OVERVIEW: A CROSS-NATIONAL COMPARISON OF LONGITUDINAL SURVEYS ON CHILDREN AND YOUTH

<table>
<thead>
<tr>
<th>Australia</th>
<th>Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Years:</strong></td>
<td><strong>Years:</strong></td>
</tr>
<tr>
<td>Growing Up in Australia:</td>
<td>National Longitudinal Survey of Children and Youth (NLSCY)</td>
</tr>
<tr>
<td>Longitudinal Study of Australian Children</td>
<td>1994 – Ongoing</td>
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<tr>
<td></td>
<td>(2007 is most recent year of available data)</td>
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<tr>
<td></td>
<td>Biennial</td>
</tr>
<tr>
<td></td>
<td>5 cohorts:</td>
</tr>
<tr>
<td></td>
<td>Ci: 0-11 years in 1994/5</td>
</tr>
<tr>
<td></td>
<td>C2: 0-1 years in 1998/9</td>
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<tr>
<td></td>
<td>C3: 0-1 years in 2000/1</td>
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<tr>
<td></td>
<td>C4: 0-1 years in 2002/3</td>
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<tr>
<td></td>
<td>C5: 0-1 years in 2004/5</td>
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<tr>
<td></td>
<td>Total: 16,505</td>
</tr>
<tr>
<td></td>
<td>* Estimated size of sample by nativity:</td>
</tr>
<tr>
<td></td>
<td>3rd+ generation=13,593</td>
</tr>
<tr>
<td></td>
<td>2.5 generation=1,513</td>
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</tr>
<tr>
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<td>1.5 generation=134</td>
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<tr>
<td></td>
<td>Child nativity:</td>
</tr>
<tr>
<td></td>
<td>Country of birth</td>
</tr>
<tr>
<td></td>
<td>Parent’s ethnicity; the language profile of household members; religious identification</td>
</tr>
<tr>
<td></td>
<td>Access to Public use microdata file (PUMF) – synthetic files</td>
</tr>
<tr>
<td></td>
<td>Child’s grade level, type of school and language of instruction, whether the child looks forward to school, absenteeism, and no. of school changes and residential moves; repeating grades, achievement and special education</td>
</tr>
<tr>
<td></td>
<td>Parental Expectations and Aspirations (answered by parent):</td>
</tr>
<tr>
<td></td>
<td>Parental aspirations and expectations for their youth, and parental views on their school experiences</td>
</tr>
<tr>
<td><strong>Freq. of waves:</strong></td>
<td><strong>Freq. of waves:</strong></td>
</tr>
<tr>
<td>2003/4 – Ongoing</td>
<td>Biennial</td>
</tr>
<tr>
<td>(2007/8 – Wave III – is most recent year of available data)</td>
<td>2 cohorts (ages at the beginning of survey in 2003/4):</td>
</tr>
<tr>
<td></td>
<td>B-cohort = infants ages 3-18 months</td>
</tr>
<tr>
<td></td>
<td>K-cohort = pre-kindergarteners ages 4-5 years</td>
</tr>
<tr>
<td><strong>Approx. sample size:</strong></td>
<td><strong>Approx. sample size:</strong></td>
</tr>
<tr>
<td>Total sample size: 10,000 children</td>
<td>Child nativity:</td>
</tr>
<tr>
<td>(5000 in the K cohort, 5000 in the B cohort)</td>
<td>Country of birth</td>
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<tr>
<td></td>
<td>Parent's (or other primary caregiver’s) ethicology;</td>
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<tr>
<td></td>
<td>Parent’s ethnicity; the language profile of household members; religious identification</td>
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<tr>
<td></td>
<td>Requires application to the Department of Families, Community Services and Indigenous Affairs (FaCSIA)</td>
</tr>
<tr>
<td><strong>Availability of nativity data:</strong></td>
<td><strong>Availability of key socio-demographics:</strong></td>
</tr>
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<td><strong>Data access</strong></td>
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<tr>
<td><strong>ALL CHILDREN:</strong></td>
<td><strong>Outcomes:</strong></td>
</tr>
<tr>
<td>General Child Development:</td>
<td>Learning and cognition outcomes:</td>
</tr>
<tr>
<td>Emotional development; form status; language development; physical development; school readiness; social development; Home education environment; Activities at home; activities outside the home; activities with family; expectations about education; home computer use; parent involvement; special activities; television at home; Social capital; Attachment; Contact; Neighbourhood status; Services; Social support</td>
<td></td>
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<tr>
<td></td>
<td>Approach to learning; Early language and communication; General development; Language development; Numeracy; Reading; Social Competence; Temperament; Writing Social and emotional outcomes: Behaviors; Child self perceptions; Emotional development; General development; hyperactivity; Social development; Temperament School characteristics: Absenteeism; Bullying; School enjoyment; care enjoyment; use of child care services</td>
</tr>
<tr>
<td><strong>Outcomes:</strong></td>
<td>Codebook / Data dictionary:</td>
</tr>
<tr>
<td></td>
<td><strong>Years:</strong></td>
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<tr>
<td>CANADA</td>
<td><strong>Freq. of waves:</strong></td>
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<td>CHILD &amp; YOUTH (ages 0-17 years) – CONT’D</td>
<td>YOUTH ONLY: (ages 12-23 years) – CONT’D</td>
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<tr>
<td><strong>Health:</strong></td>
<td><strong>Youth Education</strong> (ages 16 to 23)</td>
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<tr>
<td>Child’s physical health—general health, injuries, limitations and chronic conditions—and use of health services and medications; sleeping patterns (hours of sleep, hours of uninterrupted sleep at night)</td>
<td>current educational status (i.e. enrolled; dropped out; graduated, etc.)</td>
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<tr>
<td>Medical/Biological</td>
<td><strong>Youth Labour Force</strong> (ages 16 and 23)</td>
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<tr>
<td>General health of child at birth (e.g. gestational age and birth weight)</td>
<td>current work, work during the current school year and work last summer; employment status, job characteristics, number of hours worked, job stability, and the link between work and educational goals and achievements; career aspirations; income/earnings</td>
</tr>
<tr>
<td><strong>Child Development (“Ages and Stages”):</strong></td>
<td><strong>Moving Out of the Parental Home</strong> (ages 18 to 23)</td>
</tr>
<tr>
<td>Communication: babbling, vocalizing, listening, and understanding; Gross motor: arm, body, and leg co-ordination; Fine motor: hand and finger co-ordination; Problem-solving: doing different activities with objects, drawing; Personal–Social: solitary and social play, dressing and feeding self; Developmental milestones: first steps, first works, etc;</td>
<td>Permanent or temporary move; for what reason (e.g. school or work); at what age; owner of dwelling</td>
</tr>
<tr>
<td><strong>Literacy/Communication:</strong></td>
<td><strong>Youth Health</strong> (ages 16 to 23)</td>
</tr>
<tr>
<td>children’s exposure to books and their interest in reading and learning-related activities that parents do with their children; child’s ability to understand oral messages and to communicate verbally</td>
<td>youth’s general health, injuries, chronic conditions and restriction of activities; health and weight; risky behaviours such as smoking, drinking alcohol and drug use; mental health (i.e. measured on depression scale)</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td><strong>Risky Behaviours</strong> (ages 18 to 19 and 22 to 23)</td>
</tr>
<tr>
<td>how the children spend their time, what their personal interests are and to which degree they interact with peers; for children 4 to 9 years old to determine how often parents get to do certain activities with their children, (e.g. eating a meal, playing a game and doing chores together); for by 12 to 13 year olds, various non-school activities and the amount of chores</td>
<td>acquainted with anyone who has committed suicide, seriously considered or have attempted suicide; engaging in risky behaviour (e.g. stealing, fighting, drinking and driving, and gang membership);</td>
</tr>
<tr>
<td><strong>Behaviors</strong></td>
<td><strong>Youth Activities</strong> (ages 16 to 17 and 22 to 23)</td>
</tr>
<tr>
<td>i.e. inattention, hyperactivity, anxiety, physical aggression/opposition, conduct disorder, prosocial behaviours, etc.; relationship with peers and adults</td>
<td>physical activities, literacy activities, television watching, computer use, community involvement and spirituality; youths’ access to a vehicle and whether or not they have a driver’s license; the extent to which youth volunteer in their community; voted in the last municipal, provincial or federal election</td>
</tr>
<tr>
<td><strong>Parenting:</strong></td>
<td><strong>Relationships</strong> (ages 18 to 23)</td>
</tr>
<tr>
<td>- Parental Involvement: How often does parent … play action games (such as peek-a-boo or patty cake), read stories or show pictures or wordless baby books to this child, sing songs, teach new words, take outside for a walk or to play, teach to name printed letters and/or numbers, etc.</td>
<td>sexual health, pregnancy and the number of romantic partners are asked of youth aged 18 to 23 depending on their age and marital status</td>
</tr>
<tr>
<td>- Parental style positive interaction, ineffective parenting, consistent parenting, rational parenting</td>
<td>Emotional well-being (ages 18 to 19 and 22 to 23)</td>
</tr>
<tr>
<td><strong>Childcare Experience:</strong></td>
<td>general self–image score; experience of painful events within the past two years (e.g. painful break-up with a boyfriend or girlfriend, a serious problem in school or at work, the death or illness of someone close to them, the divorce or separation of their parents, a serious money problem); ability to relate to other people at home, school and/or at work; emotional intelligence involves the ability to monitor and discriminate feelings and emotions of self and others.</td>
</tr>
<tr>
<td>Types of childcare provision (e.g. formal daycare, informal assistance, etc.) and number of hours per week under childcare provision; Primary child care arrangements—type, no. of hours per week, duration of time since using primary care</td>
<td><strong>Youth Social Support</strong> (ages 18 to 23)</td>
</tr>
<tr>
<td></td>
<td>perceived amount of support that youth receive from family and friends; for 20- to 23-year-olds, number of dependent children they have and their relationship with their mother and fat</td>
</tr>
</tbody>
</table>

**Links**

### DENMARK

<table>
<thead>
<tr>
<th>Survey</th>
<th>Years:</th>
<th>Freq. of waves:</th>
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<tbody>
<tr>
<td>Danish National Birth Cohort (DNBC): The 'Better Health for Mother and Child' Survey</td>
<td>1997-Ongoing</td>
<td>One cohort sampled from births between 1997-2002: WI, WI &amp; WII: 1997-2003 WIIV: 1998-2004 WV: 2004-2009</td>
<td>Age of child at: WI: week 12 of gestation period WI: week 30 of gestation period WII: 6 months after birth WIV: 18 months after birth WV: 7 years old</td>
<td>Approx. total sample size: 100,000 *Estimated size of immigrant sample: 10,000 i.e. approx. 10% of pregnancies are to immigrants (Olsen et al. 2001: p. 301 – see link for paper below)</td>
<td>Child nativity: All children in the survey are born in Denmark Parent’s nativity: indirectly available by linking to data in National Population Registry</td>
<td>Not available - Re variables on race/ethnicity, language and religious identification / attendance</td>
<td>Free access to re-usable data (i.e. non-biological) for all researchers after Steering Committee approval *But, restricted access to biological material (minimum amount, recognized laboratories, projects focusing on gene-environment interactions are given priority)</td>
</tr>
</tbody>
</table>

### Outcomes:

#### GESTATION:
- **Nature of pregnancy:** Intentional; fertility treatment
- **Mother’s health and behaviors during pregnancy:** high blood pressure; asthma; diabetes; epilepsy; dietary supplements intake; smoking; exercise; immunization; weight gain;

#### INFANT (ages 6 and 18 months):
- **Health:** Various kind of illnesses/diseases (e.g. eczema/rash, bronchitis/asthma, etc.) and treatments; breastfeeding patterns; diet and nutrition (e.g. dietary supplements, baby food, ordinary milk); dental care (e.g. have teeth, brushing); height and weight; General development and milestones:
  - Any serious physical or cognitive disabilities; physical development (e.g. sit up, roll on stomach, make/react to sounds and noises); social development (e.g. show emotions; follow instructions; maintain focus; general temperament)
- **Maternal behaviors and relationship with child:**
  - Average amount of time spent with child per week; child’s exposure to smoking; alcohol consumption during breastfeeding; self-assessed ease of childrearing and reason for difficulties (e.g. fatigue, child with disease or handicap, emotional stress); burdens of childrearing (e.g. finances, housing, on career, relationship with partner); mother’s mental health since pregnancy
  - **Childcare**
  - **Arrangements (formal/informal)**

#### AGE 7:
Survey contents not available

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<th>Survey</th>
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<th>Availability of key socio-demographics:</th>
<th>Data access</th>
</tr>
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<tbody>
<tr>
<td>Danish Longitudinal Survey of Children</td>
<td>1995-2010</td>
<td>One cohort sampled from births in 1995: WI: 1996 WIII: 1999 WIIII: 2003 WIV: 2007 *Upcoming wave: WV: 2010</td>
<td>Age of child at: WI: 6 months WI: 3½ years WI: 7 years WII: 11 years WIV: 15-16 years</td>
<td>Approx. total sample size: 6,011 *Estimated size of immigrant sample: 611 i.e. the “ethnic survey”: consists of mothers with non-Danish citizenship who had, themselves, been living in Denmark for at least three years – citizenship includes ex-Yugoslavia, Pakistan, Iraq, Sri Lanka and Somalia and a randomly drawn sample of children of mothers with Turkish citizenship</td>
<td>Child nativity: All children in the survey are born in Denmark Parent’s nativity: citizenship; country of birth only available through linkage with administrative data</td>
<td>Ethnicity/nationality; language in which survey conducted</td>
<td>Requires application and fee</td>
</tr>
</tbody>
</table>

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**Link: [Home page](http://www.ssi.dk/sw9314.asp) [Other overviews](http://sjp.sagepub.com/cgi/reprint/29/4/300)**
<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>NEWBORN/INFANT (Age 6 months)</th>
<th>TODDLERS (Age 3½ years)</th>
<th>SCHOOL AGED (Age 7 years)</th>
<th>YOUNG ADOLESCENTS (Age 11 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and general development</td>
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<td>Health and general development</td>
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<tr>
<td>breast feeding; crying; colic temperament; mood.</td>
<td>Milestones; temperament; interactions with other children</td>
<td>Biometrics (e.g. height, weight); medical history; Biometrics (e.g. height, weight); medical history; info about child’s health by medical practitioner; time diary of physical activity</td>
<td>School</td>
<td></td>
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<tr>
<td>Childcare</td>
<td>School</td>
<td>Attendance; performance;</td>
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<tr>
<th>FRANCE</th>
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<tr>
<td>Survey</td>
<td>French Longitudinal Survey of Children (Etude longitudinale française depuis l'enfance)</td>
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<td></td>
<td>*N.B. This study is still in its pilot stage. Questionnaire and data from the 1st wave have not been released yet</td>
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<td></td>
<td>Expected year of conducting the 1st wave: 2010</td>
<td>Not available</td>
<td>Not available</td>
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<tr>
<td></td>
<td>Estimated total sample size: 20,000 children born</td>
<td>Not available -- But, nativity and nationality variables not mentioned in the overview of survey topics</td>
<td>Not available -- There is a module on the socio-demographic background of the family but the specific variables in the questionnaire and codebooks have not been disclosed yet.</td>
</tr>
<tr>
<td></td>
<td>*Based on brief descriptions of survey topics listed on the website</td>
<td>Socialization/ Education</td>
<td>Diet and nutrition</td>
</tr>
<tr>
<td></td>
<td>Family demographics</td>
<td>Parental roles; institutions (schools,); social relationships outside school; school attendance; construction of sexual roles; children’s lifestyles; the transmission of cultural practices and the role of the media in the children’s environment (i.e. the development of “cultural capital”); school and intellectual performance</td>
<td>eating habits; weight (child and teenage obesity); changes in children's likes and dislikes with respect to food will be studied from birth; dietary intake and “food socialization”</td>
</tr>
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<td>*Based on brief descriptions of survey topics listed on the website</td>
<td>Prenatal health; psychomotor development and mental health; accidents/injuries; use of health care; respiratory diseases, asthma and allergies; environmental contexts (e.g. chemical exposures, contaminants, etc.)</td>
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*Note: specific variables not available on website so the outcomes listed below are based on general descriptions of the questionnaire content.*
<table>
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<tr>
<th>Years</th>
<th>Freq. of waves:</th>
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<td>INSEE's Permanent Demographic Sample (Échantillon Démographique Permanent): Cohort of 1968</td>
<td>1968-1999</td>
<td>Previous cohort: 5 Waves: WI: 1968 WI: 1975 WI: 1982 WI: 1990 WV: 1999</td>
<td>N/A</td>
<td>Total sample: 900,000 *Size of foreign-born individuals in the sample: 135,000 **Survey sample comprises of ‘original’ respondents in Wave I, and children who have formed separate household, etc.</td>
<td>Child nativity: place of birth and/or nationality Parent’s nativity: same if parents were original respondents of the survey in previous waves</td>
<td>*Not available (?) **Descriptive statistics on the website</td>
</tr>
<tr>
<td>**Sample of new cohort obtained in 2003/4 but data not released yet</td>
<td></td>
<td></td>
<td></td>
<td>No documentation for specific variables; survey topics include: sex, marital status, date and place of birth, nationality, current and previous residence, educational attainment, social category, employment and economic activity, household and family composition,</td>
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<tr>
<td>CHILDREN PANEL STUDY (German Youth Institute (DJII))</td>
<td>2002-2005</td>
<td>3 waves: WI: 2002 WI: 2004 WI: 2005</td>
<td>Two cohorts: C1: From ages 5-6 in WI to ages 8-9 in WI C2: From ages 8-9 in WI to ages 12-13 in WI *N.B. The older cohort includes a sub-sample of children from Turkish and Russian immigrant families</td>
<td>Total sample = 2190 * 500 children with migratory backgrounds (who either have Turkish citizenship or who comes from the former USSR): 250 Turks and 250 Russians</td>
<td>Child nativity: not available</td>
<td>*No public access **Maybe require permission</td>
</tr>
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<td>ALL CHILDREN AND YOUTH:</td>
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<td>Health Access to health care (especially for mental health) Socialization Aggressive behavior, sympathy to others, moral judgment; Sensitivity, sense of responsibility, achievement orientations, emotional bond with parents; delinquency and problem behaviors</td>
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<td>Socioeconomic mobility</td>
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<td>Poverty and intergenerational transmission of socioeconomic mobility</td>
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<td>Family life</td>
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<td>Child-parent relationship; ideologies and the transmission of values; religious beliefs and participation; gender roles; impact of domestic violence</td>
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| Home Page (original documentation in German) | | | | | | http://translate.google.com/translate?hl=en&sl=de&tl=en&u=http%3A%2F%2Fdb.dji.de%2Fsveys%2Findex.php%3Fm%3Dmsa%2C0
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<td>Youth Survey (German Youth Institute (DJI)) / Foreigners Survey 1997</td>
<td>1992-2003</td>
<td>Youth survey sample: 3 cross-sectional waves: WI: 1992 WII: 1997 WIII: 2003 Ethnic minority sample: 1997</td>
<td>Youth survey sample: WII: 16-29 years WII: 12-15 years &amp; 16-29 years Ethnic minority sample: 14-17 years &amp; 18-15 years</td>
<td>Youth survey sample: 7090 youths and adolescents Ethnic minority sample: 2924 ethnic minority youths</td>
<td>Youth survey sample: Child’s nativity: nationality* and citizenship status (residential status in Germany) Parent’s nativity: same as child Ethnic minority sample: Same as youth survey sample *Need to confirm that nationality is synonymous with birth country</td>
<td>Ethnic background/nationality of parents; language(s) fluently understand and spoken; religious identification for both the youth and ethnic minority youth samples</td>
<td>*No public access **Maybe require permission</td>
</tr>
</tbody>
</table>

### Outcomes:

**ENTIRE SAMPLE (YOUTHS AND YOUNG ADULTS):**
- Education/school progress:
  - Grades; overall academic performance; interest in school; relationship with teachers and peers; parental aspirations; performance in specific subjects; etc.
- Work/apprenticeship training:
  - Type of apprenticeship training; satisfaction with program; criteria for good job (e.g. high-paying; prestige; help others); earnings/savings; spending habits
- Family/home life:
  - Relationship with parents; freq. of arguments and reason(s); live in parental household or on own; doing chores; family dynamics; own marital status and no. of children
- Social life and network:
  - Friends (e.g. gender; nativity status – German or ‘foreigner’); freq. of contact with friends; social support (e.g. easy to find friends; friends and family give good advice; makes use of youth associations/organizations and types); religiosity (e.g. attendance; beliefs); use of media (e.g. Internet; TV; etc.)

**Attitudes and opinions**
- Life goals (e.g. professional ambition and success; fun and thrilling life; precise life goals; motivations; etc.); values and ideals (e.g. gender roles; home/work balance; opinions about political and social issues; etc.); civic engagements (e.g. volunteering; participation in social movements and causes; discuss politics; etc.); discrimination (e.g. ever feel like victim of discrimination; reason for discrimination)

**ETHNIC MINORITY SAMPLE (FOREIGERS SURVEY):**
- Homeland connections:
  - Freq. of visits; purpose (e.g. visit relatives; live temporarily; attend school; take homeland languages classes in Germany; educational and work experience in homeland; homeland civic engagements (e.g. vote); plans to return to homeland permanently
- Social life and network:
  - The ethnicity of friends – weak and strong – in support network; interethnic marriage and dating
- Ethnic identity and subjectivities:
  - Sense of belonging in Germany vs. home country; self-identified ethnicity; Ethnicity and daily life
  - Language spoken with family and/or friends; use of ethnic media; freq. of patronage at ethnic businesses; use of ethnic institutions (e.g. libraries; clubs; schools); participation in mainstream organizations and civic institutions
- Opinions about ethnic relations and the role of foreigners in Germany:
  - Opinions about favoritism for native-born in Germany; civil rights and responsibilities of foreigners in Germany; trust in German institutions (e.g. courts; government; large companies; etc.);

### Study details:
Young people from immigrant families on the threshold of political participation (Foreigners Survey 1997) [Translated from German to English](http://translate.google.com/translate?js=y&prev=_t&hl=en&ie=UTF-8&u=http%3A%2F%2Fdb.dji.de%2Fsveys%2Findex.php%3Fm%3Dmsa%2C0&sl=de&tl=en&history_state0=)
### IRELAND

**Survey**

- **Growing up in Ireland**
  - First wave of data collection: 2008
  - Not yet available
  - 2 cohorts at start of survey:
    - CI: Infants (Age 9 years) – 8,000
    - CII: Children (Age 9 months) – 10,000
  - Estimated total sample size: 18,000 children
  - Child’s nativity
    - Country of birth, citizenship and if immigrant, year(s) since arrival
  - Parent’s nativity:
    - Country of birth, citizenship, and if immigrant, year(s) since arrival
  - *Known availability only in the cohort 9-year-olds
  - **Unknown data availability in cohort 9-month-olds**

**Outcomes:**

- INFANT (Age 9 Months)
  - *Specific outcomes not available
  - **General outcomes:**
    - - baby’s health and temperament
    - - daily routines
    - - family life and experiences as a parent

- CHILDREN (Age 9 Years)
  - **General outcomes:**
    - Health and general development
      - Parental assessment of child’s health; chronic illnesses/disabilities; height/weight; oral health; nutrition/diet; physical activity
    - Education
      - Vocabulary test scores; enjoy going to school; homework; average hours spent on reading; career aspirations; parental aspirations for educational attainment; parental involvement in school
    - Family and social life
      - Relationship with parents; family activities; household chores; pastimes; structured/sedentary activities; perceived parenting style

**Link**

- **Home page**
- **Child cohort publications:**

### SCOTLAND

**Survey**

- **Growing up in Scotland**
  - 2005 – Ongoing
  - Annual:
    - WI: 2005/6
    - WII: 2006/7
    - WIII: 2007/8
    - WIV: 2008/9
  - 2 cohorts at first interview:
    - CI: Birth cohort – 5,000
    - CII: Toddler cohort (Age 3 years) – 3,000
  - Estimated total sample size: 8,000 children
  - Child’s nativity
    - Country of birth (country inside UK or other)
  - Parent’s nativity:
    - Country of birth (country inside UK or other)
  - Ethnicity (white or other); language spoken at home; religious identification

**Outcomes:**

- WI: NEWBORNS, INFANTS & TODDLERS (Ages 0 – 3 years)
  - Health and general development
    - Premature birth; normal delivery; weight/length; head circumference; breastfeeding; nutrition/diet; teething; sleeping patterns; health problems; accidents and injuries; milestones (e.g. sit up without support; put hands together, walk few steps); cognitive skills (e.g. hold a pencil and scribble, copy a square, pronounce words clearly)
  - Childcare
    - Formal/Informal; relatives; frequency; duration; reason for being in childcare; costs

- WII: INFANTS, TODDLERS & PRESCHOOLERS (Ages 1-4 years)
  - Health and general development
    - Nutrition and diet; food allergies; use of health services; temperament; asthma; longstanding illnesses and disabilities; illnesses; accidents/injuries; speech/ language; cognitive skills (e.g. recognize colors and shapes, use computers, recite rhymes);
  - Activities and behaviors
    - Behavioral problems; need professional advice/support; read to;
  - Childcare
    - Formal/Informal; relatives; frequency; duration; reason for being in childcare; costs
  - Transition to pre-school
    - Attend early education; adjustment problems; affect parent’s daily routine

**Link**

- **Home page**
- **Child cohort publications:**
### Outcomes:

#### WI: NEWBORNS, INFANTS & TODDLERS (Ages 0 – 3 years) – CONT’D

**Family and social life**
- Behavioral problems; relationship with siblings/other children; contact with grandparents; help with babysitting; family activities and routines (e.g. eat as family, go to library, play in the park);

#### WII: INFANTS, TODDLERS & PRESCHOOLERS (Ages 1-4 years) – CONT’D

**Family and social life**
- Support in childrearing; attend parenting or toddler groups; parenting style (e.g. ways of disciplining; rewarding good behaviors; family routine (e.g. bathe child; read to child; cuddle; chat); relationship with siblings and other children; visit other people’s homes; go to public places (e.g. zoo, park, library); TV watching; physical activity; educational activities

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### Link

**Home page:**
http://www.growingupinscotland.org.uk/

**Data Documentation:**
Find “Publications” in left-hand menu and then, find “Documentation” on the bottom of the page

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### SOUTH AFRICA

#### Survey

**Birth to Twenty (BT20)**
- a.k.a. “Mandela’s children”

| Years: 1990- Ongoing | Freq. of waves: Annual | Age groups: One cohort, followed from age 0 to 18 years | Approx. sample size: Total sample size: 3,273 births in 1990 *1,594 were sampled before pregnancy (i.e. antenatal data available), while remainder were recruited during pregnancy **No estimate of migrant sample size

| Child nativity: All children of the 1990 cohort are born in South Africa
| Parent’s nativity: Not explicit

- *N.B. List of specific demographic variables not publicly available, but there is a topic on “migration history” in WIII of the survey

#### NEWBORNS TO PRESCHOOL (Ages 0-5 years)
- [Caregiver questionnaire only]

**Health**
- Gestational age; birth process and outcome (length and type of delivery);
- birth weight; breastfeeding and nutrition; health service use;
- abnormalities; immunization;
- accidents/illnesses; measurements (e.g. height, weight)

**General development**
- Psychological assessment (behavioral rating, psychological adjustment etc.);
- developmental assessment test (esp. speech and language); socialization; functional development; preschool emotional and social development;

**SCHOOL AGED (Ages 5-13 years)**
- [Caregiver and Child questionnaires]

**Health**
- medical care; serious health and developmental problems;
- injuries; hospitalizations; treatments; measurements (e.g. height, weight); hearing; vision; asthma; girl menstruation

**General development**
- Emotional and behavioral development; cognitive developmental assessment; physical activity (at home and at school); body image and self-esteem; sexual knowledge and experience; alcohol, tobacco and/or drug intake

**School**
- Grades; teacher rating; various cognitive tests; educational aspirations of caregiver; transition to high school; school rating

*Ethnicity/Culture
- acculturation; multigroup cultural identification; national identity; some migration information (e.g. address change)

#### ADOLESCENTS (Ages 14-17 years)
- [Caregiver and Child questionnaires]

**Health**
- measurements (e.g. height, weight); clinical testing; blood pressure

**Wellbeing and development**
- Emotional and behavioral development; cognitive developmental assessment; body image and self-esteem; sexual knowledge and experience; alcohol, tobacco and/or drug intake; body image; HIV/AIDS knowledge; eating habits; pregnancy

**School and Work**
- Scholastic achievement and general performance; school rating; part-time work; aspirations; misc. information about schools

**Quality of life**
- connectedness to community, caregivers and school; future aspirations; activities (i.e. physical, sedentary, informal); life events; religion; violence; bullying; friendship circles;

*Ethnicity/Culture
- acculturation; multigroup cultural identification; national identity; some migration information (e.g. address change)

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### Link

**Home Page:**
http://web.wits.ac.za/Academic/Health/Research/BirthTo20/

**Documentation:**
http://web.wits.ac.za/Academic/Health/Research/BirthTo20/Research/Questionnaire.htm
## Switzerland

### Survey
- **Swiss Survey of Children and Youth** (**“COCON” - competence and context**)
  - Years: 2006 – Ongoing
  - Freq. of waves: Tri-annual
  - Age groups: 3 age cohorts, residing in the German- and French-speaking parts of Switzerland: 6-year olds=1272, 15-year olds=1255, 21-year olds=584
  - Approx. sample size: Total sample = 3111; *Sample of children/youth with migration background is not available
  - Availability of nativity data: Child/youth nativity: birthplace
  - Availability of key socio-demographics: Parental nativity: not available

### Outcomes
- **ALL CHILDREN AND YOUTH:** Socioeconomic mobility, Poverty and intergenerational transmission of socioeconomic mobility, Family life, Child-parent relationship; ideologies and the transmission of values; religiosity and beliefs; gender roles; impact of domestic violence, Health, Access to health care (especially for mental health)

### Home page (in German and French):
http://www.cocon.uzh.ch/

### Study: Transition into adulthood of Young People of Immigrant Descent Intergenerational Dynamics and Social Outcomes (translated in English)

### Study: Intergenerational Effects on Educational Attainment and Labor Market Performance Among 2nd Generation Immigrant and Native Youth in Switzerland

### Study: The schooling of the first-born child as a start-up mechanism in a new dynamic of acculturation in migrant families

## United Kingdom

### Survey
- **Millennium Cohort Study**
  - Years: 2001 – Ongoing (?)
  - Age groups: Children born in 2000: Ages 0-8 years
  - Approx. sample size: Infant cohort (starting in 2001): 19,000 babies
  - *Estimated size of children of migration backgrounds: 2451
  - **Because nativity data is not publicly available, this pop. size is estimated using the no. of ethnic-minority families
  - Availability of nativity data: Child’s nativity: All born in the U.K.
  - Parental nativity: Uncertain (cannot locate nativity-related variables for parents). But, one report mentions a statistic on the nativity of immigrant parents statistics based on mother’s birthplace (from administrative data and ISO 3166 coding).
  - Availability of key socio-demographics: Parents’ ethnic group identification; religion; main language spoken at home; interest in politics/party identification

### Data access
- *Most data can be accessed by registering with the UK Data Archive
- **Some individual data require a special licence*
## Outcomes:

### INFANTS & TODDLERS (aged 0-3 years):
- Baby’s health and development
  - Complications during delivery; health problems in first weeks after birth; weight/height; duration of breastfeeding; hearing test; no. of accidents and injuries; sleep patterns; age at which able to smile, sit up, stand up, walk, etc.
- Baby’s temperament
  - Shyness; wary of strangers; easily makes a fuss or cries; fretful in new places or situations

### PRE-SCHOOLERS (aged 3-5 years):
- School readiness (Bracken test & British Ability Scales):
  - Recognize colors, the alphabet, numbers, shapes, and various objects; make comparisons; etc.
- Child’s temperament
  - Positive/negative response; hyperactivity; mental focus; responsiveness; fear of strangers; destructiveness; etc.
- Mother-child relationship:
  - Positive reinforcement; effective communication; display of warmth and intimacy; spanking; scolding;

### SCHOOL-AGED (age 5-8 years):
- Cognitive development
- Recognize picture similarities; naming vocabulary; pattern construction;
- Bio-medical/Health:
  - Height/weight; obesity; any other long-term medical condition
- Early education and childcare
  - School attendance; assesses child’s enthusiasm to attend school; extracurricular involvement; types of childcare; no. of hours per week; cost of childcare
- Child’s activities/habits
  - Duration of TV watching/Internet, play sports, etc.; freq. Of contact with grandparents; play with friends; regular bedtime; eats regularly; etc.

### INFANTS & TODDLERS (aged 0-3 years) – CONT’D:
- Childcare Experience:
  - Types of childcare provision (e.g. formal daycare, informal assistance, etc.) and number of hours per week under childcare provision; cost of childcare

### PRE-SCHOOLERS (aged 3-5 years) – CONT’D:
- Bio-medical/Health:
  - Height; weight; obesity; any other longstanding medical condition

### SCHOOL-AGED (age 5-8 years) – CONT’D:
- Child’s behaviors/temperament
  - Freq. of mood swings; politeness; overexcited/hyperactive; cooperation; generally obedient; gets along with others

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### Home page:
http://www.cls.ioe.ac.uk/text.asp?section=000100020001

### Data library:
http://www.data-archive.ac.uk/findingData/mcs.asp

### Report on the demographic and socio-economic characteristics of ethnic minority:
www.cls.ioe.ac.uk/core/documents/download.asp?id=823&log_stat=1

### Years:
- **British Cohort Study:**
  - *Birth cohort of 1970: Panel study includes native-born only
  - **Cross-sectional surveys in 1975 and 1980 includes immigrants who arrived before age 16
- **First five waves cover the respondents’ period of childhood and youth:**
  - WI: 1970 (age 0-1yrs)
  - WII: 1975 (age 5-6 yrs)
  - WIII: 1980 (age 10-11 yrs)
  - WIV: 1986(age 16-17 yrs)
  - WV: 1996 (age 26-27 yrs)
- **Subsequent waves are beyond the period of young adulthood of respondents:**
  - WVI: 2000 (age 30-29 yrs)
  - WVII: 2004 (age 34-35yrs)
  - WVIII: 2008 (age 38-29 yrs)
- **Children born in 1970:**
  - Ages 0; 5-6; 10-11; 16-17 years; etc.
- **Total sample of 1970 cohort:**
  - 17,198
  - *Of those whose one or both parent(s) are foreign-born:
    - 1420-1818
  - Child’s nativity:
    - All children of the 1970 cohort in the longitudinal survey are born in the U.K.
  - Parental nativity:
    - Father’s, mother’s and maternal grandmother’s town/country of birth.
  - Ethnic background of parents:
  - Public access to data housed in The Data Archive, University of Essex.
### INFANTS AND BABIES (ages 0-1 years):
- **Baby’s health and development**
  - Complications during delivery; health problems/illnesses
  - Baby’s behavior and temperament
  - Feeding problem; excessive crying; difficulty sleeping;
- **School-AGED (aged 5-6 years):**
  - Health/development
    - Injuries/accidents; health problems/illnesses; vision and speech problems; surgery; weight/height; duration of breastfeeding; immunization history; speech problems; etc.
  - Activities
    - TV viewing patterns (e.g. duration, type of program); reading habits (e.g. how often being read to); public interactions (e.g. visit friend’s house, use public transportation, been to a store, etc).
- **PRE-PUBESCENT (aged 10-11 years):**
  - Educational Progress
    - Test scores (i.e. mathematics, language, and reasoning); grades; educational environment (e.g. class size, teacher input, methods of evaluation, etc.); special education (e.g. speech impediments, physical and mental disabilities, hyperactivity); school absence
  - Psychological Wellbeing
    - Social judgement (i.e. pre-moral judgement, expediency, rule-following, and rational consideration); motivation (i.e. self-esteem, sense of control, fatalism, etc.);
  - Behavioral development
    - Antisocial; inattentiveness; anxiety; clumsiness; hyperactivity; poor hand coordination; difficulty in getting dressed; etc.
- **MID-ADOLESCENCE (ages 16-17):**
  - Educational Progress
    - Test scores (i.e. vocabulary/spelling, reading, arithmetic, etc.); Teacher's rating of general academic ability and performance; Special skills and talents; Special educational needs, action taken and help given; specific social problems or disabilities; parent-teacher conferences; school absences; contact with the law or social services.
  - Health and related behaviors
    - Screenings, Accidents, Illnesses, Seen general physician; Hospital; Dental care; Height; Weight; Sex experience/education; Medication; Visits to doctor; Vaccinations; Diet and nutrition; Weight control; Smoking; Alcohol; illegal drug intake; Source(s) of sex education;
  - Friends/social relationships
    - Relationships with parent(s); Disciplinary measures; Homework; Help given at home; Faith/religion; Friends/social relationships
    - Friends (number; type; activities; parental interest and involvement); Antisocial activities (fights; aggression; contact and attitudes towards police); convictions; been victimised and why; unwelcomed sexual approaches.
  - Activities
    - Sports; Car driving; Homework; TV viewing; Computer games; Reading matter (newspaper, magazine, etc.); Sports in/out of school; pornography viewing; spending money habits and source; how spent; job(s); savings; leisure
  - Practical Know-How
    - Knowledge about: Living away from home; the law; Applying for a job; Starting at work; Unemployment; World of commerce; Starting a business; etc.
  - Attitudes
    - Regarding: work, job preferences, life expectations, material wealth, parental expectations, alcohol/cigarettes, the media,
- **YOUNG ADULT (ages 26-27):**
  - Educational progress
    - Current status; date of graduation/ left school; type and no. of training courses; type/degree and no. academic and vocational qualifications attained; self-perceived skills
  - Employment history
    - No. of jobs; unemployment periods (no. and length); current labor force status;
  - Details of any current job; job title; job description; own business (description; no. of employees); average weekly hours; salary;
  - Attitudes and opinions
    - Gender quality; law and order; traditional marital values; work; standard of living; life satisfaction; fatalism/sense of control
  - Family formation
    - Current relationships; marital status; date of most recent marriage; cohabitation (how long into relationship; duration); economic status of partner/spouse; children (with current/previous partner; total no.; step-/biological children; still living in same household; housing (tenure; no. of rooms)
  - Health
    - Self-assessment of general health; height/weight; medical conditions/symptoms; vision problems; details of accidents/assaults/injuries since age 16; disabilities; drinking and smoking habits; depression;
  - Miscellaneous
    - Religions identification; voting patterns
<table>
<thead>
<tr>
<th>Survey</th>
<th>Home page:</th>
<th>Overview of BCS 1970:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born in Bradford Study</td>
<td><a href="http://www.bcs70.info/default.asp">Link</a></td>
<td><a href="http://www.cls.ioe.ac.uk/studies.asp?section=0001000200020004">Link</a></td>
</tr>
<tr>
<td>Years:</td>
<td>Freq. of waves:</td>
<td>Age groups:</td>
</tr>
<tr>
<td>2007 – Ongoing</td>
<td>Irregular: *Pregnancy: 6 waves first month of conception – birth **Birth – age 2 years: 7 waves (i.e. first days, months, age 1 and 1 ½ years)</td>
<td>Children born in 2007 *At present, approx. age 2 years **Info on newborns, infants, and toddlers</td>
</tr>
<tr>
<td>PRE-BIRTH</td>
<td>Foetus development</td>
<td><strong>Mostly health outcomes</strong></td>
</tr>
<tr>
<td>NEWBORNS - INFANTS</td>
<td>[based on responses by parent]</td>
<td>Health and general development</td>
</tr>
<tr>
<td>TODDLER – PRESCHOOL (Ages 2-5 years)</td>
<td>[based on responses by parent]</td>
<td>Health and general development</td>
</tr>
</tbody>
</table>
### SCHOOL AGED CHILDREN

**Ages 5-12 years**

*based on responses by parent, child and school/teacher*

- **Health and general development**
  - Outstanding medical problems; diet/weight; medication; nutrition
- **Psychological wellbeing**
  - General happiness; self-esteem; fears; withdrawal;
- **School**
  - Grades; general performance; scores on various tests (e.g. spelling, math); academic confidence; enthusiasm for school

### ADOLESCENTS (Ages 12-17 years)

*based on responses by parent, child and school/teacher*

- **Health and general development**
  - Outstanding medical problems;
  - Medication; diet/weight/body shape; drug use; alcohol and/or cigarette intake
- **Psychological wellbeing**
  - Separation anxiety; personality/temperament; social anxieties; fears; moods
- **Behaviors and activities**
  - Hyperactivity; poor concentration;
  - School
  - Grades; general performance; keeps parent(s) informed; enthusiastic about school

### UNITED STATES

<table>
<thead>
<tr>
<th>Years:</th>
<th>Freq. of waves:</th>
<th>Age groups:</th>
<th>Approx. sample size:</th>
<th>Availability of nativity data:</th>
<th>Availability of key socio-demographics:</th>
<th>Data access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Longitudinal Program – Birth Cohort of 2001</td>
<td>2001-2007</td>
<td>4 Waves: WI: 2001-2 WI: 2003-4 WI: 2005-6 WI: 2006-7</td>
<td>Children born in 2001: WI: age 9 months WI: age 2 years WI: age 4 years WI: age 5+ years (kindergarten entry)</td>
<td>Total sample size: 10,700 *Size of migrant sample unavailable.**Sample distribution by proxy indicators: <strong>Child's race/ethnicity</strong> White, non-Hispanic = 4,450; Black, non-Hispanic = 1,700; Hispanic = 2,200; Asian/Pacific Islander = 1,250; Other = 1,050</td>
<td>Child's nativity: All children included in the study are born in the U.S. Parental nativity: Parent(s)' country of birth, citizenship, and if father is an immigrant, his year of arrival to the U.S. [Note: Separate questionnaires for father and mother.]</td>
<td>Race/ethnicity of parents; language spoken with child at home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WI: INFANTS (age 9 months)</th>
<th>Baby's health and development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitalization/intensive care as newborn; risk factors/ complications during delivery; abnormal conditions of newborn; breastfeeding/feeding practices; injuries; medical care</td>
<td>Developmental milestone</td>
</tr>
<tr>
<td>Crawling, turning head, smiling, etc.</td>
<td>Child temperament</td>
</tr>
<tr>
<td>Parental difficulties in raising child; distress to novel stimuli; self-regulation</td>
<td>WI: TODDLERS (age 2 years)</td>
</tr>
<tr>
<td>Nutrition and diet; child able to feed self; Other items similar to WI questionnaire</td>
<td>Developmental milestone</td>
</tr>
<tr>
<td>Communication skills; social/ emotional (e.g. play with others); toilet training; age said first words</td>
<td>Child temperment</td>
</tr>
<tr>
<td>Parental difficulties in raising child; attention; self-regulation; attention</td>
<td>WI: PRE-SCHOOLERS (age 4)</td>
</tr>
<tr>
<td>Professional evaluations (e.g. hearing; vision; speech); school absences; prescribed medications; physical activity; Other items similar to WI questionnaire</td>
<td>Developmental milestone</td>
</tr>
<tr>
<td>School readiness (e.g. reading, counting, identifying colors); communication skills; social/emotional development</td>
<td>Child temperament</td>
</tr>
<tr>
<td>Items similar to WI questionnaire</td>
<td>WI: KINDERGARTNERS (age 5+)</td>
</tr>
<tr>
<td>Items similar to WI questionnaire</td>
<td>Developmental milestone</td>
</tr>
<tr>
<td>School readiness; communication skills; social/emotional development; Social/emotional development interactions with other children (e.g. makes friends easily; well-liked; annoys others); learning approach (e.g. eagerness; works independently);</td>
<td></td>
</tr>
<tr>
<td>WI: INFANTS (age 9 months) – CONT’D</td>
<td>WII: TODDLERS (age 2 years) – CONT’D</td>
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<td>-----------------------------------</td>
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</tr>
<tr>
<td>Home learning and language environment</td>
<td>Home learning and language environment</td>
</tr>
<tr>
<td>Duration child is read to; freq. of child-parent interactions and activities (e.g. play; do errands together; go to the zoo and other public places); freq. of using non-English language with child; Child care arrangements</td>
<td>No. of books for child; child’s TV viewing patterns; freq. of parent talking with child; language(s) spoken at home; use of libraries; some indicators same as for infants</td>
</tr>
<tr>
<td>Type(s); duration; age first received care; any financial help; etc.</td>
<td>Child care arrangements in Head Start?; Other items similar to W questionnaire</td>
</tr>
<tr>
<td>Community/social support</td>
<td>Community/social support</td>
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<tr>
<td>Parenting advice; emotional and geographic closeness of parent with own parents; support in case of emergency;</td>
<td>Participation in religious services and community events</td>
</tr>
<tr>
<td>Safety; social cohesion; proximity of relatives; good place to raise children</td>
<td>Neighborhood quality</td>
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Summary of available outcomes across all waves:

<table>
<thead>
<tr>
<th>Link</th>
<th>Years:</th>
<th>Freq. of waves:</th>
<th>Age groups:</th>
<th>Approx. sample size:</th>
<th>Availability of nativity data:</th>
<th>Availability of other key socio-demo:</th>
<th>Data access</th>
</tr>
</thead>
</table>
### Kindergarteners (WI)/1" graders (WII)

**Child’s health and wellbeing**
- Birth and current weight/height; complications during delivery; child’s wellbeing compared to other children (e.g. independence; attention/focus; analytical skills; learning disabilities); physical disabilities (e.g. vision/hearing loss; speech impediment); need therapy;

**School**
- Adjustments to school life (e.g. reluctance to go; complains about school often; likes teacher and peers); teacher-rating of child’s: language and literacy skills, general knowledge (e.g. practical know-how), mathematical thinking; individual tutoring; school absences; *School/classroom characteristics (e.g. racial/ethnic makeup of students; language(s) used in classroom instruction)

**Parental involvement**
- Preparing child for school; meet with teacher regularly; educational aspiration for child; develop important skills before school-entry (count to twenty; know most of the alphabet; etc.); provide cognitive stimulation (e.g. read stories, sing songs, talk about nature); physical activity; literacy (no. of books in home; freq. of going to library),

**Child care arrangements**
- Types (e.g. relative, non-relative); duration; age first received care

**Government benefits**
- Receive welfare aid (e.g. Aid to Families with Dependent Children);

**Critical family processes (WII only)**
- Freq. of family attending religious services; social support (e.g. for emergency; advice; financial help)

### 3" graders (WIII)

**Child’s health and wellbeing**
- Deteriorations in health conditions; obesity; health insurance coverage; improvements since WI

**School**
- Grades for each subject; overall performance; how does child get to school; other items similar to WI/WII questionnaires;

*School/classroom characteristics (e.g. % of gifted children and of students with learning disabilities)

**Parental involvement**
- Involvement in school life (e.g. attend PTA meetings; parent-teacher conferences; fundraising; volunteering); difficulties with school participation (e.g. inconvenient meeting times; feel unwelcomed; language barrier); know and talk with classmates’ parent(s); evaluate child’s school progress;

**Child-parent relationship**
- Emotional bond; spank child; response to child acting out

**Home Environment**
- Parent-child interactions; extracurricular activities; reading patterns/family literacy; leisure activities (e.g. TV viewing); rules/limits regarding leisure activities; help with homework

**Childcare**
- Participation in after-school programs;

**Food security**
- Being able to afford well-balanced meals; rely on low-quality food to feed child; freq. of skipping meals/cutting proportions

### 5" graders (WIV)

**Child’s health and wellbeing**
- Additional questionnaire on child’s diet and nutrition (consumption diary);

**School**
- Grades for each subject (i.e. math, literacy, science; social studies);

**Home Environment**
- Child helps with housework; regular routine (e.g. time of meals; bedtime);

**Neighborhood quality**
- Safety; neighborliness (e.g. someone to watch over child; seek advice)

### 8" graders (WV)

**School**
- Feel close to teachers and peers; fitting in; liked going to school; importance of grades; time spent on homework; educational expectations; peer influence on academic discipline/achievements; parent’s disappointment if child does not graduate from high school and college; suspensions;

**Home Environment**
- Family rules about homework, leisure activities, chores, etc.; know where child is; enforce curfews; check homework; discuss report;

**Parental involvement**
- Know child’s friends; know supervising personnel (e.g. teacher, coach);

**Child-parent relationship**
- Conversations about friends, day at school, grades, future, current events, etc.; discussions about smoking, drinking, sexuality, illegal drugs; evaluate how well parent and child get along; trust, etc. each other;

**Child’s health and wellbeing**
- Questions about depression and other psychological disorders; eating disorders; prescribed medications; therapy and counselling; self-rated behavior and psychological wellbeing;

**Activities**
- Extracurricular commitments within and outside school; leisure activities (e.g. TV, Internet); hanging out with friends; time spent reading non-school materials; titles of recently read books; knowledge of current events (e.g. read newspapers, watch news)

**Health and Wellbeing**
- Self-assessed weight and related actions (e.g. try to lose weight); diet at school (e.g. buy junk food); anxiety about school; interest and confidence in various school subjects; self-esteem; life satisfaction; adult(s) and other children from whom child gets advice or emotional support; speaking non-English language(s)/with whom
Main page:

Questionnaire variables for all waves:
http://nces.ed.gov/ecls/kinderinstruments.asp

<table>
<thead>
<tr>
<th>Years</th>
<th>Freq. of waves</th>
<th>Age groups</th>
<th>Approx. sample size</th>
<th>Availability of nativity data:</th>
<th>Availability of other key socio-demo:</th>
<th>Data access</th>
</tr>
</thead>
<tbody>
<tr>
<td>*NLSY 1979 also available</td>
<td>1979-2006, Annual</td>
<td>Cohort born between 1980-4: Ages at beginning of survey (1997): 12-16 years</td>
<td>Total sample size: 8984 respondents (with a supplement sample of Blacks and Hispanics)</td>
<td>Child’s nativity – country of birth, citizenship status, and if foreign-born, year of arrival (available in WI)</td>
<td>Race/ethnicity of parents; religious identification; language in which survey conducted with parents</td>
<td>Open and free access *Download data from <a href="http://www.nlsinfo.org/web-investigator/">www.nlsinfo.org/web-investigator/</a></td>
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</table>

**YOUNGER ADOLESCENTS**

**Work Experience**
- Employment Status: Labor force status; type of work; hours per week; search method for work; rate of pay; use of social networks in job hunt; general satisfaction with employer;
- Schooling – Middle and High School
- Educational history (no. of schools, type – public/private); current enrolment status; reason for dropping out; average GPA; highest level of education achieved; lapses between enrolment; standardized math scores; AP classes and exam grades; SAT and ACT scores; grades
- Home and neighborhood environment
- Conducive to studying (e.g. own computer); days per week household completes housework, members get together; hear gunshot; youth victim of crime; parental expectations for youth (re: residing in parental home; educational/work progress; etc.)

**Attitudes and opinions**
- Perception of teacher, peers, and school; opinion of parents’ supportiveness/permisiveness; who for advice; communicate and take advice from parents; perception of criminal justice system; perception of own personality traits

**Time use**
- Spent on homework, extracurricular classes/activities, watching TV, reading (weekday vs. weekend)

**Behaviors**
- Dating: age first dated; freq. and no. of people); Intake: amount of marijuana, cigarettes, and/or alcohol consumed in past month; age at first cigarette/alcohol/marijuana use; no. of times runaway; age at which join gang, first carried handgun; commit crime, arrests

**Finances**
- From child support; wages/salary; parental allowances; etc;

**OLDER ADOLESCENTS**

**Attitudes and opinions**
- belief percentage of peers are engaging in sexual intercourse; who to take advice from on work issues, on education/finances, on relationships; opinion on government responsibility; perception of criminal justice system;
- Political participation
- Interest in government and public affairs; voter registration; vote in recent election
- Health
- No. of physician visits in past month; mental health condition; other items similar to questionnaire of previous rounds for younger adolescents

**Work Experience**
- Employment Status: Labor force status; type of work; hours per week; search method for work; reason for being part-time or absent from work; etc. Characteristics of employee jobs: rate of pay; use of social networks in job hunt; benefits; general satisfaction with employer; etc.; Freelance work; Military: branch of armed forces; current military post

**Apprenticeship/Training**
- Types, duration, number of training programs; hours per week in training; skills learned; completion of program; job/occupation acquired from program

**Schooling – College**
- Enrolled in post-secondary institution; part- /full-time; no. of colleges attended; type of current college (2- or 4- years); total cost (e.g. tuition; residence fees; etc.); amount of financial aid; type of degree; field of study; college choice (applied to which schools, which ones accepted)

**Family formation**
- marital history: marital status; married/cohabitation; duration of cohabitation; socio-demographic characteristics of partner (e.g. age, race, highest education attained, religion, etc.); fertility and children: number, sex, and age of biological/adopted children; male youths impregnated someone and their quality of relationship; female youths impregnated by someone and their quality of relationship; child support amount; contact with child; childcare: for female youths with children, type, cost and duration of childcare
### YOUNGER ADOLESCENTS – CONT’D

**Health**
Self and parent’s rated health; height/weight; opinion on health effects of smoking and drinking; perceptions about weight; health insurance coverage; chronic health conditions; knowledge of pregnancy and birth control; age at which reach puberty;

### OLDER ADOLESCENTS – CONT’D

**Finances**
From child support; wages/salary; parental allowances; etc.; assets (independent youths living in separate households: e.g. rental property, stocks; savings balance; etc.)

**Time use**
Wake up time for youths not in school nor working; where do youths, unemployed and not in school, go and when do they return home

**Behaviors**
Sexual activity: age at first intercourse; no. of sexual partners; risky sexual behaviors; type(s) of birth control; other items similar to questionnaire of previous rounds for younger adolescents

### NLSY97 overview:

### Summary of variables across all waves:

<table>
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### NEWBORN/INFANT (ages 0-1 years)

**Child well-being**
Childcare arrangements, finances (e.g. expenses, vouchers), and reliability; work flexibility of parent; household’s financial situation; social support/family relationship (e.g. freq. of contact with grandparents; parents’ perceived and received social support); current housing situation; residential mobility; neighborhood qualities (e.g. safety/violence, cohesion); public assistance receipt

**Health and development**
Height/weight at birth; prenatal care; ER visits; diagnoses for asthma; child’s behavior and development (e.g. feeding); health insurance coverage

**Child-parent relationships**
Parenting attitudes and skills; pays child support (formal and informal); freq. of contact with and separation from child; if parents separated, distance from child’s home

### TODDLERS (age 3 years)

**Child well-being**
Items similar to questionnaire for newborns/infants

**Health and development**
Child’s behavior and development; health insurance coverage

**Child-parent relationships**
Items similar to questionnaire for newborns/infants

### KINDERGARTNERS (age 5 years)

**Child well-being**
Preschool, pre-K, day school programs, and finances (e.g. expenses and vouchers); other items similar to questionnaire for newborns/infants; parents’ involvement in child’s school;

**Health and development**
Items similar to questionnaire for toddlers

**Child-parent relationships**
Items similar to questionnaire for newborns/infants

### Home page:
http://www.fragilefamilies.princeton.edu/index.asp

### Description of study sample and design:

### Collection of documentation:
http://www.fragilefamilies.princeton.edu/documentation.asp

### Summary of variables across all waves:
http://www.fragilefamilies.princeton.edu/documentation/core/coreFFqmap.pdf

### CHILD DEVELOPMENT SUPPLEMENT (Ages 0-12 years):
(Assessed by primary caregiver)
- Child’s health and general development
  - prenatal and birth conditions (e.g. height, weight, birth defects, meet due date; neonatal intensive care); illnesses/allergies (e.g. autism, speech problem, learning disability, etc.); age last breastfed; immunization; health limitations on athletics and school attendance/work; health insurance coverage; last medical check-up; money spent on meals; skip meals; nutrition;
- Primary caregiver
  - mother/father/other; frequency child visits non-resident parent; literacy; biometrics (e.g. height, weight); resources during pregnancy (e.g. used food stamps; Medicaid; etc.); anxiety/depression;
- Parenting
  - where to learn parenting skills (e.g. take classes, role models); measures on scales for: positive behavior, aggravation, parental warmth, self-esteem, self-efficacy; frequency of conflict with child (e.g. communication, physical); how much time spent on: playing with child, eating with child, going grocery shopping;
- Child care arrangements
  - formal/informal; frequency per week; costs; etc.
- Social environment and neighborhood
  - SES characteristics; feel safe; know neighbours; community involvement; support from neighbours;
(Assessed by child)

### TRANSITION INTO ADULTHOOD (Ages 18+ years):
- Employment
  - labor force activity; unemployment; occupation; salary/pay; full/part time; work hours per week; benefits; job search technique (e.g. referrals, family connection, job posting); military experience; questions about ideal job/ good job criteria
- Education
  - attend/graduate high school/college; SAT scores; major; GPA; reasons for dropping out; questions about opinions/values for going to college (e.g. attain job skills, eligible for better paying jobs)
- Self-assessments of skills/development:
  - compared to peers, how: intelligent, independent, confident, good at managing finance, problem solving
- Financial Responsibility
  - earn own living; manage own finances; pay own rent/bills; debts
- Personal
  - steady partner; marital status; ever pregnant; outcome of past pregnancy; self-assessment of parenting skills; likelihood/expectations of marriage/having children;
- Opinions/values/attitudes
  - ideal family; expectations for parenthood; gender roles; feels confident about future; life satisfaction; sense of belonging in community; etc.
- Relationship with parents
  - how often talk to parents; feel closeness; relate to them as role models; topics of conversation (e.g. work, family, personal)
- Activities
  - volunteer work (frequency and which organizations);
- Leisure
  - frequency of watching TV, reading the news, playing sports
- Health
  - serious/prolonged illnesses; work limitations; no. of hospital stays; mental disorders; amount of physical activity; diet; smoking, alcohol, and illegal drug usage;
<table>
<thead>
<tr>
<th>CHILD DEVELOPMENT SUPPLEMENT (Ages 0-12 years) — CONT’D:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Assessed by teacher/daycare educator)</td>
</tr>
<tr>
<td>Child’s performance at school</td>
</tr>
<tr>
<td>communicates well with peers and teacher; bullying;</td>
</tr>
<tr>
<td>sudden mood swings; good listener; articulate;</td>
</tr>
<tr>
<td>obedience; hyperactivity; demands attention; withdrawn;</td>
</tr>
<tr>
<td>academic, social, physical; gifted; homework completion;</td>
</tr>
<tr>
<td>extracurricular participation; volunteering; class</td>
</tr>
<tr>
<td>attendance; etc.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>TRANSITION INTO ADULTHOOD (Ages 18+ years) — CONT’D:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social network</td>
</tr>
<tr>
<td>no. of friends who are in/planning to go to college,</td>
</tr>
<tr>
<td>unemployed, married, in dead-end jobs, who get</td>
</tr>
<tr>
<td>drunk/use drugs, in service organizations</td>
</tr>
<tr>
<td>Discrimination</td>
</tr>
<tr>
<td>how often treated with less respect, others think</td>
</tr>
<tr>
<td>your stupid or believe they are superior to you;</td>
</tr>
<tr>
<td>main reason for discrimination</td>
</tr>
<tr>
<td>Crime</td>
</tr>
<tr>
<td>ever arrested for offense; imprisonment; victim of</td>
</tr>
<tr>
<td>physical or sexual assault; committed property-damage,</td>
</tr>
<tr>
<td>drunk driving, and/or something dangerous</td>
</tr>
</tbody>
</table>

**Link**

Home page: http://psidonline.isr.umich.edu/CDS/