data.

The next variable in Table 4 is the Generation Number. Note that some individuals in Family “2069” are third generation individuals. The next column, “Ancestor to Individual Link Path” shows the lineage. Looking back at individual “2069” “030”, we see the mother and grandmother of individual 2069.030 are listed on the first line, and the parents (mother first, father second) listed on the next two lines. For Family “2069”, there are eight individuals with identifiers for at least one biological parent, and three individuals with identifiers for at least one biological grandparent.

Table 4: Individual, GID and Generation Linkage and Parent Type in FIMS for Family “2069” Out of the CDS-I baseline participants, there are 3,495 biological mothers, 2,723 biological fathers, and 3,043 biological grandparents with identifiers in the FIMS and data in the PSID archive.

#	ID68.PN	GID	Ancestor to Individual Link Path
1	2069.001	1	2069.001 - (I)
2	2069.002	2	2069.176, 2069.002 - (M, I)
3	2069.003	3	2069.176, 2069.002, 2069.003 - (M, M, I)
		2	2069.001, 2069.003 - (F, I)
			2069.002, 2069.003 - (M, I)
4	2069.004	1	2069.004 - (I)
5	2069.005	2	2069.004, 2069.005 - (M, I)

			2069.177, 2069.005 - (AF, I)
6	2069.030	3	2069.176, 2069.002, 2069.030 - (M, M, I)
		2	2069.002, 2069.030 - (M, I)
			2069.171, 2069.030 - (F, I)
7	2069.031	4	2069.176, 2069.002, 2069.003, 2069.031 - (M, M, M, I)
		3	2069.001, 2069.003, 2069.031 - (F, M, I)
			2069.002, 2069.003, 2069.031 - (M, M, I)
		2	2069.003, 2069.031 - (M, I)
			2069.175, 2069.031 - (F, I)
8	2069.170	1	2069.170 - (I)
9	2069.171	1	2069.171 - (I)
10	2069.172	2	2069.170, 2069.172 - (M, I)
11	2069.173	2	2069.170, 2069.173 - (M, I)
12	2069.174	2	2069.171, 2069.174 - (F, I)
13	2069.175	1	2069.175 - (I)
14	2069.176	1	2069.176 - (I)
15	2069.177	1	2069.177 - (I)
16	2069.178	1	2069.178 - (I)
17	2069.179	1	2069.179 - (I)

Step 4: Select Generation Map Type and Format

The last step is to select a map type and file format. Under “Map Type” drop box, you can select “balanced” or “unbalanced” map. A generation map with non-missing data from any generation is called balanced generation map. A generation map with missing data from the higher generation selected is called unbalanced generation map. For the output example on the next page, we selected “unbalanced”.

Under “File Format”, select a wide or long file, depending on whether you want to work with a file that has one observation per individual (wide), or one observation per relationship (long). If you are linking with your CDS data file, select WIDE and then check the box that says “Merge with CDS Map”. This will give you relationships only for CDS-I baseline participants. Under “Output Options”, you can select your analysis program format – SAS, SPSS, Stata, or Excel.

The genealogical sample design of the PSID means that the parents, grandparents, and siblings of respondents are respondents themselves in some waves of the data. This feature supports unique analyses of the inter- and intra-generational connections and relationships within families. To facilitate creation of data extracts that include information on parents, grandparents, and siblings of respondents, we have designed the tool on this web page.

To understand how the tool works, review the User Help examples.

Inter-generation (GID) Select User Help...

Options

<p>Parents: Biological Only <input type="button" value="v"/></p> <p>Generation Map: Individual to Grandparents <input type="button" value="v"/></p> <p>Map Type: Unbalanced Map <input type="button" value="v"/></p> <p>File Format: Wide - 1 obs. per individual <input type="button" value="v"/></p> <p><input checked="" type="checkbox"/> Merge with CDS Map -- Wide Format</p>	<p>Output Options</p> <p><input type="radio"/> SAS V9 System File</p> <p><input type="radio"/> Excel</p> <p><input checked="" type="radio"/> ASCII With SAS Statements</p> <p><input type="radio"/> ASCII With SPSS Statements</p> <p><input type="radio"/> ASCII With Stata Statements</p> <p><input type="button" value="Submit"/></p>
---	---

Among the variables that will be outputted in your GID file from FIMS are the identifiers for biological parents and grandparents. Note that maternal and paternal grandparents are identified separately.

```
ER30001 LABEL="CHILD: 1968 INTERVIEW NUMBER"
ER30002 LABEL="CHILD: PERSON NUMBER 68"
ER30001_P_F LABEL="1968 INTERVIEW NUMBER /PARENT /FATHER"
ER30002_P_F LABEL="PERSON NUMBER 68 /PARENT /FATHER"
ER30001_P_M LABEL="1968 INTERVIEW NUMBER /PARENT /MOTHER"
ER30002_P_M LABEL="PERSON NUMBER 68 /PARENT /MOTHER"
ER30001_GP_FF LABEL="1968 INTERVIEW NUMBER /GRANDPARENT /FATHER OF FATHER"
ER30002_GP_FF LABEL="PERSON NUMBER 68 /GRANDPARENT /FATHER OF FATHER"
ER30001_GP_FM LABEL="1968 INTERVIEW NUMBER /GRANDPARENT /FATHER OF MOTHER"
ER30002_GP_FM LABEL="PERSON NUMBER 68 /GRANDPARENT /FATHER OF MOTHER"
ER30001_GP_MF LABEL="1968 INTERVIEW NUMBER /GRANDPARENT /MOTHER OF FATHER"
ER30002_GP_MF LABEL="PERSON NUMBER 68 /GRANDPARENT /MOTHER OF FATHER"
ER30001_GP_MM LABEL="1968 INTERVIEW NUMBER /GRANDPARENT /MOTHER OF MOTHER"
ER30002_GP_MM LABEL="PERSON NUMBER 68 /GRANDPARENT /MOTHER OF MOTHER"
```

For GID data files that are merged with the CDS Map, you will also get the primary and secondary caregiver ID68 and PN variables. You are then ready to link your map file with your CDS child-level file – the linkage should be done with ER30001 and ER30002 combined, the unique identifiers per CDS-Individual and will follow the same steps as described above for caregiver map file.

Chapter 15 – A Few Tips on Using the PSID-CDS Data Resources

Admittedly, the PSID-TA-CDS data are complex data resources that may appear difficult to use at first glance. The key to using the CDS, TA, and PSID data, however, lies in understanding the basic data structure before jumping in and downloading variables across multiple years of collection for multiple individuals in the child’s family.

Remember that CDS children are individuals in the PSID panel of families where we collected more in-depth information about them, individually, where the main PSID data collection does not. This means that the CDS kids have data in the PSID main archive (not just the parents or caregivers) as well as in the CDS-specific data collections (including CDS-I, CDS-II, CDS-III, TA 2005, and TA 2007).

In the PSID, the data are collected at a family level, with some individual-level details. But the bulk of the data revolve around the persons who are Heads and Wives of the households. In the CDS, the data are collected mainly at the individual-level, revolving around the children. Some information, however, is collected about the caregivers/parents, who may be Heads or Wives in the PSID. A first tip to using the data is to review the chapters on PSID and CDS data structure in this guide to get a firm grasp on data structure for both data collections. It is well-worth the time investment to become familiar with basic concepts prior to attempting data downloads so you know what to expect and how to merge.

The CDS-Itself has multiple modules, collected from multiple individuals in the family. The [User Guides](#) provide survey and sample design information, historical context of the study, documentation about specific scales and indices that the CDS staff generated for public use, and data structure of the PSID. Questionnaires are also posted for both CDS and PSID. For detailed listing of measures by module and for a comparison of measures with other large-scale public use datasets on children and adolescents, see:

<http://psidonline.isr.umich.edu/CDS/researchdesign.html>

Questionnaires are provided on web pages:

<http://psidonline.isr.umich.edu/CDS/quescodetable.html> (for CDS)

<http://psidonline.isr.umich.edu/Data/zipCore.aspx> (for PSID)

We additionally encourage you to review the “Frequently Asked Questions (FAQ) for both PSID and CDS: <http://psidonline.isr.umich.edu/Guide/FAQ.aspx>. This webpage gives a quick overview of some key concepts in both projects.

Next, take the opportunity to review the tutorials posted on the PSID website. These [tutorials](#) provide step-by-step instructions on downloading and analyzing the data in a variety of ways, including: cross-sectional analyses, tracking longitudinal changes, creating and analyzing a balanced panel, creating and analyzing a customized subset of CDS modules, and merging PSID and CDS data together for intergenerational analysis. These tutorials also help to understand PSID file structure, identification numbers, and how to obtain caregiver data about the CDS target children/youth. They can be found at:

http://psidonline.isr.umich.edu/Guide/Tutorials/tutorials_home.html.

The Data Center is the most popular means for obtaining PSID data and it delivers about 10,000 customized data files to researchers and quantitative social science students each year. The Data Center is fully automated and allows for user-specified subsetting criteria when downloading and merging main family and main individual data files. ASCII or SAS data files can be generated, along with SAS, SPSS, and Stata data definition statements.

In addition to the Data Center, data and documentation can also be obtained from the PSID Web site in the form of prepackaged files. Data files and SAS and SPSS data definition statements are available via the documentation page and Anonymous FTP. Data from the Geocode files, Death files, and Medicare files are available by special contract. See the PSID Overview page or contact PSID Help for more information.

Each time you go to the Data Center to download data, visit the Data News page <http://psidonline.isr.umich.edu/Guide/DataNews.aspx> to see if any modifications to existing files or new files have been posted. Sign up for email alerts when new data or data sharing tools are released.

Appendices

Appendix A: Measurement Resource Table for CDS Modules

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
PCG-Child Interview					
Birth Weight	A0_LB A0_OZ		A8	National Longitudinal Survey of Youth (NLSY)-Mother/Child Supplement	PCG reports child's weight in pounds and ounces at time of birth. These data collected in CDS-III only if data not collected in CDS-I
Breastfeeding		A2-A2a	A10-A10a	NLSY	PCG reports whether child was breastfed as an infant and age of child in months when stopped. For CDS-II, items remained identical in wording and sequencing as in CDS baseline.
Health Care Utilization	A3-A3b3 A10	A3-A3b A5-A8b A10	A12, A20 A22-A25 A27	NLSY	PCG reports: frequency of overnight hospital stays, date of most recent stay, reason for this hospital stay, month and year of last doctor visits for illness, injury, and mental health, reason for each visit, and status of shots and immunizations. Items remained identical in wording and sequencing as in CDS baseline.
Chronic conditions: epilepsy, asthma, diabetes, ear infections, speech impairment, hearing impairment, sight impairment, mental retardation, mental health condition, anemia, lead, orthopedic impairment, developmental disability, autism, ADHD, allergies.	A4a-u	A4a-p	A21a-s	NLSY	PCG reports whether doctor ever said child had each of 16 chronic illnesses (plus "other"). This is an expanded list from the NLSY. In CDS-II and CD-III, allergies and medications for asthma were added; "developmental delay" and "learning disability" were combined into one item; all other items remained identical in wording and sequencing as in CDS baseline.
Activity Limitations of Child, parent-report	A9a-c	A9a-c	A26	NLSY	PCG reports whether the child has any physical/mental conditions that limit him/her in play, school attendance, or school work. Items remained identical in wording and sequencing as in CDS baseline.

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
General Health Status of Child, parent-report	A11	A11	A34	NHIS	PCG rates the child's health on a scale of 1 (Excellent) -5 (Poor). Items remained identical in wording and sequencing as in CDS baseline.
Asthma symptoms: wheezing with exercise or playing hard; frequency of wheezing; hospital visits for asthma or wheezing; doctor visits for asthma or wheezing; missed school because of asthma or wheezing in the past 12 months	A12-A16	A12-A16		Jerome Nriagu at the University of Michigan	In these new items to CDS-II, PCG reports the child's experience with asthma-related symptoms in the past 12 months.
Health Insurance Coverage, Health Care Expenses for Insurance and Out-of-Pocket Care *	JA33-JA34 J50-J55yr	A17-A24	A28-A33	Hofferth / Eccles	PCG reports current health insurance coverage of child, type, timing of coverage. PCG reports (in the past 12 months): How much paid for dental and medical insurance and for out-of-pocket dental and medical expenditures, and who paid these expenses. Series modified across all three waves.
School Expectations	B1-B3	B1-B3	G21	NLSY; National Education Longitudinal Survey of 1988 (NELS:88)	Question items adapted from NLSY and NELS to tap PCG expectations for child's educational attainment. Items remained identical in wording and sequencing as in CDS baseline.
School Enrollment and Costs *	B4, B5 B11-B17a B22, B27- B28n	B4-B6 B11-B22 B28	G2-G3 G10-G20	National Health Examination Survey (NHES95); PSID95; NLSY	Adapted measures on enrollment in school and special/gifted programs, school characteristics, fees, and tuition, age began kindergarten, ever suspended, ever drop out. Items remained identical in wording and sequencing as in CDS baseline.
Missed School Days Due to Illness or Injury	B7a-b	B7	G4-G5	NLSY	PCG reports the number of days in the past 12 months that the target child missed school because of illness and injury. Items remained identical in wording and sequencing as in CDS baseline.
Enrollment in Federal Breakfast/Lunch Program	B8a-B9b	B8-B9	G6-G8	Food and Nutrition Survey (USDA)	Items taken from USDA to assess participation in federal breakfast and lunch programs. Items remained identical in wording and sequencing as in CDS baseline.

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
School Changes	B10	B10	G30	NLSY	Number of times the CDS target child changed school in current school year. Items remained identical in wording and sequencing as in CDS baseline.
Participation in Child's Education	B24a-h	B23a-d B24a-h	G27a-d G28a-k	NELS:88 ECLS NHES	Several educational surveys contributed items to measure various dimensions of parental involvement in the child's schooling. CDS-II items B23a-d are the same as CDS-I G27a-d. CDS-II items B24 are the same as CDS-I G28 except CDS-I items G28f, g, and i are dropped.
Parent – Child Communication about School	B26a-c	B26a-c	G31a-c	NELS:88	These items measure the frequency and nature of communication between parent and child about school. These questions were modeled after questions in the NELS: 88 parent baseline survey. Items remained identical in wording and sequencing as in CDS baseline.
Behavior Problems Index	B29a-ff	B29a-ff	G23a-dd G32a-b	NLSY version of the scale developed by Peterson & Zill (1986). See Peterson, J. L., & Zill, N. (1986). Marital disruption, parent-child relationships, and behavioral problems in children. <i>Journal of Marriage and the Family</i> , 48, 295-307.	The Behavior Problems Index (BPI) measures the incidence and severity of child behavior problems. CDS uses the same set of items used in the NLSY. NLSY added items B29aadd to the original Achenbach Behavior Problems Checklist to provide additional measures for the withdrawn behavior subscale. Items B29ee-ff map to items G32a-b in CDS-I. Items remained identical in wording and sequencing as in CDS baseline. There is an overall BPI scale and two subscales that measure externalizing or aggressive behavior and internalizing or withdrawn behavior.

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Positive Behavior Scale	B30a-j	B30a-j	G24a-j	Child Trends, JOBS study version of the measure developed for the New Chance Evaluation Study. See Polit, D. (1998). The Positive Behavior Scale. Saratoga Springs, NY: Humanalysis.	The Positive Behavior Scale (PBS) measures positive aspects of children's lives, including self-esteem, social competence, self-control, obedience/compliance, and persistence. The scale used in CDS consists of 10 items that were selected by Child Trends, Inc., for use in the JOBS evaluation, measured on a five-point scale. These 10 items are a subset of the original Polit (1998) scale consisted of 25 items evaluated on a 10-point scale, from not at all like my child to very much like my child. Items remained identical in wording and sequencing as in CDS baseline.
Household Tasks	B31a-n	B31a-n	G25a-m	National Survey of Families and Households (NSFH); NLSY	The series of items about household tasks measures cognitive stimulation in the family environment. Items B31a-d, B31f, B31i-B31j tap activities that could be done in a household with children in ways that are not dependent on purchased toys or equipment. Items B31d B31e; B31gB31h, B31k, B31m tap activities with items that are purchased (and potentially income-biased), including computer/video games and board, card games, and puzzles. CDS-II added one item to the CDS-I set – “do yard work or gardening (together)”. The item “look at books with (CHILD)” was modified in CDS-II to additionally include “...or talk with (CHILD) about books (he/she) has read”. Other items remained identical in wording and sequencing as in CDS baseline.
Parental Monitoring	B33-B34	B33-B34	G33-G34	NLSY	These items obtain information about PCG knowledge of child’s friends and activities. Items remained identical in wording and sequencing as in CDS baseline.

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Household Rules	B35a-k	B35a-B35r1	A31a-I in PCG-HH	Detroit Area Study 1997	Series of questions that query the PCG about the frequency in which (s)he sets rules about a number of items such as watching TV, staying up late, and eating sweets. The items were expanded in CDS-II and CDS-III to capture behaviors relevant to adolescents.
Sibling Interaction	B37a-e	B37a-e			Six questions that collect information about social interactions with the child's siblings, including helping and other pro-social behaviors.
Child Care*	C10a-C39c	C1-C39	H1-H40	National Child Care Survey 1990; NLSY Mott, F. L., & Baker, P. (1989). Evaluation of the 1989 Child Care Supplement in the National Longitudinal Survey of Youth. Columbus, Ohio: Center for Human Resource Research, The Ohio State University.	CDS obtains information on the type, frequency of use, and costs of arrangements for children up to and after Kindergarten. Information on arrangements used during weekday, weekend, and summer are obtained separately. Types of arrangements queried were expanded in CDS-II and CDS-III to capture full range of options used through adolescence.
Conflict with Absent Parent	D14a-h D30a-h	D14a-h D30a-h	J28a-k	NSFH	These items were drawn from the National Survey of Families and Households, supplemented by additional items from other scales. It measures the degree of conflict between the parent with whom the child resides and the absent parent. CDS-II and CDS-III included the same items as CDS-I except two items were dropped: "how the absent parent spends money" and "disciplining (CHILD)".
Absent Parent Interaction	D15a-d D31a-d	D15a-d D31a-d	J29	NSFH JOBS Child Outcomes Study	These items obtain information about the frequency and types of activities in which absent parents are involved with their children. Items remained identical in wording and sequencing as in CDS baseline.

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Aggravation in Parenting	E8a-c in PCG-Child J15a-d in PCG-HH	E8a-c in PCG-Child; J15a-d in PCG-HH	B11a-e in PCG-Child; A29a-d in PCG-HH	Child Trends, Inc. for the JOBS Child Outcomes Study	The aggravation in parenting scale (Q1E8a-c) and (J15a-d) measures parenting stress that may result from changes in employment, income, and other factors in their lives. The three items in the CDS-II PCG Child interview focus on the specific CDS child and are from the JOBS study. These items are the same as in CDS-I. CDS-II and CDS-III dropped B11a & B11e from CDS-I, which were created by the CDS-I research staff. The four items in the CDS-II PCG HH interview focus on parenting, in general and are not specific to the CDS child. Items J15a, J15b are from the JOBS study. Two additional items were added in CDS-I (and kept in CDS-II and CDS-III).
Parental Warmth	E13a-g	E13a-g	G37a-f	Child Trends, Inc. for the JOBS Child Outcomes Study	The Parental Warmth scale measures the warmth of the relationship between the child and parent. These measures can also be used with items in the interviewer observation of the home environment in Section K that ask for interviewer report of maternal warmth observed during the visit (CDS-II and CDS-III K9, K13-K15). CDS-II and CDS-III kept items G37b-c; G37e-f but dropped G37a and d. CDS-II and CDS-III added E13e-g.
Extra-Curricular Activities, parent reported	H5-H9e	G5-10c H5-H9e		Eccles & Simpkins	These items measure children's participation in after school lessons and sports, community, and religious activities. CDS-II queried PCG about frequency of and costs for involvement during school year and summer months. CDS-III did not ask about frequency of these activities.
Disciplinary Behaviors	H15a-g	F6a-g G15a-g H15a-g	F9a-g	Hofferth & Davis-Kean	PCG report on disciplinary actions taken within prior week. Items remained identical in wording and sequencing as in CDS baseline.
Response to Poor Grades	H16a-j2	G16a-j2 H16a-j2	F11a-k	Hofferth & Davis-Kean	PCG report on actions taken in response to poor grades. Items remained identical in wording and sequencing as in CDS baseline.

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Encouragement of Reading	H18, H20, and H21	G18-G20		Eccles & Simpkins	PCG report of encouragement of reading and availability of dictionary and encyclopedia in the home.
Allowance	H22a-f	G21a1-G21b3		Eccles & Simpkins	These items measure frequency, amount, and conditions of an allowance.
Absent Parent Expenditures on Child	H24a-j H25a-j	H24a-p H25 H25a-l	J30	NSFH; JOBS Study	Supplemental child support items to the PSID core, gathering information absent fathers' contributions. CDS-II and CDS-III asked about absent mothers' contributions, as well.
Non-Household Member Expenditures on Child	H26-H28h	H26-H28h		Eccles & Simpkins	These items obtain information on non-household members' financial support of child for same items queried of absent parents.
Household Member Savings for Child	H32a	H29-H32a		Eccles & Simpkins	These items obtain information on household members' savings for child.
HOME Scale Items	See Appendix B for Details	See Appendix B for Details	See Appendix B for Details	NLSY Home SF. Based on: Caldwell, B., & Bradley, R. Home Observation for Measurement of the Environment. Little Rock, AR: University of Arkansas.	Measure of cognitive stimulation and emotional support in the home environment.
PCG Household Interview					
Neighborhood Measures	J1-J5	J1-J5	A1-A7 A11-A12	Used in NLSY; MIDMAC; Denver Youth Study; Human Development in Chicago Neighborhoods (McArthur)	These items assess residential stability (J1), residential satisfaction (J2), neighborhood anonymity (J3), social cohesion (J4a-J4d), neighborhood safety (J5). Items remained identical in wording and sequencing as in CDS baseline.

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Participation in Community Activities	J6a_p – J6i_d	J6a_p – J6i_d	A8a-i	Human Development in Chicago Neighborhoods (McArthur Study)	CDS-II and CDS-III used the same items as CDS-I with three modifications: (1) added J6e “physical exercise, such as aerobics, running, or lifting weights”; (2) changed J6h to read “community center” rather than “institution”; (3) CDS-II and CDS-III asked the questions for caregivers and CDS children; CDS-I queried just for the caregivers.
PCG Religiosity	J7-J8	J7-J8	A9-A10	Detroit Area Study	These items reflect PCG report of importance of religion and spirituality in her/his life.
Rosenberg Self-Esteem Scale	J9a-j	J9a-j	A14a-j	Rosenberg, M. (1986). <i>Conceiving the Self</i> . New York: Basic Books.	This scale assesses PCG self-esteem. CDS-II and CDS-III used the same items as CDS-I and as the NLSY 1986-1990.
Pearlin Self-Efficacy Scale	J10a-d	J10a-d	A20a-g	Pearlin, L. I., Lieberman, M. A., Menaghan, E. G., & Mullan, J. T. (1981). The stress process. <i>Journal of Health and Social Behavior</i> , 22, 337-356.	CDS-II and CDS-III shortened the CDS-I scale version based on factor analysis and reliability assessment.
Household Tasks	J11a-n	J11a-n	A21a-p	NSFH	NSFH queried the respondent about the number of hours each HH member spends per week doing list of tasks. CDS queried the respondent about who usually is responsible for these tasks. CDS-II and CDS-III used the same items as CDS-I with two modifications: (1) CDS-II and CDS-III combined CDS-I A21a&b and (2) dropped A21i “bathing children, changing diapers”.
Child Rearing Values and Rules	J12a-d	J12_1 – J12_4	A22-A25	Alwin, D. F. (1990). Cohort Replacement and Changes in Parental Socialization Values. <i>Journal of Marriage and the Family</i> , 52, 347-60.	These items appeared in the Detroit Area Study and the General Social Survey. They were used at all three waves but shortened for CDS-II and CDS-III.

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Parenting Attitudes and Opinions	J16a,b,d	J16a-c	A33-A36	Hofferth & Davis-Kean	This set of items was developed for CDS-I to supplement the items on parental attitudes and values in child rearing. Item series was shorted for CDS-II and CDS-III.
Gender Roles	J17a-s	J17a-s	A37a-cc	Hofferth & Davis-Kean Based on items in the NSFH, supplemented with items from Being a Father Scale (Pleck, 1997) and "Role of the Father" study (Palkowitz, 1984).	These items measure attitudes towards gender roles in parenting and was constructed for CDS-I based on items from several established studies. Item series was shorted for CDS-II and CDS-III.
Psychological Distress	J18a-h	J18a-h	A38a-j	Kessler, R.C., Andrews, G., Colpe, L.J., Hiripi, E., Mroczek, D.K., Normand, S.-L.T., Walters, E.E., & Zaslavsky, A. (2002). Short screening scales to monitor population prevalences and trends in nonspecific psychological distress. <i>Psychological Medicine</i> , 32(6), 959-976.	This measure is the six-item scale developed for use in the National Health Interview Survey. CDS-II and CDS-III used the exact scale as NHIS and CDS-I, although CDS-I also includes the 10-item version. For scoring instructions, see: http://www.hcp.med.harvard.edu/ncs/k6_scales.php
Parent Disagreement	J20a-e	J20a-e	A40a-i	NLSY NSFH	These items were taken verbatim from the NLSY and NSFH for CDS-I. They measure the extent of agreement between parents on daily activities. The set of items was shortened for CDS-II.
Joint Goals	J21a-c	J21a-c	A41a-f	Hofferth & Davis-Kean – developed for CDS-I	These items were designed for CDS-I to measure the extent to which respondent and partner have joint marital/family goals for the future. The set of items was shortened for CDS-II.

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Family Conflict	J22a-e	J22a-e	A42a-f	Sweet, J., Bumpass, L., & Call, V. (1988). The Design and Content of the National Survey of Families and Households. NSFH Working Paper No. 1. Madison, WI: Center for Demography and Ecology, University of Wisconsin	These items were taken verbatim from NSFH to examine methods of conflict resolution among family members. The set of items were shortened for CDS-II and CDS-III.
Economic Strain	J25a-o	J25a-o	A53 (circle all that apply)	Conger, R., & Elder, G. H., Jr. (1994). Families in Troubled Times: Adapting to Changes in Rural America. New York: Aldine de Gruyter.	These items were drawn from G. Elder's and R. Conger's work measuring experiences of economic or financial stress and strain and practical responses to such financial pressures (Conger & Elder, 1994). This series of YES/NO items was used at all three waves but shortened for CDS-II and CDS-III.
Media Use *	J27-J37f	J36a-d J37a-f		Eccles	Set of items added to CDS-III concerning the availability of electronic items (televisions, computers, etc) in the home.
PCG work schedule	J42-J48	J42-J48		Current Population Survey (CPS) Supplement	Modified sequence to capture the PCG's typical work schedule.
Social Support	J49a-f	J49a-f		Eccles & Simpkins	Set of items measuring PCG social support network.
Child Assessments					
Body Mass Index (BMI)	Q34BMI WTIND07 Q34A1- Q34A4c	Q24BMI WTIND02 Q24A1- Q24A4c	PCG A2-A3	CDC	In CDS-II, both height and weight were measured by the interviewer. In the situations whereby the parent or child refused, the interviewer obtained PCG report of height and weight at the last doctor's visit. BMI is calculated from items A1-A4c. In CDS-I, children were measured but the weight was reported by the PCG. In children, BMI-for-age is plotted on age & gender specific growth charts (see http://www.cdc.gov/growthcharts). The body weight indicator variable that classifies the child as under or overweight, normal, or obese is labeled "WTIND02".

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Woodcock-Johnson Revised Tests of Achievement for Reading and Math	Q34LW1 - Q34APW	Q24LW1 - Q24APSS	ASM LW1-AP60	Woodcock, R. W., & Johnson, M. B. (1989). Tests of Achievement, Standard Battery. Chicago, IL: Riverside Publishing.	The WJ-R measures achievement in several domains. CDS-II used three subtests to measure reading and math skills (the Letter-Word, Passage Comprehension, and Applied Problems tests). In CDS-I, these tests were chosen due to the ease of administration as well as their brevity, and then repeated in CDS-II and CDS-III. In CDS-III, when applicable, the Spanish version of the WJ-R (R (Bateria-R, Form A) was used. National norms for English-speaking and Spanish-speaking respondents are available for these tests. A standardized score is provided for each of the three tests as well as a combined “Broad Reading” score.
WISC Digit Span for Short-Term Memory	Q34Ca1 – Q34DSTO	Q24C1a – A24DSTO	ASM B1-B15c	Wechsler, D. (1974). Wechsler Intelligence Scales for children-Revised. New York: The Psychological Corporation.	Also used in the NLSY-Child Study. A total test score is provided as well as scores for each of the forward and backward item sets.
Child Interview					
Ability Self-Concepts of Children	E1-E20	E1-E20	C1-C20	Eccles, J., Wigfield, A., Harold, R. D., & Blumenfeld, P. (1993). Age and gender difference in children's self-and task perceptions during elementary school. Child Development, 64, 830-847.	These items reflect a set of scales developed and validated by Jacquelynne Eccles for the domains of math and reading. The same items were in all three waves. For CDS-I and CDS-II, they were asked of children 8 years and older; in CDS-III, asked of children 10 years and older.
Children's Expectations about Family and Future	E21a-c	E21a-c		ADD Health	Three items adapted from ADD Health Study that measure the child's concern over getting a good job as an adult, the child's future, and family finances.
Connectedness to School	E22a-d	E22a-d		Eccles	Four items developed for CDS that measure the degree of inclusiveness, closeness, and happiness with, as well as safety at school.

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Electronic Media Use *	F1a-F6c	Section F		Eccles	These items were developed for CDS-II and updated in CDS-III to collect information about children's use of electronic media.
Peer Bullying/ Victimization *	H1a-H1g_4	H1a-d		Kochenderfer, B.J. & Ladd, G.W. (1996). Peer victimization: Cause or consequence of school maladjustment? Child Development, 67, 1305-1317.	Set of four items in CDS-II, increased to seven items in CDS-III, designed to assess type and frequency of peer victimization.
Self-Rated symptoms of: feeling really sick; waking up tired; having skin problems; dizziness; chest pains; headaches; muscle soreness; and stomachache	H2a-h	H2a-h		ADD Health; NHIS	Series of items that query the child about a number of physical symptoms.
Closeness to Others *	H4b-l H5a-h H6a-k	H4a-i H5a-h H6		Eccles & Simpkins	H4 assesses the frequency in which the child converses with mother, father and friends about school, future plans, and friends. H5-6, in turn, queries the child about his/her closeness with family members and other adults.
Race	J1	J1		Eccles & Simpkins	Adolescents' self-reported race.
Religiosity and Spirituality	J2-J4b	J2-J5a		MSALT	Series of questions developed for CDS-II, and continued in CDS-III, about the child's religious and spiritual life.
Employment	J5-J32c	J6-J33		Eccles	Set of question items developed for CDS-II, and continued in CDS-III, that collect information about part-time and summer employment. We ask the child about job title/type of work, job characteristics, job satisfaction, hours, and wages, as well as future aspirations for work and career.
Future Expectations *	J34a-J36 L9-L10a	J34a-J36 L9-L10		ADD Health	Questions adapted from ADD Health to assess the child's self-rated probability of on family formation, schooling, employment, and life-expectancy.

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
School Courses	J37b-J39f	J37b-J39g		Eccles	Detailed series of items for which Children in grades 6-12 provided the name of the class and the grade received in the class for six instructional areas (English, math, science, social science, foreign language, vocational) for two prior terms. We ask for up to three "mentions" for each instructional area.
After School and Community Activities *	K1-K7a	K1-K7b		Eccles	Parallel set of questions to the PCG that queries the Child about time spent in after school and community activities and involvement of friends.
General Health Status of Child – Self-Report by Child	K8	K8		ADD Health	Single item that asks the child to rate his/her own health on a scale of 1 (Excellent) -5 (Poor).
Weight Maintenance*	K9-K10bm	K9-K12		ADD Health	CDS youth aged 10 years and older are asked in the ACASI module to self-report strategies used in the past seven days to gain or lose weight.
Dietary Habits *	K13a-m	K13-K14		ADD Health	These items in the ACASI module collect information from the youth aged 10 years and older about foods consumed from each of the major food groups.
Exercise	K15-K17	K15-K17		ADD Health	These items in ACASI module collect information from the youth aged 10 years and older about amount of exercise in school and outside of school during the prior week.
Health Limitations-Self-Report by Child	K18-K19	K18-K19		ADD Health	These items in ACASI module collect information from the youth aged 10 years and older about frequency in the last month they missed school or social/recreational activity due to health or emotional health problem.
Sleep	K20-K21	K20-K22		ADD Health	Youth aged 10 years and older are asked in ACASI module time they go to sleep and amount of sleep they obtain on weeknights. In CDS-II, they are also asked their opinion if they get sufficient amount of sleep.

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Perseverance	K26a-e	K26a-e		Furstenberg, Frank F. Jr.; Thomas D. Cook; Jacquelynne Eccles, Glen H. Elder, Jr. and Arnold Sameroff. (1999). <i>Managing to Make It: Urban Families and Adolescent Success</i> . University of Chicago Press.	Developed for the MacArthur Network on Adolescent Development; asked of youth aged 10 and older in the ACASI module.
Pro-Social Behaviors	K24a-f	K24a-f		Eccles	Developed for CDS-II, these questions address helping and social support.
Friend Characteristics *	K25a-p	K25a-n		MSALT	Detailed list of positive and negatives behaviors of the child's friends.
Subscale Global Self Concept	K27-K32	K27-K32 (C21-C28)		Marsh, H. (1990). <i>Self-Description Questionnaire Manual</i> . Macarthur, Australia: Univ. of Western Sydney.	Six items that assess the child's self-reported self-concept.
Savings and Expenditures *	L1-L6g	L1-L6h		Eccles & Simpkins	Detailed set of questions about allowance, savings habits and expenditures.
Dating	L7-L8a	L7-L8a		ADD Health	Adolescents are asked whether parents allow them to date-supervised and unsupervised and the age of first date.
Deviant Behaviors *	L11a-j	L11a-j		NLSY79 http://www.bls.gov/nlsy79cyaguide/nlsy79cusg.htm	Adolescents are asked about frequency of norm-breaking behaviors in the past six months that range in severity from staying out past curfew to harming others badly enough to require medical attention. NLSY Items "ever used marijuana" and "ever got drunk" are also asked in the CDS ACASI and are part of this overall measure.
Tobacco, Alcohol, and Drug Use *	L12a-L15k	L12-L15d		ADD Health	Questions that collect information about experiences with tobacco, alcohol, and drugs. Adolescents are asked if the ever tried, age first tried, frequency of use, and peer use.
Children's Depression Inventory (CDI)	L16a-j	L16a-j		Kovacs, Maria. <i>Children's Depression Inventory (CDI)</i> . http://www.pearsonassessments.com/tests/cdi.htm	The CDI assesses youth self-report symptoms of depression during the prior two weeks to the interview.

Measure	CDS-III Items	CDS-II Items	CDS-I Items	Source/Original Authors	Notes
Acceptance Subscale from Child Report of Parent Behavior Inventory (CRPBI)	L17a – L21d	L17a – L21d		Barber, B.K. & Olsen, J.A. (1997). Socialization in context: Connection, regulation, and autonomy in the family, school, and neighborhood, and with peers. <i>Journal of Adolescent Research: Special Issue: Adolescent Socialization in Context: Connection, regulation, and autonomy in multiple contexts, Part II</i> , 12(2), 287-315.	This set of items adapted from the CRPBI and work by B. Barber intends to measure acceptance by each parent, friends, and boy/girl friends. Four out of the original ten items were used for CDS-II and CDS-III, based on factor analyses.
Psychological Control Scale-Youth Self	L17 and L18: a, b, d, g, i, j	L17 and L18: a, b, d, g, i, j		Barber, B.K. (1996). Parental psychological control: Revisiting a neglected construct. <i>Child Development</i> , 67, 3296-3319.	This set of items adapted from work by B. Barber intends to measure psychological control, as reported by the child. Six out of the original eight items were retained for CDS-II and CDS-III, based on factor analyses.
Social Initiative	L22a-e	L22a-e		Barber, B.K. (1996). Parental psychological control: Revisiting a neglected construct. <i>Child Development</i> , 67, 3296-3319.	Measure of social initiative in the school context. Five of the original 13 items were retained for CDS-II and CDS-III, based on factor analyses.
Monitoring	L23-L28	L23-L25 L26-L28		Stattin & Kerr	Monitoring: Parents Knowledge; Child Disclosure
Sexual Experiences *	L29-L36	L29-L36		ADD Health	Set of questions querying the youth about experiences with sexual intercourse and pregnancy.
Subjective Well Being	L37a-n	L37a-n		MIDUS http://midmac.med.harvard.edu/	This set of items adapted from MacArthur MIDUS Youth and work by Corey Keyes intends to measure Subjective Well-Being among adolescents. Some of the original items from the MIDUS were retained for each of these subscales for the CDS-II and CDS-III, based on factor analyses.
* Items that have been updated or added to in CDS-III					

Appendix B: HOME Scale Mapping to NLSY and PHDCN

HOME Scale Item	NLSY Subscale ¹¹	PHDCD ¹² S subscale	1997 Questions				2002 Questions			2007 Questions	S/O ¹³	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10+ yrs.	10+ yrs.		
1. How often child gets out of the house	C	--	C1								S	
2. How many books child has	C	ARM	B16	B16	B16	B16	E12	E12	E12	E12	S	
3. How often mother takes child to grocery store	C	--	B15	B15 ¹⁴	B15						S	
4. How many cuddly or role-playing toys child has	C	--	C2								S	
5. Mother's belief about how child learns best	C	--	C4								S	
6. How many push or pull toys child has	C	--	C3								S	
7. How often mother talks to child while working	E	--	C5								S	
8. Mother reads to child	C	ARM	B14	B14	B14	B14	F8	-	-	-	S	

¹¹ E=Emotional Support; C=Cognitive Stimulation

¹² Project on Human Development in Chicago Neighborhoods (PHDCN). Scale abbreviations are: ARM=Access to Reading Materials; EG=Exterior Home; IH=Interior Home; LS=Learning Stimulation; O/A=Outings/Activities; PA=Parental Activity; PEC=Parental Engagement with Child; PLH=Parental Lack of Hostility; PVS=Parental Verbal Skills; PW=Parental Warmth

¹³ 'S' indicates 'self-report'; 'O' indicates interviewer observation

¹⁴ An underlined question number indicates that the item was asked of the cohort, but is not part of the NLSY subscale

HOME Scale Item	NLSY Subscale ¹¹	PHDCD ¹² S subscale	1997 Questions				2002 Questions			2007 Questions	S/O ¹³	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10+ yrs.	10+ yrs.		
9. How often child eats with mother and father	E	--	B5	B5	B5	B5	E5	E5	E5	E5	S	
10. Child's play environment appears safe	C	IH	L14	L14	L14	L14	K31	K31	K31	K31	O	In CDS, the item is worded 'is play environment safe'; in PHDCN as 'house or environment free of potentially dangerous structural or health hazards.' ¹⁵
11. Mother conversed with child at least twice	E	PW	L2	L2	L2	L2	K7	K7	K7	K7	O	Scale is 1 to 5 (never=1;4 or more times=4) instead of yes/no.+ Different scale than 1997.* ¹⁶
12. Mother answered child's questions/speech verbally	E	PW	L3	L3	L3	L3	K8	K8	K8	K8	O	Scale is 1 to 5 (never=1;4 or more times=4) instead of yes/no.+ Different scale than 1997.*
13. Mother caressed, kissed, or hugged child at least once	E	PW	L4	L4	L4	L4	K9	K9	K9	K9	O	Scale is 1 to 5 (never=1;4 or more times=4) instead of yes/no.+ Different scale than 1997.*
14. Mother slapped or spanked child at least once	E	PLH	L5	L5	L5	L5	K10	K10	K10	K10	O	Scale is 1 to 5 (never=1;4 or more times=4) instead of yes/no.+ Different scale than 1997.*
15. Mother physically restricted child	E	--	L6	L6	L6	L6	K11	K11	K11	K11	O	Different scale than 1997.*
16. Mother provided toys or interesting activities	C	--	L7	L7	L7	L7	K12	K12	K12	K12	O	Different scale than 1997.*

¹⁵ +Wording difference from PHDCN

¹⁶ *Wording difference from 1997 to 2002

HOME Scale Item	NLSY Subscale ¹¹	PHDCD ¹² S ubscale	1997 Questions				2002 Questions			2007 Questions	S/O ₁₃	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10+ yrs.	10+ yrs.		
17. Mother kept child in view	E	--	L9	L9	L9	L9					O	Different scale than 1997.*
18. How many magazines family gets	C	PA	HH-A27	HH-A27	HH-A27	HH-A27	J13	J13	J13	J13	S	
19. Does child have record/tape/CD & at least 5 records/tapes/CDs	C	--		D1			F1				S	
20. How often child was taken to a museum	C	O/A		D2	E5	F5	F2	G12	H12	H12	S	
21. How often child is taken on an outing	C	O/A		D3			F3				S	
22. Child is encouraged to learn numbers	C	LS		D4a			F4a				S	
23. Child is encouraged to learn alphabet	C	ARM		D4b			F4b	G4			S	In 2002, G4 asks if child has toys that help him/her learn the alphabet OR words+
24. Child is encouraged to learn colors	C	LS		D4c			F4c				S	
25. Child is encouraged to learn shapes and sizes	C	LS		D4d			F4d				S	
26. Home interior is dark or monotonous	C	IH	L10	L10	L10	L10	K28	K28	K28	K28	O	Scale is 1 to 5; (not at all monotonous=1; very monotonous=4) instead of yes/no+ 1997 scale was reversed.*
27. All visible rooms are minimally cluttered	C	IH	L11	L11	L11	L11	K29	K29	K29	K29	O	Scale is 1 to 5; (not at all cluttered=1; very cluttered=4) instead of yes/no+; 1997 scale was reversed.*

HOME Scale Item	NLSY Subscale ¹¹	PHDCD ¹² S ubscale	1997 Questions				2002 Questions			2007 Questions	S/O ₁₃	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10+ yrs.	10+ yrs.		
28. All visible rooms are reasonably clean	C	IH	L12	L12	L12	L12	K30	K30	K30	K30	O	Scale is 1 to 5; (not at all clean=1; very clean=4) instead of yes/no+; 1997 scale was reversed.*
29. Amount of choice child has in selected food	E	--		D5			F5				S	
30. Mother's response to hitting: hit child back	E	--		D6			F7				S	
31. Mother's response to hitting: spank child	E	--		D6	E11	F10	F7k	G17b	H17b	H17b	S	
32. Mother's response to hitting: Other	E	--		D6	E11	F10	F7b	G17b	H17b	H17b	S	
33. Number of hours per day TV is on in home	E	--	HH-A26a	HH-A26a	HH-A26a	HH-A26a	J27a	J27a	J27a	J27a	S	
34. Mother's voice showed positive feeling about child	E	PW	L8	L8	L8	L8	K13	K13	K13	K13	O	Scale is 1 to 5 (never=1; 4 or more times=4) instead of yes/no+; Different scale than 1997.*
35. Mother introduced interviewer to child by name	E	--		L17	L17	L17	K16	K16	K16	K16	O	
36. How often child spanked in past week	E	--			E9b	F9b	F6b	G15b	H15b	H15b	S	
37. How often child reads for enjoyment	E	--			E1	F1		G1	H1	H1	S	
38. Does family encourage hobbies	C	--			E2	F2		G2	H2	H2	S	

HOME Scale Item	NLSY Subscale ¹¹	PHDCD ¹² S subscale	1997 Questions				2002 Questions			2007 Questions	S/O ₁₃	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10+ yrs.	10+ yrs.		
39. Is there a musical instrument child can use at home	C	LS			E3	F3		G3	H3	H3	S	G3/H3 asks if they have access to a musical instrument. CDS does not ask if they have access to a musical toy.+ G3a/H4 asks how often they play (every day, several times a week, several times a month, several times a year, or never).
40. Does child get special lessons or activities	C	--			E4	F4		G5-G10c	H5-H8c	H5-H8c	S	In 2002, CDS does not have a question about general activity involvement. CDS has several questions about children's involvement in specific activities.*
41. How often child was taken to theater	C	O/A			E6	F6		G13	H13	H13	S	
42. Do parents discuss TV programs with child	C	PEC			E7	F7	J35	J35	J35	J35	S	In CDS, the question asks if primary or other caregiver discuss TV with child. CDS does not ask about the last 2 weeks specifically+
43. Does family get daily newspaper	C	PA	HH-A28	HH-A28	HH-A28	HH-A28	J14 & J14a	J14; J14a	J14; J14a	J14; J14a	S	J14 asks if the family received the daily newspaper. J14a asks how many days a week they read the newspaper+
44. How often child spends time with father	E	--	B3	B3	B3	B3	E4a	E4a	E4a	E4a	S	In 2002, the wording was changed from "time spent with father" to "time spent with father in indoor activities."*
45. How often child spends time with father outdoors	E	--	B4	B4	B4	B4	E4	E4	E4	E4	S	
46. How often family gets together with friends or relatives	E	--	B7	B7	B7	B7	E6	E6	E6	E6	S	

HOME Scale Item	NLSY Subscale ¹¹	PHDCD ¹² S subscale	1997 Questions				2002 Questions			2007 Questions	S/O ¹³	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10+ yrs.	10+ yrs.		
47. How often child expected to make own bed	E	--			E8a	F8a		G14a	H14a	H14a	S	
48. How often child expected to clean own room	E	--			E8b	F8b		G14b	H14b	H14b	S	
49. How often child expected to clean up spills	E	--			E8c			G16c			S	
50. How often child expected to bathe self	E	--			E8d			G14d			S	
51. How often child expected to pick up after self	E	--			E8e	F8f		G14e	H14f	H14f	S	
52. How often child expected to help manage own time	E	--				F8e			H14e	H14e	S	
53. How often child keeps shared living areas clean	E	--				F8c			H14c	H14c	S	
54. How often child does routine chores	E	--				F8d			H14d	H14d	S	
55. Child included in family hobby	--	O/A					E15	E15	E15	E15	S	
56. Parent engages in regular outdoor recreation w/ child	--	O/A					E2	E2	E2	E2	S	E4 discusses father involvement in outdoor activities w/child & E5 discusses mother involvement in outdoor activities w/child. The two can be used to gauge parent involvement.+
57. Buildings in the face block in good condition	--	EH					K37	K37	K37	K37	O	

HOME Scale Item	NLSY Subscale ¹¹	PHDCD ¹² S ubscale	1997 Questions				2002 Questions			2007 Questions	S/O ₁₃	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10+ yrs.	10+ yrs.		
58. Street in the face block in good condition	--	EH					K38	K38	K38	K38	O	
59. Bi garbage or broken glass in street or sidewalk	--	EH					K39	K39	K39	K39	O	
60. No drug, alcohol, or cigarette litter in street/sidewalk	--	EH					K40	K40	K40	K40	O	
61. How many books are in the house	--	ARM					J39	J39	J39	J39	S	
62. How many dictionaries are in the house	--	ARM					--	G19	G19	G19	S	CDS asks how many dictionaries are in the home instead of yes/no.+
63. Parent encourages child to contribute	--	PW					K18	K18	K18	K18	O	Scale is 1 to 5 (never=1; 4 or more times=4) instead of yes/no.+
64. Parent mentions skill of child	--	PW					K17	K17	K17	K17	O	Scale is 1 to 5 (never=1; 4 or more times=4) instead of yes/no.+
65. Parent praises child twice during visit	--	PW	L13	L13	L13	L13	K14	K14	K14	K14	O	Scale is 1 to 5 (never=1; 4 or more times=4) instead of yes/no.+ Different scale than 1997.*
66. Parent uses diminutive for child's name	--	PW					K20	K20	K20	K20	O	Scale is 1 to 5 (never=1; 4 or more times=4) instead of yes/no.+
67.												
68.												

HOME Scale Item	NLSY Subscale ¹¹	PHDCD ¹² S ubscale	1997 Questions				2002 Questions			2007 Questions	S/O ₁₃	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10+ yrs.	10+ yrs.		
69. Parent responds positively to praise of child	--	PW					K19	K19	K19	K19	O	Scale is 1 to 5 (never=1; 4 or more times=4) instead of yes/no.+
70. Parent's speech is distinct, clear, audible	--	PVS					K1	K1	K1	K1	O	Scale is 1 to 5 (never=1; Often=5) instead of yes/no.+
71. Parent initiates verbal interchanges	--	PVS					K4	K4	K4	K4	O	Scale is 1 to 5 (never=1; Often=5) instead of yes/no.+
72. Parent expresses ideas freely and easily	--	PVS					K3	K3	K3	K3	O	Scale is 1 to 5 (never=1; Often=5) instead of yes/no.+
73. Parent appears to understand questions	--	PVS					K2	K2	K2	K2	O	Scale is 1 to 5 (never=1; Often=5) instead of yes/no.+
74. Parent does not shout at child during visit	--	PLH					K22	K22	K22	K22	O	Scale is 1 to 5 (never=1; 4 or more times=4) instead of yes/no.+
75. Parent does not express annoyance with child	--	PLH					K23	K23	K23	K23	O	Scale is 1 to 5 (never=1; 4 or more times=4) instead of yes/no.+
76. Parent does not scold or criticize child	--	PLH					K21	K21	K21	K21	O	Scale is 1 to 5 (never=1; 4 or more times=4) instead of yes/no.+
77. Home has 100 square feet space per person	--	IH					K32	K32	K32	K32	O	
78. Rooms are not overcrowded with furniture	--	IH					K33	K33	K33	K33	O	Scale is 1 to 5 (not at all overcrowded=1; very overcrowded=5) instead of yes/no.+
79. Home is not too noisy (from noise in house)	--	IH					K34	K34	K34	K34	O	Scale is 1 to 5 (never=1; Often=5) instead of yes/no.+

HOME Scale Item	NLSY Subscale ¹¹	PHDCD ¹² Subscale	1997 Questions				2002 Questions			2007 Questions	S/O ₁₃	Notes on Changes
			0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10+ yrs.	10+ yrs.		
80. Home is not too noisy (from noise outside)	--	IH					K35	K35	K35	K35	O	Scale is 1 to 5 (not at all noisy=1; very noisy=5) instead of yes/no.+
81. No signs of alcohol or illegal drug use	--	IH					K36	K36	K36	K36	O	Scale is 1 to 5 (none=1; yes, just about everywhere=5) instead of yes/no.+

Appendix C: HOME Scale Recoding Instructions

Recoding Specifications for the CDS-II HOME-SF Items ¹⁷										
Item	NLSY79 Subscale	1997 Questions				2002 Questions			2007 Questions	Recoding Instructions
		0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10+ yrs.	10+ yrs.	
1. How often child gets out of the house	C	C1								
2. How many books child has	C	B16	B16	B16	B16	E12	E12	E12	E12	If response=(1, 2)then recode to 0 If response=(3, 4, 5) then recode to 1
3. How often mother takes child to grocery store	C	B15	B15	B15	B15					
4. How many cuddly or role-playing toys child has	C	C2								
5. Mother's belief about how child learns best	C	C4								
6. How many push or pull toys child has	C	C3								
7. How often mother talks to child while working	E	C5								

¹⁷ An underlined question number indicates that the item was asked of the cohort, but is not part of the NLSY subscale and therefore not used in the construction of the summary variable for Emotional Support and Cognitive Stimulation subscales in the CDS-II data. An empty shade cell indicates that the item is not part of the NLSY subscale and therefore not used in the construction of the summary variable for Emotional Support and Cognitive Stimulation subscales in the CDS-II data. An italic question number indicates that the item was asked of the cohort, and it is part of the NLSY subscale, but it was not used to construct the summary variable for Emotional Support and Cognitive Stimulation subscales in the CDS-II data because of a significant number of missing data.

Recoding Specifications for the CDS-II HOME-SF Items33										
Item	NLSY79 Subscale	1997 Questions				2002 Questions			2007 Questions	Recoding Instructions
		0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs	10+ yrs	10+ yrs	
8. Mother reads to child	C	B14	B14	B14	B14	F8	-	-	-	If response=(1, 2, 3, 4) then recode to 0 If response=(5, 6) then recode to 1
9. How often child eats with both mother and father	E	B5	B5	B5	B5	E5	E5	E5	E5	If response=(1, 2) then recode to 0 If response=(3, 4, 5, 6, 7) then recode to 1
10. Child's play environment appears safe	C	L14	L14	L14	L14	K31	K31	K31	K31	If response=(5) then recode to 0 If response=(1) then recode to 1
11. Mother conversed with child at least twice	E	L2	L2	L2	L2	K7	K7	K7	K7	If response=(1,2) then recode to 0 If response=(3, 4)then recode to 1
12. Mother answered child's questions/speech verbally	E	L3	L3	L3	L3	K8	K8	K8	K8	If response=(1) then recode to 0 If response=(2, 3, 4) then recode to 1
13. Mother caressed, kissed, or hugged child at least once	E	L4	L4	L4	L4	K9	K9	K9	K9	If response=(1) then recode to 0 If response=(2, 3, 4) then recode to 1
14. Mother slapped or spanked child at least once	E	L5	L5	L5	L5	K10	K10	K10	K10	If response=(1) then recode to 0 If response=(2, 3, 4) then recode to 1
15. Mother physically restricted child	E	L6	L6	L6	L6	K11	K11	K11	K11	If response=(1) then recode to 0 If response=(2, 3, 4) then recode to 1
16. Mother provided toys or interesting activities	C	L7	L7	L7	L7	K12	K12	K12	K12	
17. Mother kept child in view	E	L9	L9	L9	L9					
18. How many magazines family gets	C	HH A27	HH A27	HH A27	HH- A27	J13	J13	J13	J13	If response=(0) then code as 0 If response=(1+) then recode to 1
19. Does child have record /tape/CD & at least 5 records/tapes/CDs	C		D1			F1 & F1a				If F1=5 then recode as 0 If F1=1 and F1a < 5 then recode as 0 If F1=1 and F1a =>5 then recode as 1

Recoding Specifications for the CDS-II HOME-SF Items33										
Item	NLSY79 Subscale	1997 Questions				2002 Questions			2007 Questions	Recoding Instructions
		0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10+ yrs.	10+ yrs.	
20. How often child was taken to a museum	C		D2	E2	F2	F2	G12	H12	H12	If response=(1) then code as 0 If response=(2, 3, 4, 5) then recode to 1
21. How often child is taken on an outing	C		D3			F3				If response=(1, 2) then recode to 0 If response=(3, 4,5) then recode to 1
22. Child is encouraged to learn numbers	C		D4a			F4a				If response=(5) then recode to 0 If response=(1) then recode to 1
23. Child is encouraged to learn alphabet	C		D4b			F4b				If response=(5) then recode to 0 If response=(1) then recode to 1
24. Child is encouraged to learn colors	C		D4c			F4c				If response=(5) then recode to 0 If response=(1) then recode to 1
25. Child is encouraged to learn shapes and sizes	C		D4d			F4d				If response=(5) then recode to 0 If response=(1) then recode to 1
26. Home interior is dark or monotonous	C	L10	L10	L10	L10	K28	K28	K28	K28	If response=(2, 3, 4, 5) then recode to 0 If response=(0) then recode to -4
27. All visible rooms are minimally cluttered	C	L11	L11	L11	L11	K29	K29	K29	K29	If response=(2, 3, 4, 5) then recode to 0 If response=(0) then recode to -4
28. All visible rooms are reasonably clean	C	L12	L12	L12	L12	K30	K30	K30	K30	If response=(1) then recode to 0 If response=(2, 3, 4, 5) then recode to 1 If response=(0) then recode to -4
29. Amount of choice child has in selecting food	E		D5			F5				If response=(1,2 then recode to 0 If response=(3,4) then recode to 1

Recoding Specifications for the CDS-II HOME-SF Items33										
Item	NLSY79 Subscale	1997 Questions				2002 Questions			2007 Questions	Recoding Instructions
		0-3 yrs.	3-5 yrs.	6-9 yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10+ yrs.	10+ yrs.	
30. Mother's response to hitting: hit child back	E		D6			F7B				If Respondent indicated harsh reaction to F7: "hit back", "kick out of house" or "eat soap" then recode to 0 ELSE recode new variable=1
31. Mother's response to hitting: spank child	E		D6	E11	F10	F7K	G17	H17	H17	
32. Mother's response to hitting: kick out of house	E		D6	E11	F10	F7	G17	H17	H17	
33. Mother's response to hitting: eat soap	E		D6	E11	F10	F7	G17	H17	H17	
34. Number of hours per day TV is on in home	E	HHA26	HHA26a	HH-A26a	HH-A26a	J27a	J27a	J27a	J27a	If response=(0, 1, 2, 3, 4) then recode to 1 If response=(5+) then recode to 0
35. Mother's voice showed positive feeling about child	E	L8	L8	L8	L8	K13	K13	K13	K13	If response=(1) then recode to 0 If response=(2, 3, 4, 5) then recode to 1
36. Mother introduced interviewer to child by name	E		L17	L17	L17	K16	K16	K16	K16	If response=(1) then recode to 1 If response=(5) then recode to 0S
37. Mother encouraged child to the conversation	E					K18	K18	K18	K18	If response=(1) then recode to 0 If response=(2, 3, 4, 5) then recode to 1
38. How often child spanked in past week	E			E9b	F9b	F6b	G15b	H15b	H15b	IF Q21E10=5 then recode to 0 If Q21E10=1 & F6b/G15b/H15b=0, 1 then recode to 0 If F6b/G15b/H15b = 2 or more then recode to 0
39. How often child reads for enjoyment	C			E1	F1		G1	H1	H1	If response=(5, 6) then recode to 1 If response=(1, 2, 3, 4, 7) then recode to 0
40. Does family encourage hobbies	C			E2	F2		G2	H2	H2	If response=(1) then recode to 1 If response=(5) then recode to 0

41. Is there a musical instrument child can use at home	C			E3	F3		G3	H3	H3	If response=(1) then recode to 1 If response=(5) then recode to 0
Recoding Specifications for the CDS-II HOME-SF Items33										
Item	NLSY79 Subscale	1997 Questions				2002 Questions			2007 Questions	Recoding Instructions
		0-3 yrs.	3-5 yrs.	10+ yrs.	10-12 yrs.	3-5 yrs.	6-9 yrs.	10+ yrs.	10+ yrs.	
42. Does child get special lessons or activities	C			E4	F4		G5-G10	H5-H9c	H5-H8c	IF (G5 or G6a or G6c or G7a or G8 or G8c or G8f or G10) =1 Recode new variable=1 Else new variable=0 IF (H5 or H6 or H7 or H7b or H7d or H8 or H9a or H9c) =1 Recode new variable=1 Else new variable=0
43. How often child was taken to theater	C			E6	F6		G13	H13	H13	If response=1 then recode to 0 If response=(2, 3, 4, 5) then recode to 1
44. Do parents discuss TV programs with child	C			E7	F7	J35	J35	J35	J35	If response=(1) then recode to 1 If response=(5) then recode to 0
45. Does family get daily newspaper	C	HH A28	HH A28	HH A28	HH- A28	J14	J14	J14	J14	If response=(1) then recode to 1 If response=(5) then recode to 0
46. How often child spends time with father	E	B3	B3	B3	B3	E4 & E4a	E4 & E4a	E4 & E4a	E4 & E4a	If E4 or E4a = (7, 6) then recode to 1 Else recode to 0
47. How often child spends time with father outdoors	E	B4	B4	B4	B4	E4	E4	E4	E4	If response=(0, 1, 2, 3, 4) then recode to 0 If response=(5, 6, 7) then recode to 1
48. How often family gets together with friends or relatives	E	B7	B7	B7	B7	E6	E6	E6	E6	If response=(1, 2, 3) then recode to 0 If response=(4, 5) then recode to 1

49. How often child expected to make own bed	E			E8a			G14a	H14a	H14a	If at least 3 out of 4 of the items G14a-G14d = > 2 Recode new variable = 1 Else new variable=0;
50. How often child expected to clean own room	E			E8b			G14b	H14b	H14b	
51. How often child expected to clean up spills	E			E8c			G14c	--	--	
52. How often child expected to bathe self	E			E8d			G14d	--	--	
53. How often child expected to pick up after self	E			E8e	F8f		G14e	H14f	H14f	
54. How often child expected to help manage own time	E				F8e			H14e	H14e	
55. How often child keeps shared living areas clean	E				F8c			H14c	H14c	
56. How often child does routine chores	E				F8d			H14d	H14d	

Appendix D: CDSIII Data Groupings

Data File	Description	# variables	Unit	Eligible Participants	Data Records	Response Rate
Demographic File	The "Demographic File" (as labeled in 1997) contains sample weight, family relationship variables, a sibling indicator, interviewer ID, and result status of the individual modules for each child.	16	One record for each child.	3,191	1,623	---
Primary Caregiver (PCG) Child File	The PCG-Child data were collected about each target child as reported by the primary caregiver. The interview content largely reflects CDS-I PCG interview, with the addition of new content for the adolescents. The file includes interviewer observations of PCG-Child interactions from the HOME Scale. Interviews were conducted by telephone or in person.	614	One record for each child.	1,676	1,608	96%
Primary Caregiver (PCG) Household File	The PCG-Household data contain information about the target child's household, neighborhood, and PCG social/emotional well-being as reported by the PCG. Each PCG completed one household questionnaire regardless of the number of children in the sample for whom they act as primary caregiver. The file includes HOME Scale interviewer observations of physical environment. Interviews were conducted by telephone or in person. A total of 2,019 families participated.	251	One record for each child.	1,676	1,608	96%
Assessment Data	CDS conducted in person reading and math achievement tests using the Woodcock-Johnson Psycho-Educational Battery-Revised (WJ-R), short-term memory tests using the WISC Digit Span, and height and weight measurements.	253	One record for each child.	1,676	1,506	90%
Child File	CDS youth aged 10 years and older were eligible to participate in a personal interview.	466	One record for each child.	1,676	1,506	90%
Time Diary Questionnaire	The Time Diary Questionnaire File contains survey administrative data for the diary. This data set has a single record for each child, which includes information for both the weekday and weekend diaries. Time diaries were mailed ahead to the home, and reviewed with the child and/or PCG in person or by telephone.	---	One record for each child.	1,676	1,442	86%

Data File	Description	# variables	Unit	Eligible Participants	Data Records	Response Rate
Time Diary Activity	The Time Diary Activity File contains detailed information about the target child's activities during a twenty-four hour period on both a weekday and a weekend day.	---	One record for each child for each activity.	1,676	-----	See Time Diary Q'naire
Time Diary Aggregate	The Time Diary Aggregate file "roll-up" individual activities in several ways: at the four-and three-digit code levels, which take all of the time spent in each of the activities and sum them across the diary day, and at the two-digit level, which aggregate time per diary day by 38 activity categories.	---	One record for each child.	1,676	1,442	--
Other Caregiver (OCG) Child File	The OCG-Child file contains data about each child as reported by the secondary caregiver (OCG. The items are a subset of the PCG-Child file, administered by mail with telephone follow-up.	---	One record for each child.	1,040	890	86%
Other Caregiver (OCG) Household File	The OCG-Household file contains a subset of items from the PCG-Household questionnaire, as reported by the OCG. Each OCG completed only one household questionnaire regardless of the number of children in the sample for whom they act as the other caregiver. This was a paper mail survey with telephone interview follow up on non response.	---	One record for each child.	1,040	890	86%
School Environment	The school environment file consist of school or school-district level identifiers extracted from the NCES Common Core of Data for the school/district that the CDS target child attended during the CDS-II data collection. Additionally includes linkages to the NCES Private School Survey. Data available under restricted contract.	---	One record for each child.	-----	---	--