DOCUMENT RESUME

ED 276 768 TM 860 719

AUTHOR Jones, Calvin; And Others

TITLE High School and Beyond Second Follow-Up (1982).

Technical Report.

National Opinion Research Center, Chicago, Ill. INSTITUTION National Center for Education Statistics (ED), SPONS AGENCY

Washington, DC.

PUB DATE Aug 85 2165. NOTE - ----

Reports - Research/Technical (143) --PUB TYPE

Tests/Evaluation instruments (160)

EDRS PRICE MF01/PC09 Plus Postage.

*Data Analysis; *Followup Studies; *High School DESCRIPTORS

Graduates; High Schools; High School Seniors;

Longitudinal Studies; *National Surveys;

Postsecondary Education; Questionnaires; *Research

Methodology; *Sampling; Student Characteristics

IDENTIFIERS *High School and Beyond (NCES); High School

Sophomores: Mail Surveys

ABSTRACT

Details of the High School and Beyond's Second (1982) Follow-Up-survey are presented. Probability samples of approximately 15,000 1980 sophomores and 12,200 1980 seniors were retained for the second_follow-up. The former_students_were asked to complete a questionnaire detailing their post-high school activities. Technical aspects of the survey are decumented, including the survey forms used, sample design and implementation, and the data collection and data processing procedures used in the base year survey and both followups. Details are also provided on the 1984 sample selection, weighting procedures, sampling variances, and the implications of survey nonresponse for sample estimates and precision. Completed cases for 1980 seniors numbered 10,925; for 1980 sophomores, 13,682. Data were collected from a mail survey. Items involved background information, education, military and other training, work experience, family characteristics, income, experiences and opinions, and life goals. New items included computer literacy and parental financial assistance for education. Appendices include the Second Follow-Up Questionnaires for Seniors and for Sophomores, correspondence, High School and Beyond database descriptions, and design effects and sampling errors. (GDC)

*********** Reproductions supplied by EDRS are the best that can be made from the original document.



High School and Beyond Second Follow-Up (1982) Technical Report

August 1985

Calvin Jones Penny Sebring Bruce Spencer Diane Bagues

NORC University of Chicago 6030 South Ellis Chicago, Illinois 60637 U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Prepared for:

National Center for Education Statistics Office of the Assistant Secretary for Educational Research and Improvement U.S. Department of Education

Helen MacArthur, Project Officer

BEST COPY AVAILABLE



Acknowledgments

The authors wish to thank all those persons who contributed to the production of this report. For their considerable effort we would like to thank Ioanna Crawford, Christine Beard, Hyman Bern, Tucker Landy, Gloria Rauens, Brenda Spencer, and Tom Semrau in the Information Resource Center. Special thanks are also extended to Rosemarie Boykin who assisted with the production of the manuscript. Finally, we would also like to thank those members of the NCES staff who have worked closely with us on this project: Ricky Takai, former Project Officer; Helen MacArthur, Project Officer; C. Dennis Carroll, Chief of the Longitudinal Studies Branch; and other NCES staff members, William Fetters, and Jeffrey Owings.



TABLE OF CONTENTS

| | <u>.</u> | rage |
|----------------------|---|-------|
| <u> </u> | | - |
| 1.1 | Overview | 1 |
| 1.1.1 | NCES' Education Longitudinal Studies Program | 1 |
| 1.1.2 | High School and Beyond and NLS-72 | 6 |
| | | |
| 1.2 | History of High School and Beyond | 6 |
| 1.2.1 | The Base Year | - 6 |
| 1.2.2 | The First Follow-Up Survey | |
| 1.2.3 | The Second Follow-Up Survey | |
| | | ! ! |
| $\bar{\mathbf{z}}$. | DATA COLLECTION INSTRUMENTS | |
| | Salar desperier indirection | 14 |
| 2.1 | Base Year (1980) Survey | |
| | base lear (1900) Survey | 14 |
| 2.2 | | |
| 2:2.1 | First Follow-Up (1982) Survey-Senior Cohort | .16 |
| 2.2.1 | 1980 Senior Cohort First Follow-Up Questionnaire | .16 |
| <u> </u> | | |
| 2.3 | First Follow-Up (1982) Survey Sophomore Cohort | . 17 |
| 2.3.1 | 1980 Sophomore Cohort First Follow-Up Questionnaire | .17 |
| 2.3.2 | 1980 Sophomore Cohort (Not Currently in High School) | |
| | First Follow-Up Questionnaire | . 1.8 |
| 2.3.3 | Transfer Supplement | -92 |
| 2.3.4 | Early Graduate Supplement | 10 |
| | · - | ••• |
| 2.4 | Second Follow-Up (1984) Survey | 2 // |
| 2.4.1 | 1980 Senfor Cohort Second Follow-Up Questionnaire | 20 |
| 2.4.2 | 1989 Schomore Cohort Second Follow-Up Questionnaire | -20 |
| | been belong to become rollow-op questionnaire | . 20 |
| 2.5 | Postsecondary Education Transcript Survey | |
| | Tobascoondary Education Transcript Survey | .21 |
| 2.6 | Student Financial Aid Records | |
| 2.0 | Deddent Financial Ald Records | .22 |
| _ 3. | SAMPLE DESIGN AND IMPLEMENTATION | = - |
| J• | SAMPLE DESIGN AND IMPLEMENTATION | .23 |
| - 3.1 | | - |
| 2+1 | Base Year Survey Sample Design | .23 |
| <u>:</u> | | - |
| 3.2 | First Follow-Up Survey Sample Design | .26 |
| = = | | |
| 3.3 | High School Transcripts Sample Design (1980 Sophomore | |
| | Cohort) | .26 |
| - | | |
| 3. 4 | Second Follow-Up Survey Sample Design | .27 |
| | | |
| 3.5 | Sample Weights | . 31 |
| 3.5.1 | General Approach to Weighting | |
| 5.5.2 | Weighting Procedures | |
| - | <u> </u> | . , _ |



| = | <u>- a</u> | 7 |
|--------------------|---|----------|
| 3.6 | Results of Weighting | 51 |
| ā = | | |
| 3.7. 3.7.1 | Nonresponse Analyses | 5' |
| 3.7.2 - | General Considerations | 5' |
| 3.7.2.1 | Analysis of Second Follow-Up Student Nonresponse Rate | ŀ |
| 3.7.2.1 3.7.2.2 | Student Nonresponse Rates: School Variables | ŀ |
| 3.1.2.2 | Second Follow-Up Student Nonresponse Patterns: | |
| 3.7.2.3 | Student-Level Variables | ١. |
| J.1.E.J | Summary of Nonresponse Analyses | 56 |
| 3.8 | Standard Errors and Design Effects | |
| 3.8.1 | Computational Procedures | 11 |
| 3.8.2 | Design Effects | 2 |
| 3.8.3 | Standard Errors and Design Effects for the Second | |
| | Follow-Up5 | - |
| | | C |
| 4. | DATA COLLECTION | 1 |
| - | | |
| 4.1 | Overview6 | 1 |
| | | |
| 4.2 | Second Follow-Up Survey Data Collection | 2 |
| _ | | |
| 5. | DATA CONTROL AND PREPARATION6 | 8 |
| 5.1 | <u> </u> | |
| 2.1 | Base Year Procedures6 | 8 |
| 5.2 | First Follow-Up Procedures | = |
| J | rist rollow-up procedures | 9 |
| 5. 3 | Second Follow-Up Procedures | ** |
| 5.3.1 | Shipping and Receiving Documents | 7 |
| 5.3.2 | Editing, Coding and Data Retrieval | ح ھ |
| 5:3.3 | Data Retrieval and Validation | 3 |
| | | |
| 6. | DATA PROCESSING7 | <u>.</u> |
| <u>:</u> | | • |
| 6.1 | Maintenance of Longitudinal Locator Data Bases7 | 4 |
| | | |
| 6.2 | Receipt Control Procedures7 | 5 |
| · - | | |
| 5.3 | Optical Scanning76 | 5 |
| 5.4 | Machine Editing | _ |
| 9.4 | machine Editing | 7 |
| 5.5 | Data File Preparation80 | |
| ., | Paca File Freparation8 | 9 |
| 5.6 | Composite Variables8 | |
| 5.6.1 | Demographic Variables. | |
| 5.6.2 | Educational Variables 84 | |
| 5.6.2.1 | Educational Variables Senior Cohort | 1 |
| 5.6.2.2 | Educational Variables Sophomore Cohort | ; |
| 5.6.3 | Psychological Scales87 | |
| 5.6.4 | Employment Status | |
| | | |



Appendix A: Second Follow-Up Questionnaire

Appendix B: Pre-Field Correspondence

Appendix C: Cover Letter for Questionnaire

Reminder Postcard

Appendix D: High School and Beyond Data Files Available from NCES

Appendix E: Design Effects and Sampling Errors



1. INTRODUCTION

The High School and Beyond (HS&B) second follow-up survey was conducted during the spring and summer of 1984. Young persons who, either as sophomores or as seniors, had participated in the base year survey in 1980 were contacted for the third time in 1984 and asked to complete a questionnaire detailing their activities since leaving high school. The purpose of this report is to summarize and document the major technical aspects of the second follow-up survey, including the survey forms employed, sample design and implementation, and the data collection and data processing procedures used in each of the three surveys. Users of the various HS&B data files should consult the data file user's manuals for more detailed information about the various surveys conducted to date. (See appendix D for a complete list of the public release data files available.) In addition, the second follow-up Sample Design Report provides detailed explanations of second follow-up sample selection, weighting procedures, sampling variances, and the implications of survey nonresponse for sample estimates and the precision of estimates derived from the sample.

This introductory chapter presents an overview of the entire High School and Beyond survey to ensure that users of the survey data are fully aware of the interrelationships among its many components.

1.1 Overview

1.1.1 NCES' Education Longitudinal Studies Program

The mandate of the National Center for Education Statistics (NCES) includes the responsibility to "collect and disseminate

1



ッ

States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974 - Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of high school students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study longitudinally the educational, vocational, and personal development of high school students and the personal, familial, social, institutional, and cultural factors that may affect that development.

The overall NELS program utilizes longitudinal, time-series data in two ways: (1) each cohort is surveyed at regular intervals over a span of years, and (2) comparable data are obtained from successive cohorts, permitting studies of trends relevant to educational and carter development and societal roles. Thus far, the NELS program consists of two major studies: The National Longitudinal Study of the High School Class of 1972 (NLS-72) and High School and Beyond (HS&B). A third major study, to begin in 1938 and to continue throughout the decade of the 1990s, is currently being planned.

The first major study, NLS-72, began with the collection of comprehensive base year survey data from approximately 19,000 high school seniors in the spring of 1972. The NLS-72 first follow-up



survey added to the sample nearly 4,500 individuals who had been unable to participate at the time of the base year survey. Three more follow-up surveys were conducted in the fall and winter of 1974, 1976, and 1979, using a combination of mail surveys and personal and telephone interviews. The fifth follow-up survey will take place during the spring of 1986.

The second major survey, HS&B, was designed to inform federal and state policy in the decade of the 1980s. HS&B began in the spring of 1980 with the collection of base year questionnaire and test data on over 58,000 high school seniors and sophomores. The first follow-up survey was conducted in the spring of 1982, and the second follow-up survey in the spring of 1984. The HS&B third follow-up survey will be carried out in the spring of 1986.

The three survey cohorts (NLS-72 seniors and the HS&B seniors and sophomores) are displayed in Figure 1 according to their initial and subsequent survey years and their modal age at the time of each survey. As shown, the NLS-72 seniors were first surveyed in 1972 at age 18 and have been resurveyed four times since, with the last survey occurring in 1979 when these young adults were about 25 years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. In particular, three types of comparison are possible.

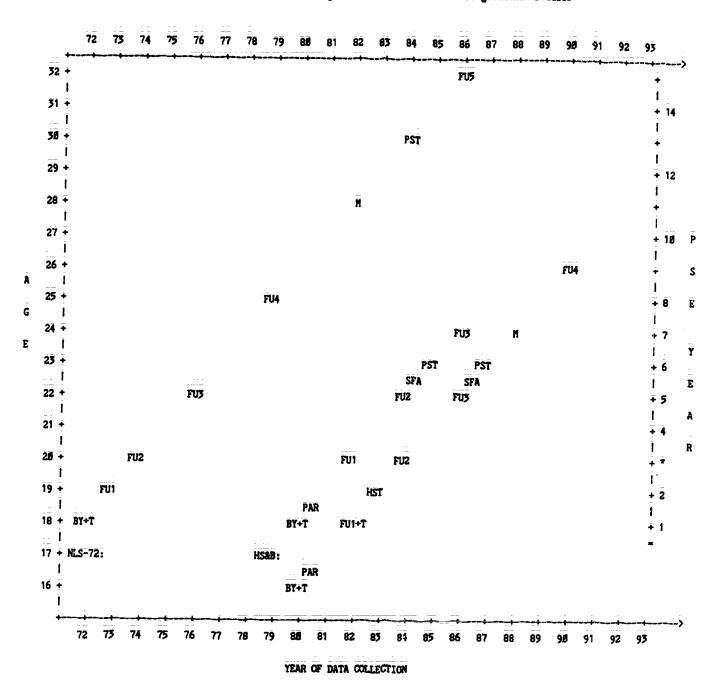
First, the three cohorts may be compared on a time-lag basis (intercohort or intergenerational). For example, the high school seniors of 1972 and the high school seniors of 1980 and 1982 may be contrasted to determine changes over time in the composition, distribution and needs of high school seniors.

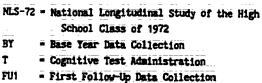


Second, fixed-time comparisons can be undertaken. For a given year, the data collection for each cohort can be viewed as a cross-sectional study. It will be possible, for example, to compare employment rates in 1986 of 22-, 24- and 32-year-olds.

The third type of analysis is longitudinal (within cohort) and is designated on Figure 1 by the diagonal lines. Because the history of the age cohort can be taken into account and modeled, analyses can be designed that isolate school and program effects from the effects of differential life experiences.

Figure 1. Research Design for National Education Longitudinal Studies





FU1 = First Follow-Up Data Collection
FU2 = Second Follow-Up Data Collection
FU3 = Third Follow-Up Data Collection

HS&B = High School and Beyond: 1988

FU4 = Fourth Follow-Up Data Collection

FU5 = Fifth Follow-Up Data Collection

N - Maintenance of Address Data

PST - Postsecondary Education Transcripts

PAR - Survey of Parents

HST = High School Transcripts

SFA = Student Pinancial Aid Records



1.1.2 High School and Beyond and NES-72

High School and Beyond was designed to build on the NLS-72 in three ways. First, the base year of HS&B included a 1980 cohort of high school seniors that was directly comparable to the 1972 cohort. Replication of selected 1972 student questionnaire items and test items made it possible to analyze changes that occurred subsequent to 1972 and their relationship to recent Federal policies and programs in education. Second, the introduction of a sophomore cohort provided data on the many critical educational and vocational choices made between the sophomore and senior years in high school, permitting a fuller understanding of the secondary school experience and its impact on students. Finally, HS&B expanded the NLS-72 focus by collecting data on a range of life cycle factors, such as family-formation behavior, intellectual development, and social participation.

1.2 History of High School and Beyond

1.2.1 The Base Year

The base year survey was conducted in spring 1980. The study design provided for a highly stratified national probability sample of over 1,100 secondary schools as the first stage units of selection. In the second stage, 36 seniors and 36 sophomores were selected per school (in schools with fewer than 36 in either of these groups, all eligible students were included). Special efforts were made to identify those students within the sample who were twins or triplets so that their co-twins or co-triplets could be invited also to participate in the study. (Data from non-



sampled twins and triplets are not included in the student data files, but are available in a separate Twin Data File which links questionnaire data for both sampled and non-sampled twins for special analyses.) Over 30,000 sophomores and 28,000 seniors enrolled in 1,015 public and private high schools across the country participated in the base year survey. (Detailed information about the samples can be found in the HS&B sample design report for the base year: Martin R. Frankel, Luane Kohnke, David Buonanno, and Roger Tourangeau, Sample Design Report, NORC, 1981.)

Certain types of schools were oversampled to make the sample more useful for policy analysis. These included:

- public schools with high percentages of Hispanic students to ensure sufficient numbers of Cuban, Puerto Rican and Mexican students for separate analyses
- Catholic schools with high percentages of minority group students
- alternative public schools
- private schools with high-achieving students

The Hispanic supplement to the sample was funded jointly by the Office of Bilingual Education and Minority Language Affairs (OBEMLA), and the Office for Civil Rights (OCR) within the Department of Education. An additional supplementary sample was drawn from students attending Department of Defense Dependents Schools (DoDDS) located overseas. DoDDS students are not included in the data tapes distributed by NCES, however.



Survey instruments in the base year included:

- school questionnaire
- student identification pages
- sophomore questionnaire
- senior questionnaire
- a series of cognitive tests for each cohort
- teacher comment checklist
- parent questionnaire (mailed to a sample of parents from both cohorts)

The student questionnaires focused on individual and family background, high school experiences, work experiences, and plans for the future. The student identification pages contained a series of items on use of, proficiency in, and educational experiences with non-English languages, as well as information which would be useful in locating students for future follow-up surveys. Cognitive tests administered to students measured both verbal and quantitative abilities. In addition, sophomore tests included achievement measures in science, writing, and civics, while seniors were asked to respond to tests measuring abstract and nonverbal abilities. Of the 194 test items administered to the HS&B senior cohort in the base year, 86 percent were identical to those given to the NLS-72 base year respondents.

School questionnaires, which were filled out by an official in each participating school, provided information about enrollment, staff, educational programs, facilities and services, dropout rates, and special programs for handicapped and disadvantaged students. The Teacher Comment Checklist provided teacher observations on students participating in the survey. The



Parent Questionnaire elicited information about how family attitudes and financial planning affected postsecondary educational goals.

1.2.2 The First Follow-Up Survey

The first follow-up sample consisted of approximately 30,000 1980 sophomores and 12,200 1980 seniors. It retained the multistage, stratified, and clustered design of the base year sample. All students who had been selected for inclusion in the base year survey, whether or not they actually participated, had a chance of being included in the first follow-up survey. Unequal probabilities were compensated by weighting. NORC attempted to survey all 1980 sophomores (including base year nonrespondents) who were still enrolled in their original base year schools. Certain categories of 1980 sophomores no longer enrolled in their original schools were subsampled (see chapter 3) and certain categories were sampled with certainty.

The first follow-up survey also included all non-sampled cotwins (and triplets) who had been identified and surveyed during the base year, provided that the sampled twin was retained for the follow-up. However, non-sampled twins were not included in the probability sample and were not weighted. Their data appear only on a separate Twin Data File. As in the base year survey, the Hispanic Supplement to the first follow-up was supported by OBEMLA and OCR.

A first follow-up school questionnaire was requested of all schools selected in the base year (including those schools that had refused to participate), with the exception of schools that



had no 1980 sophomores, that had closed, or that had merged with other schools in the sample. Schools that had received en masse transfers of students from base year schools were contacted to complete a first follow-up school questionnaire and to arrange student survey activities. These schools are not considered to be part of the probability sample of secondary schools and were not given weights. However, survey data from these schools are included in the first follow-up School Data File, and are available for merging with first follow-up student data. The first follow-up survey included a sample of students from the Department of Defense Dependents Schools (DoDDS). All DoDDS base year participants currently living overseas were included in the DoDDS follow-up sample. However, schomore cohort base year participants living in the U.S. were not contacted for the first follow-up DoDDS survey. DoDDS students were not part of the main probabililty sample and were not weighted.

For the senior cohort, a self-administered mail-back questionnaire was the basic method of data collection.

Approximately 12,200 packets containing survey questionnaires, instruction sheets and incentive payment checks were sent to sample members during the first week of February 1982. Postcards with dual messages seeking a quick reply from nonrespondents and thanking early respondents for their cooperation were mailed during the third week following the initial mailout. Two weeks later, those who still had not responded were telephoned by trained telephone interviewers. Approximately 75 percent of the targeted senior cohort members completed and returned first follow-up questionnaires by mail. An additional 19 percent



completed the questionnaires by either in-person or telephone interviews (a variable indicating method of survey administration is included among the data for each follow-up survey).

Respondents who completed the questionnaire via telephone interview were required to have a copy of the questionnaire in front of them while doing so, to keep their survey experience as similar as possible to that of the majority of respondents, who filled out the questionnaires themselves. Follow-up interviewing was halted in mid-July of 1982, after a response rate of 94 present had been obtained.

For the sophomore cohort, first follow-up data were collected through group administrations of questionnaires and tests. The sophomore group administrations were conducted in either the sampled students' high school or an appropriate location off-campus. The location of the administration depended on the survey member's school enrollment status during the data collection period (February through May 1982). Group administrations were scheduled off-campus for sample members who were no longer attending the sampled schools. These individuals (e.g., transfer students, dropouts, early graduates) were contacted by NORC Survey Representatives and brought together in small groups of two to six participants. The same survey administration procedures were followed for both types of group administration.

1.2.3 The Second Follow-Up Survey

The second follo -up survey was conducted during the spring and summer of 1984. Probability samples of approximately 15,000 1980 sophomores and 12,200 1980 seniors were retained for the



second follow-up. The sample for the elder cohort was unchanged from that used for the first follow-up survey. The sample for the younger cohort was selected from among the 18,500 cases selected in 1982 for the High School Transcripts study. The sample design for the younger cohort was modelled after that used for first and subsequent follow-ups of the elder cohort in that subgroups of special relevance to education policy formation (high school dropouts, members of racial and ethnic minorities, those with data from the base year Parents Survey, those enrolled in postsecondary educational institutions, and so forth) were retained in the second follow-up with substantially higher probabilities than others. However, all individuals selected for the base year survey had a non-zero chance of retention in the second follow-up regardless of their participation in the base year or first follow-up surveys. (Further information about the sample design may be found in chapter 3, below).

As in prior survey rounds, the Office of Bilingual Education and Minority Language Affairs provided additional support for the Hispanic Supplement to High School and Beyond in order to increase the size of the Hispanic sample for special analyses.

For both cohorts, a self-administered mail-back questionnaire was the basic method of data collection. Packets containing survey questionnaires, instruction sheets and incentive payment checks were sent to sample members during the first week of February 1984. Two weeks later, postcards thanking respondents for their cooperation and requesting the cooperation of nonrespondents were mailed to all sample members. Two weeks after



the cards were sent, trained telephone interviewers called those who still had not responded and urged them to do so. When this failed, interviews were conducted by telephone or in person.

Survey design required that respondents interviewed over the telephone and those interviewed in person have a copy of the questionnaire in front of them, to minimize bias due to the method of administration.



2. DATA COLLECTION INSTRUMENTS

Information on both cohorts has come primarily from questionnaires filled out by students, school administrators, teachers, and parents of students, supplemented by information on courses taught at sampled schools and the number of students enrolled in those courses. In addition, information from students' high school transcripts has been collected for the younger cohort, and information from students' postsecondary education transcripts and from financial aid records has been collected for the elder cohort. The survey instruments given to school officials, teachers, and parents, as well as the protocols and procedures governing the transmittal of information on course offerings and student transcripts, are described in the user's manuals for each of those data files. (See appendix D for a complete list of public release data files available from NCES.) Features of the student questionnaires used in the first three waves of High School and Beyond are described below. The actual questionnaires are reproduced in appendix A.

2.1 Base Year (1980) Survey

The base year senior and sophomore questionnaires were very similar. Approximately three-fourths of the items in each version were common to both. Most of the questions in both questionnaires focused on students' behavior and experiences in the secondary school setting. Also included were questions about employment outside the school, postsecondary educational and occupational aspirations, and personal and family background, and a small number of questions about personal attitudes and beliefs. In



addition, to facilitate the recontacting of students in later follow-up surveys, students were asked to provide complete addresses and telephone numbers for themselves and for some other person who would always know their whereabouts.

The cognitive test for the senior cohort was designed to overlap to a great degree both with the soph more test and with the test used for the NLS-72 cohort. The senior test included the following:

Vocabulary (27 stems, 9 minutes): used a synonym format.

Reading (20 items, 15 minutes): consisted of short passages (100-200 words) followed by comprehension questions and a few analysis and interpretation items.

Mathematics (33 items, 19 minutes): students were asked to determine which of two quantities was greater, whether they are equal, or whether there was insufficient data to answer the question.

Picture Number (15 items, 5 minutes): a test of associative memory consisting of a series of drawings of familiar objects each paired with a number. The students, after studying the picture number pairs, were asked to recall the number associated with each object.

Mosaic Comparisons (89 items, 6 minutes):
measured perceptual speed and accuracy. Items
required that small differences be detected
between pairs of otherwise identical mosaics or
tile-like patterns.

Visualization in Three Dimensions (16 items, 9 minutes): students were asked to visualize the shape which a flat piece of metal (represented by a line drawing) would assume if folded along specified lines, and to select this three-dimensional shape from a group of possible answers.

Questions about the test (5 minutes): students were asked how they felt about taking the test, and how important they thought the various abilities it measured would be to them later in life.



Sophomores also completed a battery of cognitive tests which are described briefly below:

Vocabulary (21 items, 7 minutes): used a synonym format.

Reading (20 items, 15 minutes): consisted of short passages (100-200 words) followed by comprehension questions and a few analysis and interpretation items.

Mathematics (38 items, 21 minutes): students were asked to determine which of two quantities was greater, whether they were equal, or whether there was insufficient data to answer the question.

Science (20 items, 10 minutes): based on science knowledge and scientific reasoning ability

Writing (17 items, 10 minutes): based on writing ability and knowledge of basic grammar.

Civics Education (10 questions, 5 minutes): based on various principles of law, government, and social behavior.

- 2.2 First Follow-Up (1982) Survey--Senior Cohort
- 2.2.1 1980 Senior Cohort First Follow-Up Questionnaire

Most of the items in the senior cohort first follow-up questionnaire can be traced to the base year senior questionnaire or to the NLS-72 fourth follow-up questionnaire. Content areas in the senior questionnaire included education (amount and type of postsecondary schooling completed, data on schools attended, school financing, educational expectations and aspirations, and non-school-based postsecondary training), work (labor force participation, detailed job histories, aspirations, military service), financial status (dependency, income), marital status (spouse's occupation, education, dependents), and demographics



(household composition, race, sex, ethnicity, and so forth).

Questions on employment and schooling were constructed and arranged in an "event history" format in order to provide information suitable for analyses using advanced techniques for determining parameters of transition models.

Approximately 30 items in the instrument were identified as "critical" or "key" questions. Special efforts were taken to ensure that these items were not omitted by any respondent.

- 2.3 First Follow-Up (1982) Survey -- Sophomore Cohort
- 2.3.1 1980 Sophomore Cohort First Follow-Up Questionnaire

The purpose of the sophomore cohort first follow-up questionnaire was to document secondary school experiences, especially shifts in attitudes and values since the base year, and to document work experiences and plans for postsecondary education. Almost all of the first follow-up questions had been asked in the base year; most were from the sophomore document, but many had appeared in the senior questionnaire only. Content areas included: education (high school program, courses taken, grades, standardized tests truen, attendance and disciplinary behavior, parental involvement, extracurricular and leisure activities, assessment of quality of school and teachers), postsecondary education (goals, expectations, plans, and financing), work/labor force participation (occupational goals, attitudes toward military service), demographics (parents' education, father's occupation, family composition, school age siblings, family income, marital status, race, ethnicity, sex, birthdate, physical handicaps), and



values (attitudes toward life goals, feelings about self, and so forth).

Approximately 30 items in the sophomore questionnaire were identified as "critical" or "key" questions, for which data were to be retrieved.

2.3.2 1980 Sophomore Cohort (Not Currently in High School) First Follow-Up Questionnaire

This questionnaire was designed for persons who had dropped out of high school. It focused on the reasons for dropping out and its impact on students' educational and career development. About a dozen of the items were developed especially for students who left school before completion; the remainder of the questionnaire was made up of items used either in the regular 1980 sophomore cohort questionnaire or the 1980 senior cohort instrument. Content areas included: circumstances of leaving school (reasons for leaving, evaluation of decision, plans for obtaining high school diploma or equivalent), participation in training programs and other postsecondary education, work (labor force participation, detailed job history, aspirations, Armed Forces service), financial status (dependency, income), marital status (spouse's education, occupation, dependents), demographics (parents' education, father's occupation, race, sex, ethnicity, date of birth), and other personal characteristics (physical handicaps, values, feelings about self).

2.3.3 Transfer Supplement

The Transfer Supplement was completed by members of the sophomore cohort who had transferred out of their base year sample



high school to another high school. All of the items in the Transfer Supplement were new items (except for a few that were taken from the school questionnaire). Content areas included: reasons for transferring and for selecting a particular school, identification of school, location, grade respondent was in at time of transfer, entrance requirements, length of interruption in schooling (if any) and reason, type of school (general, specialized), size of student body, and grades. The supplement was brief, taking about 10 minutes to complete.

2.3.4 Early Graduate Supplement

The Early Graduate Supplement was developed for members of the sophomore cohort who graduated from high school ahead of schedule. It documented reasons for and circumstances of early graduation, the adjustments required to finish early, and respondents' activities compared with those of other out-of-school survey members (i.e., dropouts, 1980 seniors.) Content areas included: reasons for graduating early, when decision was made (what grade), persons involved in the decision, course adjustments required, school requirements, and postsecondary education and work experience (the questions for the last area were identical to those in the senior cohort instrument). This supplement took about 10 to 15 minutes to complete.

The sophomore cohort completed the same set of tests as in the base year (see section 2.1 above).



2.4 Second Follow-Up (1984) Survey

2.4.1 1980 Senior Cohort Second Follow-Up Questionnaire

The second follow-up senior questionnaire contained many of the same items that were used in the first follow-up survey. Respondents were asked to update background information and to provide information about postsecondary education, work experience, military service, family information, income, and life goals. Event history formats were used for obtaining responses about jobs held, schools attended and periods of unemployment. New items included a limited series on computer literacy (e.g., use of computers and software, knowledge of computer languages), detailed information on financial assistance received from parents for pursuing postsecondary education (including measures of the components of student "independence/ dependence" as defined in federal regulations in force at the time), education and training obtained outside of regular school, college or military programs (on-the-job and other employer provided training), and periods of unemployment.

About 35 items in the second follow-up questionnaire were designated as "critical questions" for editing purposes.

Respondents who omitted these items or who provided inconsistent data were called by telephone to obtain the missing data or to resolve inconsistencies.

2.4.2 1980 Sophomore Cohort Second Follow-Up Questionnaire
The second follow-up sophomore questionnaire included 71
questions clustered around nine major sections: background



information, education, other training, military experience, work experience, periods unemployed, family information, income, and experiences and opinions. By the time of the second follow-up, the majority of respondents were out of high school and enrolled in postsecondary school, working, or looking for work. Thus, as could be expected, the questionnaire differed substantially from those used for this cohort during the first two waves of HS&B.

The questionnaire asked for detailed information on as many as three schools attended after high school. Respondents indicated the kind of school attended; hours per week spent in class; the degree, certificate or diploma being sought; and requirements completed. Financial information included questions on tuition and fees and on scholarships. Data were gathered also on financial aid from parents to the respondent and to any siblings.

The survey also obtained a work history, including occupation, industry, gross starting salary, gross income, hours worked per week, length of time without a job, length of time looking for work, job training and job satisfaction.

Family information covered the spouse's occupation and education, date of marriage(s), number of children, and income and benefits received by both the respondent and spouse.

2.5 Postsecondary Education Transcript Survey

Although no survey forms were used, detailed procedures were developed for extracting and processing information from postsecondary school transcripts which were collected for all members of the 1980 senior cohort who reported attending any form



of postsecondary school in either of the follow-up surveys. (Over 7,000 individuals reported over 11,000 instances of school attendance). Transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades and credits of every course attempted at each school attended were coded into hierarchical files with the student as the highest level of aggregation. These data will be released by NCES during the latter part of 1985. Data file user's manuals accompanying those tapes will describe the transcript data in detail.

2.6 Student Financial Aid Records

In addition to transcripts, student financial aid records for each member of the 1980 senior cohort who received financial assistance for postsecondary school attendance is being abstracted from records maintained by institutional financial aid offices and from the Pell Grant and Guaranteed Student Loan systems of records maintained by the U.S. Department of Education. These data are scheduled to be released by 1986 and will be fully documented in an accompanying data file user's manual.



3. SAMPLE DESIGN AND IMPLEMENTATION

3.1 Base Year Survey Sample Design1

In the base year, students were selected through a two stage, stratified probability sample with schools as the first stage units and students within schools as the second stage units. With the exception of certain special strata, which were oversampled, schools were selected with probabilities proportional to the estimated enrollment in their 10th and 12th grades. Within each school, 36 se out and 36 sophomores were randomly selected. In those schools with fewer than 36 seniors or 36 sophomores, all eligible students were drawn in the sample. Sampling rates for each stratum were set so as to select in each stratum the number of schools needed to satisfy study design criteria regarding minimum sample sizes for certain types of schools. As a result, some schools had a very high probability of inclusion in the sample (in some cases, equal to 1.0), while others had a very low probability of inclusion. The total number of schools selected for the sample was 1,122, from a frame of 24,725 schools with grades 10 or 12 or both. 2 Sampling strata and the number of schools selected in each are shown in table 3.1-1.

Substitution was carried out for schools that refused to participate in the survey, but there was no substitution for students who refused, whose parents refused, or who were absent on Survey Day and make-up days. Substitution for refusal schools occurred only within strata. In certain cases no substitution was possible because a school was the sole member of its stratum. The realization of the sample by stratum is shown in table 3.1-2.



Table 3.1-1

High School and Beyond Base Year School Sample Selections

| | Special Strata (oversampled) | |
|-------------------|--|--------|
| | | Number |
| - | | |
| Alternative_publi | C C | 50 |
| Cuban public | | 20* |
| Cuban Catholic | | 10* |
| Other Hispanic pu | | 106* |
| ligh performance | | 12 |
| Other non-Catholi | c private (stratified by | |
| four census re | gions) | 38 |
| Black Catholic | | 3Ø* |
| | Regular Strata (not oversampled) | |
| Regular Catholic | stratified by | |
| four census re | gions) | 48 |
| Regular public_{s | tratified by nine census divisions; tion; enrollment; | 40 |
| | suburban, rural) | 808 |
| | | 1,122 |

^{*}These schools were defined as those having 30 percent or more of enrollment from the indicated subgroup.



Table 3.1-2
High School and Beyond Base Year Sample Realization

Stage 1: Sampling of Schools

| Drawn in sample | Original schools* | Substituted schools | Total realized |
|-----------------|--|--|--|
| 808 | | | 735 |
| 50 | 41 | 4 | 45 |
| 20 | 1.1 | | 11 |
| 106 | 72 | 30 | 102 |
| 48 | 40 | 5 | 45 |
| 30 | 23 | 7 | 30 |
| 10 | 7 | 2 | . 9 |
| 12 | . 9 | 2 | 11 |
| 3 8 | 23 | 4 | 27 |
| 1,122 | 811 | 204 | 1,015 |
| | 808 50 20 106 48 30 10 12 | 808 585 50 41 20 11 106 72 48 40 30 23 10 7 12 9 38 23 | 808 585 150 50 41 4 20 11 106 72 30 48 40 5 30 23 7 10 7 2 12 9 2 58 23 4 |

Stage 2: Sampling of Students

| | Total drawn in sample | Absent, both Survey and Make-up days | Student refused | Parent refused | Partial materials missing** | Total rēālizēd |
|---------|-----------------------------|--|--------------------|-------------------|-----------------------------|-------------------|
| Number | 70,704 | 8,278 | 1,759 | 223 | 2,174 | 58,270 |
| Percent | 100 | 12 | 3 | - | 3 | 82 |

^{*}Includes additional selections made when schools were found to be out-of-scope.



^{**}Unusable because critical survey materials missing.

3.2 First Follow-Up Survey Sample Design

sample had a known, non-zero chance of being selected for the first and all subsequent follow-up surveys. The first follow-up sample consisted of 11,995 selections from the base year probability sample. This total includes 11,500 selections from among the 28,240 base year participants and 495 selections from among the 6,741 base year nonparticipants. In addition, 204 non-sampled co-twins or triplets (not part of the probability sample) were included in the first follow-up sample, resulting in a total of 12,199 selections. The sample design retained the essential features of a stratified multi-stage design; for further details, see Tourangeau, et al., 1983.4

Most of the sophomore cohort students selected for the baseyear sample were retained in the first follow-up survey. Students
(1980 sophomores) still enrolled in their original base year
schools were retained with certainty, and the remaining sophomores
were subsampled with various rates. In all, the sample numbered
29,737. Like the design for the senior cohort, the sophomore
cohort first follow-up was a stratified multi-stage design.

3.3 High School Transcripts Sample Design (1980 Sophomore Cohort)

Subsequent to the first follow-up survey, high school

transcripts were sought for a probability subsample of nearly

18,500 members of the 1980 suphomore cohort. The subsampling plan

for the Transcript Study emphasized the retention of members of

subgroups of special relevance for education policy analysis.

Compared to the base year and first follow-up surveys, the



Transcript Study sample design further increased the overrepresentation of racial and ethnic minorities (especially those with above average HS&B achievement test scores), students who attended private high schools, school dropouts, transfers and early graduates, and students whose parents participated in the base year Parents' Survey on financing postsecondary education.

3.4 Second Follow-Up Survey Sample Design

The members of the senior cohort selected into the second follow-up sample consisted exactly of those who were selected into the first follow-up.

The sample for the second follow-up survey of the 1980 sophomore cohort was based upon the transcripts study design. Approximately 15,000 cases were selected from among the 18,500 retained for the transcript study. As was the case for the elder cohort, the younger cohort second follow-up sample includes disproportionate numbers of sample members from policy-relevant subpopulations (e.g., racial and ethnic minorities, students from private high schools, high school dropouts, students who planned to pursue some type of postsecondary schooling, and so on).

Sample weights have been provided to compensate for differential selection probabilities and participation rates across all survey waves. Tables 3.4-1 through 3.4-4 present several alternative distributions of the second follow-up sample of the younger cohort.



Table 3.4-1

1980 Sophomore Cohort Second Follow-Up Sample
Distribution on Race/Ethnicity Typology

| | Population Size | | Second Follow-Up | |
|----------------------------|-----------------|---------------|------------------|---------------------|
| Student Status Category | N | ≸ of Total | Ñ | _ ≸ of_ Total |
| Hispanic | | | | |
| Cuban/Puerto Rican | 89,674 | 2.4% | 990 | 6.7% |
| High Achievement | 85,762 | 2.3% | 886 | 6.0% |
| Other Hispanic | 299,802 | 7.9% | 1,375 | 9.3% |
| Asian/Pacific | | | | |
| Islander | 46,835 | 1.2% | 431 | 2.9% |
| Native American | 48,418 | 1.3% | 291 | 2.0% |
| Black | | | | |
| High Achievement | 84,544 | 2.2% | 741 | 5.0% |
| Other | 375,185 | 9.9% | 1,295 | 8.7% |
| ligh Achievement/ | | | | |
| Low-SES Whites | 69,759 | 1.8% | 388 | 2.6% |
| All Others | 2,679,309 | 70.9% | 8,428 | 56 .8 ≴ |
| Total | 3,779,288 | 100.0% | 14,825 | 100.0% |

NOTE: For this typology, sample members were assigned to ethnic or racial categories on a sequential or hierarchical basis. That is, individuals who reported Cuban or Puerto Rican origin or descent in either the base year or first follow-up were so classified in this typology. High achievement Hispanics were then classified among the remaining non-Cuban/non-Puerto Rican cases. (Since some Cubans and Puerto Ricans were also "High Achievement," the total number of high achievement Hispanics is larger than shown in this table. "Other Hispanics" were than classified from among all remaining cases not assigned to the two previous categories. This procedure was repeated sequentially for each remaining category in the table. The result is a distribution of mutually exclusive categories whose contents sum to the population or sample size. The distributions presented mask considerable overlap among groups within the sample (e.g., Blacks who are also Hispanic).



Table 3.4-2

1980 Sophomore Cohort Second Follow-Up Sample
Distribution on First Follow-Up Student Status Indicator

| - | Population Size | | Second F | Second Follow-Up | |
|----------------------------|-----------------|---------------|----------|------------------|--|
| Student Status Category | N | ≸ of Total | N | % of Total | |
| Currently (1982) | | | | | |
| Enrolled | 2,755,522 | 72.9% | 11,012 | 74.3% | |
| Dropout | 512,439 | 13.6% | 2,584 | 17.4% | |
| Transfer | 330,393 | 8.7% | 753 | 5.1≴ | |
| Early Graduate | 180,934 | 4.8% | 476 | 3.2% | |
| Total | 3,779,288 | 100:0% | 14,825 | 100.0% | |

NOTE: Categories presented above result from screening of cases for the first follow-up survey. Dropouts who returned to complete degrees have been flagged in the second follow-up composite variable HSDIPLOM, included in the public release data files.

Table 3.4-3

1980 Sophomore Cohort Second Follow-Up Sample
Distribution on Base Year School Type

| | Populatio | Population Size | | Second Follow-Up | |
|--------------------------|-----------|-----------------|--------------|------------------|--|
| Base Year School Type | | ≶ of Total | N | % of Total | |
| Public | 3,425,292 | 90.6% | 11,724 | 79.1≸ | |
| Catholic | 229,106 | 6.1 ≸ | 2,704 | 18.2% | |
| Other Private | 124,890 | 3.3% | 3 9 7 | 2.7% | |
| Total | 3,779,288 | 100.0≸ | 14,825 | 100.0% | |



Table 3.4-4

1980 Sophomore Cohort Second Follow-Up Sample
Distribution on Selected Individual Characteristics

| | Population Size | | Second F | Second Follow-Up | |
|---------------------------------|-----------------|---------------|----------|----------------------|--|
| Student Characteristic | Ñ | % of Total | N | % of Total | |
| Parent Data Available | 364,011 | 9.6% | 2,534 | Ĩ7:Ĩ≸ | |
| Parent Data AND PSE Plans or | | | | | |
| High Achievement | 175,791 | 4.7% | 2,049 | 13.8\$ | |
| Transcript Data | 3,344,251 | 88.5% | 13,024 | 87.9 % | |
| Twin Data* | 39,984 | 1.1≸ | 163 | : : <u>=</u> 1∶1≉ | |

NOTE: Row categories in this table are not mutually exclusive.



^{*}Sampled twins only. An additional 275 non-sampled co-twins were included in the HS&B Transcripts Study. Approximately 140 non-sampled co-twins were retained in the second follow-up, yielding about 150 twin pairs.

3.5 Sample Weights

3.5.1 General Approach to Weighting

The general purpose of the weighting scheme is to compensate for unequal probabilities of selection (retention) for the base year and the follow-up surveys and to adjust for the fact that not all individuals selected for participation in the surveys actually participated. The weights are based on the inverse of the probabilities of selection through all stages of the sample selection process and on nonresponse adjustment factors computed within weighting cells. In this report, weights are shown separately for four subgroups: all second follow-up participants, second follow-up participants who participated in the base year and first follow-up surveys, second follow-up participants who took the senior test, and second follow-up participants who have transcript data. In addition to these four sets of weights, a raw weight, unadjusted for nonresponse in any of the three surveys, was also calculated and included on the data file. The raw weight provides the basis for analysts to construct additional weights, adjusted for the presence of virtually any combination of data elements (e.g., test scores, postsecondary school transcripts). Also included on the data file but not shown here are weights for base year participants and first follow-up participants.

Several different weights have been calculated to adjust for the fact that not all sample members have data for all instruments in all survey waves. Table 3.5.1-1 describes five of the weights calculated for the senior and sophomore cohorts. These weights



project to the population of approximately 3,040,000 high school seniors and 3,781,000 high school sophomores of 1980.

Table 3.5.1-1
Sample Case Weights

| | | Unveighted number of cases having these data | | | |
|----------|--|--|-----------------|--|--|
| Weight | Applies to cases with: | 1980 Seniors | 1980 Sophomores | | |
| TRWT2 | Second follow-up questionnaire data | | | | |
| | and transcript data | 0 | 12,142 | | |
| FU2WT | Second follow-up questionnaire data | 10,925 | 13,682 | | |
| PANELWT3 | Base year, first follow-up and | | . , , , , , | | |
| TESTWT2 | second follow-up questionnaire data Second follow-up questionnaire data | 10,158 | 12,432 | | |
| | and senior test data | 9,458 | 10,786 | | |
| RAWWT | All second follow-up selections | 11,995 | 14,825 | | |

3.5.2 Weighting Procedures

The second follow-up weighting procedures consisted of two basic steps:

Step 1. Calculation of a preliminary follow-up weight based on the inverse of the cumulative probability of selection for the base year sample, first follow-up and (for 1980 sophomores) the subsample retained for the second follow-up survey. This new raw weight is simply the first follow-up raw weight adjusted for the probability of retention in the second follow-up survey.

Step 2. Adjustment of this preliminary weight to compensate for "unit" nonresponse, that is, for non-completion of an entire questionnaire or some combination of documents or surveys. (The exception is the raw weight, RAWWT, which is, by definition, unadjusted for nonresponse.)



These steps are described in more detail below.

Step 1: Calculation of raw weights. The first step in weighting the sample was to develop raw weights (RAWWT) based on the inverse of the probability of selection (retention) for the various follow-ups and supplemental studies. For seniors the raw weights are identical to the raw weights for the first follow-up sample (see Tourangeau, et al., 1983, chapter 3). For sophomores the raw weights for a case equals the raw weights for the transcript sample (Ibid, chapter 6) divided by the conditional probability of selection into the second follow-up given that the case was selected into the transcript sample.

Step 2: Nonresponse adjustment. In this step, the raw weights obtained in step 1 were multiplied by nonresponse ratio adjustment factors. Different factors were used to develop TRWT2, FU2WT, PANELWT3, and TESTWT2, but the approach is similar for each weight. Cases were distributed among weighting cells. Then within each weighting cell two sums of raw weights were computed: the first for all cases in the cell selected for the survey wave or combination of waves (Selections); the second for all cases in the cell for whom the specified combination of questionnaire, test and/or transcript data was collected (Participants). The ratio of the two sums (Selections over Participants) provided a factor used to expand the preliminary weight of each participant to compensate for the missing weights of those who were selected but did not participate. The raw weights of nonparticipants were multiplied by an adjustment factor of 0 to produce final weights of 0 (zero) for these cases. Thus, the nonresponse adjustment amounts to



distributing the preliminary weights of the nonparticipants proportionately among the participants in their weighting cells.

The weighting cells were defined by cross classifying cases by several variables. For scphomore weights FU2WT and TRWT2 the cells were defined by:

- (1) Dropout status
 - (1) non-dropout
 - (2) dropout
- (2) School type (for non-dropouts only)
 - (1) regular public and alternative
 - (2) Hispanic public
 - (3) Catholic
 - (4) private non-Catholic
- (3) Sez
 - (1) male
 - (2) female
- (4) Race
 - (1) Hispanic
 - (2) non-Hispanic black
 - (3) non-Hispanic white and other
- (5) Base year test quartile

for non-dropouts:

(0) no test data available
(1) lowest quartile
(2) second quartile
(1) below median

(2) above median

(3) third quartile

(4) highest quartile

For sophomore weights TESTWT2 and PANELWT3 the weighting cells were defined as above except that base year test quartile was not used.



For senior weight FU2WT the cells were defined by:

- (1) Base year participation
 - (1) Non-participan:
 - (2) Participant
- (2) School type
 - (1) Regular public and alternative
 - (2) Hispanic public
 - (3) Catholic
 - (4) Private non-catholic
- (3) Sex (for base year participants only)
 - (1) male
 - (2) female
- (4) Race (for base year participants only)
 - (1) Hispanic
 - (2) non-Hispanic, black
 - (3) non-Hispanic, white and other
- (5) Base year test quartile (for base year participants only)
 - (0) no test data available
 - (1) lowest quartile
 - (2) second quartile
 - (3) third quartile
 - (4) highest quartile

For senior PANELWT3 the cells were defined as above except that base year participation and base year test quartile were not used. For senior TESTWT2 the cells were defined as for PANELWT3 except that sex was ignored for cases who attended private schools.

3.6 Results of Weighting

As a check on the adequacy of the sample case weights,

NORC analyzed the statistical properties of the weights and the

effects of various weights on the composition of the second

follow-up samples. Tables 3.6-1 and 3.6-2 show the mean,



variance, standard deviation, coefficient of variation, minimum, maximum skewness, and kurtosis for each of the weights calculated for the second follow-up survey.

Table 3.6-1

High School and Beyond Second Follow-Up

Statistical Properties of Sample Weights

Senior Cohort

| Weight | RAWVT | PANELWT3 | FU2WT | TSTWT2 |
|--------------------------|--------|----------|---------|------------|
| Mean | 253 | 299 | 278 | 321 |
| Variance | 69,496 | 91,109 | 88,103 | 106,579 |
| Standard Deviation | 264 | 302 | 297 | 326 |
| Coefficient of Variation | 1.04 | 1.01 | 1.07 | 1.02 |
| Minimum | 1.09 | 1.18 | i . i 0 | 1.92 |
| Maximum | 1,081 | 926 | 1,621 | 1,001 |
| Skewness | 1.02 | .912 | 1.242 | . 954 |
| Kurtosis | 396 | -1.005 | . 681 | 896 |
| Number of Cases | 11,995 | 10,158 | 10,925 | 9,458 |

Table 3.6-2

High School and Beyond Second Follow-Up

Statistical Properties of Sample Weights

1980 Sophomore Cohort

| Weight | RAWVT | FU2 V T | PANELWT3 | TSTWT2 | TRWT2 |
|--------------------|--------|----------------|-------------|--------|--------|
| Mean | 255 | 276 | 304 | 351 | 311 |
| Variance | 57,703 | 71,600 | 66,279 | 89,571 | 91,016 |
| SD* | 240 | 268 | 257 | 299 | 302 |
| CV* | . 942 | . 968 | .846 | .854 | .969 |
| Minimum | 1.45 | 1.45 | i . <u></u> | 2.33 | 1.45 |
| Maximum | 3,098 | 3,379 | 3,882 | 4,421 | 3,914 |
| Skewness | 2.38 | 2.81 | 1.78 | 1.81 | 3.28 |
| Kurtosis | 11.9 | 16.0 | 10.2 | 10.3 | 22.0 |
| Number of Cases | 14,825 | 13,682 | 12,423 | 10,786 | 12,142 |

^{*}SD = Standard Deviation; CV = Coefficient of Variation.

3.7 Nonresponse Analyses

3.7.1 General Considerations

Nonresponse inevitably introduces some degree of error into survey results. In examining the impact of nonresponse, it is useful to think of the survey population as including two strata--a respondent stratum that consists of all units that would have provided data had they been selected for the survey, and a nonrespondent stratum that consists of all units that would have been survey nonrespondents. The actual sample of respondents necessarily consists entirely of units from the respondent



stratum. Sample statistics can serve as unbiased estimates only for this stratum; as estimates for the entire population, the sample statistics will be biased to the extent that the characteristics of the respondents differ from those of the entire population. 5 The bias may be expressed as:

Bias =
$$\overline{Y}_R - \overline{Y}$$
 (1)

in which

YR = a parameter (e.g., a mean) characterizing the population of respondents

Y = the corresponding parameter characterizing the entire population

For many simple parameters, such as means and proportions, the population parameter (\overline{Y}) is a weighted average of the stratum parameters (\overline{Y}_R) and (\overline{Y}_N) :

$$\overline{Y} = P(\overline{Y_{NR}}) + (1 - P)\overline{Y_{R}}$$
 (2)

P = the proportion of the population in the nonrespondent stratum.

It is evident from equations (1) and (2) that the nonresponse bias for an estimated mean or proportion depends on P and on the magnitude of the difference between respondents and nonrespondents:

Bias =
$$P(Y_{R} - Y_{NR})$$
 (3)

Nonresponse bias will be small if the nonrespondent stratum constitutes only a small portion of the survey population or if the differences between respondents and nonrespondents are small. P can generally be estimated from survey data using an appropriately weighted nonresponse rate.



In the High School and Beyond study, there were two stages of sample selection and two stages of nonresponse. During the base year survey, sample schools were asked to permit the selection of individual sophomores and seniors from school rosters and to designate "survey days" for the collection of student questionnaire and test data. Schools that refused to cooperate in either of these activities were dropped from the sample.

Individual students at cooperating schools could also fail to take part in the base year survey. Unlike "refusal" schools, nonparticipating students were not dropped from the sample; they remained eligible for selection into the first and second follow-up samples.

Estimates based on student data from the base year survey include two components of nonresponse bias:

Bias =
$$(\overline{Y}_{1R} - \overline{Y}) + (\overline{Y}_{2R} - \overline{Y}_{1R})$$
 (4)

in which

Y = a parameter characterizing all students

Y_{1R} = the corresponding parameter for all students attending cooperating schools

Y_{2R} = the corresponding parameter for all cooperating students attending cooperating schools

The first component $(Y_{1R} - Y)$ represents the bias introduced by nonresponse at the school level; the second component $(Y_{2R} - Y_{1R})$ represents bias introduced by nonresponse on the part of students attending cooperating schools. Each component of the overall bias



depends on two factors -- the level of nonresponse and the difference between respondents and nonrespondents:

Bias =
$$P_1(\overline{Y}_{1R} - \overline{Y}_{NR}) + P_2(\overline{Y}_{2R} - \overline{Y}_{2NR})$$
 (5)

P₁ = the proportion of the population of students attending schools that would have been nonrespondents;

Y_{1NR} = the parameter describing the population of students attending nonrespondent schools;

P₂ = the proportion of students attending respondent schools who would have been nonrespondents;

Y_{2NR} * the parameter describing this group of students.

The implications of equations (4) and (5) can be easily seen in terms of a particular base year estimate. On the average, sophomores got 10.9 items right on a standardized vocabulary test (see the 1981 Sample Design Report, p. A-4). This figure is an estimate of Y_{2R}, the population mean for all participating students at cooperating schools. Suppose that sophomores at cooperating schools average two more correct answers than sophomores attending refusal schools (Y_{1R} - Y_{1NR} = 2); suppose further that among sophomores attending cooperating schools, student respondents average one more correct answer than student nonrespondents (Y_{2R} - Y_{2NR} = 1). The base year school nonresponse rate was about .30 (Frankel, et al., Sample Design Report, p. 93) and, among the sophomores, the student nonresponse rate was about .12 (p. 124). With these figures as estimates of P₁ and P₂, the bias can be calculated from equation (5):

Bias =
$$.30(2) + .12(1) = .72$$



That is, the sample estimate is biased by about .7 of a test score point.

This example assumes knowledge of the relevant population means; in practice, of course, they are not known and, although P1 and P2 can generally be estimated from the nonresponse rates, the lack of survey data for nonrespondents prevents the estimation of the nonresponse bias. The High School and Beyond study is an exception to this general rule: during the first follow-up, school questionnaire data were obtained from most of the base year refusal schools and student data from most of the base year student nonrespondents selected for the first follow-up sample. These data provide a basis for assessing the magnitude of nonresponse bias in base year estimates.

The bias introduced by base year school-level refusal is of particular concern since it carries over into successive rounds of the survey. Students attending refusal schools were not sampled during the base year and have no chance for selection into subsequent rounds of observation. To the extent that these students differ from students from cooperating schools during later waves of the study, the bias introduced by base year school nonresponse will persist. Student nonresponse is not carried over in this way since student nonrespondents remain eligible for sampling in later waves of the study.

Chapter 4 of the first follow-up Sample Design Report

describes the results of three types of analyses concerning

nonresponse. Based on school questionnaire data, schools that

participated during the base year were compared with all eligible



schools. Based on first follow-up student data, base year student respondents were compared with nonrespondents. Finally, student nonresponse during the first follow-up survey was analyzed.

In section 3.7.2 we analyze student nonresponse during the second follow-up. The school-level nonresponse bias in second follow-up estimates is just the carryover from base year school nonresponse, which was addressed by the earlier analysis.

3.7.2 Analysis of Second Follow-Up Student Nonresponse Rates

This section examines the antecedents and correlates of nonresponse. A few preliminary remarks on the bias resulting from nonresponse are nonetheless in order. First, it should be noted that school nonresponse has the same effect on base year and first and second follow-up estimates -- students attending refusal schools were not sampled in the base year and have no chance of inclusion in the first or second follow-up. For this reason, the estimates presented in the first follow-up Sample Design Report (chapter 4, tables 4.1 and 4.3) serve as estimates of the bias due to school nonresponse for the base year, first follow-up, and second followup surveys. Second, student nonresponse was much lower in the second follow-up than in the base year survey; other things being equal, the bias due to student nonresponse should be correspondingly smaller (cf. Equation [5]). Overall, the weighted student nonresponse rate during the second follow-up was 8.3 percent in the sophomore cohort (versus 12.0 percent during the base year) and 9.6 percent among the seniors (versus 15.2 percent during the base year). Thus, it is reasonable to expect that bias in second follow-up estimates due to student



nonresponse is about 30 percent smaller than in base year estimates, where it is already small.

There were several causes of student nonparticipation in the second follow-up survey. Some students refused to cooperate; others could not be located or were unavailable at the time of the second follow-up survey; a few had died. Nonresponse rates were calculated in the usual way; the nonresponse rate is the proportion of the selected students (excluding deceased students) who were nonrespondents:

in which

P = the nonresponse rate

R = the number of responding students

NR = the number of nonresponding students

Nonresponse rates were calculated for each cohort by schooland student-level variables using both unweighted and weighted data. The weight used was RAWWT. (See section 3.5 for a complete description of the weighting procedures.)

An overall indication of the level of participation and nonparticipation in the base year, first follow-up, and second follow-up surveys is presented in table 3.7.2-1. This table presents frequencies and percentages of cases in each of eight cells. The totals presented in table 3.7.2-1 are not weighted.

Participation Patterns for Base Year,
First Follow-Up, and Second Follow-Up Surveys
HS&B Sophomore and Senior Cohorts

| Pärti | cipatio | n Pattern* | Frequency | Percen |
|------------------|---------------|-------------|--------------|---------------------------------|
| Sophomore Cohort | | | | |
| BY | <u>1 FU</u> | <u>2FU</u> | | |
| N | N | N | 99 | Ø.7 |
| N N N | <u>n</u> Y | N X N | . 2 7 | 0.2 |
| | | | 115 | Ø.8 |
| N | Y | Ý | 835 | 5.6 |
| Ÿ | Ñ | Ñ Ÿ Ñ | 200 | <u>1</u> .3 |
| Ÿ | Ñ | Ÿ | 397 | 2.7 |
| Ÿ | Ÿ | | 730 | 4.9 |
| Ÿ | Ÿ | Ÿ | 12,422 | 83.8 |
| Total | | | 14,825 | 100.0 |
| Senio | r Cohor | t | | |
| BŸ | <u>1FU</u> | 2FU | - | |
| N N | N | N | 61 | 0.5 |
| N | N | ¥ | 22 | 0.2 |
| N | N Y Y | Y N Y | 39 | 0.3 |
| | v | Y | 373 | 3.1 |
| N | | | | |
| N Y | N | Й | 313 | 2.6 |
| Ÿ | n N | Ÿ | 313 372 | 2.6 3.1 |
| Ÿ | n N Ÿ | Ÿ Ñ | | 2.6 3.1 5.5 |
| | n N | Ÿ | 372 | 3.1 2.6 3.1 5.5 4.7 |

NOTE: Counts refer to main samples only, excluding nonsampled co-twins.

*BY = base year survey, 1FU = first follow-up survey, 2FU = second follow-up survey, N = no, Y = yes



3.7.2.1 Student Nonresponse Rates: School Variables

This section examines nonresponse to the second follow-up for each cohort by school-level variables. Five variables are shown in table 3.7.2.1-1: school type, census region, level of urbanization, percentage of black enrollment, and average enrollment. Base year and first follow-up data were used to classify the schools.

Table 3.7.2.1-1 indicates that the highest nonresponse rate for the sophomore cohort occurred among alternative school students (21.4 percent) and the lowest among students at Catholic schools (6.3 percent). Among seniors, alternative public school students had the highest nonresponse rate (17.5 percent) and regular public school students the lowest (9.2 percent).

There is moderate variation in nonresponse by region, although in both cohorts, students selected at schools in the West show the highest rate of nonresponse (12.4 percent for the sophomores and 12.6 percent for the seniors). The nonresponse rates in the other regions are, for both cohorts, around 7 to 10 percent.



Table 3.7.2.1-1

Weighted Student Nonresponse Rates by Selected School Characteristics (figures are percents)

| Characteristic | Sophomore cohort | Senior cohor | |
|----------------------|--------------------|--------------|--|
| Total population | 8.3 | | |
| School type: | _ | | |
| Regular_public_ | 8.2 | 9.2 | |
| Hispanic public | 11.3 | 13.4 | |
| Alternative public | 21.4 | 17.5 | |
| Non-Catholic private | 10.0 | 13.2 | |
| Catholic | 6.3 | 9.9 | |
| Region: | = = | | |
| Northeast | 8.4 | 10.6 | |
| North Central | 7.5 | 7.3 | |
| South | 6.8 | 9.0 | |
| West | 12.4 | 12.6 | |
| Jrbanization: | | | |
| Urban | 11. . 8 | 12.6 | |
| Suburban | 8.6 | 9.7 | |
| Rura1 | 5.2 | 7.2 | |
| Percent black: | | | |
| 25≸ or less | 7.6 | 8.5 | |
| Greater than 25≸ | 10.6 | 12.5 | |
| verage enrollment: | | | |
| 100 or less | 8.0 | 9.0 | |
| 101-135 | 6.0 | 9.1 | |
| 326-550 | 7.8 | 9.1 | |
| More than 550 | 11.6 | 10:1 | |
| | | | |

For both cohorts, there is a small but consistent relationship between student nonresponse and level of urbanization. The nonresponse rate is highest for students who were attending urban schools at the time of the base year sample selection (11.8 percent for the sophomore cohort and 12.6 percent for the senior), next highest for students from suburban schools (8.6 and 9.7 percent) both cohorts, and lowest for students from



Students selected at schools with a large percentage of blacks (25 per cent or more) showed somewhat higher rates of monresponse than students at schools with fewer blacks. The difference in nonresponse rates is slightly larger for the senior cohort (12.5 versus 8.5 percent) than for the sophomores (10.6 versus 7.6 percent).

Student nonresponse seems to show a complex relationship to school size. For both cohorts, the rates are lowest for schools with between 101 and 325 students per class (6.0 percent for the sophomores and 9.1 percent with the seniors) with higher rates among students who atended the smallest and largest schools. These findings are generally consistent with the nonresponse patterns from the first follow-up.

3.7.2.2 Second Follow-Up Student Nonresponse Patterns: Student-Level Variables

In this section, the student nonresponse rates to the second follow-up survey are analyzed by student-level variables, including demographic characteristics, academic aptitude, attitude toward school, and self-reported school-related behavior.

Students were classified by their responses to the base year questionnaire for everything but student status (for which first follow-up data were used).

Table 3.7.2.2-1 shows the weighted rate of nonresponse by race, sex, high school academic program, base year SES, test quartile, and student status. The category "other/unknown" is a general classification that includes both missing data and data



Table 3.7.2.2-1
Weighted Student Nonresponse Rates
by Selected Student Characteristics

| Characteristic | Sophomore cohort | Senior cohort |
|-------------------------------|------------------|------------------|
| Total population | 8.3 | 9.6 |
| Race: | | |
| White | 5.8 | $\overline{7.2}$ |
| Black | 8.4 | 10.9 |
| Hispanic | 12.1 | 10.5 |
| Other/unknown* | 37.2 | 41.9 |
| Sex: | | |
| Male | 10.3 | 11.5 |
| Female | 6.4 | 7.9 |
| Academic program: | - | |
| General | 9.5 | 8.0 |
| Academic | 5.2 | 6.9 |
| Vocational | 6.4 | 8.5 |
| Other/unknown* | 68.9 | 19.4 |
| SES quartile in base year: | | _ |
| Highest quartile | 5.2 | 6.7 |
| Middle two quartiles | 6.2 | 7.6 |
| Lowest quartile | 7.1 | 8.2 |
| Other/unknown | 35.4 | 19.7 |
| est quartile: | | |
| Highest quartile | 3. 9 | 5.ø |
| Middle two quartiles | 6.0 | 7.0 |
| Lowest quartile | 9.4 | 9.9 |
| Other/unknown | 48.7 | 16.7 |
| tudent status: | | |
| No postsecondary education | ÑÂ | 16.1 |
| Only vocational postsecondar | · y | - |
| education | NA | 6.1 |
| Other postsecondary education | on NA | 4 ;9 |

^{*}Other/unknown includes cases with missing data and cases who did not otherwise fall into any of the defined categories.

for respondents who did not fall into any of the other specifically defined categories. Nonresponse generally is substantially higher for the "other/unknown" categories. This is



an artifact attributable to the substantial number of second follow-up nonrespondents who were also nonrespondents in both the base year and the first follow-up surveys. These triple nonparticipants could only be classified in the unknown category, elevating the nonresponse rate for that group.

There is little variation in student nonresponse by race.

Placks and Hispanics show the highest nonresponse rate in both cohorts, but a substantial portion of the second follow-up student nonrespondents were also base year and first follow-up nonrespondents and could not be classified by race. For this reason, there is some uncertainty about the actual nonresponse rates for the different races.

In both cohorts, males exhibit a higher nonresponse rate than females. The difference is 3.9 percent in the sophomore cohort (10.3 percent for males versus 6.4 percent for females) and 3.6 percent in the senior cohort (11.5 versus 7.9 percent).

In both cohorts, students who were in academic programs during the base year were less likely to be nonrespondents than students in general or vocational programs. The differences among the programs are not large.

In each cohort, although differences were small, nonresponse was highest for students classified in the lowest SES level (7.1 percent in the sophomore cohort, 8.2 percent in the senior cohort). The lowest nonresponse rates were observed for students classified in the highest SES category (5.2 and 6.7 percent).

There is an inverse relation between test quartile and rate of nonresponse for each cohort. For the senior cohort, students



49

classified in the lowest quartile had rates of nonresponse about as large as students classified in the highest quartile (9.9 percent versus 5.0 percent); the difference is even more pronounced for sophomores (9.4 versus 3.9 percent).

Table 3.7.2.2-1 also shows that the seniors who had no postsecondary education had larger nonresponse rates than students who had only vocational postsecondary education (16.1 versus 6.1), and they in turn had larger nonresponse than students who had some non-vocational postsecondary education (6.1 versus 4.9 percent).

These differences across groups in response rates are for the most part similar to those observed during the base year and first follow-up surveys. A picture of student nonrespondents is beginning to emerge from the analyses, which suggest that groups with less involvement with education were less likely to participate in the survey: dropouts had higher nonresponse rates than non-dropouts; students with lower grades and lower test scores showed higher nonresponse than students with higher grades and test scores; students who were frequently absent from school showed higher nonresponse than students absent infrequently; students in vocational or general programs were more likely to be nonrespondents than students in academic programs.

3.7.2.3 Summary of Nonresponse Analyses

The analyses presented here and in Frankel et al., (1981) and Tourangeau et al., (1983) support three general conclusions:

(1) The school-level bias component in estimates is small, averaging less than 2 percent for base year and first follow-up estimates. It is probably of a similar magnitude for second follow-up estimates.

- (2) The student-level bias component in base year estimates is also small, averaging about .5 percent for percentage estimates concerning either cohort.
- (3) The student-level bias component in first and second follow-up estimates is limited by the nonresponse rates, which for both cohorts were about one-half to two-thirds of the base year rates.

The first and second conclusion together suggest that nonresponse bias is not a major contributor to error in base year estimates; the first and third suggest that nonresponse bias is not a major contributor to error in first follow-up estimates or second follow-up estimates.

Each of these conclusions must be given some qualification. The analysis of school-level nonresponse is based on data concerning the schools, not the students attending them. The analyses of student nonresponse are based on survey data and are themselves subject to nonresponse bias. Despite these limitations, the results consistently indicate that nonresponse had a small impact on base year, first follow-up, and second follow-up estimates.

3.8 Standard Errors and Design Effects

This section examines the standard errors for statistics—such as means and proportions—derived from the second follow—'p data sets. Most researchers are familiar with the use of standard errors to assess the variability of estimates based on simple random samples; more complex designs, however, raise less familiar statistical issues. Both the senior and sophomore cohorts for the second follow-up were selected using stratified, clustered, unequal probability designs. With such complex designs, standard



errors must be calculated using procedures different from the familiar methods used for data from simple random samples.

Before presenting standard errors for second follow-up estimates, it is useful to discuss some of the statistical issues raised by complex sample designs. First, the computational procedures used to estimate the standard errors are discussed, followed by an examination of the relationship between standard errors based on complex samples and those based on simple random samples.

3.8.1 Computational Procedures

In a simple random sample, the mean is estimated as

$$\overline{X}_{\overline{S}\Gamma\overline{S}} = \overline{\Sigma} \frac{\overline{n}}{x_1/\overline{n}}$$
 (1)

Only the numerator is subject to sampling error; the denominator (the sample size) is taken as a fixed constant. In more complex sample designs, the mean is estimated as a ratio of estimates; for the High School and Beyond survey, the ratio is

$$\mathbf{r} = \frac{\sum \sum \bar{y}_{hij}}{\sum \bar{x}_{hi}} = \bar{y}/\bar{x}$$

in which

Thij = the weighted value for student j from school i in stratum h.

%hi = the estimated size of school i in stratum h.

The numerator (y) represents an estimate of the population total; the denominator (x), an estimate of the population size. When cluster sizes are unequal, the overall sample size will fluctuate depending on which clusters are selected. For the same reason,



52

the estimates of the population size will show sampling fluctuation. Thus, for a ratio estimator, both the numerator and the denominator are subject to sampling error.

Kish and Frankel⁶ distinguish three major approaches to the computation of standard errors for statistics based on complex designs where ratio estimators must be used: Taylor Series, balanced repeated replication (BRR), and jackknife repeated replication (JRR).

Taylor Series estimation. It can be shown that the variance of r (i.e., the square of the standard error of r) is

$$E(r - R)^2 = E(\underline{dy - Rdx})(\underline{--1})^2$$

$$X \qquad 1 + dx/X$$

in which

E(r - R)² = the expected value of the squared difference between the population parameter R and the sample estimate r

dy = the difference between the sample estimate y and the population value Y

X = the population size

dx = the difference between the sample estimate of the population size, x, and the population size X

If the term involving one plus the relative error of x (i.e., dx/X) is ignored, it can be shown that (3) reduces to:

$$E(r - R)^2 = 1/X^2 (Var_y + R^2Var_x - 2 R Cov_{Ry})$$
 (4)

in which

 $Var_{\bar{y}} = the variance of y$

 $Var_{\mathbf{X}} =$ the variance of \mathbf{x}

Covxy = the covariance of x and y



All the terms in equation (4) can be estimated from sample data (e.g., r would take the place of R, x the place of X, and so forth). The variance terms are estimated by the variation of primary selection means around the stratum mean. Sampling statisticians have offered several rationales for the use of equation (4) as an approximation of (3). One line of argument8 makes use of a standard approximation technique, called Taylor Series approximation, which gives this approach its name.

Balanced repeated replication (BRR). The replication approach was originally developed by Deming. 9 The principle underlying replicated sampling is quite simple. If a sample of size n is desired, g independent replicate samples are selected, each of size n/g. The variation among estimates from each replicate can be used to estimate the variance of estimates based on the entire sample.

Balanced repeated replication extends the principle of replication. It is usually applied to stratified designs with two primary selections per stratum. By choosing one primary selection from each stratum, a half-sample is created; the unselected primary units form another half-sample. In a design with h strata, a total of $2^{(h-1)}$ different pairs of half-samples can be formed in this fashion. Each pair is referred to as a replicate. It is customary to form only a portion of the possible replicates using an orthogonal balanced design.

For any given replicate, estimates such as the ratio means can be computed from each half-sample. Then the sampling variance for the overall statistic (r) can be estimated in any of



several ways. 10 One method compares the estimate from one half sample with the overall estimate:

$$Var_{k}(r) = (r_{1k} - r)^{2}$$
 (5)

in which

Vark (r) = the variance estimate based on replicate k,

r = an estimate of R based on the entire sample,

r_{1k} = an estimate of R based on one of the half-samples from replicate k.

The final estimate for the variance of r is the average of Vark across all the replicates. The estimate r need not be a ratio mean; the logic of BRR applies to any type of estimate, giving the method its broad generality.

Jackknife repeated replication (JRR). Equation (5) shows that the variance of a sample statistic can be estimated using data from a portion of the sample, that is from a single half-sample. Jackknifing is a generalization of this idea. Estimates of variance can be obtained from subsamples of a single original sample with a technique known as jackknifing.

Frankei¹¹ has shown how jackknifing can be used with complex stratified samples. Again this assumes a design with two primary selections in each stratum. For a particular stratum, the variance can be estimated:

$$\overline{Var_h} = (r_{1h} - r_h)^2 \tag{6}$$

in which

r_{1h} = an estimate based on one of the primary selections from stratum h,

rh = the corresponding estimate based on both primary selections from the stratum.



The estimated variance for the entire sample is just the sum of the estimated strata variances. With JRR, each "replication" represents the contribution of a single stratum to the variance of estimates from the entire sample.

Comparison of the methods. In the base year survey, NORC provided standard errors for sample statistics, using a program based on the Taylor Series approach. Prior to the first follow-up survey, NCES acquired a program that computes BRR standard error estimates. BRR programs were used to compute standard errors for statistics derived from the first and second follow-up data sets.

BRR assumes a design with two primary selections per stratum. Although the High School and Beyond sample is stratified, each of the original strata includes more than two primary selections (the primary selections in this case were high schools or students at high schools that came into the sample with certainty). In order to meet the assumptions of BRR, the original 26 school strata were divided into 90 "computing" strata. Within each computing stratum, the primary selections were randomly divided into two groups, which were treated as "pseudo-primaries." The BRR program thus treats the sample as though it included two primary selections from each of 90 strata. 12

Previous empirical investigation 13 indicated that Taylor

Series, BRR and JRR gave comparable results, although BRR standard

error estimates consistently gave more accurate significance

levels for t-statistics. Nonetheless, a comparison of Taylor

Series and BRR standard error estimates was undertaken in order to

assure that standard errors from the base year and first follow-up



surveys could be interpreted in the same way. The comparison showed no appreciable differences between the Taylor Series and BRR standard error estimates see (Tourangeau, et al., 1983, chapter 5, tables 5.1 and 5.2).

3.8.2 Design Effects

No matter which method is used to estimate the standard errors for second follow-up statistics, the standard errors will be different from standard errors calculated on the assumption that the data is from a simple random sample. Like most national samples, the High School and Beyond sample is not a simple random sample; it departs from the model of simple random sampling in three major respects: the selections are clustered by school, major subgroups (such as private school students) are deliberately overrepresented in the sample, and the selections are stratified by school type. (The sample design is summarized in section 5.1, above.) Each of these departures from simple random sampling has a predictable impact on the standard errors of sample estimates. The variance of a statistic from a complex sample can be represented as the product of four factors:

 $Var(\overline{x}) = Var_{SrS} \times Cluster \times Strat \times Disprop$ in which

 $Var(\bar{x}) = the actual variance of a sample estimate$

Varsrs = the estimate variance that would be obtained if the sample were treated as a simple random sample

Cluster, Strat, Disprop = factors representing the impact of clustering, stratification, and disproportionate sampling.



 $\overline{\text{Var}}(\overline{\mathbf{x}})$ can be estimated from sample data using any of the techniques considered earlier.

The ratio of $Var(\overline{x})$ to $Var_{\overline{S}r\overline{S}}$ is commonly referred to as the design effect (DEFF).

In many cases, it is more useful to work with standard errors than with variances. The root design effect (DEFT) expresses the relation between the actual standard error of an estimate and the standard error of the corresponding estimate from a simple random sample:

DEFT =
$$(DEFF)^{1/2}$$
 (10
= $(Var(\overline{x})/Var_{SFS})^{1/2}$
= $se(\overline{x})/se_{SFS}$

3.8.3 Standard Errors and Design Effects for the Second Follow-Up

Standard errors and design effects were computed for thirty statistics for 10 domains within each of the two cohorts. The domains were (for seniors and sophomores separately): total population; Hispanics; blacks; whites and others; persons in the bottom quartile, middle half, or top quartile of the socioeconomic status scale; persons who never attend a postsecondary institution; persons with continuous attendance at a postsecondary institution; and persons with discontinuous attendance at postsecondary institutions. The statistics were all percentages chosen to represent the full range of percentage estimates in the cata from very small to very large; e.g., 1.6 percent of the cases had earned a vocational degree, and 91.9 percent reported having used a pocket calculator. (The exact statistics or variables are can be found in appendix E.



The DEFTS for the thirty variables in the 10 domains and two cohorts were fairly constant across variables, domains, and cohorts, except that DEFTS for Hispanics were larger than for the other domains. A reasonable and simple way to use the DEFTS for calculating standard errors for this database is to use one DEFT for the Hispanic sophomore cohort, one for the Hispanic senior cohort, and one DEFT for all other domains. The one DEFT to use should be either the median of the DEFTS for the respective domains taken over all 30 variables, or for a more conservative approach, the seventy-fifth percentile. The medians and seventy-fifth percentiles for the DEFTS for the various domains are shown below:

| | Median DEFT | 75th Percentile DEFT |
|---------------------------------------|-------------|----------------------|
| * * * * * * * * * * * * * * * * * * * | 1 11 | : 2: |
| All domairs | 1.49 | 1.68 |
| Hispanic | 1.99 | 2.17 |
| Hispanic sophon 1 8 | 1.83 | 1.97 |

NOTES TO CHAPTER 3

1 For further details on the base year sample design see M. Frankel, L. Kohnke, D. Buonanno, and R. Tourangeau, Sample Design Report (Chicago: NORC, 1981).

The sampling frame, defined as the universe of high schools in the United States, was obtained from the 1978 list of U.S. elementary and secondary schools of the Curriculum Information Center, a private firm. This was supplemented by the NCES lists of public and private elementary and secondary schools. Any school listed in any of these files that contained a 10th grade, a 12th grade, or both was made part of the frame.

Apart from substitution for schools that refused, there were a number of schools in the originally-drawn sample that were "out-of-scope," failing to fit the criteria for inclusion in the sample. The sample was then augmented through selection of an additional school for each out-of-scope school, within major strata. Most of the out-of-scope schools were area vocational schools, having no enrollment of their own, although they were listed in the frame as having enrollments.

- 4R. Tourangeau, H. McWilliams, C. Jones, M. Frankel, and F. O'Brien, <u>High School and Beyond First Follow-Up</u> (1982) Sample Design Report (Chicago: NORC, 1983).
- 5w. G. Cochran, Sampling Techniques, 3rd ed. (New York: John Wiley, 1977), 361.
- 6L. Kish and M. Frankel, "Inference From Complex Samples," Journal of the Royal Statistical Society: Series B (Methodological), 36 (1974):2-37.
- 7L. Kish, Survey Sampling (New York: John Wiley, 1965), 206-208.
- 8M. Hansen, W. Hurwitz and W. Madow, Sample Survey Methods and Theory, vol. II (New York: John Wiley, 1953).
- 9W.E. Deming, "On Simplification of Sampling Design Through Replication With Equal Probabilities and Without Stages," <u>Journal of the American Statistical Association</u>, 31 (1956):24-53.
- 10M. Frankel, Inference from Survey Samples: An Empirical Investigation (Ann Arbor: Institute for Social Research, University of Michigan, 1971), 35.



¹¹ Frankel, 1971.

¹²The BRR program is available through NCES. The public use data tapes include the computing strata and pseudo-primary selection codes.

¹³Franke1, 1971.

4. DATA COLLECTION

4.1 Overview

To date, High School and Beyond has compiled data from five primary sources: school administrators, teachers, students, students, administrative records (transcripts), and parents of selected students. In the base year (1980) survey, 1,015 secondary schools served as the primary sampling units for the study. The principal or headmaster of each school was asked to complete a school questionnaire and to provide materials essential for the sampling of students in the tenth and twelfth grades.

Samples of approximately 36 students in each grade were asked to fill out a Student Identification Pages (SIP) booklet (which included several items on the use of non-English languages as well as confidential identifying information) and a student questionnaire, and to take a timed Cognitive (achievement) Test. Teachers of selected students were asked to fill out brief Teacher Comment Forms containing 10 items on student traits and behavior.

During the fall subsequent to the base year survey, data were collected from over 7,100 parents of student respondents (roughly half from each student cohort). These data focused primarily on parents' ability to finance postsecondary education for their sons and daughters.

The first follow-up survey in the spring of 1982 added a second wave of data from 1980 sophomores and seniors. Seniors filled out a mailback questionnaire and most of the sophomores completed questionnaires and tests in their school buildings. School administrators were again asked to complete a school questionnaire



and enrollments for their institutions. In the fall of 1982, high school transcripts were requested for a probability sample of approximately 18,500 members of the 1980 sophomore cohort.

Data collection activities for the base year and first follow-up surveys are described in detail in the High School and Beyond Information for Users, Base Year (1980), the High School and Beyond First Follow-Up Technical Report, the first follow-up Data File User's Manual and the second follow-up Data File User's Manual.

4.2 Second Follow-Up Survey Data Collection

Data collection procedures for both cohorts in the second follow-up survey were similar to those used in the first follow-up for the senior cohort, and began with mailing an address update letter to sample members of both HS&B cohorts on November 23, 1983. The address update packet included a cover letter, address update form, return envelope, and newsletter. In December 1983, trained telephone interviewers at NORC's Central Office began locating activities for the cases whose letters were returned as undeliverable. By the time the questionnaires were mailed, addresses had been found for all but about 300 survey members whose locating letters had been returned by the post office as undeliverable. These 300 cases then were sent to field interviewers for further locating attempts.

Second follow-up questionnaires were mailed to members of both cohorts between February 13 and 17, 1984. Along with the questionnaire, respondents received a cover letter, an instruction sheet, a place marker, a pencil, a response incentive check for



five dollars, and an addressed, prepaid envelope for returning the questionnaire to NORC: (Appendix A contains copies of the two questionnaires.)

By the end of the third week, 37.1 percent of the seniors and 37.8 percent of the sophomores had returned their questionnaires. In order to obtain useful information on the effectiveness of "Thank you/Reminder" postcards in boosting response rates, two different postcard mailings were scheduled. At the end of the third week, half the sample was sent a postcard thanking them for sending in the questionnaire or encouraging them to do so. At the end of the seventh week, those respondents in this half of the sample who had not yet mailed in their questionnaires received a telephone reminder followed by a postcard. Telephone prompts for the other half of the sample (those respondents who had not been sent postcards at the end of the third week) began at the beginning of the sixth week. At that time, 43.6 percent of the senior cohort and 44.9 percent of the sophomore cohort had returned completed questionnaires.

Compared to the first follow-up, many more sample members were found to be temporarily unlocatable at this stage of data collection. They had either moved since the fall locating letter was sent out or had failed to report any change of address.

Therefore, it was necessary for Survey Representatives to spend considerable time obtaining additional locating information in order to trace nonrespondents.

During week nine, telephone and personal interviews began.

At this time, 7,926 or 58.3 percent of the senior questionnaires and 9,043 or 60.6 percent of the sophomore questionnaires had been



received. Telephone and personal interviews continued into the month of August 1984, at which time the field period was closed. The final number of completed questionnaires for the 1980 seniors in the probability sample was 10,925 or 91.1 percent of the sample (excluding non-sampled co-twins). The final number of completed questionnaires for the sophomore cohort was 13,682 or 92 percent of the sample. Comparison of completion rates at the end of week ten seems to indicate that mailing of the "Thank you/Reminder" postcard at the end of week three appeared to boost the response rate by about 4 percent. (By the end of the seventh week, 56.9 percent of the respondents who had received the reminder at the end of the third week had returned their questionnaires, compared with 53.3 percent of the second group, who had not been prompted in any way until the seventh week.) Hence, mailing the postcard at the end of the third week appeared to increase the response rate by about 4 percentage points.

Table 4.2-1 displays the completion rates for the senior cohort by sampling strata. Over 73 percent of the senior sample (80 percent of the respondents) completed and sent in questionnaires without assistance (self-administered); 15 percent (14.4 percent of respondents) were interviewed by telephone, and 4.8 percent (5.3 percent of respondents) were interviewed in person.



Table 4.2-1

Data Collection Results for the Senior Cohort by Sampling Strata, Second Follow-Up

| Sampling Stratum | Initial Selections | Completed Cases | Refusals | Other* | Response Rate |
|--------------------------------------|-----------------------|--------------------|----------|-------------|------------------|
| Base Year Nonrespondents | 495 | 395 | 17 | 83 | 80% |
| Hispanic - High Achievement | 659 | 613 | 13 | 33 | 93% |
| Hispanic - Others | 1,841 | 1,653 | 50 | 3 38 | 90% |
| Black - High Achievement | 55 4 | 495 | 18 | 41 | 89% |
| Black - Others | 2,446 | 2,184 | 49 | 213 | 89% |
| Asian | 554 | 505 | 9 | 40 | S : \$ |
| merican Indian | 208 | 185 | 4 | 19 | 59≯ |
| Thite - Low-Ses/ High Achievement | 516 | 487 | 10 | 19 | 94% |
| Mitē - Others | 4,722 | 4,408 | 116 | 198 | 93% |
| otal | 11,995 | 10,925 | 286 | 784 | 91≸ |

^{*}Included in "other" are cases which were not available, not located, deceased, or genuine other.

Tables 4.2-2 and 4.2-3 display second follow-up data collection results for the sophomore cohort by student type and sampling strata. About 79 percent of these respondents completed and sent in questionnaires without assistance (self-administered), 15.6 percent were interviewed by telephone, and 5.3 percent were interviewed in person.



Table 4.2-2
Second Follow-Up Data Collection Results
by Student Type, Sophomore Cohort

| Student Type | Initial Selections | Completed Cases | Refusals | Other* | Response Rate |
|-----------------|-----------------------|--------------------|----------|--------|------------------|
| Stayed in HS | 11,013 | 10,341 | 181 | 491 | 94% |
| Dropouts | 2,584 | 2,219 | 60 | 305 | 86% |
| Transfers | 752 | 679 | 15 | 58 | 90% |
| Early Graduates | 476 | 443 | · 7 | 26 | 93% |
| _ Total | 14,825 | 13,682 | 263 | 880 | 92% |

^{*}Included under "other" are cases which were not available, not located, deceased, or genuine other.



Table 4.2-3

Second Follow-Up Data Collection Results
by Sampling Strata, Sophomore Cohort

| Sampling Stratum | Initial Selections | Completed Cases | Refusals | Other* | Response Rate |
|-------------------------------------|-----------------------|--------------------|----------|--------|------------------|
| Cuban/Puerto Rican | 990 | 890 | 18 | 82 | 90% |
| Hispanics - High Achieveme | 886 nt | 844 | Ĩ3 | 29 | 95≴ |
| Hispanics - Others | 1,375 | 1,247 | 28 | 100 | 91≸ |
| Blacks - High Achievemen | 741 nt | 688 | 1 Ø | 43 | 93≸ |
| Blacks - Others | 1,295 | 1,176 | 16 | 103 | 91≴ |
| Asian | 431 | 395 | 6 | 30 | 92% |
| American Indian | 291 | 259 | 2 | 38 | 89% |
| White - Low SES/ High Achievemen | | 362 | 8 | 18 | 93≴ |
| Thite - Others | 8,428 | 7,821 | 162 | 445 | 93% |
| otal | 14,825 | 13,682 | 263 | 880 | 92% |

^{*}Included under "other" are cases which were not available, not located, deceased, or genuine other.



5. DATA CONTROL AND PREPARATION

Data control and preparation refers to a series of procedures governing the preparation of completed questionnaire data for conversion to machine readable form by optical scanning. The process involves monitoring the receipt of completed documents from respondents and the field interviewing staff: editing completed instruments for missing information and proper adherence to routing or skip instructions; assigning numeric codes to responses such as schools attended, occupations, military specialties and so on; retrieving missing information and resolving inconsistencies in responses to specified questions; and validating a percentage of the interviews conducted in person or by telephone.

5.1 Base Year Procedures

The procedures for data control and preparation were significantly different in the base year compared to the first and second follow-ups. Since the base year student instruments were less complex than the follow-up student questic: naires (for example, they employed no skip patterns and required no open-ended coding), the completed documents were sent by Survey Representatives directly from the 7chools to the scanning subcontractor. The scanning computer was programmed to perform the Critical Item Edit (described below) and to produce reports that identified the critical items with missing information for each case. The reports were sent to NCRC, where data retrieval was completed.



5.2 First Follow-Up Procedures

Procedures used during the first follow-up survey differed considerably from those of the base year survey. Because of the greater number and complexity of the survey instruments themselves, they were returned to NORC for editing, coding and data retrieval prior to shipping the instruments to the optical scanner. Details of the first first follow-up survey procedures are described in the High School and Beyond First Follow-Up Technical Report and the High School and Beyond First Follow-Up Data File User's Manual.

5.3 Second Follow-Up Procedures

5.3.1 Shipping and Receiving Documents

Respondents and field interviewers mailed questionnaires to NORC. Arriving documents were separated by disposition codes which identified completed cases by method of administration (i.e., self-administered, telephone interview, or personal interview). These disposition codes were then entered into NORC's Automated Survey System (NASS). As cases were routed through the data preparation system, an additional in-house update was made to the NASS record as each editing, coding, and retrieval procedure was completed. Codes designating validation cases were also entered, and a final entry into the NASS record was made when the cases were processed for shipment to the scanning contractor. A detailed transmittal listing every case in each carton accompanied the instrument shipment to the optical scanning firm.



5.3.2 Editing, Coding and Data Retrieval

A staff of 12 coder/editors processed nearly 26,000 student questionnaires. Coder/editors were trained for 1-1/2 days. After a 100 percent review of the first 20 cases, coders not meeting quality control standards were either reassigned or retrained.

A list of 37 items in each of the major survey instruments were designated as "critical" or "key" items, that is, items deemed to be crucial to the methodological or analytical objectives of the study. Most of the key items are of self-evident policy relevance; others were chosen as a means of checking whether survey respondents had properly followed routing instructions, or whether they had inadvertently skipped portions of the questionnaires. Cases were deemed to have failed the Critical Item Edit if the respondent did not provide a codeable response to any single key item. Thus, omissions, illegal multiple responses and vague, unclear responses were grounds for failure. In each document, items failing the edit were flagged and the document was routed to the data retrieval station, where respondents were called by telephone to obtain missing information or otherwise resolve the edit failure.

The proportion of cases requiring missing data retrieval or other fail-edit callbacks for each cohort was similar:

29.1 percent for the senior cohort and 32.5 percent for the sophomore cohort. Though it appears that second follow-up sophomore retrieval rates rose dramatically from the first follow-up, the comparison is misleading. First follow-up questionnaires received an on-site edit by Survey Representatives, and questionnaires with missing or incomplete information were



returned to the respondents for completion. No on-site edit was possible during the second follow-up survey.

The second follow-up survey marked the first time that respondents entered and filled in optically scannable grids for all of their answers to numeric questions. Therefore, in addition to the Critical Item Edit, all numerical responses were examined for correct entry (e.g., right justification, omission of decimal points).

Other data preparation tasks included coding occupational and industrial information and licenses and certificates. Occupation and industry were coded according to the U.S. Department of Commerce, Bureau of the Census, Classified Index of Industries and Occupations, 1970 and the U.S. Department of Commerce, Bureau of the Census, Alphabetical Index of Industries and Occupations 1970. The 1970 edition was used so that the coding on High School and Beyond would coincide with that used on NLS-72. Licenses and certificates were coded according to two-digit values created for NLS-72.

Military coding of specialized schooling, specialty, and pay grade were also coded utilizing an updated Department of Defense (DoD) coding scheme, Occupational Conversion Table, Enlisted/
Officer/Civilian (December 1982). However, each DoD officer code, a numerical value followed by an alphabetical value, had to be converted to a three-digit number. To make the conversion, the numerical value of the officer DoD code was entered in the first column, followed by a two-digit numerical value corresponding to each letter of the alphabet (01-26). To ensure that officer codes



the beginning of each respondent file where an officer code is present. Coast Cuard training and assignments received opriate Navy codes, a procedure used by the Defense Manpower ter.

Coding of the names of postsecondary schools attended by respondents was accomplished by using the NCES Education

Directory, Colleges and Universities, 1982-1983 and an updated source for vocational school programs, the NCES Directory of Postsecondary Schools with Occupational Programs 1982. As in the first follow-up, codes were created for new schools not listed in these directories. The field of study information was coded using A Classification of Instructional Programs (CIP). Produced by NCE, in 1981, this directory replaced A Taxonomy of Instructional Programs in Higher Education (HEGIS Taxonomy, 1972) and the Standard Terminology for Curriculum and Instruction in Local and State School Systems (known as Handbook VI), which were used in the first follow-up.

Due to the similarity of the second follow-up senior and sophomore questionnaires, coding times were comparable and averaged 9.7 minutes. This represented a decrease in coding time for the senior questionnaire of almost 50 percent compared to the coding of the first follow-up self-administered senior questionnaires. The reduction in coding time was achieved by having respondents enter numerical data directly into optically scannable grids. (In the first follow-up, respondents were instructed to enter numbers, and coders later transferred the numbers into optically scannable grids.) As a result,



coder/editors had only to review respondents' data and make corrections as needed.

5.3.3 Data Retrieval and Valldadion

For the second follow-up, as for the first follow-up, field supervisors conducted validation interviews with 10 percent of the respondents who had been interviewed on the telephone or in person. The data collected was then compared to questionnaire data. As in the first follow-up, no cases failed validation checks.



6. DATA PROCESSING

Data processing activities span the entire length of each of the HS&B surveys, beginning with pretest activities, continuing with maintenance of the respondent locator database, and concluding with machine editing and the preparation of public use data tapes. Data processing activities in the base year and in the first and second follow-ups will be discussed together.

6.1 Maintenance of Longitudinal Locator Data Bases

The locator data base maintains the most up-to-date name and address information available for each sample member as well as information from previous waves. During each wave, respondents have completed a separate locator page, which requested their name and address, their spouse's name, their parents' names and address(es), and the names, addresses, and relationships of two other people who are likely to stay informed of the respondent's whereabouts. The locator page also requested information regarding birth date, sex, and social security number. To assure confidentiality, all locating information is stored on secure files which are separate from the questionnaire data.

Since three surveys have been completed and since birth date and sex are also provided elsewhere in each questionnaire, several independent sources of locating and identifying information are generally available. This information is necessary for locating hard-to-find respondents, for verifying that a given ID number refers to the same individual across waves, and for constructing corroborated birthdate and sex composites (BIRTHMO, BIRTHDAY, BIRTHYR, SEX, and SEXCOMP).



6.2 Receipt Control Procedures

For all three waves, the NORC Automated Survey System (NASS) has been used to track survey activities. This system consists of a data file for each school and/or cohort that contains the respondent ID number, disposition codes, and other information. During the base year, the school NASS file was used to generate weekly summary reports that tracked refusal rates and patterns, completed survey days or delays, and the receipt of school-level documents (i.e., school questionnaires). NASS also generated customized calendars of scheduled school survey days for each NORC Survey Representative.

Weekly summary reports on the receipt of sophomore and senior questionnaires were produced during the base year and both follow-ups. Data control disposition codes were added to the NASS files, making it possible to track the internal movement of instruments through mail receipt, editing, data retrieval, validation, and shipment for optical scanning. The respondent-level NASS (receipt control) files were linked with the longitudinal locator database to produce interviewer assignment logs, to trace nonrespondents as of any given date, and to produce reminder postcards. As noted in chapter 5, the NASS also generated the transmittal materials for shipping the prepared instruments to the optical scanning subcontractor.

At the end of each data collection period, a reconciliation between the files provided an accurate count of the number of survey participants and documents received. The reconciliation used three types of checks: check digits derived from a fixed



mathematical formula that easily identified misread or miscopied student ID numbers, a comparison of the respondent's birth date, sex, and other identifying information against base year and first follow-up survey data and a comparison of field transmittal forms against what the NASS records indicated had been returned from the field. All discrepancies were reported for review and resolution.

6.3 Optical Scanning

As discussed in earlier sections, the student questionnaires were optically scanned using equipment that read darkened ovals or marks on the page. NORC conducted extensive tests and checks of the machine's ability to read correctly the darkened ovals. An early test of 131 documents revealed that the mark sense threshold required adjustment. A second test of 90 documents was conducted, and a thorough audit of the results verified that satisfactory data conversion was being achieved.

In the base year, student instruments were limited to two versions (one per cohort) and the instruments contained only one logical branch or skip sequence for respondents to follow.

Because of this simplicity, it was efficient for the optical scanning contractor to perform the critical item edit and convert blank fields to missing value codes at the time of completing the data conversion. The conversion of blanks to missing values was done according to instructions from NORC. The optical scanning contractor for all three waves has been National Computer Systems (NCS). (In the base year the company was called Vestinghouse Learning Corporation, and during the the first follow-up, its name was changed to Westinghouse Information Services.)



For all three surveys, NCS created separate data files for the two cohorts. To check the accuracy of data conversion, NORC conducted an audit of a sample of cases, comparing the scanned and machine edited data files with the actual hard-copy questionnaires.

6.4 Machine Editing

In the base year, machine editing was limited to the examination of each data field for out-of-range values. Very few stray codes were discovered; appropriate missing value codes were assigned to these fields.

As noted above (section 6.3), base year questionnaires were designed so that only one explicit "skip" instruction appeared in the senior questionnaire (seniors not going on to college did not complete the last section on college education). There were no "skip" instructions in the sophomore questionnaire. Where two or more questions were related, the items following an implicit screening or filter question contained response options for those who were "screened" out by the filter question. No inter-item consistency checks were carried out on pase year data files between the implicit filter questions and the rel ed (dependent) items.

In the first and second follow-ups, several sections in the questionnaire required respondents to follow "skip" instructions. A case-by-case inspection of logical inconsistencies and stray codes was impractical due to the sheer number of cases and the fact that the pages of the questionnaires had been cut apart as preparation for data entry by optical scanning. Consequently,



programs were written to automatically perform the inter-item machine edit checks. As described below, these programs resolved inconsistencies between filter and dependent questions, supplied the appropriate missing data code for questions left blank, detected illegal codes and converted them so missing data codes, and generated a report on the quality of the data as measured by the incidence of correctly and incorrectly answered fields and correctly or incorrectly skipped fields.

Inconsistencies between filter and dependent questions were resolved in consultation with NCES staff. In most instances, dependent questions that conflicted with the skip instructions of a filter question contained data that, although possibly valid, were not responsive to the intent of the dependent question. Data retrieval verified that when filter questions were answered correctly, the dependent questions which should have been skipped were often answered simply because they seemed to apply. During the machine editing process, inappropriate responses were expunsed by turning them into blanks.

After improperly answered questions were converted to blanks, the student data were passed to a program which supplied the appropriate missing-data codes for blank questions. The program converted questions left blank according to several criteria. If a previous question had been answered in a way that required that the current question be skipped, a "legitimate skip" code was supplied. If not, a "missing data" code was supplied, except in the case of critical questions. Critical questions with missing data were flagged during data preparation, and attempts were made to obtain the information by telephone. If the respondent



specially refused to answer a question during the call-back, a special scannable oval was marked. Critical questions marked in this way were assigned. Special code of "refused." Otherwise, critical questions were treated in the same manner as others. Finally, additional missing value codes for multiple-coded questions were supplied by the scanner.

Petection of out-of-range codes was completed during scanning for all questions except those permitting an open-ended response. For the hand-coded, open-ended questions such as the 3-digit occupation and industry codes and the 6-digit college and field of study codes, the data were compared to the list of valid codes and invalid codes were converted to the "no answer" value. The number of invalid codes cetected was negligible.

For measuring data quality, the machine-edit programs produced bar graphs that displayed the frequencies for the different situations recognized by the programs: questions properly answered, questions properly shipped (the "legitimate skip" code), questions skipped in error (the "no enswer" code), and questions answered in error.

The treatment of inappropriately enswered items (i.e., those a respondent was instructed to skip) relied on the results of the critical item editing procedure. With only one or two exceptions, screening or filter questions were designated as critical items.

When respondents were inconsistent in answering these items, either by responding to items they were instructed to skip or by failing to answer dependent questions related to the filter item, the case was classified as an edit failure. Telephone calls were

the results of these calls demonstrated unambiguously that inappropriate answers to filter-dependent items were universally caused by respondents' failure to comply properly with the routing instructions of the filter questions. Rather than skipping to the designated target question to resume their responses, these individuals attempted to answer each filter-dependent question that appeared to offer a reasonably suitable response category.

On the strength of these findings, all filter-dependent responses entered in error were converted to the proper missing data values (i.e., the "legitimate skip" code).

6.5 Data File Preparation

In the base year, data for both cohorts were combined into a single dataset. To facilitate this, NORC reformatted the tape so that identical questions in both versions occupied the same tape positions in each file. In general, the data for both cohorts followed the order of the senior questionnaire. Items unique to the sophomore instrument were interspersed among the senior items so that sophomore data appeared in about the same order as in the questionnaire. Also, whenever necessary, the sophomore response category values were recoded to match those for the senior cohort.

Data for the first follow-up survey were merged with base year data and placed on two tapes, one for each cohort. After the second follow-up survey was completed, these data were merged with the base year and first follow-up files and also placed on two tapes.

6.6 Composite Variables

A final task of each survey was the computation of composite variables. The base year composite variables were constructed to be compatible with those contained on the public use data file for the National Longitudinal Study of the High School Class of 1972 (NLS-72). These composite variables and those created after the first and second follow-ups are discussed below.

Composite variables were constructed using responses from two or more questionnaire items. In some cases, composites were constructed from dozens of variables or from variables from different databases, such as from the Bureau of Labor Statistics. Most of the composite variables can be used as classification variables or independent variables in data analysis. For this reason, composite variables may be referred to as classification variables in this and other NCES documents.

6.6.1 Demographic Variables

Many of the composite variables which were constructed were respondent demographic characteristics. SEX, SEXCOMP, RACE, and RACE2 are a'! examples. Since there were several sources of information on sex from the base year through the first follow.

SEX was constructed to produce a variable with the least missing data and most agreement (respondents occasionally report this information inconsistently). SEXCOMP is simply a copy of the same variable within the second follow-up section. RACE and RACE2 also were constructed from several sources of information. Each one defines racial categories, especially Hispanics, a little differently.



For seniors, socioeconomic status can be determined from BYSES, the composite variable produced in the base year, or SES, which is a copy of the same variable in the second follow-up section of the data file. BYSES is the base year composite for sophomores; FUSES was constructed from first follow-up data.

Sophomores also have a copy of FUSES (SES) in the second follow-up section of the data file.

The SES composite has five components (described below). For each case, the composite score is an average of all the non-missing components. If one component only, or none, is non-missing, the SES composite is assigned a missing value.

The first component is father's occupation, recoded into the Duncan SEI scale by assigning mean SEI scores to the categories of the High School and Beyond occupation question. For both cohorts in the base year survey, the source variable was BB038; for sophomores in the first follow-up survey the source variable was FY53A. The recode, taken from NLS-72, assigns SEI scores as follows:

| === | | 22 22 | | | | | | |
|------------|---|---------|------------|----|---------|----|---------|---------|
| Ø 2 | # | 56.58 | Ø8 | ¥ | missing | 14 | = | 54.42 |
| Ø3 | = | 27.41 | Ø 9 | E | 19.18 | | | 70.21 |
| Ø4 | = | 28.00 | 10 | = | 70.21 | | | 15.90 |
| Ø 5 | = | missing | 11 | r, | 75.21 | 17 | <u></u> | 16.40 |
| Ø6 | = | 7:33 | 12 | ž | 49.70 | | | missing |
| Ø7 | = | 67.73 | 13 | = | 38.00 | | | missing |

The second and third components are father's and mother's education, recoded as in NLS-72. The variables were, respectively, BB039 and BB042 (base year) and FY55 and FY56 in the first follow-up in-school questionnaire. These were recoded as follows:

02 = 1 03 = 2 04, 05, 06, 07 = 3 08 = 4 09, 10 = 5

The fourth component is family income, recoded to be linear in dollars, as in NLS-72. Thus category midpoints were assigned to the codes of BB191 and FY111, in thousands of dollars. (The top category, \$58,800 or more, was given a "midpoint" of \$60,000.)

The final component is a scale of eight household possession items, BB104B to BB104I and FY113B TO FY113I. Each of these was standardized; then as many of them as were non-missing were averaged to provide this last component.

Each of the five components was standardized separately, and then the non-missing components were averaged to form the raw SES score. BYSESQ, FUSESQ and SESQ indicate the quartile in which erespondent's score falls.

Cther demographic composite variables include high school region (HSREGION), urbanicity of the respondent's high school (HSURBAN), community type (COMTYPE), whether the respondent has children (CHLDFLAG), the language spoken in the home (HOMELANG), family size (FAMSIZE), family income (FAMINC), the highest level of education reported by either of the respondent's parents (PAREDUC), and whether the respondent's parents owned or rented their home (HOMEOWN).

Eight variables which were obtained from the Labor Department can be used as local area economic indicators. The presence of these variables provides a rare opportunity for linking



educational characteristics and outcomes to economic circumstances. The economic indicators include county unemployment rates for 1980, 1981, and 1982 (CUNEMR80, CUNEMR81, CUNEMR82) for the county in which the respondent attended high school. Also furnished is county per capita personal income (CPCP180, CPCP181), and the average hourly wage in manufacting (MWAGE80, MWAGE81, and MWAGE82).

6.6.2 Educ. tional Variables

6.6.2.1 Educational Variables -- Senior Cohort

A composite score (BYTEST) covering the base year tests in vocabulary, reading, and mathematics was constructed for the first follow-up data tape. BYTESTQ is the quartile distribution of BYTEST. For the convenience of the user, these variables have been copied to the second follow-up section and are called TEST and TESTQ. Other indicators of achievement include high school grades (HSGRADES) and high school diploma (HSDIPLOM).

HSTYPE shows the type of high school the respondent attended--public Catholic, and other private. HSPROG identifies whether the respondent participated in a general, academic, or vocational program.

HANDICAP indicates whether the respondent has ever reported a handicap, participated in a program for the handicapped, or received handicap benefits. This variable was constructed from data reported in all three waves.

The follow-up surveys gathered a great deal of information on participation in nostsecondary education, and much of it is captured in the activity state variables for postsecondary



education. These indicate for each respondent whether he/she was enrolled in some form of postsecondary education at various points after high school. For attenders, the variables identify whether the school was public or private, whether it was two-year or four-year, and whether the student was full-time or part-time. The activity state variables are called PSESOC80, PSESFE81, PSESOC81, PSESFE82, PSESOC82, PSESFE83, PSESOC83, and PSESFE84. As the labels indicate, the variables point to each October and February, from October 1980 to February 1984.

Additional information was added to the data files from the HEGIS directory and the <u>Directory of Post-Secondary Schools with Occupational Programs</u>. TUITION1, TUITION2, and TUITION3 indicate the amount of tuition charged by colleges and universities which respondents reported attending. For respondents attending vocational schools, VOCNTRL1, VOCNTRL2, and VOCNTRL3 indicate whether the school was public or private and two-year or four-year.

6.6.2.2 Educational Variables -- Sophomore Cohort

BYTEST is the composite score covering the base year tests in vocabulary, reading, and mathematics, and BYTESTQ is the quartile distribution of BYTEST. FUTEST is the composite score for the first follow-up tests which were identical to the base year tests. FUTESTQ is the quartile coding of FUTEST. For the convenience of the user, FUTEST has been copic to the second follow-up section and is called TEST. TESTQ is the quartile coding of TEST based on the weighted distribution of scores using the second follow-up raw (selection) weight. Other indicators of achievement include high



school grades (HSGRADES), high school grade point average (HSGPA), and high school diploma (HSDIPLOM).

HSTYPE shows the type of high school the respondent attended--public, Catholic, and other private. HSPROG identifies whether the respondent participated in a general, academic, or vocational programs.

Analysts can incorporate conglishmable information on coursework taken during high school. Several composite variables from the High School Transcript Survey have been placed on the second follow-up data file. HSENG2, HSMATH, HSSOC, HSPHYSCI, HSBIO, and HSFOR indicate the number of credits students obtained in academic subjects. Credits in business, trade, home economics, art, and personal avareness are shown by HSBUS, HSARTS, and HSPER. NEWBASE is the total credits in English, mathematics. physical science, biological science, social science, and foreign language. Finally, the amount and difficulty of coursework in mathematics, science, and vocational education is captured by MATHPATN, SCIPATN, and VCONPATY.

- HANDICAP indicates whether the respondent has ever reported a handicap, participated in a program for the handicapped, or received handicap benefits. This variable was constructed from data reported in all three waves.

Activity state variables for postsecondary education. These indicate for each respondent whether he or she was enrolled in some form of postsecondary education at a lous points after high school. For attenders, the variables identify whether the school was public or private, whether it was two-year or four-year, and



whether the student was full-time or part-time. The activity state variables are called PSESOC82, PSESFE83, PSESOC83, and PSESFE84. As the labels indicate, the variables point to each October and February, from October 1982 to February 1984.

Additional information was added to the data files from the HEGIS directory and the <u>Directory of Post-Secondary Schools with Occupational Programs</u>. TUITION1, TUITION2, and TUITION3 indicate the amount of tuition charged by colleges and universities which respondents reported attending. For respondents attending vocational schools, VOCNTRL1, VOCNTRL2, and VOCNTRL3 indicate whether the school was public or private and two-year or four-year.

6.6.3 Psychological Scales

6.6.4 Employment Status

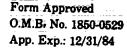
For seniors, there are eight activity state variables for employment status (JOBS0C80, JOBSFE81, JOBS0C81, JOBSFE82, JOBS0C82, JOBSFE83, JOBS0C83, and JOBSFE84). These variables indicate for each October and February, from October 1980 through

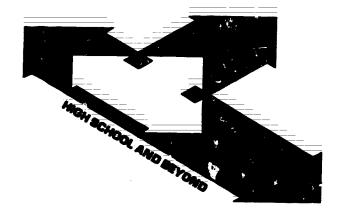


February 1984, the employment status of the respondent. Each respondent is characterized as working full-time, working part-time, unemployed, or not in the labor force. For sophomore, there are only four activity state variables for employment-JOBSOC82, JOBSFE83, JOBSOC83 and JOBSFE84.

APPENDIX A: Second Follow-Up Questionnaire







1980 SENIOR COHORT SECOND FOLLOW-UP QUESTIONNAIRE

| Dear Participant: | | , |
|---|------------|--------------------|
| Thank you for accepting our invitation to continue your participation | in High S | shool and Rapond |
| Through completion of this questionnaire, valuable information of themselves can be used by policymakers to improve the education syst goal is to prepare students for productive and meaningful roles in | em for fut | ure students Their |

| ID #: |]-[]-[| |
|-------|--------|--|
| NAME: | | |
| First | | |
| Î.agt | | |

Prepared for THE NATIONAL CENTER FOR EDUCATION STATISTICS by THE NATIONAL OPINION RESEARCH CENTER

changing society.

ED(NCES) Form No. 2441-1



BEFORE YOU START ... READ THIS!

Filling out this questionnaire is as easy as 1 - 2 - 3!

instructions are included with each question. Below are examples of the DIFFERENT KINDS OF INSTRUCTIONS YOU WILL SEE, AND THE CORRECT WAY TO ANSWER EACH KIND OF QUESTION.

EXAMPLE A:

(MARK ONE)

WHAT IS THE COLOR OF YOUR EYES? (MARK ONE)

- BROWN
- GREEN

IF THE COLOR OF YOUR EYES IS GREEN, YOU

- BLUE
- **•** ANOTHER COLOR

WOULD MARK THE OVAL TO THE LEFT OF "GREEN."

EXAMPLE B:

(MARK ALL THAT APPLY)

LAST WEEK, DID YOU DO ANY OF THE FOLLOWING? (MARK ALL THAT APPLY)

- O SEE A PLAY
- GO TO A MCVIE
- ATTEND A SPORTING EVENT

IF YOU WENT TO A MOVIE AND ATTENDED A SPORTING EVENT LAST WEEK, YOU WOULD

MARK THE TWO OVALS AS SHOWN.

EXAMPLE C: (MARK ALL THAT APPLY FOR EACH LINE)

WHICH OF THE FOLLOWING ACTIVITIES DO YOU USUALLY DO ON A DAILY BASIS?

| <u>:</u> | | (MORNING & APTERNOON) | NIGHT |
|----------|-------------------------------|--------------------------|----------|
| A. | ATTEND CLASSES | | ② |
| B. | STUDY | | ···· • |
| C. | WORK FOR PAY | | Œ |
| D. | EXERCISE OR COMPETE IN SPORTS | | <u>O</u> |
| E. | WATCH T.V. | • | O |
| F. | VISIT WITH FRIENDS | | |

IF YOU USUALLY ATTEND CLASS, WORK FOR PAY, AND EXERCISE OR COMPETE IN SPORTS DURING THE DAY, STUDY AND VISIT WITH FRIENDS AT NIGHT, YOU WOULD MARK THE OVALS AS SHOWN.

EXAMPLE D:

(MARK ONE OVAL FOR EACH LINE)

DO YOU PLAN TO DO ANY OF THE FOLLOWING NEXT WEEK?

- SURE NO A. VISIT A RELATIVE Œ ② ····
- B. GO TO A MUSEUM..... Œ **(D)** C. GO TO A LIBRARY ത

IF YOU DON'T PLAN TO VISIT A RELATIVE NEXT WEEK, MAY GO TO A MUSEUM, AND ARE DEFINITELY GOING TO THE LIBRARY, YOU WOULD MARK THE OVALS AS SHOWN.

EXAMPLE E:

WHAT IS YOUR FAVORITE SPORT? (MARK ONE)

- O FOOTBALL
- **D** BASKETBALL
- BASEBALL

IF YOUR FAVORITE SPORT IS ICE HOCKEY. OTHER (WRITE IN) ICE HOCKEY YOU WOULD ENTER "ICE HOCKEY" ON THE LINE AS SHOWN AND MARK THE OVAL.

EXAMPLE F: (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS)

HOW MANY HOURS PER WEEK DO YOU WORK?



IF YOU WORK 20 HOURS PER WEEK, YOU WOULD WRITE "2" IN THE FIRST BOX. "0" IN THE SECOND BOX, AND FILL IN THE CORRESPONDING OVALS BELOW EACH

NUMBER.

-OR-FILL IN THE CORRESPONDING OVALS

BESIDE EACH NUMBER.

2 № 0 ● 0 0 0 0 0 0 0 0

OR

WE HOPE YOU WILL ANSWER EVERY QUESTION THAT APPLIES TO YOU, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.



BACKGROUND INFORMATION

| • | WITE A | - a | | | | | | | |
|----|---------|---------|-------|-------|-------|-----|-------|-----|-----|
| ı. | MDSt 18 | today's | date? | (MARK | OVALS | FOR | MONTH | AND | DAY |

| | MONTH | D/ | AÝ |
|--------|--------|-------------|--------------|
| O Feb. | O May | O 1 thru 7 | O 15 thru 21 |
| O Mar. | O June | O 8 thru 14 | O 22 thru 31 |
| O Apr. | O July | | |

2. What is your birth date? (MARK OVALS FOR MONTH, DAY AND YEAR)

| | MONTH | | | | | DA | Ÿ | | _ | | | RAR |
|--------|--------|--------|------------|---------|----------|------------|----------|----------|----------|----------|----------|----------|
| O Jan. | C May | O Sep. | 9 | Θ | 9 | (B) | 9 | 9 | 3 | 3 | O 1960 | O 1964 |
| O Feb. | O Jun. | O Oct. | 0 | • | @ | • | @ | G | G20 | <u> </u> | 0 1961 | |
| O Mar. | O Jūl. | O Nov. | 6 | Ð | ത | <u> </u> | ெ | <u></u> | <u> </u> | <u> </u> | i . | O 1965 |
| O Apr. | O Aug. | O Dec. | 6 | (D) | | <u> </u> | <u>~</u> | 8 | GEO. | a | | O 1966 |
| | | | <u>_</u> _ | Ť | | | | | _ | | <u> </u> | <u> </u> |

| - | | | | | | | | | | | | | | | | _ |
|----|----------|------|-----|-------------|-----|------|--------|-----------|----------|-----|------------------|-----|----|------|-------------|----|
| 38 | What | | | 3 -1 | | | | | | | | | | | | |
| v | 77 12.25 | WOLD | YOU | COLDE | IRA | 77 | Theat. | | 1004 | 13. | | | | | | |
| _ | | | , | | - | ,,,, | - | F 800 | 130447 | | A T T | THE | 47 | A 13 | DT T | ~* |
| | | | | | | | | | | | | | | | | |

- Working for pay at a full-time or part-time job
- Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)
- Taking academic courses at a two- or four-year college
- Taking courses at a graduate or professional school (law, medicine, pharmacy, dentistry, etc.)
- Serving in an apprenticeship program or government training program
- O Serving on active duty in the Armed Forces (or service academy)
- Keeping house (without other job)
- Holding a job but on temporary layoff from work or waiting to report to work
- Looking for work
- Taking a break from working and from school
- ① Other (DESCRIBE)____

4. With whom did you live the first week of February 1984? (MARK ALL THAT APPLY)

- T lived alone
- Tather
- Other male guardian (stepfather or foster father)
- ① Mother
- Other female guardian (stepmother or foster mother)

- Brother(s) and/or sister(s)
 (including step- or half-)
- Grandparents
- My husband/wife
- My child or my children
- ① Other relative(s) (children or adults)
- ① Non-relative(s) (children or adults)
- 5. As of the first week of February 1984, did you own a house, apartment, co-op, condominium or mobile home? (MARK ONE)
 - ① Yes

- O No
- 6. Which of the following best describes the place where you lived in the first week of February 1984? (MARK ONE)
 - D In a rural or farming community
 - In a small city or town of fewer than 50,000 people that is not a suburb of a larger place
 - In a medium-sized city (50,000-100,000 people)
 - In a suburb of a medium-sized city

- In a large city (100,000-500,000 people)
- In a suburb of a large city
- 1 In a very large city (over 500,000 people)
- In a suburb of a very large city
- A military base or station



| • | skool? (MARK ONE) Same place I lived in when I was a | | | <u>:</u> 690 1000 | 100 = II | | | |
|---|--|---|-------------------|-------------------------------|---------------------------------|---------------------|---|------------|
| | senior in high school | | | | to 199 miles | | | |
| • | Less than 50 miles | | | | miles or mo | | | |
| Œ | 50 to 99 miles | | | | | | | |
| . 8. N | ow please think back to last Octo Hober 1983? (MARK ALL THAT A | ber. What were yo APPLY) | ou doin | g in the | first week | o; | | |
| Œ | | es at any kind of sche | ool or co | ilege chool) | | | | |
| 0 | | | medicine | i, pharma | ıcy, | | | |
| Φ | Serving in an apprenticeship program | n or government train | ing pro | tram | | | | |
| 0 | Serving on active duty in the Armed | | | _ | | | | |
| 0 | Keeping house (without other job) | | | | | | | |
| Φ_ | Holding a job but on temporary layo | ff from work or waiti | ng to rep | port to we | ork | | | |
| 9 | Looking for work Taking a break from working and from | | | | | | | |
| 9 | Other (DESCRIBE) | en school | | <u></u> | | | | |
| | | | | | | | | |
| 9. Inc | icate whether or not you have ev ir education, personal use or recr | er used each of the eation. (MARK AI | o follow L THA | ving iter TAFPI | ns for a joi Y FOR <i>EA</i> | b, <i>CH</i> LIN | (IE) | |
| | | Neve | w Used Ali | | ob- | Education | | ronel U |
| ä. | Pocket calculator | | | | elated | Relate | i ar | Recreation |
| b. | Computer terminal | *************************************** | | | ① | | ************* | 0 |
| <u>c.</u> | Micro-computer (personal) | ······································ | D | | O | _ | ************ | |
| d. | Mini-computer | | | | O | | ************* | |
| <u>ē</u> . | Main frame or full-size computer | ······································ | <u> </u> | | O | | **************** | _ |
| Ē. | Video tape recorder | | D | | D | _ | ******************************* | |
| 8. | Video disc machine | ······································ | <u> </u> | | D | _ | *************** | 9 |
| h. | America Cafe macy | *************************************** | D | | D | 0 | | 9 |
| i. | Word processor | | | , | D | O | -10000000000000000000000000000000000000 | 0 |
| | e you persenally used any of the | | | ter soft | ware pack | ages? | | |
| (mr | RE ALL THAT APPLY) Does not apply to me, no experience w | ith software packages | j | | | | | |
| ф Ф | Does not apply to me, no experience w Statistical packages (e.g., SAS, SPSS, I Business application packages (e.g., Vir control, and billing) | BMD) siculc for financial rep | | inventory | | | | |
| (MA | Does not apply to me, no experience w Statistical packages (e.g., SAS, SPSS, I Business application packages (e.g., Viccontrol, and billing) Word processing software (e.g., WORD | BMD) icalc for financial rep | porting, i | inventory | | | | |
| (6) | Does not apply to me, no experience w Statistical packages (e.g., SAS, SPSS, I Business application packages (e.g., Viccontrol, and billing) Word processing software (e.g., WORD Data-base management systems (e.g., S | BMD) icale for financial rep PTAR) ystem. 2000, TCTAL | porting, i | inventory | | | | |
| (B) | Does not apply to me, no experience we Statistical packages (e.g., SAS, SPSS, I Business application packages (e.g., Victorial, and billing) Word processing software (e.g., WORD Data-base management systems (e.g., Sinstructional/educational courseware (e.g., Sas, SPSS, I section (e.g., Sas, | BMD) icale for financial rep PTAR) ystem. 2000, TCTAL | porting, i | inventory | | | | |
| (B) | Does not apply to me, no experience w Statistical packages (e.g., SAS, SPSS, I Business application packages (e.g., Viccontrol, and billing) Word processing software (e.g., WORD Data-base management systems (e.g., S | BMD) icale for financial rep PTAR) ystem. 2000, TCTAL | porting, i | inventory | · | | | |
| (B) | Does not apply to me, no experience we Statistical packages (e.g., SAS, SPSS, I Business application packages (e.g., Victorial, and billing) Word processing software (e.g., WORD Data-base management systems (e.g., Sinstructional/educational courseware (e.g., Sas, SPSS, I section (e.g., Sas, | BMD) icale for financial rep PTAR) ystem. 2000, TCTAL | porting, i | inventory | | | | |
| (m.) | Does not apply to me, no experience we Statistical packages (e.g., SAS, SPSS, I Business application packages (e.g., Victorial, and billing) Word processing software (e.g., WORD Data-base management systems (e.g., Sinstructional/educational courseware (e.g., Sas, SPSS, I section (e.g., Sas, | SMD) icalc for financial rep PTAR) ystem: 2000, TCTAL) g.; PLATO) | porting, i | | | | | |
| O O O O O O O O O O O O O O O O O O O | Does not apply to me, no experience we Statistical packages (e.g., SAS, SPSS, I Business application packages (e.g., Viccontrol, and billing) Word processing software (e.g., WORD Data-base management systems (e.g., Sinstructional/educational courseware (e.g., Statistical/educational courseware (e.g., Statistical/educational/edu | SMD) icalc for financial rep PTAR) ystem: 2000, TCTAL) g.; PLATO) | oorting, i | ring com | puter | | | |
| O O O O O O O O O O O O O O O O O O O | Does not apply to me, no experience we Statistical packages (e.g., SAS, SPSS, I Business application packages (e.g., Vicontrol, and billing) Word processing software (e.g., WORD Data-base management systems (e.g., Sinstructional/educational courseware (e.g., Software (WRITE IN) | SMD) icalc for financial rep PTAR) ystem: 2000, TCTAL) g.; PLATO) | porting, i | PASCA | puter | | | |
| (m.) (0) (0) (0) (0) (0) (0) (0) (0) (0) (0 | Does not apply to me, no experience we Statistical packages (e.g., SAS, SPSS, I Business application packages (e.g., Vircontrol, and billing) Word processing software (e.g., WORD Data-base management systems (e.g., Sometructional/educational courseware (e.g., SAS, SPSS, I Business application packages (e.g., Vircontrol, and billing) Word processing software (e.g., WORD Data-base management systems (e.g., SOMETROL) Double of the course o | SMD) icalc for financial rep PTAR) ystem: 2000, TCTAL) g.; PLATO) | orting, i | PASCA PL/1 APL | aputer L | | | |
| O O O O O O O O | Does not apply to me, no experience we Statistical packages (e.g., SAS, SPSS, I Business application packages (e.g., Viccontrol, and billing) Word processing software (e.g., WORD Data-base management systems (e.g., Sinstructional/educational courseware (e.g., Statistical/educational courseware (e.g., Sinstructional/educational courseware (e.g., Sinstructional courseware (| SMD) icalc for financial rep PTAR) ystem: 2000, TCTAL) g.; PLATO) | orting, i | PASCA PL/1 APL ASSEM | aputer L | ECIFY | | |

EDUCATION

| 1 2 . | Indicate whether or vocational or busine | not you haves school, or | e ever used oa college classe | ch of the fos. (MARK | ollowing in ; ALL THAT | our high sci APPLY FOR | bool, B <i>BACH</i> LINE) |
|--------------|--|--------------------------|----------------------------------|----------------------|---------------------------|---------------------------|------------------------------|
| | | | | | | | Vocational |

| | | Neves Used | | High School | | Busines School | • | College | |
|----------|--------------------------------------|---------------|--------------|----------------|---|-------------------|---|---------|---|
| ā. | Hand calculator or pocket calculator | • 5 | ••••• | 0 | ********** | Э | | (D | _ |
| b. c. | Microcomputer or minicomputer | | ************ | 3 | ************** | Ð | *************************************** | | |
| d. | Video tapes or video disc machines | | ••••• | Θ | *************************************** | Θ | *************************************** | Θ | |
| _ | | Θ | •••••• | 9 | *************************************** | Э | *************************************** | Ō | |

13. Did you complete high school? (MARK ONE)

- No, still in adult or high school program working toward a high school diploma or equivalency certificate
- No, but since earned a high school diploma or equivalency certificate by completing classes in an adult or night school program (ANSWER A)
- D No, left without graduating
- Yes, graduated
- A. When did you earn the high school diploms or equivalency certificate? (MARK OVALS FOR MONTH AND YEAR)

| | | MONTH | | Ÿ | EAR |
|-----|--------------|------------------|--------|--------|--------|
| 0.0 | Jan. Feb. | O May | O Sep. | O 1979 | O 1982 |
| 0 | Mar. Apr. | O det. O Aug. | O Nov. | O 1981 | 0 1984 |

14. As things stand now, how far in school do you think you will get? (MARK ONE. IF UNSURE, MARK YOUR ONE BEST GUESS)

- D Less than high school graduation
- High school graduation only
- Less than two years

Two years or more

6

Vocational, trade, or business school after high school

- Less than two years of college
- (including two-years of college (including two-year degree)
- Finish college (four- or five-year degree)
- Master's degree or equivalent
- Ph.D., M.D., or other advancedprofessional degree

Office Use Only

College program



- 15. Between March 1982 and the end of February 1984, did you attend and take classes for credit at any school such as college or university, graduate or professional school, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth? DO NOT INCLUDE ARMED FORCES TRAINING PROGRAMS, MANPOWER TRAINING PROGRAMS, OR NONCREDIT COURSES. YOU WILL BE ASKED ABOUT THESE EXPERIENCES IN THE NEXT SECTION. (MARK ONE)
 - Yes (GO TO Q.16)
- D No (GO TO Q.40)
- 16. Where did you live during the first week of February 1984? (MARK ONE)
 - Private house (e.g., your parent's house)
 - Mobile home
 - Private apartment
 - Dormitory or apartment operated by a school or college
 - Fraternity or secority house
 - Rooming or boarding house
 - Military service barracks, on board ship, etc.
 - Other (DESCRIBE)
- 17. Next we would like information about all of the schools you have attended between March 1982 and the end of February 1984.

IMPORTANT INSTRUCTIONS

There is room to provide information about three schools. At Q.18 write the name of the school you were attending on March 1, 1982. If you were not in school at that time, enter the name of the first school you attended after March 1, 1982. Answer parts A-K of Q.18 about that school. Provide information about the next school you attended at Q.19, and so on.

IF YOU ATTENDED MORE THAN 3 SCHOOLS: Provide information about the first and second schools you attended in Q.18 and Q.19. At Q.20 provide information about the most recent school you attended.

IF YOU ATTENDED TWO SCHOOLS AT THE SAME TIME: Provide information about both schools but use a separate question (page) for each.



| 18. What is the exact name a let school you attended aft (WRITE IN AND DO NO'S SCHOOL NAME) SCHOOL NAME: | er March 1. 1982? | Office DODODODOOOOOOOOOOOOOOOOOOOOOOOOOOOOOO |
|---|---|--|
| CITY/ | | F. During the last month you attended this school, were you classified as a full-time student? |
| STATE: | ZÎP | (MARK ONE) |
| <u> </u> | | Tes Do No Don't Know |
| What kind of school is Vocational, trade, bustraining school Junior or community of College or university of Independent graduate | ness, or other career college (2-year) 4 years or more) or professional | G. During the last month you attended, about how many hours a week were your classes scheduled to meet? (INCLUDE LECTURES, SHOP, LAB TIME, ETC. WRITE IN AND MARK APPROPRIATE OVALS FOR HOURS) |
| school (medical, denta | : | TOTAL HOURS (DE) |
| Other (WRITE IN) | _ | PER WEEK DD |
| B. Is this a public or privat | e school? (MADE ONE) | |
| <u> </u> | (MEGENE VIVE) | |
| ① Public | | H. During the last month you attended, what was your |
| Don't Know | | actual or intended Field of Study or training (for example, agriculture, education, or secretarial, etc.)? |
| C. When did you start atten (MARK OVALS FOR MO MONTH | ding this school? NTH AND YEAR) YEAR | (WRITE IN NAME OF SPECIFIED FIELD OR AREA) |
| O Jan. O Jul. | O 1980 | Office OODOOOOOOO |
| O Feb. O Aug. | O 1981 | Use Only OCOCOOO |
| O Mar. O Sep. | O 1982 | |
| O May O Nov. | O 1983 O 1984 | <u> </u> |
| O Jun. O Dec. | - 1001 | L. During the last month you attended what bird at |
| D. IF STILL ATTENDING 1 THIS OVAL ① A | THIS SCHOOL, MARK ND GO TO Q.18 E. | certificate, license, diploma, or degree were you studying for? (MARK ONE) D None (SKIP TO 18 K) |
| When did you leave this (MARK OVALS FOR MO | chool? NTH AND YEAR) | Certificate (IN WHAT? - WRITE IN): License (IN WHAT? - WRITE IN): Two- or three-year vocational degree or diploma Two-year academic degree or diploma Four- or five-year Bachelor's degree |
| MONTH | YEAR_ | Two- or three-year vocational degree or diploma |
| Jan. Jul. Feb. Auz. | O 1982 | Two-year academic degree or diploma |
| O Feb. O Aug. | © 1983 © 1984 | Pour- or five-year Bachelor's degree |
| O Apr. O Oct. | O 1984 | A Master's Degree or equivalent A Ph.D. or equivalent |
| O May O Nov. | | An M.D., L.L.B., J.D., D.D.S, or equivalent |
| O Jun. O Dec. | | Other (WRITE IN): |
| During the last month you | | |
| During the last month you you classified by the school Freshman Sophomore | attended, how were ? (MARK ONE) © Other (WRITE IN) | J. Did you complete requirements for that certificate, degree or diploma from this school? (MARK ONE) |
| Sopnomore Junior | | ① Yes ② No |
| Senior Graduate Student Special Student | School did not classify students Don't know | K. Between March 1982 and the end of February 1984 did you attend a 2nd school? (MARK ONE) |
| | | © Yes (GO TO Q.19) © No (SKIP TC Q.21) |
| . | | 6 |
| ERIC | • | 102 |

| | 2nd (WR) SCH(| is the c chool you TE IN A OOL NA | ND 1 | mded at | ter M | arek I. | 19827 | 8 | | | | | Office Use Only | © © © © © © © © © © © © © © © © |) () () () () () () () () () (|
|-----------|----------------------|--|--|---|--|------------------|------------------------------|-------------|-----------------|--|--|---------------------------------|-----------------------|---|--|
| | SCHO NAMI | | | | | | | | | | | | | | |
| | CITY/ STAT | | | | | | ZIP. | | 1 | During the were you cl MARK ON Yes | assified : | A yo | u atter full-tir | nded this me studen | school, it? |
| _ | | | | <u> </u> | - | | | | | 1 69 | • | 140 | | 3 D | on't Know |
| A. B. | 0 0 0 0 | Junior of College Indepen | nal, tr school r com or uni dent (medica VRIT | ade, busing the second | iness, college 4 years or pro 1, law, | (2-year) or more | career | NE) | i c (| During the attended, attended, at the attended attended at the attended attended at the attended a | bout how be were y deled to LECTUR ETC. WR APPROI | man mee ES, ITE PRI | SHOP, IN ATE | al hours week | 9 |
| <u> </u> | () () () () | Public Private Don't Ki | | | | | | | # (i | Juring the ctual or juring to juring the jur | ended Fi e, agricult etc.)? | eld o ture | f Stud: , educs | y or train ttion, or | was your ing |
| Ö | (MA | RK OV | LS E | or mo | NTH | AND | POOIT (EAR) | | _ | | | - | <u> </u> | - | രമത്ത ത |
| | | | NTH | | _ | | YEAR | _ | | | | - | Office | 0000 | രമമാ |
| | 0.0 | Jan. | 0 | - | | 0 | 1980 | | _ | | | | Use | യയയ | മമമ മമ |
| | | Feb. Mar. | 0 | | | 0 | 1981 | | | | | | | | മെത്മ ത് |
| | | Apr. | 0 0 | Sep. Oct. | | Ö | 1002 | | _ | | | • | | | ഉത്ത രത്ത |
| | | May | ō | | | Ö | 1984 | | | | | j | | ത്രത്ത | <u> </u> |
| D. | IF S | Jun. FILL AT S OVAL | TEN D | DING 1 | | SCH00 | | <u>-</u> | ee st | | cense, dip ! (MARK CIP TO 19 | plom ONI K) | a, or d S) | egree we | kind of re you |
| | | | | -OR- | | | | | • | Certificat | e (IN WH | AT? | - WRIT | TE IN): | |
| | Whe | n did yo RK OV | LS F | or this | schoo NTH | i? AND 1 | (EAR) | | (20 | License (| IN WHAT | ? - 14 | RITE | IN): | |
| | <u> </u> | | NTH | | - | | YEAR | = | @ | | | | | gree or dip | loma |
| | | Jan. Feb. | 0.0 | Jul. | | | 1982 | | ® | | academic (| | | | |
| | _ : | r oo. Mar. | 0 | Aug. Sep. | | 0 0 | 1983 | | 9 | | ive-year B | | - | • | |
| | | Apr. | 0 | Oct. | | _ | 1984 | | @ | | s Degree of r equivaler | • | uvalent | | |
| ē | Ö j | May | 0 | Nov. | | | | | • | | | | D.S. OF | equivalent | |
| Ċ | O , | Jun. | 0 | Dec. | | | | | © | | RITE IN): | | | | |
| E. 1 | Name to | | | | | | | | - == | <u> </u> | | | | | |
| 3 | rou c | ig the <i>la</i> lassified Treshman | by th | se seboc | i atter i? (M ® | ARK O | ow wore NE) (WRITE | | J. Did de | d you comp gree or dip | lete requi loma fron | irem n <i>thi</i> | ents f | or that ce ol? (MAR) | rtificate, K ONE) |
| | | iophomor unior | • | | | | | | 0 | Yes | | | | No | |
| ď | > (| enior iraduate : pecial St | | | ® | | did not v student know | • 1 | C. Bei | ween Mar you attend | ch 1982 a l a 3rd sc | nd t hool | he end ? (MA | of Febru RK ONE) | ary 1984 |
| | | | | | | | | 103 | 0 | Yes (GO T | O Q.20) | | Ø <u>N</u> | % (SKIP T | O Q.21) |

| What is the exact name and location of the 3rd school you attended after March 1, 1982? WRITE IN AND DO NOT ABBREVIATE THE SCHOOL NAME. IF YOU ATTENDED MORE THAN 3 SCHOOLS, PRUVIDE INFORMATION ABOUT THE MOST RECENT SCHOOL YOU ATTENDED. SCHOOL NAME. | ФОФФФФФФФФФФФФФФФФФФФФФФФФФФФФФФФФФФФ |
|--|---|
| | F. During the last month you attended this school, were you classified as a full-time student? (MARK ONE) |
| STATE: ZIP | The Tes Don't Know |
| What kind of school is this? (MARK ONE) ○ Vocational, trade, business, or other career training school ○ Junior or community college (2-year) ○ College or university (4 years or more) ○ Independent graduate or professional school (madical, dental, law, theology, etc.) ○ Other (WRITE IN) ○ Is this a public or private school? (MARK ONE) | G. During the last month you steended, about how many hours a week were your classes scheduled to meet? (INCLUDE LECTURES, SHOP, LAB TIME, ETC. WRITE IN AND MARK APPROPRIATE OVALS FOR HOURS) TOTAL HOURS PER WEEK OD |
| Don't Know | H. During the last month you attended, what was your actual G. intended Field of Study or training (for example, agriculture, education, or secretarial, etc.)? |
| . When did you start attending this school? (MARK OVALS FOR MONTH AND YEAR) MONTH YEAR | (WRITE IN NAME OF SPECIFIED FIELD OR AREA) |
| O Jan. O Jul. O 1980 O Feb. O Aug. O 1981 | Use DOOOOOOO |
| O Mar. O Sep. O 1982 | Only DODGOGOOGO |
| O Apr. O Oct. O 1983 O May O Nov. O 1984 | <u>ത</u> രത്തരത്തെത്ത |
| Jun. Dec. IF STILL ATTENDING THIS SCHOOL, MARK THIS OVAL D AND GO TO Q.20 E. OR- | I. During the last month you attended, what kind of certificate, license, diploma, or degree were you studying for? (MARK ONE) © None (SKIP TO 20 K) © Certificate (IN WHAT? - WRITE IN): |
| When did you leave this school? (MARK OVALS FOR MONTH AND YEAR) MONTH YEAR | © License (IN WHAT? - WRITE IN): |
| O Jan. O Jul. O 1982 | Two- or three-year vocational degree or diploma Two-year academic degree or diploma |
| O Feb. O Aug. O 1983 | Four- or five-year Bachelor's degree |
| ○ Mar. ○ Sep. ○ 1984 ○ Apr. ○ Oct. | A Master's Degree or equivalent A Ph.D. or equivalent |
| O May O Nov. O Jun. O Dec. | An M.D., L.L.B., J.D., D.D.S, or equivalent Other (WRITE IN): |
| During the last month you attended, how were you classified by the scaool? (MARK ONE) © Freshman © Other (WRITE Di) | J. Did you complete requirements for that certificate, degree or diploma from this school? (MARK ONE) |
| Sophomore | To Yes D No |
| © Senior ® School did not © Graduate Student classify students © Special Student © Don't know | © Yes © No K. Between March 1982 and the end of February 1984 did you attend any other school? (MARK ONE) © Yes © No |
| NIC . | 8 104 |

| | Θ | Yes (ANSWER | A) | | Ø N | ю (GO 1 | ro Q.: | 22) | | | | | | | |
|--------------------------------|---|--|--|--|---|--|------------------------|---|------------------|--------------------------|------------------|--|-----------------|------------|---|
| | A. 1 | During which mo | onthe or n | erte o | f s mo | nth did | | | | : • -:•• | | | | | |
| | 0 (| MARK ALL TH | AT APPLY | r) | . — IIIO | ete uid | you | attend s | umme | r Ciasse | 8 7 | | | | |
| | | 1982 | = | <u> </u> | 1983 | | | | | | | | | | |
| | Θ | June | | 0 | June | | | | | | | | | | |
| | 0 | July | | Φ | July | | | | | | | | | | |
| | Θ | August | | Θ | August | | | | | | | | | | |
| 22 | Wish | ****** | | | | | | | | | - | | | | |
| | schoo | regard to your e l, how satisfied a | re a mpole | more | Aon 4 | during vith the | f the | last you wing? () | r you Mark | Wore in | Posts | BCOI | dary | TNE | - 55 |
| | | : | | | • | | | ,, | | | N | outral | | 711/6 | ·) |
| | | | | _ | | | Very stinfled | | Somew setisfi | ed | | of Bo | | Son | owhet Selled |
| | a. T | he ability, knowled | ge, and per | sonal | | | <u>:</u> | | | | | | | _ | |
| | qı - | uslities of most tea | CD678 | ******** | H ********* | ********** | Θ | ********* | D | ******** | Q | D | ********** | (3) | ***** |
| | | be social life | | | | | Φ | ********** | O | ********* | a | D | *********** | 3 | **** |
| | c. D | evelopment of my | work skills. | ******** | ********* | ********** | Θ | ********* | D | ******** | 0 | _ | *********** | Œ | |
| | d. M | ly intellectual grow | th | | ********* | ********** | Φ | ******** | D | ******** | 0 | _ | | • | |
| | | ounselling or job pl | | | | | 0 | ********** | | ******* | | - | | (| ,,,,,,, |
| 1 | | he buildings, librar; | | | | | Θ | ************ | o | ********* | Œ | | | Ō | ***** |
| | | ultural activities, m | | | | | Φ | *********** | ob | ********* | Œ | ĸ | | 0 | |
| 1 | | he intellectual life o | | | | | <u></u> | *********** | ō | ********** | Œ | | *************** | 0 | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, |
| i | | ourse curriculum | | | | | Φ | *********** | . O | er - 00000000 | Œ | | | 0 | |
| j | | be quality of the im | | | | | Φ | ********** | . O | ********** | Œ | | | <u> </u> | |
| ì | c. Sp | orts and recreation | Lacilities | ******* | ******** | ********* | Ð | *********** | . OD | ********** | Œ | - | | ٥ | |
| 1 | . Th | ne financial cost of | attending | ************ | ******** | ******** | Ф | *************************************** | . D | | | - | | <u> </u> | |
| 1 | n. Th | e prestige of the sc | chool | | ********** | ********* | Φ | ********** | . 00 | | | | | <u>@</u> | ***** |
| | | | <u> </u> | • | | | | == .= | | | | | | | ****** |
| • | D M D Al | ate how well you you left high scho lostly A (3.75-4.00 g bout half A and hal | rade point If B (3.25-3. | averag 74 grad | s) e) le point | | | ork or p | progra | ms dur | ing the | 9 pė | riod | | |
| Q | D M D Al D Al | ortly A (3.75-4.00 g bout half A and hal ortly B (2.75-3.24 g out half B and hal | rade point If B (3.25-3. rade point If C (2.25-2. | averag 74 grad syerag 74 grad | s) le point s) le point | t average | 5) | vork or 1 | progra | ms dur | ing the | e pė | riod | | |
| Q | D M D Al D M D Al | ostly A (3.75-4.00 g bout half A and hal ostly B (2.75-3.24 g bout half B and hall ostly C (1.75-2.24 g | rade point If B (3.25-3. rade point If C (2.25-2. rade point | averag 74 grad sverag 74 grad tverage | s) le point s) le point l) | t average | 5) : : | ork or j | progra | ms dur | ing the | pė | riod | | |
| 0 | D M D Al D Al D Al D Al | costly A (3.75-4.00 g bout half A and hal costly B (2.75-3.24 g bout half B and hall costly C (1.75-2.24 g bout half C and hall | prade point if B (3.25-3. prade point if C (2.25-2. rade point a f D (1.25-1. | average 74 grad sverage 74 grad sverage 74 grad | s) le point s) le point l) | t average | 5) : : | ork or p | progra | ms dur | ing the | P pė | riod | | • |
| | D Market | costly A (3.75-4.00 g bout half A and hal costly B (2.75-3.24 g bout half B and half costly C (1.75-2.24 g bout half C and half costly D or below (le | prade point If B (3.25-3. prade point If C (2.25-2. rade point a f D (1.25-1. see than 1.24 | average 74 grades overage 74 grades 74 grades 74 grades 74 grades 5) | e) le point le point le point l) | t average | •) : : : : | vork or 1 | progra | ms dur | ing the | P pė | riod | | ٠ |
| 6 6 6 | D Market | costly A (3.75-4.00 g bout half A and hal costly B (2.75-3.24 g bout half B and hall costly C (1.75-2.24 g bout half C and hall | prade point If B (3.25-3. prade point If C (2.25-2. rade point a f D (1.25-1. see than 1.24 | average 74 grades overage 74 grades 74 grades 74 grades 74 grades 5) | e) le point le point le point l) | t average | •) : : : : | vork or j | progra | ms dur | ing the | P pė | riod | | |
| 6 6 6 6 6 | D M D Al D M D Al D M D Al D M D M D M D H D M D H D M D H D M D H D M D H D M D H D M D H D M D H D M D H D H D H D H D H D H D H D H D H D H | costly A (3.75-4.00 g bout half A and hal costly B (2.75-3.24 g bout half B and half costly C (1.75-2.24 g bout half C and half costly D or below (la tive not taken any co- | prade point If B (3.25-3. prade point If C (2.25-2. rade point If D (1.25-1. curses for w | average 74 grac sverage 74 grac sverage 74 grac sverage 74 grac strong 74 grac strong 74 grac strong 85 acid | e) le point e) le point i) le point rades v | t average | b) | | : | | | | riod | | ٠ |
| 4 B | D M D Al D M D Al D M D Al D M D H D H D H D H D H D H D H | costly A (3.75-4.00 g bout half A and hal costly B (2.75-3.24 g bout half B and half costly C (1.75-2.24 g bout half C and half costly D or below (le | prade point If B (3.25-3. prade point If C (2.25-2. rade point If D (1.25-1. courses for will vork will | average 74 grad sverage 74 grad sverage 74 grad sverage 74 grad sverage 74 grad solution gh solution you he | e) le point e) le point i) le point rades v | t average | b) | | : | | | | riod | | |
| 6 6 6 6 7 8 | D M D Al D M D Al D M D Al D M D H D H D H D H D H D H D H | costly A (3.75-4.00 g bout half A and hal costly B (2.75-3.24 g bout half B and half costly C (1.75-2.24 g bout half C and half costly D or below (la two not taken any course we condary course we | prade point If B (3.25-3. prade point If C (2.25-2. rade point If D (1.25-1. courses for will vork will | average 74 grad sverage 74 grad sverage 74 grad sverage 74 grad sverage 74 grad solution gh solution you he | e) le point e) le point i) le point rades v | t average average evere give ad the e | b) | this sel | : | ar, how | | 1 | | | |
| 6 6 6 6 7 8 | D Man | costly A (3.75-4.00 g bout half A and hal costly B (2.75-3.24 g bout half B and half costly C (1.75-2.24 g bout half C and half costly D or below (le two not taken any course we condary course we condary course we | prade point of B (3.25-3. prade point of C (2.25-2. prade point of D (1.25-1. prade point of D (| average 74 grace 8 verage 74 grace 74 grace 74 grace 5) which g gh sel you he LNE) | le point le point le point rades v | t average t average t average vere give | b) | this sel | : | ar, how | | 1 Coun | | Cour | |
| 4 B | D Man | costly A (3.75-4.00 group half A and half and half B and half costly C (1.75-2.24 group half C and half costly D or below (law not taken any course with the time you frondary course with the time of | prade point If B (3.25-3. prade point if C (2.25-2. rade point if D (1.25-1. see than 1.25 courses for will in the property will in the point i | average 74 grac sverage sverag | le point le point le point le point rades w | t average t average t average t average to a | b) | this sel | : | ar, how g subjection | v ir reb cte? | 1 S Cours | | | |
| 24. B | D Male Male Male Male Male Male Male Male | costly A (3.75-4.00 grout half A and half ostly B (2.75-3.24 grout half B and half ostly C (1.75-2.24 grout half C and half ostly D or below (lawe not taken any course with the condary course with t | prade point If B (3.25-3. prade point If C (2.25-2. rade point If D (1.25-1. rese than 1.26 courses for w linished hi vork will; R EACH L | average 74 grac sverage sverag | le point le point le point le point rades w | t average t average t average vere give | b) | this sel | : | ar, how g subjection | | 1 Coun | | Cour | |
| 24. B. (A.) | D Male Male Male Male Male Male Male Male | costly A (3.75-4.00 grout half A and half and half betty B (2.75-3.24 grout half B and half ostly C (1.75-2.24 grout half C and half ostly D or below (lawe not taken any course with the condary cour | prade point If B (3.25-3. prade point If C (2.25-2. rade point If D (1.25-1. see than 1.26 courses for w linished hi vork will , R EACH L | average 74 grac sverage sverag | le point le point le point) le point rades w | t average t average t average tere give d the e ken in e | b) | this sel of the fo | : | ear, how | v ir reb cte? | Cours © | | Cour | |
| 24. B. (A.) | D Man | costly A (3.75-4.00 g bout half A and hall costly B (2.75-3.24 g bout half B and hall costly C (1.75-2.24 g bout half C and hall costly D or below (le ave not taken any course we condary course we condary course we condary course we condary course we thematics | prade point of B (3.25-3. prade point of C (2.25-2. prade point of D (1.25-1. prade point of D (| average 74 graces verage 74 graces 74 graces 74 graces 74 graces 75 which g gh sel you hi LNE) | le point le point le point le point rades v | t average average average vere give ad the e ken in e | b) | this sel of the fo | : | ar, how g subjections | v ir reb cte? | 3 Cours | | Cour | |
| 24. B | D Man | costly A (3.75-4.00 ground half A and half and half beauth half B and half costly C (1.75-2.24 grouth half C and half costly D or below (leave not taken any control to the time you from the ti | prade point of B (3.25-3.) prade point of C (2.25-2.) prade point of D (1.25-1.) prade point of D (1.2 | average 74 grace 8 yearage 74 grace 8 yearage 74 grace 74 grace 5) which g gh sel you hi LNE) | le point le point le point rades v | average average average ad the examine | b) | this scl of the fo | : | ar, how | v ir reb cte? | Cours © | | Cour | |
| 44. B | D Man Man Man Man Man Enquery Property Science Man | costly A (3.75-4.00 ground half A and half and half B cout half B and half costly C (1.75-2.24 ground half C and half costly D or below (leave not taken any course when the time you from the t | prade point of B (3.25-3. prade point of C (2.25-2. prade point of D (1.25-1. presented point of | average 74 grace sverage 74 grace sverage 74 grace sverage 74 grace 55) which g gh sel (NE) | le point le point le point le point rades w | average average average average were give Mone in e | b) | this sel of the fo | : | z, how | v ir reb cte? | 3 Cours | | - Cour | |
| 24. B. D. C. d. e. c. d. e. c. | D Male Male Male Male Male Male Male Male | costly A (3.75-4.00 ground half A and half and half B cout half B and half costly C (1.75-2.24 grout half C and half costly D or below (leave not taken any course we half C and half condary course we condary course when condary course we condary | prade point If B (3.25-3. prade point If C (2.25-2. rade point If D (1.25-1. see than 1.25 courses for w linished hi vork will; R EACH L | average 74 graces system of the system of th | le point le point le point le point rades w | average average average average rere give None O O O O O O O O O O O O O | b) | this sel of the fo | : | 2 Course S | v ir reb | 1 County (9) (9) (9) (9) | | - Cours | |
| 24. B | D Male Male Male Male Male Male Male Male | costly A (3.75-4.00 ground half A and half and half B cout half B and half costly C (1.75-2.24 ground half C and half costly D or below (law not taken any course we half a course with the matics of the condary course with the course with | prade point If B (3.25-3. prade point if C (2.25-2. rade point if D (1.25-1. see than 1.26 courses for w linished hi vork will ; R EACH L | average 74 grac sverage sverag | le point le point le point le point rades w | average average average average were give be average were give and the examin e | b) | this sel of the fo | : | z, how | v ir reb | 3 COURT | | - Cour | |
| 24. B. D. C. d. e. f. F. h. | D Male Male Male Male Male Male Male Male | costly A (3.75-4.00 ground half A and half and half B and half ootly B (2.75-3.24 ground half C and half ootly D or below (law not taken any course with the matics of the course with the cou | prade point If B (3.25-3. prade point If C (2.25-2. rade point If D (1.25-1. see than 1.26 courses for w linished hi vork will , R EACH L | average 74 grac sverage sverag | le point le point le point rades w | average average average average were give ad the e ken in e | b) | this sel of the fo | : | 2 Course S | v ir reb | 3 Course (8) (8) (8) (8) (8) (8) (8) (8) | | - Cour | |
| 24. BAC. d.e.f. L.h.i. | D Male Male Male Male Male Male Male Male | costly A (3.75-4.00 ground half A and half and half betty B (2.75-3.24 ground half B and half ostly C (1.75-2.24 ground half C and half ostly D or below (is the time you from the time of the time you from the time of the time time the time time the time time time time to the time time time time time time time tim | prade point If B (3.25-3. prade point If C (2.25-2. rade point If D (1.25-1. rate than 1.2 courses for w linished hi vork will R EACH L | average 74 grace average 74 grace 55) which g gh sel (INE) | le point le point le point rades w | average average average average were give ad the e ken in e The e the e | b) | this sel | lowin | Course | v ir reb | 3 Court 99 99 99 | | | |
| 24. B. D. C. d. e. f. F. h. | D Male Male Male Male Male Male Male Male | costly A (3.75-4.00 ground half A and half and half B and half ootly B (2.75-3.24 ground half C and half ootly D or below (law not taken any course with the matics of the course with the cou | prade point If B (3.25-3. prade point If C (2.25-2. rade point If D (1.25-1. rate than 1.2 courses for w linished hi vork will R EACH L | average 74 grace average 74 grace 55) which g gh sel (INE) | le point le point le point rades w | average average average average were give ad the e ken in e | b) | this sel | : | Course | v ir reb | 3 Cours | | | |
| 4. PA | D Male Male Male Male Male Male Male Male | costly A (3.75-4.00 ground half A and half and half betty B (2.75-3.24 ground half B and half ostly C (1.75-2.24 ground half C and half ostly D or below (is the time you from the time of the time you from the time of the time time the time time the time time time time to the time time time time time time time tim | prade point If B (3.25-3. prade point If C (2.25-2. rade point If D (1.25-1. rate than 1.2 courses for w linished hi vork will R EACH L | average 74 grace average 74 grace 55) which g gh sel (INE) | le point le point le point rades w | average average average average were give ad the e ken in e The e the e | b) | this sel | lowin | Counse | v ir reb | 3 Cours | | | |

25. Since you finished high school, how much tutoring, counselling or special instruction did you receive from the school(s) you attended? (MARK ONE OVAL FOR EACH LINE)

| | | Did Not Receive | | | | Received | | | | | |
|------------|--|-----------------|---|------------|--|------------|---|--------------|--------------|------------|--|
| | | No Availe | | But I | ilable old Not | Very | | Some | | Part III | |
| Ā. I | Formal Tutoring | | | | | | (1000) | | | Frequently | |
| 1 | . Tutoring by faculty | 9 | *************************************** | 30 | *********** | 9 | ******** | 3 | ********** | <u></u> | |
| | Tutoring by students | Θ | *************************************** | Œ | | (D) | ********** | 3 | ************ | 9 | |
| 1 | . Counselling on personal problems | 0 | ********** | . | ****** | OD | ************* | <u></u> | | G 5 | |
| 2 | Counselling on academic problems | Ф | *********** | D | *********** | 3 | | <u>0</u> | ********** | | |
| 4. | Counselling on financial problems | 0 | •••••••• | D | *********** | D | *************************************** | • | ********** | O | |
| S | pecial Instruction | | *********** | 3 | ********* | D | ********* | (3) | ********* | O | |
| 1. | Remedial English instruction | Φ | ************ | (D | *********** | O | ********** | 3 | ************ | | |
| 2. 3. | Remedial Mathematics instruction | 0 | ••••••• | (D) | ************ | D | *********** | © | ********** | 0 | |
| 4. | Instruction in improving writing skills | 9.0 | ************ | GO GÖ | •••••••• | 9 | ********** | <u> </u> | *********** | 3 | |
| <u>5</u> . | Instruction in how to take tests | Ф | ************ | Œ | ······································ | 9 | *********** | © | *********** | G | |
| 6. | Help in learning how to study more efficiently | | | | | = | | | | _ | |
| Ä | ssistance in finding part-time jobs | Θ Θ | •••••••••• | 6 | ********** | 9 | | © | | (| |
| | | 9 | ********** | 3 | ********* | Ф | ********** | @ | ****** | OD | |

The following questions ask about your school finances for the following two regular academic years: Fall 1942 through Spring 1983 and Fall 1983 through Spring 1984.

If you are unsure about the actual amount for a particular item, GIVE YOUR BEST ESTIMATE. Answer for EACH year or part of a year that you attended school.



| ONLY prior to Fall 1982 ONLY Fall 1982 - Spring 198 ONLY Fall 1983 - Spring 198 OUTH Fall 1983 - Spring 198 Ouring BOTH YEARS (A | | | |
|--|---|--------------------------------|---|
| WERE PAID COMPLETE: | I charges for tuition and fees for each year that IDE ALL TUITION AND FEES EVEN IF THEY LY OR IN PART BY YOUR PARENTS, AN. WRITE IN YOUR BEST ESTIMATE AND ILS. | 11) Fall 1982. Spring 1983 \$ | (2) Fall 1983 Spring 1984 \$ |
| school related expenses? IF SCHOOL INCLUDE THOSE | pet of room and board and living expenses, such aportation to and from classes, and all other YOU LIVED AT HOME WHILE ATTENDING EXPENSES AS YOUR ROOM AND BOARD. IMATE AND MARK APPROPRIAT OVALS. | | \$ @@@@@ @@@@@ @@@@@ @@@@@ @@@@@ @@@@@ @@@@@ @@@@@ @@@@@ @@@@@ @@@@@ @@@@@ @@@@@ @@@@@@ |
| annual cost of attending school ALL COSTS EVEN IF THE | school-related expenses. What was the total i for each year that you attended? INCLUDE IY WERE PAID BY YOUR PARENTS, A WRITE IN YOUR BEST ESTIMATE AND S. | \$ | \$ @@@@@ @@@@ @@@@@ @@@ @@ @ |

26. During which of the two academic years did you attend school? (MARK ONE)

- 27. Did you receive (or will you receive) any kind of scholarship, fellowship, grant, or benefits (not a loan) to go to school during these time periods? (MARK ALL THAT APPLY).
 - Tyes, Fail 1982 Spring 1983 (ANSWER A AND B)
 - Yes, Fail 1983 Spring 1984 (ANSWER A AND B)
 - 1 No (GO TO Q.28)
 - A. What kind(s) of scholarship, fellowship, grant, or benefit (not a loan) did you or will you receive? (MARK ALL THAT APPLY IN EACH COLUMN)

| = | | (1) Fall 1982- Spring 198: | 1 | (2) Fall 1983- Spring 1984 |
|----|--|----------------------------------|--------------|----------------------------------|
| a. | Basic Educational Opportunity Grant (BEOG) or Pell Grant | Ð | ********* | Ю |
| b. | Supplemental Educational Opportunity Grant | • = | | o o |
| Ċ. | ROTC Scholamhip | - | *********** | |
| d. | Social Security Benefits for Children of Retired, Disabled or Deceased Parents. | Φ | | Φ |
| ė. | Nursing scholarship program | Θ | *********** | Ø |
| f. | Veterans Administration Survivors' and Dependents Educational Assistance Program | 0 | •••••••• | O |
| g. | Veterans' Educational Assistance Program (VEAP) or new GI Bill | ① =_: | *********** | Ф |
| h. | State Scholarship Program | Ð | ********** | Θ |
| i. | College or University Scholarship | Ф | •••••• | Ō |
| j. | Scholarshine from Private Oceaniustica | Θ | ********** | Ф |
| Ē. | Scholarships from Private Organizations Division of Vocational Rehabilitation Educational Benefits | Ф | ************ | Œ |
| ī. | Financial assistant for thirt and the same for the same f | Φ | •••••• | Ф |
| m. | Financial assistance for which you do not know the source | 0 | •••••• | 0 |
| n. | Tuition waiver, forgiveness or reduction | | •••••••• | 0 |
| | •••• | 0 | ****** | ത |

B. Estimate the total dollar value of the amount you received and will receive from scholarships, fellowships, grants, or benefits (not a loan) during each period. Enter a zero, "O", where you received no such funds. (WRITE IN AMOUNTS AND MARK APPROPRIATE GVALS)

| _ | S | Priz | 190 | 983 983 | _ | _ | | | S | ell ric | 191 g l | 13- 984 | |
|----|--------------|----------|-----|------------|----------|---|----|---|---|------------|------------|------------|---|
| \$ | | Ŀ | | | | 1 | \$ | Γ | Ť | Т | Ē | Γ | ī |
| | 0 | Ø | 0 | 0 | 0 |] | | 0 | Œ | Œ | Œ | Œ | 1 |
| | Ø | Ю | Ю | Θ | Φ | | | Ф | c | O | Œ | O | ł |
| | Ø | (2) | Œ | 0 | Œ | | | Ø | Ø | 20 | Œ | Ø | 1 |
| | 9 | Φ | Φ | Ø | Φ | | | Ø | Ð | Ø | Ø | Ø | |
| 1 | 0 | Θ | Θ | Θ | 0 | | | 0 | 0 | Ø | Ø | Ø | |
| | 3 | Θ | Θ | Φ | Φ | | | Φ | 9 | Œ | 9 | Œ | ı |
| | Œ | Œ | 0 | O | D | | i | Œ | Œ | Φ | 0 | Φ | |
| ł | Ø | Ø | Ø | Ø | Ø | | | Ø | 0 | Θ | 0 | Ø | |
| ł | Œ | Œ | Ō | Φk | Ð | | | 0 | Œ | O | Œ | æ | |
| Ł | \mathbf{D} | o | 0 | O | Ð | | ı | • | O | o | 0 | ø | |

701

(1)-

-- -----

TOTAL DOLLAR VALUE:



| A. From which of the following sources did you or will you receive a loan to go to school? (MARK ALL TRAT APPLY IN EACH COLUMN) - Notional Direct Student Loan Program National Direct Student Loan Program National Direct Student Loan Program Natural Student Loan Program C. Nursing Student Loan Program C. States Student Loan Program C. Good or University Loan Program C. Considering the Loan Loan Loan Loan Loan Loan Loan Loan | | Ġ | Φ | Yes, Fall 1982 - Spi Yes, Fall 1983 - Spi | ring 1984 | (ANSWER A A | | | | | |
|---|-----|----------|---------------|--|----------------------------|---------------------------------------|--------------------------------|---|-----------------------|-----------------|---|
| A National Direct Student Loan A National Direct Student Loan Program A National Direct Student Loan Program B Failing A National Direct Student Loan Program C Natural Student Natural Student Loan Program C Natural Student Loan Program C Natural Student Loan Program C Natural Student Natural Student Natural N | | | o | No (GO TO Q.2 | 9) | | | | | | |
| a. Netional Direct Student Loan Pederal Guaranteed Student Loan Program D. Federal Guaranteed Student Loan Program C. Nutradag Student Loan Program D. G. State Student Loan State Student Loan State Student State State Student State Student State Student State Student State State Student State Student State State Student State Student Stat | | Ā. | Fre | om which of the f tool? (MARK AL | following of | sources did you PPLY IN <i>EAC</i> | s or will you received COLUMN) | e a loan to go to | 222 | | |
| Netional Direct Student Loan Forderd Guarness Student Loan Program Nursing Student Loan Program C Nursing Student Loan Program C State Student Loan Program D State Student Loan Program C State Student Loan State Stat | | | | | | | | | -Fall 1982- | | |
| b. Federal Guaranteed Student Loan Program c. Nursing Student Loan Program d. State Student Loan Program c. Callege or University Loan Program d. Equilibrium Loan Forgram TOTAL DOLLAR VALUE d. DOLLAR VALUE d. DOLLAR VALUE d. DOLLAR VALUE d. DOLLAR Loan Forgram d. Equilibrium Loan Forgram Forgram for tullular, feet, transportation, room and beard, living expenses and other school-related expenses) that you did or will receive Enter a sero, "O", where you received an financial assistance, (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Foreits d. Source Of the Relative, Friends for tullular, feet, transportation, room and beard, living expenses and other school-related expenses) that you did or will receive Enter a sero, "O", where you received an office of the school related expenses) that you did or will receive Enter a sero, "O", where you received an office of the school related expenses) that you did or will receive Enter a sero, "O", where you received and other school related expenses) that you did or will receive Enter a sero, "O", where you received and other school related expenses) that you did or will receive Enter a sero, "O", where yo | | | ē. | National Direct S | Student Loe | n | | | Spring 1983 | Spring 1964 | _ |
| State Student Loan Program d. State Student Loan Program e. Callege or University Loan Program e. E. Farenta, other relatives or friends h. Loan for which you do not know the exact source. e. Parenta, other loans delian realuse of the amounts you received or will receive as inosas to go to exhool during each period. Enter a zero, "O", where you received or will receive as inosas to go to exhool during each period. Enter a zero, "O", where you receive Annual Called Ca | | | b . | Federal Guarante | ed Student | Loan Program | | •••••••••••••••• | D | - | |
| d. State Student Loan Program c. College or University Loan Program f. Regular bank loan g. Farunts, other relatives or friends h. Loan for which you do not know the exact source. i. Other Loan (WRITE II) B. Estimate the stead dellar vestor of the amounts you received or will receive as loans to go to school during each period. Exter a sere, "O", where you a spring grad coloring control of Loans, received an loans, received an loans, received an loans, received an loans, received and loans, received and loans, received and loans of the series of the | | | Ċ. | Nursing Student | Loan Progra | AID | | *************************************** | <u> </u> | | |
| a. College of University Loss Program f. Require bank toss f. Parents, other relatives or friends h. Loss for which you do not know the exact source. i. Other loss (WRITE IN) B. Estimate the total deliar neture of the amounts you received or will receive as loans to go to school during each period. Exter a zero, "O", where you received are loans. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) 3 | | | đ. | State Student Lo | an Program | | | | <u>•</u> | _ | |
| Figures bank loan Figures to the relative or friends Deprends, other relatives or friends Deprends, other relatives or friends Deprends on the relative of the amounts you received or will receive as loans to go to school during each period. Enter a sero, "O", where you received no loans. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) TOTAL DOLLAR VALUE DEPRENDS TOTAL DOLLAR VALUE TOTAL DOLLAR VALUE DEPRENDS TOTAL DOLLAR VALUE TOTAL DOLLAR VALUE DEPRENDS TOTAL DOLLAR VALUE TOTAL DOLLAR VALUE TOTAL DOLLAR VALUE DEPRENDS TOTAL DOLLAR VALUE TOTAL VALUE TOTAL DOLLAR VALUE TO | | | ē. | College or Univer | sity Loan P | TOTTAIN | | | | | |
| ## Perents, other relatives or friends Loan for which you do not know the exact source. | | | £. | Begular bank loar | ā | | | | ~ | | |
| B. Estimate the stocal delier peaks of the amounts you received on will receive as loans to go to school during each period. Enter a sero, "0", where you received along the same time periods, and the same time periods. TOTAL DOLLAR VALUE COCCCC COCCCC COCCCC COCCCCC COCCCC COCCCC COCCCC COCCCCC COCCCCC COCCCC COCCC COCCCC COCCCC COCCCC COCCCC COCCCC COCCCC COCCCC COCCCC COCCC COCCCC COCCC COCCCC COCCC | | • | Ē. | Parents, other rel | atives or fri | ends | | | • | | |
| B. Retimate the total deliar pulse of the amounts you received or will receive as loans to go to school during each period. Enter a sero, "0", where you received as leases. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) TOTAL DOLLAR VALUE. **COCCCC*** **COCCCC** | | | h. | Loan for which yo | ou do not kr | ow the exact sou | IPCA | ************* | | | |
| B. Estimate the total deliar public of the amounts you received or will receive as loans to go to school during each period. Enter a zero, "O", where you received no loans. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) TOTAL DOLLAR VALUE: TOTAL DOLLAR ALL THAT APPLY) TOTAL THAT APPLY) TOTAL DOLLAR ALL THAT APPLY) TOTAL THAT APPLY) TOTAL DOLLAR ALL THAT APPLY) TOTAL THAT APPLY TOTAL THAT APPL | | | i. | Other loan (WRIT | LB TWI | | | ****************************** | 0 | | |
| Pull interest as lease to go to school during each period. Enter a sero, "O", where you received no lease. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) TOTAL DOLLAR VALUE: TOTAL VALUE: TOTAL VALUE: TOTAL VALUE: TOTAL VALUE: TOTAL VALUE: TOTAL VALUE: T | | D | P -4 | | | | | | | | |
| during each period. Enter a sero, "O", where you processed no loans. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) TOTAL DOLLAR VALUE: TOTAL DOLLAR VALUE | | | LOC | eived or will rec | ollar value eive as lo: | of the amount | s you | | : : | | |
| Proceived no loans. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) TOTAL DOLLAR VALUE: **TOTAL DOLLAR VALUE: ** | | | dw | ing each period. | Enter a se | ro, "0", where | you | | Fall 1982- | | |
| TOTAL DOLLAR VALUE: TOTAL DOLLAR VALUE TOTAL DOLLAR VALUE: TOTAL VALUE: TOTAL DOLLAR VALUE: TOTAL DOLLAR VALUE: TOTAL DOLLAR VALUE TOTAL DOLLAR VALUE TOTAL DOLLAR VALUE TOTAL DOLLAR VALUE: | | | rec | eived no loans. | | | | • | Spring 1963 | | - |
| TOTAL DOLLAR VALUE: TOTAL VALUE: TO | | | (10) | RITE IN AMOUN | ITS AND | MARK APPRO | PRIATE OVALS) | • | , | * 1 | 1 |
| TOTAL DOLLAR VALUE: ### TOTAL DOLLAR VALUE: | | | | | | | | | 1-1-1-1-1 | | 1 |
| TOTAL DOLLAR VALUE COCCOC COCCOC COCCOC COCCOC COCCOC COCCOC | | | | | | | | | 1-1-1-1-1-1 | | |
| 29. Considering the same time periods, did you receive or will you receive financial assistance (not a loan) from parents, spouse, other relatives or friends to go to school? (MARK ALL THAT APPLY) ① Yes, Fall 1983 - Spring 1983 (ANSWER A) ① Yes, Fall 1983 - Spring 1984 (ANSWER A) ② No (GO TO Q.30) A. Estimate the total dollar value of this financial assistance (payments on your behalf for tultion, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a zero, "O", where you received no financial assistance. (will receive. Enter a zero, "O", where you received no financial assistance will receive. Enter a zero, "O", where you received no financial assistance. (will receive. Enter a zero, "O", where you received no financial assistance. (will receive. Enter a zero, "O", where you received no financial assistance. (will receive. Enter a zero, "O", where you received no financial assistance. (will receive. Enter a zero, "O", where you received no financial assistance. (payments on your behalf for tultion, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a zero, "O", where you received no financial assistance. (payments on your behalf for tultion, fees, frail 1985. **Fall 1985.** Fall 1985. **Spring 1984* **Spring 1985.** Fall 1985. **Spring 1984* **Spring 1985.** Fall 1985. **Spring 1984* **Spring 1984* **Spring 1985.** Spring 1984* **Spring 1986.** Spring 1984* **Spring 19 | | | | | | | TOMAT: | | 1-1-1-1-1 | | |
| 29. Considering the same time periods, did you receive or will you receive financial assistance (not a loan) from parents, spouse, other relatives or friends to go to school? (MARK ALL THAT APPLY) ① Yes, Fall 1982 - Spring 1983 (ANSWER A) ① Yes, Fall 1983 - Spring 1984 (ANSWER A) ② No (GO TO Q.30) A. Estimate the total dollar value of this financial assistance (payments on your behalf for tuition, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a sere, "0", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Parents Spouse, Other Relatives, Priends (1) Fall 1985 - Fall 1985 - Fall 1985 - Spring 1984 (ANSWER A) ② ① ② ② ② ② ② ② ② ② ② ② ② ② ② ② ② ② ② | | | | | | | IUIALI | OLLAR VALUE: | 1 1 1 1 1 1 1 | 1 | |
| 29. Considering the same time periods, did you receive or will you receive financial assistance (not a loan) from parents, spouse, other relatives or friends to go to school? (MARK ALL THAT APPLY) ① Yes, Fall 1982 - Spring 1983 (ANSWER A) ① Yes, Fall 1983 - Spring 1984 (ANSWER A) ② No (GO TO Q.30) A. Estimate the total dollar value of this financial assistance (payments on your behalf for tuition, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a sere, "0", where you receive financial assistance (not a loan) for tuition, fees, frameportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a sere, "0", where you receive financial assistance (not a loan) for tuition, fees, frameportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a sere, "0", where you receive financial assistance (not a loan) for tuition, fees, frameportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a sere, "0", where you receive financial assistance (not a loan) for tuition, fees, frameportation, room and board, living expenses and other school-related expenses.) **Parents** **Spouse, Other Relatives, Friends** **S | | | | | | | | | 1 - 1 - 1 - 1 - 1 - 1 | | |
| 29. Considering the same time periods, did you receive or will you receive financial assistance (not a loan) from parents, spouse, other relatives or friends to go to school? (MARK ALL THAT APPLY) ① Yes, Fall 1982 - Spring 1983 (ANSWER A) ① Yes, Fall 1983 - Spring 1984 (ANSWER A) ② No (GO TO Q.30) A. Estimate the total dollar value of this financial assistance (payments on your behalf for tuition, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a zero, "O", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Parents Spouse, Other Relatives, Friends (3) Fall 1983. Spring 1984 Spring 1985. Spring 1984 Spring 1985. Spring 1984 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ | | | | | | | | | | 1-1-1-1-1-1 | 4 |
| 29. Considering the same time periods, did you receive or will you receive financial assistance (not a loan) from parents, spouse, other relatives or friends to go to school? (MARK ALL THAT APPLY) ① Yes, Fall 1982 · Spring 1983 (ANSWER A) ① Yes, Fall 1983 · Spring 1984 (ANSWER A) ② No (GO TO Q.30) A. Estimate the total dollar value of this financial assistance (payments on your behalf for tuition, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a zero, "O", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Parents [1] Spouse, Other Relatives, Friends [3] Fall 1985. Spring 1983 Spring 1984 \$ DODODD | | | | | | | | | | 1-1-1-1-1 4 | 4 |
| 29. Considering the same time periods, did you receive or will you receive financial assistance (not a loan) from parents, spouse, other relatives or friends to go to school? (MARK ALL THAT APPLY) ① Yes, Fall 1982 - Spring 1983 (ANSWER A) ① Yes, Fall 1983 - Spring 1984 (ANSWER A) ② No (GO TO Q.30) A. Estimate the total dollar value of this financial assistance (payments on your behalf for tuition, fees, transportation, room and beard, living expenses and other school-related expenses) that you did or will receive. Enter a zero, "O", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Purents (1) Fall 1985 - Spring 1985 - Spri | | | | | | | | | 1-1-1-1-1-1 | | |
| 29. Considering the same time periods, did you receive or will you receive financial assistance (not a loan) from parents, spouse, other relatives or friends to go to school? (MARK ALL THAT APPLY) ① Yes, Fall 1982 - Spring 1983 (ANSWER A) ① Yes, Fall 1983 - Spring 1984 (ANSWER A) ② No (GO TO Q.30) A. Estimate the total dollar value of this financial assistance (payments on your behalf for tuition, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a zero, "0", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Parents (1) Fall 1982 - Spring 1983 Spring 1984 Spring 1984 Spring 1985 Spring | | | | | | | | | 1-1-1-1-1-1-1 | | |
| Yes, Fall 1982 - Spring 1983 (ANSWER A) ① Yes, Fall 1983 - Spring 1984 (ANSWER A) ② No (GO TO Q.30) A. Estimate the total dollar value of this financial assistance (payments on your behalf for tuition, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a zero, "0", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Parents Spouse, Other Relatives, Friends (1) Fall 1982. Spring 1984 \$ 1983. Spring 1984 \$ 1985. | _ | | | | | <u></u> | | <u> </u> | <u>aaaaaa</u> | <u>ත්ත්ත්ත්</u> | l |
| Yes, Fall 1982 - Spring 1983 (ANSWER A) ① Yes, Fall 1983 - Spring 1984 (ANSWER A) ② No (GO TO Q.30) A. Estimate the total dollar value of this financial assistance (payments on your behalf for tuition, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a zero, "0", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Parents Spouse, Other Relatives, Friends (1) Fall 1982. Spring 1984 \$ 1983. Spring 1984 \$ 1985. | 29. | Cons | ider | ing the same tim | e periods, | did you receiv | e or will you receive | o financial assis | tance (not a | | - |
| Yes, Fall 1982 - Spring 1983 (ANSWER A) ① Yes, Fall 1983 - Spring 1984 (ANSWER A) ① No (GO TO Q.30) A. Estimate the total dollar value of this financial assistance (payments on your behalf for tuition, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a zero, "0", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Parents Spouse, Other Relatives, Friends (3) Fall 1982. Fall 1983. Spring 1984 Spring 1984 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ | | , | , 110 | a heranis' shore | a' order Lé | latives or frie | nds to go to school? | (MARK ALL TE | AT APPLY) | | |
| A. Estimate the total dollar value of this financial assistance (payments on your behalf for tuition, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a zero, "0", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Parents Spring 1983 Pall 1985. Pall 1985. Spring 1984 \$ DDDDDD DDDDDD DDDDDD DDDDDD DDDDDD | | Θ | Ye | e, Fall 1982 - Sprin | g 1983 (| | | | | | |
| A. Estimate the total dollar value of this financial assistance (payments on your behalf for tuition, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a zero, "0", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Parents Spouse, Other Relatives, Friends (3) Fall 1983. Spring 1983 Spring 1983 Spring 1983 Spring 1984 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ | | | | | g 1984 (| (ANSWER A) | | | | | |
| expenses) that you did or will receive. Enter a zero, "0", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Parents Spouse, Other Relatives, Friends (3) Fall 1983. Spring 1984 Spring 1983 Spring 1984 Spring 1983 Spring 1984 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ | | Φ | No | (GO TO Q:30) | | | | | • | | |
| expenses) that you did or will receive. Enter a zero, "0", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Parents Spouse, Other Relatives, Friends (3) Fall 1983. Spring 1984 Spring 1983 Spring 1984 Spring 1983 Spring 1984 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ | | | P-44- | | : - | | | | | | |
| Total Description of the first you fee of will receive. Enter a zero, "0", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS) Parents Spouse, Other Relatives, Friends (3) Fall 1985. Spring 1983 Spring 1984 Spring 1983 Spring 1984 Spring 1983 Spring 1984 Spring 1983 Spring 1984 Spring 1983 Total Dodon Dodon Dodon | | n, e | or tr | ition food trans | ar velue o | f this financial | assistance (payme | nts on your beha | lf : | | |
| Parents (3) (3) (4) (5) (3) (4) (5) (5) (5) (5) (5) (6) (7) (7) (8) (8) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9 | | • | XP01 | ises) that you die | portecion, i or will re | room and beat sceive. Enter s | ra, living expenses | and other school | ·related | | |
| Pall 1982 | | D | o fiz | ancial assistance | e. (WRITE | IN AMOUNT | S AND MARK APP | ROPRIATE OVA | LS) | | |
| Fall 1983. | | | | | | | Spouse, Othe | er Relatives. Friend | | • | |
| Spring 1983 Spring 1984 Spring 1984 Spring 1985 Spring 1984 Spring 1984 Spring 1984 Spring 1985 Spring 1984 Spring 1985 Spring 1984 Spring 1984 Spring 1984 Spring 1985 Spring 1984 Spring 1984 Spring 1985 Spring 1984 Spring 1984 Spring 1984 Spring 1984 Spring 1984 Spring 1984 Spring 1985 Spring 1984 Spring 1985 Spring 1984 Spring 1984 Spring 1984 Spring 1985 Spring 1984 Spring 1984 Spring 1984 Spring 1984 Spring 1985 Spring 1984 Spring 1985 Spring 1984 Spring 1984 Spring 1985 Spring 1985 Spring 1984 Spring 1985 Spring 1985 Spring 1984 Spring 1985 | | | 1 | | | | - (3) | (4) | | | |
| | | _ | | | | - | | | = | | |
| | | • | \$ ∐ | 11 \$ | | | \$ | • 11111 | • | | |
| 00000 000000 000000 000000 000000 000000 000000 000000 000000 000000 000000 000000 000000 000000 000000 000000 000000 0000000 000000 000000 000000 000000 000000 00000000 00000000 00000000 00000000 | | | (D) | 1 1 1 1 1 1 1 1 1 1 | 0000 | | 00000 | · | | | |
| DDDDD DDDDDD DDDDDD DDDDDD DDDDDD TOTAL DDDDDD TOTAL DDDDDD TOTAL TOTAL DDDDDD TOTAL TOTAL DDDDDD TOTAL TOTAL TOTAL TOTAL DDDDDD DDDDDD TOTAL TOTAL TOTAL DDDDDD DDDDDD DDLLAR DDDDDD DDLLAR DDDDDD DDDDDD DDDDDD VALUE VALUE DDDDDDD DDDDDD VALUE DDDDDD DDDDDD DDDDDD DDDDDD DDDDDD DDDDDDD DDDDDD DDDDDD DDDDDD DDDDDD DDDDDD DDDDDD DDDDDD DDDDDDD DDDDDD DDDDDD DDDDDD DDDDDD DDDDDD DDDDDD DDDDDD DDDDDDD DDDDDD | | | O | | 0000 | | | | | • | |
| DDDDD DDDDD TOTAL DDDDD TOTAL DDDDDD DDDDD TOTAL TOTAL TOTAL DDDDDD TOTAL TOTAL DDDDDD DDDDD TOTAL TOTAL DDDDDD TOTAL TOTAL DDDDDD TOTAL TOTAL DDDDDD TOTAL TOTAL DDDDDD TOTAL TOTAL TOTAL DDDDDD TOTAL TOTAL DDDDDD TOTAL TOTAL TO | | | Φk | popopo o | 00000 | | 1 1 1 1 1 1 | | | | |
| DODOGO DOLLAR DOGOGO DOLLAR DOGOGO DOLLAR DOGOGO DOCOGO DOGOGO DOCOGO DOLLAR DOGOGO DOGOGO DOGOGO VALUE DOGOGO DOGOGO DOGOGO VALUE | | | Ø | proportori do | 00000 | TOTAL | 1-1-1-1-1 | | TYYPAT | : | |
| COCOO COCOO COCOO | | | | 1 1-1-1 | 00000 | | | | | | |
| 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 33333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 333333 33333 333333 33333 333333 33333 333333 33333 333333 33333 333333 33333 333333 33333 333333 33333 333333 33333 333333 33333 333333 33333 333333 33333 333333 33333 333333 33333 <th></th> <th></th> <th>O</th> <th>picological col</th> <th>00000</th> <th></th> <th> </th> <th></th> <th></th> <th></th> <th></th> | | | O | picological col | 00000 | | | | | | |
| තත්තත | | | OD 0 | opopopo ok | | | 1-1-1-1-1 | 1 1 1 1 1 1 1 | AVECE | | |
| | | | pok | piopioio loik | 2000 | | [1-1-1-1-1 | 1 1 1-1-1-1 | | | |
| | | | O | okaokaoka kaok | 10000 | | 1 1 1 1 1 1 | 1 1 1 1-1-1 | | | |
| | | | (D) (1 | oporo o | D | _ | | | | | |

1093

28. Considering the same time periods, did you or will you receive a loan to go to school?

(MARK ALL THAT APPLY)

| 0 0 | Yes | , Fall 1982 - Spring 198 , Fall 1983 - Spring 198 (GO TO Q.31) | 3 (ANSWER 4 (ANSWER | A AND B) | | | | | |
|-----------------|-----------------|--|------------------------|-----------------------|---|---|--|-----------------------|---------------------------|
| Ä | Wb | nt was (were) the so m the money you had | urce(s) of t | he money you | u paid or w RK ALL TH | ili pay to go AT APPLY | to school N <i>BACH</i> COL | UMN) | |
| | | | | | | | | (1) Fall 1982- | (2) Fall 1983- |
| | a. | Own savings from mor postsecondary scho | sey I carned l | pefore I started | | | - | Spring 1983 | Spring 1984 |
| | b. | Own earnings (including school but not while | OF SUDDINGS OF | Phines) since I | startad | | | • | Φ |
| | <u> </u> | Money earned from a | college work- | study job | *************************************** | ······································ | ******************** | . T. | |
| | đ. | Money earned from a | cooperative e | lucation progra | · | | | | |
| | ē. - | Teaching or research a | esistentahin | | · | | | | |
| | f. | Other earnings while to | aking courses | ******************** | ***************** | *************************************** | ************************* | . 0 | |
| В. | Pay | mate the total amou to go to school from ed. Enter a zero, "O" | money you where you | had saved or | | | = | <u>(1) —</u> | |
| | (WK | ITE IN AMOUNTS | IND MARK | APPROPRI | ATE OVAL | 3) | | ili 1962- ing 1963 | Fall 1983- Spring 1984 |
| | | | | | · | DOLLAŘ VA | ###################################### | 000 000 | |
| YOUR | nam Pam | r parents transferre e? (MARK ONE) | d any finan | cial assets s | ich as stoci | s, bonds, or | trust funds to | | |
| | Yes | <u> </u> | D | No No | | Ō | Don't Know | | |
| Did 3 school | our p | parents take out loa (MARK ONE) | ns or borro | w money to fi | nance your | postsecond | ıry | | |
| 0 0 | Ÿes | (ANSWER A) | Ō | No (SKIP TO | | • | Don't Know (| SKIP TO Q.33 | • |
| A. I | Old yo broug | our parents borrow in a Home Equity Lo | money unde | r the Auxilia ONE) | ry Loan/PL | US loan pro | gram or | | |
| O | Yes | . <u> </u> | © | No | - | Õ | Don't Know | | |
| Think ime: | ing a | bout all of the loans WER A-C) | you have r | eceived for y | our educati | on, at the pr | esent | | · · <u> </u> |
| | <u> </u> | | | | | | | | |
| IP Y | OU I | HAVE NO LOANS: M | ARK THIS | OVAL | | AND GE | IP TO Q.34 | | |
| | | | | · | | | | | |

30. Considering the same time periods, did you pay any of the costs to go to school from the

money you had saved or earned? (MARK ALL THAT APPLY)

| | Ф В. На Ф | Yes ave any | _ | oui str | | | © | | | - 01 10 | 77 B 1V (| att ('Tata | ARK ONE | •) | | |
|--------------------------------------|--|---|---|--|-----------------------|--|--|---|----------------------------|---|---|-----------------------------|---|---|--|--|
| | B. H a | ave any :- Yes (/ | | | ident lo | | • | No | | | | | | | | |
| | Θ | : Yes (/ | | | ident lo | | | | | | | | | | | |
| (| | | ANSWI | ER C) | | an repa | yment | sched | ules be | gun? | (MAI | RK ONI | 3) | | | |
| (| c. wi | hen wa | | | | | O | No | (GO TO | Q.34) | | | | | | |
| • | . w. | 448 W # | | | ==:= : | | /\$6 + D# | | | | | Parker san | | | | |
| | | | ss your | TIEDE | paymer | at que? | (MAKE | UVE. | LS FO | R MO | NTH | AND Y | EAR) | | | |
| | 10 | | <u> </u> | | NTH May | | <u> </u> | | 1000 | YEA | | | | | | |
| | | | _ | 0 | Jun. | 0 | Sep. Oct. | 0 | 1980 1981 | | 0 :0 | 1983 1984 | | | | |
| | 0 | | 22. | 0 | Jul. | 0 | Nov. | 0 | 1982 | | | | | | | |
| ===== | _ لـ | O Apr | x , | <u> </u> | Aug. | 0 | Dec. | | | | | · | | | | |
| 35. Po | or each | h year | listed, | indic. | ato whi | ch of th | ER "000 | | vere pi | rovide | d to 3 | you by | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | | 0000 0000 0000 0000 0000 0000 0000 | |
| _ | | | PHAT / | A DDT | S), At Mo V Pado 1 | Cost to | you. | | _ | | _ | - | | | | |
| <u>а</u> . Б. с. а | Boar Use o | m (Livin rd (Food of paren | reat / ng quart d) nt's car | APPL | Y FOR 1 | BACH | YBAR) | ************ | | 1981 0 0 0 | | 1982 © © | ••••••• | <u>1983</u> Ф Ф | | |
| b. | Boar Use o | m (Livin rd (Food of paren ical expe | reat / ng quart d) nt's car | APPL | Y FOR 1 | BACH | YBAR) | | | 1981 (D) (D) (D) (D) (D) | | 1 <u>982</u> 0 0 | ••••••••••••••••••••••••••••••••••••••• | 0 0 0 | | |
| b. c. d. e. f. | Boar Use of Medi Cloth NON | m (Livin rd (Food of peren lical expe hing VE OF T | ng quart d) nt's car senses of | or true | Y FOR 1 | e yeaf | PBAR) | D | | 1981 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | ••••••• | 1982 0 0 0 0 0 0 0 0 0 0 | ••••••••••••••••••••••••••••••••••••••• | 0 0 0 0 0 0 | | |
| b. c. d. s. f. s. S6. Ho | Board Use of Medical Cloth NON Muse reads of ALUE of UPPOR | m (Livin rd (Food of paren ical expension). WE OF T | rhat A ng quart d) nt's car enses or THE A ancial a rdians PPORT CEIVEL | ters) or truc r insur BOVE | FOR TH | E YEAF cash o r specifi D IN Q VE FOR | R LISTE F other fled beld 35 ANI BACH \$751- 1,000 | gifts (ow? II) ANY YEAR \$1,001 1,250 | and sup NCLUI OTHIL) | De Te CA | did ; IE AP. SH A \$1,501 2,000 | 1982 ① ① ① ① ① ① ① ① ① ① | eive from IMATE D ANCE, GI | (T) | 5 | |
| b. c. d. e. f. S6. Ho | Board Use of Medical Cloth NON Muse reads of ALUE of UPPOR | m (Livin rd (Food of paren ical expension) NE OF T Ich final or guar of SUI REC | rear / mg quart d) | or true r insur BOVE RESIST for ea r IND D. (M. | FOR TH | E YEAF cash o r specif D IN Q | PEAR) R LISTE F other fled bell S ANI B BACH \$751- | gifts (w? II) ANY YEAE \$1,001 1,250 | and sup NCLUI OTHI | 1981 O O O O O O O O O O O O O O O O O O | did 3 | 1982 ① ① ① ① ① ① ① ① ① ① | eive from IMATE D ANCE, GI | O O O O O O O O O O O O O O O O O O O | R OR Don't | |

- 38. Do you have any brothers or sisters (stepbrothers or stepsisters)?
 - Tem (ANSWER A AND B BELOW)
- D No (SKIP TO Q.39)
- A. For the years listed, how many of your brothers or sisters attended private school (either elementary or high school) at your parents' or guardians' expense? Include stepbrothers or stepsisters if they were receiving financial assistance from your parents or guardians. (MARK ONE FOR EACH YEAR LISTED)

| 1981 | | | 1982 | | 1983 | | 1984 |
|------------|------|------------|------|-----------|------|---------|------|
| 6 | None | 6 | None | <u></u> | None | 8 | None |
| @ | 1 | 660 | 1 | 65 | 1 | 6 | i |
| @ | 2 | @ | 2 | 19€ | 2 | 80 | 2 |
| @ | 3 | (B) | 3 | 650 | 3 | 60 | 3 |
| ® | 4 | ⊗ | 4 | 69 | 4 | 8 | 4 |
| @ | 5 | @ | 5 | 69 | 5 | <u></u> | 5 |
| (3) | 6 or | 3 | 6 or | 3 | 6 or | , a | 6 or |
| | more | _ | more | l | more | | more |

B. For the years listed, how many of your brothers or sisters (stepbrothers or stepsisters) were receiving financial assistance from your parents or guardians while enrolled in postsecondary education?

(MARK ONE FOR EACH YEAR LISTED)

| | 1981 | | 1982 | | 1983 | | 1984 |
|-------------|------|------------|-------|------------|------|----------|------------|
| (20) | None | • | None | 8 | None | 9 | None |
| @ | 1 | 6 0 | 1 | 6 0 | Ī | 60 | ī |
| @ | 2 | (B) | 2 | 6 | 2 | @ | 2 |
| @ | 3 | (2) | 3 | @ | 3 | 6 | 3 |
| 3 | 4 | ® | 4 | 8 | Ā | 3 | 4 |
| (3) | 5 | (3) | 5 | 3 | 5 | 6 | 5 |
| (3) | 6 or | 3 | 6 or_ | 6 | 6 or | - 600 | - 6 ör- |
| | more | | more | | more | | more |

- 39. Have you formally spplied for admission (filled out a form and sent it in) to any graduate or professional school (law, medicine, pharmacy, etc.) since the beginning of March 1982? (MARK ONE)
 - O Yes (ANSWER A AND B)

- D No (SKIP TO Q.40)
- A. Were you accepted for admission at any graduate or professional school? (MARK ONE)
 - O Yes (ANSWER B)

- D No (ANSWER B)
- B. Did you apply for financial aid? (MARK ONE)
 - ① Yes (ANSWER C)

- D No (SKIP TO Q.40)
- C. Were you offered financial aid? (MARK ONE)
 - ① Yes

D No

Don't Know

OTHER TRAINING

- 40. Between March 1982 and the end of February 1984, have you participated in any program such as registered apprenticeships or manpower training programs? Do not include regular school and college programs or Armed Forces training programs. (MARK ONE)

 Yee (ANSWER A)

 No (GO TO Q.41)

 A. What type of training program(s) or corrse(s) have you participated in? (MARK ALL THAT APPLY)
 - Pormal Registered Apprenticeship (your state or labor union)
 - Work Incentive (WIN)
 - O Job Corps
 - © Comprehensive Employment and Training Act (CETA) or Job Training Partnership
 Act (JTPA)
 - State or locally sponsored employment and training program
 - Other employment and training program (DESCRIBE)
- 41. Between March 1982 and the end of February 1984, in which of the following educational activities have you participated? (MARK ALL THAT APPLY)
 - Non-credit courses or activities in regular school
 - Correspondence courses
 - Courses given by a community group, labor organization, or church
 - O Courses given by a private instructor
 - © Courses given by television, radio or newspaper
 - O NONE OF THE ABOVE
- 42. Between March 1982 and the end of February 1984, have you earned any certificates or licenses of any kind? (MARK ONE)
 - O Yes (ENTER KINDS OF CERTIFICATES OR LICENSES AND DATES RECEIVED BELOW)
 - © No (GO TO Q.43)

CERTIFICATES

1. First Certificate (IN WHAT? - WRITE IN BELOW)

| (MA | RK OV | ALS I | OR MC | NTH AND YEAR) |
|-----|-------|-------|-------|-------------------|
| | | NTH | | YEAR |
| O | Jan. | 0 | Jul. | O 1982 |
| 0 | Feb. | Ö | Âug. | O 1983 |
| 0 | Mar. | 0 | Sep. | O 1984 |
| 0 | Apr. | 0 | Oct. | Office Use Only |
| 0 | May | 0 | Nov. | 3000000000 |
| 0 | Jun. | 0 | Dec. | |

2. Second Certificate (IN WHAT? - WRITE IN BELOW)

| (MA | RK OV | als f | OR MO | NTH AND YEAR) |
|-----|-------|-------|-------|-------------------|
| | | NTH | | YEAR |
| 0 | Jan. | 0 | Jul | O 1982 |
| O | Feb. | 0 | Aug. | O 1983 |
| 0 | Mar. | 0 | Sep. | 0 1984 |
| 0 | Apr. | 0 | Oct. | Office Use Only |
| 0 | May | 0 | Nov. | 0000000000 |
| 0 | Jun. | 0_ | Dec. | <u> </u> |

3. Pirst License (IN WHAT? - WRITE IN BELOW)

| (M. | RK OV | ALS I | OR M | NTH AND | YEAR) |
|-----|-------|-------|------|---------|-------------|
| | MO | NTH | | YEAR | |
| 0 | Jan. | 0 | Jul. | 0 1982 | |
| | Feb. | 0 | Aug. | O 1.983 | 1 |
| 0 | Mar. | ō | Sep. | O 1984 | , |
| 0 | Apr. | O | Oct. | Off | ce Use Only |
| Ō | May | 0 | Nov. | 00000 | 0000000 |
| 0 | Jun. | | Dec. | താരാരാദ | |

4. Second License (IN WHA'T? - WRITE IN BELOW

| (MA | RK OV | ALS I | OIL MC | NTH | AND Y | EAR) |
|----------|-------|-------|--------|-----|--------|-----------|
| <u></u> | | NTH | | | EAR |] |
| 0 | Jan. | 0 | Jul. | 0 | 1982 | |
| Ō | FeL | 0 | Aug. | 0 | 1983 | |
| 0 | Mar. | 0 | Sep. | 0 | 1984 | : <u></u> |
| 0 | Apr. | 0 | Oct. | П | Office | Use Only |
| 0 | May | 0 | Nov. | 000 | | 00000 |
| <u> </u> | Jun. | 0 | Dec. | 000 | DOOG | |
| | | | | | _ | |

MILITARY EXPERIENCE

| | ince leaving high school, have you: (MARK ONE FOR <i>EACH</i> LINE) | | |
|---------|---|--------------|--------------|
| Ē. | Requested information by phone or mail (such as coupon or postcard) | Yes | No |
| | about any of the military services? | ф | |
| b. | Discussed enlisting in the military with one or more recruiters? | 0 | (D) (D) |
| - | Taken the three-hour test called the ASVAB that is required to enter the military? | | - |
| i. | Taken the physical exam required to enlist? | 0 | . OD OD |
| L | Been accepted into any branch of the Armed Forces and will enter basic training later this year? | | |
| • | Been accepted into any branch of the Armed Forces but decided not to enter any service? | Φ | Œ |
| _ | | ① | ÓΟ |
| ji M | ARK ONE) | | |
| - | D Yes (ANSWER A-K) | | |
| ` | Tes (ANSWER A-K) D No (GO TO Q.45) | | |
| | In which branch of the regular Armed Forces did you serve (or are you serving) on | | |
| | Navy Air Force Marines Coast Guard | | |
| | When did you begin active duty? (MARK OVALS FOR MONTH AND YEAR) | | |
| | MONTH YEAR | | |
| | O Jan. O May O Sep. O 1980 O 1983 | | |
| | 1561 O 1984 | | |
| | O Apr. O Aug. O Dec. | | |
| | | | |
| | Have you received or are you receiving four or more weeks of specialized schooling while in the Armed Forces? (MARK ONE) | | |
| | The Yes (GO TO D) D No (SKIP TO E) | • | • |
| • | What is the name of the specialized schooling program in which you spent the | | |
| | ongest period of time? (PLEASE PRINT AND DO NOT ABBREVIATE) | | |
| 1 | Name of program: Office to | മ മമമ | 10000 |
| | | മയയയ | |
| | Only (Do | മതതത | മമമ |
| - | Specify your current primary military specialty code (e.g., Army-MOS, Air Force-AFSC, Marines-MOS, Navy-NEC). (WRITE IN THE NAME OF YOUR SPECIALTY FIRST, THEN ADD YOUR CODE. USE STANDARD ABBREVIATIONS) | | |
| N | lame of Specialty | | |
| • | | | |
| | | | |



<u>:</u>8

| | Pay grade: | | | 90000 |
|--|---|--------------------------------------|------------|---|
| G. | Have you taken any courses while in the Armed Forces that: (MARK ONE FOR EAC | | | |
| | - | | Yes | - - |
| | a. Prepared you for the high school equivalency test? | | Φ | No O |
| | U. FIRDERNI VAN IAP AANIGEIARAG GARGE EKSE SES UT 15155 FIG | | - | _ |
| | college credit? | | O | ō |
| | c. Were college-sponsored courses which gave college credits? | ************* | O | O |
| i. | Are you currently on active duty? (MARK ONE) | | | |
| | Ф. V (60 по-т) | | | |
| | Ta (GO 103) O No (ANSWER I) | | | |
| | Enter date left active duty: (MARK OVALS FOR MONTH AND YEAR) | | | |
| | MONTH YEAR | | | |
| | O Jan. O May O Sep. O 1980 O 1983 | | | |
| Ì | O Feb. O Jun. O Oct. O 1981 O 1984 (NOW CO TO | O 45) | | |
| į | O Mar. O Jul. O Nov. O 1982 | Ø-40) | | |
| | | | - | |
| 9 | How long do you expect to be on active duty in the Armed Forces? (MARK ONE) For a two-year enlistment only For a three-year or four-year enlistment For a six-year enlistment | | | |
| | Por a two-year enlistment only For a three-year or four-year enlistment | M | · | · |
| 0 0 0 0 | For a two-year enlistment only For a three-year or four-year enlistment For a six-year enlistment For a ore than one enlistment, but less than a full career For a full career (20 years minimum) Have not decided What do you plan to do when you get out of the Armed Forces? MARK ONE FOR EACH LINE) | M. pla | | KOT mý plane — |
| | For a two-year enlistment only For a three-year or four-year enlistment For a six-year enlistment For a six-year enlistment, but less than a full career For a full career (20 years minimum) Have not decided What do you plan to do when you get out of the Armed Forces? MARK ONE FOR EACH LINE) Full-time or part-time work in a field in which I received training in the Armed Forces. | | | plane |
| | For a two-year enlistment only For a three-year or four-year enlistment For a six-year enlistment For a six-year enlistment, but less than a full career For a full career (20 years minimum) Have not decided What do you plan to do when you get out of the Armed Forces? MARK ONE FOR EACH LINE) Full-time or part-time work in a field in which I received training in the Armed Forces. | <u>plaa</u> | <u> </u> | |
| | For a two-year enlistment only For a three-year or four-year enlistment For a six-year enlistment For a full career (20 years minimum) Have not decided What do you plan to do when you get out of the Armed Forces? MARK ONE POR EACH LINE) Full-time or part-time work in a field in which I received training in the Armed Forces. Full-time or part-time work, but not in the field in which I received training in the Armed Forces. | <u>Plai</u> : : : : : | ••••••• | plans — |
| | For a two-year enlistment only For a three-year or four-year enlistment For a six-year enlistment For a six-year enlistment, but less than a full career For a full career (20 years minimum) Have not decided What do you plan to do when you get out of the Armed Forces? MARK ONE POR EACH LINE) Full-time or part-time work in a field in which I received training in the Armed Forces Full-time or part-time work, but not in the field in which I received training in the Armed Forces College, either full-time or part-time | <u>Plai</u> : : : : : | ********** | pians — ① ② |
| | For a two-year enlistment only For a three-year or four-year enlistment For a six-year enlistment For a six-year enlistment, but less than a full career For a full career (20 years minimum) Have not decided What do you plan to do when you get out of the Armed Forces? MARK ONE POR EACH LINE) Full-time or part-time work in a field in which I received training in the Armed Forces Full-time or part-time work, but not in the field in which I received training in the Armed Forces College, either full-time or part-time Technical vocational or business or common training. | | ••••••• | plans — |
| | For a two-year enlistment only For a three-year or four-year enlistment For a six-year enlistment For a six-year enlistment, but less than a full career For a full career (20 years minimum) Have not decided What do you plan to do when you get out of the Armed Forces? MARK ONE FOR EACH LINE) Pull-time or part-time work in a field in which I received training in the Armed Forces Full-time or part-time work, but not in the field in which I received training in the Armed Forces College, either full-time or part-time Technical, vocational, or business or career training school, either full-time or part-time | O | ********** | D D D D D D D D D D D D D D D D D D D |
| id did id | For a two-year enlistment only For a three-year or four-year enlistment For a six-year enlistment For a six-year enlistment, but less than a full career For a full career (20 years minimum) Have not decided What do you plan to do when you get out of the Armed Forces? MARK ONE FOR EACH LINE) Full-time or part-time work in a field in which I received training in the Armed Forces. Full-time or part-time work, but not in the field in which I received training in the Armed Forces. College, either full-time or part-time Technical, vocational, or business or career training school, either full-time or part-time. Registered apprenticeship or on-the-job training program. | | | D C C C C C C C C C C C C C C C C C C C |
| o do | For a two-year enlistment only For a three-year or four-year enlistment For a six-year enlistment For a six-year enlistment, but less than a full career For a full career (20 years minimum) Have not decided What do you plan to do when you get out of the Armed Forces? MARK ONE FOR EACH LINE) Full-time or part-time work in a field in which I received training in the Armed Forces. Full-time or part-time work, but not in the field in which I received training in the Armed Forces. College, either full-time or part-time Technical, vocational, or business or career training school, either full-time or part-time. Registered apprenticeship or on-the-job training program. | | | (D) |
| id did id | For a two-year enlistment only For a three-year or four-year enlistment For a six-year enlistment, but less than a full career For a full career (20 years minimum) Have not decided What do you plan to do when you get out of the Armed Forces? MARK ONE FOR EACH LINE) Full-time or part-time work in a field in which I received training in the Armed Forces Full-time or part-time work, but not in the field in which I received training in the Armed Forces College, either full-time or part-time Technical, vocational, or business or career training school, either full-time or part-time Registered apprenticeship or on-the-job training program Retire | | | D C C C C C C C C C C C C C C C C C C C |
| | For a two-year enlistment only For a three-year or four-year enlistment For a six-year enlistment For a six-year enlistment For a six-year enlistment, but less than a full career For a full career (20 years minimum) Have not decided What do you plan to do when you get out of the Armed Forces? MARK ONE FOR EACH LINE) Full-time or part-time work in a field in which I received training in the Armed Forces Full-time or part-time work, but not in the field in which I received training in the Armed Forces College, either full-time or part-time Technical, vocational, or business or career training school, either full-time or part-time Registered apprenticeship or on-the-job training program Retire | | | (D) |

- 45. Have you ever served (or are you now serving) in a Reserve or National Guard Unit or in the ROTC?
 - D Yes (ANSWER A)

- No (GO TO INSTRUCTIONS ABOVE Q.46)
- A. In which of the following have you served (or are you now serving)? (MARK ALL THAT APPLY)
 - O Army Reserve
 - O Navy Reserve
 - Air Force Reserve
 - Marine Corps Reserve
 - O Army National Guard
 - Air National Guard
 - Coest Guard Reserve
 - O ROTC



WORK EXPERIENCE

In this section, we would like to find out about the jobs you have held, particularly in the period between March 1982 and February 1984. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, and the relation of your training and education to your work experience. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

- 46. Between March 1982 and the end of February 1984, did you hold a full-time or part-time job of any kind? This includes PAID jobs, VOLUNTEER jobs, working WITHOUT PAY on a family farm or business or being in the MILITARY. (MARK ONE)
 - Yes (CONTINUE TO INSTRUCTIONS ON BOTTOM OF THIS PAGE)
 - D No (SKIP TO Q.54)

Next we would like information about all of the jobs you had between March 1982 and the end of February 1984. We would also like to know about periods of time you were between jobs and looking for work.

IMPORTANT INSTRUCTIONS

There is room to discuss four jobs. At Q.47 enter the job you held on March 1, 1982. If you had no job at that time, enter the first job you held after March 1, 1982. Answer parts A-L about that job. Enter your next job at Q.48 and so on.

IF YOU HAVE HAD MORE THAN 4 JOBS: Enter the first three jobs in Qs.47 to 49 and then enter your most recent or current job in Q.50:

IF YOU HELD TWO JOBS AT THE SAME TIME: Enter both jobs but enter them on separate pages.

IF YOU HAVE BEEN IN THE MILITARY: Please consider your entire military experience as one job.

| A. O | What kind you have? | d of job or (For exa | occupation mple, sales | did or d | lo | | H. | What is your gross \$ DOOO MARK ONE |
|----------------|--------------------------|-------------------------|------------------------------|--|--------------------|-------------|--------------|--|
| | waitress, | secretary | , assembler | , etc.) | | | | or what was it at |
| | (WRITE I | N BELOW | ⁷⁾ Of | ice DO | DOOG | 00000 | ਗ਼ | the time you left? |
| | | | | | | 00000 | | (WALLE IN AMOUNT |
| | | | | | | 00000 | | AND MARK APPRO- DDDDDDD Bi-weekly |
| | | | | | | | 2 | PRIATE OVALS. DOOD & Monthly |
| B. | 100k-x 1-11 | | | | | | | AVERAGE IN ANY DODGO TO Yearly TIPS OR COMMISSION. |
| В. | in? (Por or | or Dusine | ss or indust tail shoe st | Ty was | this job | | - 1 | IP VOIT APP VOT |
| | restaurani | L electron | ic ascembly | ore, | _ | | - 1 | SURE OF THE EXACT Without pay |
| | (WRITE IN | BELOW | | | | | | AMOUNT, GIVE YOUR OODD |
| | | | , ju | | | GGGG | 1 | BEST ESTIMATE.) DODD D |
| | | | | | | | | |
| | | | | | DODG | 0000 | L | About how many hours a week did or do you |
| _ | | | | | | | | usually work in this job? |
| Ž. | What were | your ma | n activities | or dutie | e on | | 7 | (WRITE IN AND MARK APPROPRIATE OVALS) |
| | this job? (F | or examp | le, selling s | hoes. | | | - 1 | HOURS PER WEEK: DODDODDODD |
| | waiting on | tables, pr | tting comp | ater boa | rds | | J | <u> </u> |
| | together) (| write i | N BELOW) | | | | | |
| | _ | | <u> </u> | | | _ | J. | How did you find this job? |
| | | | | | | | • | (MARK ONE MOST IMPORTANT CATEGORY) |
|). | On this job | WATE VA | (MADE A | VE | | | - ∤ , | |
| Ō | Employee | of a PRIVA | TE COMPA | NV NV | | | | School employment or placement service |
| <u> </u> | CUALBI | MENT EL | PLOYEE (fee | 1000 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | | | - | Public employment service |
| <u></u> | Salf amal- | wast I DIVI | OWN busine | ieral, stat | e, locai) | | 1 - | Private employment agency |
| <u></u> | | | | | | | 9 | Newspaper advertisement |
| _ | MOLETUR M | VITHOUT ! | PAY on a fam | ily busin | ess or fai | TION. | 4 | Checked with employer directly |
| Œ | Working W | ITHOUT | PAY in a volu | inteer job | | | 4 | Through a relative |
| _ | | | | | | | _] 4 | Through a friend |
| • | When did yo | ou start th | is job? | | | | 7 . | Civil Service application |
| (| (MARK OV | ALS FOR | MONTH AN | ND YEA | R) | • | | D Union Registration |
| | MON | <u> </u> | | | EAR | | | Other (WRITE IN) |
| (| O jan. | O Jul | Č | D 1976 | or before | | | Other (WRITE III) |
| Ċ | ○ Feb. | O Aug. | | ⊃ 1 977 | 0 | 1981 | | |
| Ċ | O Mar | O Sep. | | ⊃ 1978 | .0 | 1982 | K. | Why did you leave this job? |
| - | ⊃ Apr. | Oct. | | 1979 | | | | MARK ONE MOST IMPORTANT CATEGORY) |
| - | O May | O Nov. | _ | | 0 | 1983 | 4 | and an analysis of the state of |
| - | | | _ | 1980 | 0 | 1984 | (C | - Circuit telegit telegitis (Kraduated, school started |
| | O Jun. | O Dec. | | | | | 1 | school year ended) |
| _ | | | | | | | (2 | Quit because job, hours, or pay, etc., |
| 1 | if you sti | LL HAVE | THIS JOB | MARK | THIS | | 7 | Unsatisfactory |
| (| OVAL | O ANI | GO TO Q.4 | 17G. | | | @ | Found a better job or was promoted |
| | | <u>.</u> | OR- : | | | | | |
| Ÿ | When did yo | u leave th | is job? | | | | • | - 22 2- 2- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 |
| €. | MARK OVA | LS FOR | MA HTMON | D YEAR | -: 2) -: | _ | | Maria and |
| _ | | MONTI | | | | EAR | İΞ | |
| 5 | Jan. O | | | | | | 9 | |
| 5 | | | | Oct. | _ | 1982 | 9 | STILL HAVE THIS JOB |
| | | | Aug. | | Ō | - 5.55 | | |
| > | Mar. O | Jun. O | Sep. O | Dec. | 0 | 1984 | L. R | ight after you left this job, were you both |
| _ | | | | | | |] = | rithout a jeb and looking for work? (MARK ONE) |
| | hat was your | | \$ | <u> </u> | | | 1 0 | ALTERNATION OF THE STATE OF THE |
| st | arting salary | before | 00000 | | IRK ON | | 6 | |
| | y deductions | | 0000 | 0 60 | Hourly | - | 6 | |
| | b? (WRITE II | | 00000 | | Weekly | | ~ | AT BOTTOM OF PAGE) |
| A | MOUNT ANI | MARK | 0000 | l l | · | | a. Fo | r how many weeks were you without a job and |
| AI | PPROPRIATI | E UVALS. | | | Bi-wee | | loc | oking for work? (WRITE IN AND MARK |
| | VERAGE IN | | <u>මම්මම</u> | | Month | • | AI | PPROPRIATE OVALS) |
| | r commissi Ou are not | | තතත | | Yearly | - | | NUMBER OF WEEKS: DODDODODO |
| | THE EXAC | | , තතතත | | Workin | 8 | | 00000000000 |
| GI | VE YOUR BI | <u>. mauulii</u> Ret | pppp | | without | pay | | |
| | TIMATE.) | | | 3 0 | | | 7- | YOU HAD A 2ND JUB, CONTINUE WITH Q.48. |
| | | | 303030 | | | | | |

ERIC

| 0 | you h | ro? (Fo | or exam retary, | assemi | lesper | SOR. | ic | | _ 1 | | What is your gross salary on this job |
|----------------|---|---|---------------------------|-----------------------|------------------------------------|----------------------|---------------------------|----------------|-------|-----------------|--|
| | (WRIT | TE IN B | ELOW | <u> </u> | Office | 0 0 | മമ്മ | 90000 90000 | 1 | | the time you left? (WRITE IN AMOUNT AND MARK APPRO- COLORO C |
| <u> </u> | in? (Fo | tind of r exam rant, el E IN B | pie, ret ectroni | ail sho | iustry store ibly pi | was , ant) | this job | - | | | PRIATE OVALS, AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE) © © © © ® Monthly Vearly © © © © © Working without |
| С . | What | | | _ | Only | 200 | Ba/aa | 6000 6000 | Ī. | | About how many hours a week did or do you usually work in this job? (WRITE IN AND MARK APPROPRIATE OVALS) |
| . | this job waiting | (For tabor) (WR | ezampl les, pu | e, sellir ting co | sho mpute | BE. | | | | • | HOURS PER WEEK: DODODODODO DODODODODODODODODODODODODOD |
| D. | On this | iob == | P. VAII- | /MAP | C. ONP | | | - <u>-</u> | J. | H (1 | How did you find this job? MARK ONE MOST IMPORTANT CATEGORY) |
| 0 | GOVE | yee of a | PRIVA' IT EMP | LOYEE | IPANY (feder | , | te, local) | | | 9 | Public employment service Private employment agency |
| 0 | Worki | | iout p | AY on a | family | busin eer job | ess or fa | rm | | 8 | Checked with employer directly |
| E. | When di (MARK | id you s OVALS IONTH | tart th | s job? IONTE | I AND | | | | | | Civil Service application Union Registration |
| | O Jan. | 0 | Jul. Aug. | <u>-</u> | 0 0 | | or before | 1981 | Ř. | (30 | |
| | Mar Apr. | 0 | Sep. Oct. Nov. | | 0 0 | 1978 1979 1980 | 0 0 | 1982 1983 | A. | (M 60 | one of the post of the control of th |
| | ⊃ Jun. | | Dec. | | <u> </u> | | 0 | 1984 | | (B) | school year ended) Quit because job, hours, or pay, etc. |
| F. O | IF YOU OVAL | STILL | AND | THIS J GO TO R- | OB, M Q.48 | iark G. | THIS | | 1 | 69 | unsatisfactory Found a better job or was promoted Moved elsewhere |
| | When die MARK | OVALS | ave thi FOR M MONTH | ONTH | AND | ŸĒAI | | EAR | | ** | Health-related reasons (illness, injury, pregnancy) |
| Ç | Jan, Feb. | O M | | Jul. Aug. | | Nov. | | 1982 1983 | l | (S) (Q) (| Other (WRITE IN)STILL HAVE THIS JOB |
| G. V | bat was | your gre | 266 | Sep. | 0 1 | Dec. | | 1984 | | wit | ght after you left this job, were you both thout a job and looking for work? (MARK ONE) Yes (ANSWER a) |
| a. jo | arting so by deduct b? (WRI' MOUNT | tions on TE IN | this | 00 | 3000 1000 3000 | 6 0 | ARK ON Hourly Weekl | <u>,</u> | | Ð | No (GO TO INSTRUCTION AT BOTTOM OF PAGE) STILL HAVE SAME JOB (GO TO INSTRUCTIO AT BOTTOM OF PAGE) |
| Ā | PPROPR VERAGE R COMM | iate ov In any Ission | YALS. TIPS IF | OO k | 100 100 100 100 | | Bi-wee Month Yearly | İÿ | L | 00 K | how many weeks were you without a job and king for work? (WRITE IN AND MARK PROPRIATE OVALS) |
| G G | ou are F the E IVE You STIMATI | KACT AI R BEST | MOUNT | 000k | | • | Workir withou | 8 | , | - E | NUMBER OF WEEKS: DODODODOO |
| - | | | | | | | | - 1 | | | YOU HAD A 3RD JOB, CONTINUE WITH Q.49. YOU HAD NO OTHER JOB, SKIP TO Q.51. |

| 49. THIRD JOB HELD SINCE MARCH 1982 (ANSWER PA | ARTS A-L) |
|---|--|
| A. What kind of job or occupation did or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN BELOW) Use DODDDDDDDDDDDDDDDDDDDDDDDDDDDDDDDDDDD | (WRITE IN AMOUNT DODD O Bi model |
| B. What kind of business or industry was this job | PRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. OCOCO S Monthly OCOCO S Working |
| in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN BELOW) (WRITE IN BELOW) | IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE) Without pay ### Working ### |
| What were your main activities as dealer | I. About how many hours a week did or do you usually work in this job? (WRITE IN AND MARK APPROPRIATE OVALS) |
| What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN BELOW) | HOURS PER WEEK: DODODODODO DODODODO |
| | J. How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY) |
| On this job were you: (MARK ONE) Employee of a PRIVATE COMPANY GOVERNMENT EMPLOYEE (federal, state, local) Self-employed in your OWN business Working WITHOUT PAY on a family business or farm Working WITHOUT PAY in a volunteer job | School employment or placement service Public employment service Private employment agency Newspaper advertisement Checked with employer directly Through a relative |
| When did you start this job? (MARK OVALS FOR MONTF AND YEAR) MONTH YEAR | Through a friend Civil Service application Union Registration |
| ○ Jan. ○ Jul. ○ 1976 or before ○ Feb. ○ Aug. ○ 1977 ○ 1981 | Why did you leave this job? |
| O Mar. O Sep. O 1978 O 1982 O Apr. O Oct. O 1979 O 1983 O May O Nov. O 1980 O 1984 | (MARK ONE MOST IMPORTANT CATEGORY) Dob ended (temporary job, laid off, or fired) |
| O Jun. O Dec. | School-related reasons (graduated, school started, school year ended) Quit because job, hours, or pay, etc., |
| IF YOU STILL HAVE THIS JOB, MARK THIS OVAL © AND GO TO Q.49G. | © Found a better job or was promoted |
| When did you leave this job? (MARK OVALS FOR MONTH AND YEAR) | Moved elsewhere Health-related reasons (illness, injury, pregnancy) |
| MONTH YEAR | Other (WRITE IN) STILL HAVE THIS JOB |
| Feb. O May O Aug. O Nov. O 1983 Mar. O Jun. O Sep. O Dec. O 1984 | L. Right after you left this job, were you both |
| What was your gross starting salary before any deductions on this job? (WRITE IN AMOUNT AND MARE APPROPRIATE OVALS, AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.) MARK ONE MARK ONE Weekly DOOD D Weekly Monthly Yearly Working without pay | without a job and looking for work? (MARK ONE) Description of Yes (ANSWER a) Description of PAGE) Description of PAGE) AT BOTTOM OF PAGE) Description of PAGE AT BOTTOM OF PAGE) Description of PAGE AT BOTTOM OF PAGE |
| 00000 | IF YOU HAD A 4TH JOB, CONTINUE WITH Q.50. IF YOU HAD NO OTHER JOB, SKIP TO Q.51. |

| · | 50. Fourth Job Held Since March 1982 (Answer Pa | ARTS A-M) |
|----------------------------|---|---|
| | A. What kind of job or occupation did or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN BELOW) Office DODOODOO Use DODOOOOOO Only DOOOOOOOO | H. What is your gross salary on this job or what was it at the time you left? (FRITE IN AMOUNT AND MARK APPRO- PRIATE OVALS. \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ |
| | B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN BELOW) Office DOGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG | AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.) QQQQQQ Wichout pay Without pay |
| | C. What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, patting computer boards together) (WRITE IN BELOW) | L. About how many hours a week did or do you usually work in this job? (WRITE IN AND MARK APPROPRIATE OVALS) HOURS PER WEEK: DODODODODO |
| | D. On this job were you: (MARK ONE) D. Employee of a PRIVATE COMPANY D. GOVERNMENT EMPLOYEE (federal, state, local) D. Self-employed in your OWN business D. Working WITHOUT PAY on a family business or farm D. Working WITHOUT PAY in a volunteer job E. When did you start this job? (MARK OVALS FOR MONTH AND YEAR) MONTH YEAR | J. How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY) School employment or placement service Public employment service Private employment agency Newspaper advertisement Checked with employer directly Through a relative Through a friend Civil Service application Union Registration Other (WRITE IN) |
| | O Jan. O Jul. O 1976 or before O Feb. O Aug. O 1977 O 1981 O Mar. O Sep. O 1978 O 1982 O Apr. O Oct. O 1979 O 1983 O May O Nov. O 1980 O 1984 O Jun. O Dec. | K. Why did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY) Dob ended (temporary job, laid off, or fired) School-related reasons (graduated, school started. |
| | F. IF YOU STILL HAVE THIS JOB, MARK THIS OVAL | school year ended) Quit because job, hours, or pay, etc., unsatisfactory Found a better job or was promoted Moved elsewhere Health-related reasons (illness, injury, pregnancy) Other (WRITE IN) STILL HAVE THIS JOB |
| FRIC | Mar. O Jun. O Sep. O Dec. O 1984 L G. What was your gross starting salary before any deductions on this job? (WRITE IN AMOUNT AND MARK ODD D D D D D D D D D D D D D D D D D | Right after you left this job, were you both without a job and looking for work? (MARK ONE) Yes (ANSWER a) No (GO TO 50M) STILL HAVE SAME JOB (GO TO 50M) a. For how many weeks were you without a job and looking for work? (WRITE IN AND MARK APPROPRIATE OVALS) NUMBER OF WEEKS: DDDDDDDDDD L. Between March 1982 and the end of February 1984 did you have any other job(s)? (MARK ONE) O Yes |
| Full Text Provided by ERIC | 121 | |

- 51. At any time between leaving high school and the end of February 1984, have you held a full-time job? (MARK ONE)
 - O Yes (ANSWER A)

No (SKIP TO Q.52)

A. Considering the most recent full-time job yen have held, which type(s) of employer-provided training benefit(s) or training program(s) did you receive or participate in?

(MARK ALL THAT APPLY. FOR ANY PROGRAMS OR BENEFITS MARKED: ANSWER B AND C, THEN ANSWER D.)

| Tra | ining Programs or Benefits | B. Number of Hours Per Week | C. Total Number of Weeks | | | |
|---------|--|--|-----------------------------|--|--|--|
| 9 | Employer-provided job training during working hours on employer premises | @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@ | <u> </u> | | | |
| Ф | Informal on-the-job training (e.g., assigned to work with someone for instruction or guidance, etc.) | <u> </u> | @@@@@@@@@@@ @@@@@@@@@@@@ | | | |
| <u></u> | Employer-provided education or training provided during working hours away from employer premises | <u> </u> | @©@©@©@@@@@@ | | | |
| θ | Tuition aid and/or financial assistance for attending educational institutions after working hours | <u> </u> | <u> </u> | | | |
| 0 | Other (SPECIFY) | <u></u> | @@@@@@@@@@ | | | |
| Ф | NONE OF THE ABOVE (SKIP TO Q.52) | | | | | |

- D. Was your participation in some or all of this training required by your employer? (MARK ONE)
 - Tes, all required
 - The Yes, some required
 - D No, none required

| 52. | Not you | including on-the-job or employer current (or most recent) job? (A | r training, he MARK ONE) | ve you received formal training to | đo | |
|-----|------------|--|-----------------------------|--|----------|----------|
| | 0 | Yes (ANSWER A-E) | T | No (GO TO Q. 53) | | |
| ; | A. | Where did you receive this train | ing? (MARK | ALL THAT APPLY) | | |
| | i | ① High school | | | | |
| | i | O Vocational, trade, business, or oti | ner career frain | ing sahaal | | |
| | i | Apprenticeship or government tra | lining program | ing school | | |
| | i | Junior or community college | mund brokram | | | |
| | Ċ | D College or university (four years o | P more! | | | |
| | Č | D Independent graduate or profession | onal school (me | dicel dental law thatless sex | | |
| | Č | D Military service | Jenoor (m. | dental, new, theology, etc) | | |
| | Ċ | Other (DESCRIBE) | | | | |
| Ī | 3. I | | | | | |
| | | | our experien | ces on this job? (MARK ALL THAT | (APPLY) | |
| | | I was able to apply most of what I | | | | |
| | | I would have liked more job-relate | d training befo | re I started working | | |
| | | The way the job was done was diff | ferent from the | way I was trained | | |
| | | I did not use, on-the-job, the tools | or equipment | I was trained to use | | |
| | | I could have gotten my job withou | t the training | | | |
| | 0 | I realized I had taken coursework helpful in performing my job | associated with | my training which was not | | |
| | G | Most of what I did on the job I les | rned to do in | chool | | |
| | d | I considered myself to be doing as | well as others | with similar training | | |
| | G | | tting the train | ing a wise choice | | |
| C. | | ere you hired for this job because school or college to do this kind | e your emploof work? (M. | oyer knew you had been trained in ARK ONE) | | |
| | Œ | Yes | | | | |
| | Œ | No | | | | |
| | G | Don't Know | | | | |
| D. | (11 | d your training include instructi aclude instruction in the operation hicles, or other such equipment) | n of office m | of machines or equipment achines, computers, machine tools, E) | | |
| | 0 | Yes (ANSWER E) | | | | |
| | D | No (SKIP TO Q.53) | | | | |
| E. | Th | inking about the formal training equipment on which you were t | you have re rained. (MA | ceived, we are interested in RK ONE OVAL ON EACH LINE) | | |
| | _ | | | | Yes N | No_ |
| | а. b. | The section of the se | ble | *************************************** | © | 3 |
| | | The equipment was kept in good rep | Dair | *************************************** | <u> </u> | 3 |
| | c. d. | The equipment used was up-to-date | | | | 3 |
| | a. | ne equipment used provided good | preparation for | my job | <u> </u> | D |
| | | | • | | | |
| | | | | | | |



53. How satisfied were you with the following aspects of your present or most recent job? (MARK ONE OVAL ON *EACH* LINE.)

| | <u> </u> | Very Satisfie | id | Satis | ied | Dis- oatisfi | | Very Dis- |
|---------------|--|------------------|---------------------------|----------|--------------|-----------------|--------------|-----------|
| 2. | Pay and fringe benefits | Θ | ********** | Ð | *********** | Θ. | | Ð |
| Б. | Importance and challenge | 0 | ************ | <u> </u> | | <u> </u> | *********** | |
| C. | Working conditions | Ö | | @ | | | ********** | ① |
| đ. | Opportunity for promotion and advancement with this employer | | ********** | == | *********** | Œ | ********** | Ø |
|).). | Opportunity for promotion and advancement | O | *********** | Œ | ******** | O | *********** | • |
| | in this line of work | 0 | ************************* | ② | ********* | (D) | ********** | B |
| • | Opportunity to use past training and education | | | | | | | = |
| | Security and permanence | 0 | ********* | D | *********** | Φ | *********** | Ø |
| L. | | Θ | *********** | D | ****** | Œ | ********** | © |
| • | Supervisor(s) | Θ | ********** | Ð | ********* | Ð | ******* | Œ |
| 11 | Opportunity for developing new skills | Θ | ****** | Ð | *********** | Ø, | ******** | (|
| · <u>·</u> | Job as a whole | Θ | ********* | D | ************ | Φ | ********** | O |
| | family and friends by being in this line of work | 0 | | D | | D | | (|
| | Relationships with co-workers | <u></u> | | Œ | | on. | ************ | |

54. In the next few years, how likely is it that you will be: (MARK ONE OVAL ON EACH LINE)

| | | Definite | <u> </u> | Probal | bly | Prob No | | Defiz N | | Don't Know/ Not Sure |
|----|---|------------|--------------|-------------|---------------|-------------|-------------|------------|--------------|----------------------------|
| 2. | Working as a laborer on construction jobs | . 0 | ********** | (D) | ******** | 0 | ********** | 9 | | 00 |
| b. | Working at a deak in a business office | . 0 | ********** | Ð | ********* | D | *********** | Œ | ************ | 6 |
| C. | Serving in the military | . 0 | ************ | Œ | ********** | 3 | ••••• | • | | 00 |
| d. | Working as a salesperson | . D | ********** | D | ********** | Œ | ********** | Œ | *********** | ō |
| ₽. | Working as a waiter or waitress in a | | | | | | | | ************ | _ |
| | restaurant | • 0 | | (D) | ************* | (3) | ********** | <u>.</u> | ******** | <u></u> |
| f. | Teaching in an elementary or secondary | - | | | | - | | _ | | • |
| | school | . 0 | ********** | Œ | ****** | ര | ********** | an An | ********* | T |

55. Write in here the name of the job or occupation that you expect or plan to have when you are 30 years old. Even if you are not at all sure, write in your ONE best guess.

| (WRITE IN) | | |
|------------|------|--|
| (" | | |
| | | |

A. Which of the categories below comes closest to describing that job? (MARX ONE)

- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
- © CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
- FARMER, FARM MANAGER
- M HOMEMAKER (without other job)
- LABORER such as construction worker, car washer, sanitary worker, farm laborer
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
- MILITARY such as career officer, enlisted man or woman in the Armed Forces
- OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher
- PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher
- PROPRIETOR OR OWNER such as owner of a small business, contractor,
 restaurant owner.
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter
- SALES such as salesperson, advertising or insurance agent, real estate broker
- © SCHOOL TEACHER such as elementary or secondary
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter, waitress
- TECHNICAL such as draftsman, medical or dental technician, computer programmer
- **D** NOT WORKING
- OFFICE USE ONLY

PERIODS UNEMPLOYED

56. In the 21 month period between June 1982 and the end of February 1984, were you ever without a job and looking for work at the same time? (MARK ONE)

O Yes (ANSWER A-D)

- ② No (SKIP TO Q.57)
- A. During which months or parts of a month were you both without a job and looking for work? (MARK ALL THAT APPLY)

| | | 1982 | | | 1983 | : _ | | | 1984 |
|----|-----------------------------|-----------------------------------|---|----------|------|-----|------------------------|---|--|
| | 0 | June | Ō | January | | 9 | July | | January |
| | 9 | July | 0 | February | | 0 | August | 0 | February |
| | 9 | August | 0 | March | | 0 | September | _ | reordary |
| | Ō | September | Θ | April | | Θ | October | | |
| | Θ | October | Θ | May | | Θ | November | | |
| | 0 | November | Θ | June | | Θ | December | | |
| | 0 | December | | | | | | | |
| B. | on average you spend (WRITE | age about how ad actively loo | t period indicate many hours per king for work? OF HOURS ANI | week did | | | HOURS PER WEEK | 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | |
| C. | would he period in | ive accepted di dicated above? | elary or wage riving the most ri (WRITE IN APPROPRIATE | cent | | | SALARY OR WAGE RATE | \$ 0000 0000 0000 0000 0000 0000 0000 00 | O O Hourly O O Weekly O O Monthly O O Y arly O |

- D. During the last week you were looking for work, where did you go or what did you do to find a job? (MARK ALL THAT APPLY)
 - School or college employment or placement
 School or college employment or placement
 - Civil Service applications
 - Public employment service
 - D Private employment agency
 - Community action or welfare groups
 - Newspaper advertisement

Direct application to employer

- Registration with a union
- Checked through relatives
- O Checked through friends
- O Nothing
- O Other (EXPLAIN)_



FAMILY INFORMATION

| 57. ' | What | was your marital status the first week of February 1984? (MARK ONE) | |
|--------------|--------------|---|----------------------|
| _ | <u> </u> | Divorced (SKIP TO Q.63) | |
| | 9 | Widowed (SKIP TO Q.63) | |
| | 3 | Separated (SKIP TO Q.63) | |
| | 0 | Never married (SKIP TO Q.65) | |
| | (3) | Not married but living with an unrelated adult of the opposite sex | |
| | = | (GO TO Q.58. ANSWER Qs.58-62 FOR THIS PERSON) | |
| | 39 | Married (GO TO Q.58) | |
| 58. T | What | was your spouse (husband or wife) doing the first week of February 1984? IK ALL THAT APPLY) | |
| | 0 | He or she was working for pay at a full-time or part-time job | |
| | | Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | |
| | 0 | Taking academic courses at a two- or four-year college | |
| | 0 | Taking courses at a graduate or professional school (e.g., law, medicine, pharmacy, etc.) | |
| | 0 | | |
| | 9 | Serving on active duty in the Armed Forces (or service academy) Keeping house (without other job) | |
| | | Temporary layoff from work, looking for work, or waiting to report to work | |
| | | Other (DESCRIBE) | |
| | | | |
| | O | Yes (GO TO Q.60) No (SKIP TO Q.61) | |
| | . W 1 | describe below the job your spouse held during the first week of February 1984 hat kind of business or industry was this? or example, shoe store, restaurant, etc.) | |
| | | | Office OOOOOOOOO |
| | (W | RITE IN) | Use OOOOOOOOO |
| | - | | оту форософоро |
| B. | W | at kind of job or occupation did he or she | |
| | ha | ve in this business or industry? (For | Office @@@@@@@@ |
| | ex | ample, salesperson, waitress, secretary, etc.) | Use TOTOTOTOTO |
| | (W) | RITE IN) | |
| _ | ::. | | |
| C. | Wh sel | at were his or her most frequent activities or duties on this job? (For example, ling shoes, waiting on tables, typing and filing, etc.) (WRITE IN) | |
| | | | |
| | | | |
| | | | |
| | _ | | |
| . D . | Wa | s he or she: (MARK ONE) | |
| | | An employed of a PRIVATE company, bank, business, school, or individual working for | . : |
| | | wages, salary or commissions? | |
| | | A GOVERNMENT employee (Federal, State, county or local institution or school)? | |
| | O | Self-employed in his or her OWN business, professional practice, or farm? | |
| | Œ | Working WITHOUT PAY in family business or farm? | |
| | <u></u> | Washing WITHAUT DAY in malinear to a second | |
| | D | Working WITHOUT PAY in volunteer job? 127 | |

| O rev. O Jun. O Oct. hefore | O 1983 O 1984 |
|--|------------------|
| Feb. Jun. Oct. before 0 1980 Mar. Jul. Nov. 1977 0 1981 Apr. Aug. Dec. 1978 0 1982 F. Is he or she currently working at this job? (MARK ONE) Yes | |
| Mar. Jul. Nov. 1977 1981 Apr. Aug. Dec. 1978 1982 F. Is he or she currently working at this job? (MARK ONE) Pebruary April June March May July How many hours did he or she usually work at this job in an average week? (WRITE IN NUMBER OF HOURS ANY MARK APPROPRIATE OVALS) In an average week, approximately how much did he or she earn at this job? (Report his or her gross earnings before taxes or other deductions. If not paid by the week, please eastimate.) (WRITE IN; ROUND TO NEAREST DOLLAR AND MARK APPROPRIATE OVALS) APPROVIMATE \$ EARNINGS DURING AVERAGE WEEK APPROXIMATE \$ EARNINGS DURING AVERAGE DUDDD GODD GO | 0 1984 |
| Apr. Aug. Dec. 1978 1982 F. Is he or she currently working at this job? (MARK ONE) Yes D No • (IF NO, MARK ONE FOR MONTH LEFT) Dec. March Dec. 1978 1982 February April June March May July How many hours did he or she usually work at this job in an average week? (WRITE IN NUMBER OF HOURS AN' MARK APPROPRIATE OVALS) In an average week, approximately how much did he or she earn at this job? (Report his or her gross earnings before taxes or other deductions. If not paid by the week, please eatimate.) (WRITE IN; ROUND TO NEAREST DOLLAR AND MARK APPROPRIATE OVALS) APPROXIMATE \$ EARNINGS DURING AVERAGE WEEK DOUDD DODD ODDD OD | |
| F. Is he or she currently working at this job? (MARK ONE) O Yes O No O (IF NO, MARK ONE FOR MONTH LEFT) O February O March O May O July C. How many hours did he or she usually work at this job in an average week? (WRITE IN NUMBER OF HOURS ANY MARK APPROPRIATE OVALS) In an average week, approximately how much did he or she earn at this job? (Report his or her gross earnings before taxes or other deductions. If not paid by the week, please estimate.) (WRITE IN; ROUND TO NEAREST DOLLAR AND MARK APPROPRIATE OVALS) To of the first week of February 1984, what was the highest level of education that ur husband or wife had attained? (MARK ONE) | |
| Tebruary April June March May July G. How many hours did he or she usually work at this job in an average week? (WRITE IN NUMBER OF HOURS AN' MARK APPROPRIATE OVALS) L. In an average week, approximately how much did he or she earn at this job? (Report his or her gross earnings before taxes or other deductions. If not paid by the week, please estimate.) (WRITE IN; ROUND TO NEAREST DOLLAR AND MARK APPROPRIATE OVALS) D. D. D. D. D. D. D. D. D. D. D. D. D. D | |
| ### February | |
| G. How many hours did he or she usually work at this job in an average week? (WRITE IN NUMBER OF HOURS AN' MARK APPROPRIATE OVALS) L. In an average week, approximately how much did he or she earn at this job? (Report his or her gross earnings before taxes or other deductions. If not paid by the week, please estimate.) (WRITE IN; ROUND TO NEAREST DOLLAR AND MARK APPROPRIATE OVALS) Sof the first week of February 1984, what was the highest level of education that our husband or wife had attained? (MARK ONE) | |
| at this job in an average week? (WRITE IN NUMBER OF HOURS ANY) MARK APPROPRIATE OVALS) H. In an average week, approximately how much did he or she earn at this job? (Report his or her gross earnings before taxes or other deductions. If not paid by the week, please estimate.) (WRITE IN; ROUND TO NEAREST DOLLAR AND MARK APPROPRIATE OVALS) Sof the first week of February 1984, what was the highest level of education that our husband or wife had attained? (MARK ONE) | |
| (WRITE IN NUMBER OF HOURS ANY MARK APPROPRIATE OVALS) In an average week, approximately how much did he or she earn at this job? (Report his or her gross earnings before taxes or other deductions. If not paid by the week, please eartimate.) (WRITE IN; ROUND TO NEAREST DOLLAR AND MARK APPROPRIATE OVALS) Sof the first week of February 1984, what was the highest level of education that our husband or wife had attained? (MARK ONE) | |
| | |
| Some high school, or less | <u> </u> |
| | |
| Finished high school or earned a high school equivalency diploms or certificate | |
| Less than two years Vocational, trade, or business | |
| Two years or more school after high school | |
| Less than two years of college | |
| Two or more years of coilege (including two-year degree) | |
| Finished college (four- or five-year degree) College program | |
| Master's degree or equivalent | |
| Ph.D., M.D., or other advanced professional degree | |
| Don't know | |



62. Now please think back to October 1, 1983. If you were married then, what was your husband or wife doing in October 1983? (MARK ALL THAT APPLY)

IF YOU WERE NOT MARRIED AT THAT TIME, MARK OVAL HERE - AND GO TO Q.63.

- Working for pay at a full-time or part-time job
- Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business or other career training school)
- Taking academic courses at a two- or four-year college
- Taking courses at graduate or professional school (e.g., law, medicine, pharmacy)
- Serving on active duty in the Armed Forces (or service academy)
- Keeping house (without other job)
- On temporary layoff from work, looking for work, or waiting to report to work
- Other (DESCRIBE)_

63. How many times have you been married? (MARK ONE)

0

① Never

(SKIP TO Q.65)

O Once

(GO TO Q.64)

D Twice

(GO TO Q.64)

Three or more times (GO TO Q.64)



64. Now we would like some information about your current or most recent marriage and any past marriage(s). Please start with your current or most recent marriage and then report the one(s) before that, if any.

| | | | | (1) | | 1 | | (2) | | $\overline{}$ | (3) | | | | |
|----|--|----------|---------|----------|----------|----------|---------|--------------------|-----------------|---------------|----------------------|---------|--------|--|--|
| | | <u> </u> | rece | ent or n | age | <u> </u> | m | revious arriage | | 1 | Previous marriage | | | | |
| A | . When did this marriage | | | C | े गुंची. | 0 | Jan. | 0 | Jul. | 0 | Jan. | 0 | उंचा. | | |
| | begin? | | | | Aug. | 0 | Feb. | 0 | Aug. | 0 | Feb. | 0 | Aug. | | |
| | (MARK OVALS FOR MONTH AND YEAR) | | Mar. | | Sep. | 0 | Mar. | 0 | Sep. | 0 | Mar. | 0 | Sep. | | |
| | ······································ | 9 | Apr. | Ç | Oct. | 0 | Apr. | 0 | Oct. | 0 | Apr. | ō | Oct. | | |
| | | | May | C | Nov. | 0 | May | 0 | Nov. | 0 | May | Ö | Nov. | | |
| | | | Jun. | C | Dec. | 0 | Jun. | 0 | Dec. | 10 | Jun. | ō | Dec. | | |
| | | 1 | Ī | | | | | - | | 1 | | . – | | | |
| | | 0 | 1978 | or befo |)Te | 0 | 1978 o | r befor | · · · · · · · · | Ō | 1978 | or befo | re I | | |
| | | 0 | 1979 | C | 1982 | 0 | 1979 | 0 | 1982 | 0 | 1979 | 0 | 1982 | | |
| | | 0 | 1980 | 0 | 1983 | 0 | 1980 | 0 | 1983 | 0 | 1980 | 0 | 1983 | | |
| | | 0 | 1981 | 0 | 1984 | 0 | 1981 | Ö | 1984 | 0 | 1981 | 0 | 1984 | | |
| _ | | ‡ | | | | | | | | <u> </u> | | _ = | | | |
| B | When did this marriage | 0 | | 0 | | 0 | Jan. | 0 | Jul. | 0 | Jan. | 0 | Jül. | | |
| | (MARK OVALS FOR MONTH | 9 | Feb. | 0 | Aug. | 0 | Feb. | 0 | Aug. | 0 | Feb. | 0 | Aug. | | |
| | AND YEAR AND COMPLETE | 0 | Mar. | Ö | Sep. | 0 | Mar. | 0 | Sep. | 0 | Mar. | ō | Sep. | | |
| | PART C AND D) | 0 | Apr. | 0 | Oct. | 0 | Apr. | 0 | Oct. | Ō | Apr. | Ö | Oct. | | |
| | | 0 | May | 0 | Nov. | 0 | May | 0 | Nov. | lö | May | 0 | Nov. | | |
| | | 0 | Jun. | 0 | Dec. | 0 | Jun. | 0 | Dec. | o | Jun. | Ö | Dec. | | |
| | | | - | | | = | | | | | | | | | |
| | | 0 | 1978 c | r befor | re | 0 | 1978 or | before | • | 0 | 1978 o | r befor | - • | | |
| | | 0 | 1979 | 0 | 1982 | 0 | 1979 | 0 | 1982 | 0 | 1979 | 0 | 1982 | | |
| | | 0 | 1980 | 0 | 1983 | 0 | 1980 | 0 | 1983 | 0 | 1980 | 0 | 1983 | | |
| | | 0 | 1981 | 0 | 1984 | 0 | 1981 | 0 | 1984 | 0 | 1981 | 0 | 1984 | | |
| | (IF STILL MARRIED, MARK | | | | _ | 1 | | | | • | - | | | | |
| | GO TO COLUMN 2 OR Q.65) | Ø | Still 1 | Married | i | l | | | | | | | - 1 | | |
| _ | | | | | | <u> </u> | | | | | | | I | | |
| C. | How did this marriage | 0 | Separa | | | 0 | Separat | ion | | Θ | Separat | ion | | | |
| | end? | 0 | Divorc | - | | 0 | Divorce | | | ② | Divorce | or | | | |
| | (MARK ONE) | | annulr | nent | | | annulme | ent | | | annulm | ent | | | |
| | | ① | Death | | | O | Death | | | 3 | Death | | 1 | | |
| _ | | | | | | | | | | | | | _ | | |
| | if now separated, | 0 | Jan. | 0 | Jul. | | | | | | | | | | |
| | ANSWER D: | 0 | Feb. | 0 | Aug. | | | | | | | | | | |
| D. | When did you stop living | Ō | Mar. | 0 | Sep. | | | | | | | | | | |
| | together with your | 0 | Apr. | 0 | Oct. | | | | | | | | | | |
| | (MARK OVALS FOR MONTH | 0 | May | 0 | Nov. | | | | | | | | | | |
| | AND YEAR) | 0 | Jun. | 0 | Dec. | | | | | | | | | | |
| | - | | | | | | | | | | | | | | |
| | | 0 | 1978 or | before | · | | | | | | | | | | |
| | | 0 | 1979 | 0 | 1982 | | | | | | | | | | |
| | | 0 | 1980 | 0 | 1983 | | | | | | | | | | |
| • | | 0 | 1981 | 0 | 1984 | | | | | | | | | | |
| | | _ | | |] | | | | | | | | | | |

65. How many children, altogether, do you eventually expect to have? (MARK ONE)

- None (SKIP TO Q.68)
- @ One (GO TO Q.66)
- @ Two (GO TO Q.66)
- Three (GO TO Q.66)

- @ Four (GO TO Q.66)
- Six or more (GO TO Q.66)

| | ① Yes (ANSWER A) | | Õ | No (| SKIP TO | O Q.68 | 3) | | | | | | |
|--------|---|-------------------|--------------------------------|---------|------------|-----------|-----------------------------|------------|----------|--------------|-----------------------------|---------------------|----------|
| A. | and stepchildren) did you b week of February 1984? | ave as of | the fire | it | | | | | | | NUMĒ | - PD OT | |
| | (WRITE IN AND MARK A | PPROPRI | ATE OV | 7ALS |) | | | | | | CHILD | | Į. |
| | | | | | | | | | | | | | i d |
| | | | | | | | | | | | | | q |
| | | | | | | | | | | | | | 9 |
| | | | | | | | | | | | | | G |
| | ; | | | | | | | | | | | | į |
| | | | | | | _== | | | | _ | | | _ |
| No | ext we would like some inform | nation abo | out you | r chil | dren (in | cludi | ng ador | ted. f | oster-ci | | | | _ |
| | d stepchildren). Please enter port the one(s) after that, if a | mormati | on abou | it you | ir first c | child . | and the | D. | | , | | | |
| , | hore one one(s) nites (nut) il n | шу. | | | | Ť | _ | | | - | 12 | | _ |
| | <u></u> : | | First | Child | <u> </u> | | Seco | ad Chi | ld | Mo | n mon | e than t nt (Las | |
| A. | What is the birth date | 0 | Jan. | 0 | Jul | 0 | Jan. | 0 | Jul. | 0 | Jan. | 0 | Ji |
| | of this child? (MARK OVALS FOR | 0 | Feb. | 0 | Aug. | C | Feb. | 0 | Aug. | 0 | Feb. | 0 | Ā |
| | MONTH AND YEAR) | 0 | Mar. | 0 | Sep. | 0 | Mar. | 0 | Sep. | 0 | Mar. | 0 | S |
| | , and the same of | 0 | Apr. | 0 | Oct. | 0 | Apr. | 0 | Oct | 0 | Apr. | 0 | 0 |
| | | 0 | May | 0 | Nov. | | May | 0 | Nov. | 0 | May | 0 | N |
| | | 10 | Jun. | 0 | Dec. | 0 | Jun. | 0 | Dec. | 0 | Jun. | 0 | D |
| | | = | 1978 or | hefor | _ | | 1978 o | L 2-6 | • | 1 :: | | | |
| | | 0 | 1979 | 0 | 1982 | 0 0 | 1979 | | 1982 | 9 | | r befor | |
| | | 5 | 1980 | 10 | 1983 | 0 | 1980 | 0:0 | 1983 | 0 | 1979 1980 | 0 | 19 |
| | | 1 - | | _ | | | 1981 | 0 | 1984 | 0_0 | 1981 | 0 | 19 19 |
| | | 0 | 1981 | 0 | 1984 | | | | 1004 | | 1901 | | 13 |
| | | 0 | 1981 | 0 | 1984 | 0 | | | | 1 - | | | |
| | Is the child adopted, | 0 0 | 1981 Born to | | 1984 | 0 = 0 | Born to | | | 0 | Born to | o ine | |
| B. | a stopchild, or a | _ | Born to | me i | 1984 | - | | ше | | 0 | Born to | | |
| В. | a stopchild, or a | O | Born to Adopted Stepchil | me i | 1984 | Θ. | Born to | o tne d | | | Born to Adopte Stepch | d. | |
| | a stopchild, or a | Θ | Born to | me i | 1984 | Θ: Θ | Born to | d ild | | 2 0 | Adopte | ild | |
| | a stepchild, or a foster-care child, or a child born to you? | (O) (O) (O) | Born to Adopted Stepchil | me i | 1984 | Θ : Θ : Θ | Born to Adopte Stepch | d ild | | 60 | Adopte Stepch | ild | |
| | a stepchild, or a foster-care child, or a child born to you? | (O) (O) (O) | Born to Adopted Stepchil | me i | 1984 | Θ : Θ : Θ | Born to Adopte Stepch | d ild | | 60 | Adopte Stepch | ild | |
| | a stepchild, or a foster-care child, or a child born to you? | (O) (O) (O) | Born to Adopted Stepchil | me i | 1984 | Θ : Θ : Θ | Born to Adopte Stepch | d ild | | 60 | Adopte Stepch | ild | |

INCOME

0

68. What is the best estimate of your income before taxes for (a) ALL OF 1982, and (b) ALL OF 1983? If married, include your spouse's income in the total. DO NOT INCLUDE LOANS. Please make a dollar amount entry on each line. If you did not receive any income from a source, enter a zero, "0". (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS, START WITH PART &, COLUMN 1 AND CONTINUE THROUGH PART is IN COLUMN 4 ON NEXT PAGE.) if you have no spouse: mark oval here

| | Amount | Aznount | <u> </u> | | |
|--|--|--|--|---|--|
| COLUMN 1 SOURCE | Received 1982 | Received 1983 | COLUMN 2 SGURCE | Amount Received 1982 | Amount Received 1983 |
| a. Your own wages, salaries, commissions, or tips. IF NONE: ENTER "0" | \$ 00000 00000 00000 00000 00000 00000 0000 | \$ 0000 0000 0000 0000 0000 0000 0000 00 | e. Social Security benefits (include spouse's) IF NONE: ENTER "0" | \$ @@@@ @@@@ @@@@ @@@@ @@@@ @@@@ @@@@ @@ | \$ |
| b. Your own net income from a business or farm. IF NONE: ENTER "C" | \$ 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 | \$ 00000 00000 00000 00000 00000 00000 0000 | f. Veteran's benefits (include spouse's) IF NONE: ENTER "0" | \$ 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | \$ |
| c. Your spouse's (husband or wife) wages, salaries; commissions, or tips, and his or her net income from a business or farm. IF NONE: ENTER "0" | \$ 999999999999999999999999999999999999 | \$ 99999 00000 00000 99999 99999 99999 99999 | g. Your unemployment compensation. IF NONE: ENTER "0" | \$ 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 | \$ |
| Dividends, interest, rental income, invest- ment income (include spouse's) IF NONE: ENTER "0" | \$ 000000 000000 000000 000000 000000 00000 | \$ 00000 00000 00000 00000 00000 00000 0000 | h. Your spouse's unemployment compensation. IF NONE: ENTER "0" CONTINUE WITH PART | \$ @@@@@ CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC | 6666 6666 6666 6666 6666 6666 6666 6666 6666 |



| COLUMN 3 SOURCE | Amount Received 1982 | Amount Received 1983 | COLUMN 4 SOURCE | Amount Received | Amount Received 1983 |
|---|--|--|---|--|--|
| i. Public assistance, welfare, AFDC, etc. (include spouse's). IF NONE: ENTER "0" | \$ 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | \$ | l. Your spouse's scholar- ships, fellowships, grants; loans, etc. IF NONE: ENTER "0" | \$ G G G G G G G G G G G G G G G G G G | \$ 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 |
| j. Income you (and your spouse) received as gifts from relatives or friends | \$ 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | \$ 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | m.Nontaxable income not included above (included spouse's). IF NONE: ENTER "0" | \$ 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 | \$ 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 |
| k. Your scholarships, fellowships, grants, loans, etc. IF NONE: ENTER "0" CONTINUE WITH PART | \$ 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | \$ 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | n. TOTAL INCOME (ADD TOGETHER PARTS a-m) | \$ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ | \$ 6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |



EXPERIENCES AND OPINIONS

69. During weekdays, about how many hours per day do you watch TV? (MARK ONE)

| | | - | | | | | | |
|---|---|---------------|--------------|---|--|---|---|---|
| 9 | Don't watch TV during weekday | 8 | | | | | | |
| 4 | D Less than 1 hour | | | | | | | |
| 4 | 1 hour or more, less than 2 | | | | | | | |
| ď | 2 hours or more, less than 3 | | | | | | | |
| ď | b 3 hours or more, less than 4 | | | | | | | |
| • | 4 hours or more, less than 5 | | | | | | | |
| • | 5 hours or mora, less than 6 | | | | | | | |
| • | 6 hours or more, less than 7 | | | | | | | |
| • | 7 hours or more, less than 8 | | | | | | | |
| | 8 hours or more | | _ | | | | | |
| 0. Arc | you registered to vote? (MARE | ONE |) | | _ | | | |
| Œ | Yes | _ <u>-</u> | No | | | | | |
| | ional election? (MARK ONE) | | | | | | | |
| | Yes | | | | | | | |
| Hov (MA | important is each of the follow RR ONE OVAL FOR BACH LIN | ring to | No you in | your life? | | | 12 1 | |
| Hov (MA | important is each of the follow ARR ONE OVAL FOR BACH LIN | ring to B) | you in | | Not important | | Somewhat | Very |
| Hov (MA | important is each of the follow | ring to B) | you in | | | | Somewhat important | importan |
| a. B | mportant is each of the follow RK ONE OVAL FOR RACH LIN eing successful in my line of work | ring to | you in | ******************* | important | | important | |
| a. B. Fi | important is each of the follow RR ONE OVAL FOR RACH LIN eing successful in my line of work | ing to | you in | ••••••••••••••••••••••••••••••••••••••• | important | | important | importan |
| a. B. b. Fi | eing successful in my line of work inding the right person to marry and aving a happy family life | ing to | you in | ••••••••••••••••••••••••••••••••••••••• | important ① | | important | importan D |
| a. B. b. Fi | eing sucessful in my line of work inding the right person to marry and aving a happy family life | ing to | you in | | important ① | | important | importan D |
| a. B. b. Fi ha c. H. d. H. e. Be | eing successful in my line of work inding the right person to marry and aving a happy family life | ing to | you in | ••••••••••••••••••••••••••••••••••••••• | important | | © D D | ① ① ① ① |
| a. B. Fi | eing successful in my line of work eing successful in my line of work inding the right person to marry and aving a happy family life | ing to | you in | ••••••••••••••••••••••••••••••••••••••• | important ① ① ① ① ① ① ① ① ① ① ① ① ① | **************** | © D D D | D D |
| a. B. Fi b. Fi b. H. c. H. d. H. e. Be | eing successful in my line of work inding the right person to marry and aving a happy family life | ing to | you in | | important ① ① ① ① ① ① ① ① ① ① ① ① ① ① ① ② ② ② ② | *************************************** | mportant | ① ① ① ① ① ① ① ① ① |
| a. B. b. Fi has c. H. d. H. Be f. Be g. op | eing sucessful in my line of work eing sucessful in my line of work inding the right person to marry and aving a happy family life aving lots of money eing able to find steady work eing able to give my children better portunities than I've had | ing to | you in | | important ① ① ① ① ① ① ① ① ① ① ① ① ① ① ① ② ② ② ② | *************************************** | mportant | important ① ① ① ① ① ① ① ① ① ① ① ① ① |
| a. B. Fi has c. H. d. H. Bet. Bet. Bet. Bet. pp | eing sucessful in my line of work | ing to | you in | | Important | *************************************** | important D D D D D D D D | Important ① ① ① ① ① ① ① ① ① ① ① ① ② ② |
| a. B. Fri has c. H. Be f. Be op | eing sucessful in my line of work eing sucessful in my line of work inding the right person to marry and aving a happy family life aving lots of money eing able to find steady work eing able to give my children better portunities than I've had | ing to | you in | | (mportant | | mportant 0 0 0 0 0 0 0 0 | important ① ① ① ① ① ① ① ① ① ① ① ① ① |
| a. B. B. Fi has b. Fi has b. Be op | eing sucessful in my line of work | ing to | you in | | Important | | mportant D D D D D D D D D D D D D | importan |
| a. Book (MA) a. Book Finance Hall Bee Bee Gook Weight Cook (MA) | eing sucessful in my line of work eing sucessful in my line of work inding the right person to marry and aving a happy family life aving strong friendships eing able to find steady work eing a leader in my community eing a leader in my community eing able to give my children better portunities than I've had eving close to perents and relatives etting away from this area of the untry erking to correct social and economic qualities | ing to | you in | | Important | | mportant 0 0 0 0 0 0 0 0 | importan |
| a. B. C. B. B. C. W. C. CO. W. Ine. H. H. H. B. C. | eing sucessful in my line of work eing sucessful in my line of work inding the right person to marry and aving a happy family life aving lots of money eing able to find steady work eing able to find steady work eing able to give my children better portunities than I've had ving close to perents and relatives etting away from this area of the untry prking to correct social and economic equalities | ing to | you in | | (mportant | | mportant D D D D D D D D D D D D D | important |
| a. B. C. W. C. W. Ine. H. | eing sucessful in my line of work eing sucessful in my line of work inding the right person to marry and aving a happy family life aving strong friendships eing able to find steady work eing a leader in my community eing a leader in my community eing able to give my children better portunities than I've had eving close to perents and relatives etting away from this area of the untry erking to correct social and economic qualities | ing to | you in | | Miportant | | mportant O O O O O O O O O O O O O | important O O O O O O O O O O O O |



| PRINT your name, address and telephone number (wh | |
|--|--|
| Your Name: | Spouse's Full Name: |
| Street Address: | |
| City: | |
| relephone number: () | |
| IN WHOSE NAME IS THE | No phone |
| TELEPHONE NUMBER LISTED? | Person listed above |
| (MARK ONE) | Other (PLEASE SPECIFY)3 |
| RINT name, address and telephone number of your p | erents (or one parent). |
| arent's Name: | |
| reet Address | |
| ty: | te:Zip: |
| ELEPHONE NUMBER: () | Zip: |
| IN WHOSE NAME IS THE | No phone |
| TELEPHONE NUMBER LISTED? | Person listed above |
| (MARK ONE) | Other (PLEASE SPECIFY)3 |
| (many OND) | |
| record the relationship of these persons to you (for ex- | PET ATTONISHED TO VOLL |
| eet Address: | |
| LEPHONE NUMBER: () | i:Zip: |
| TELLIONE NOWBER: | ii i |
| IN WHOSE NAME IS THE | No phone1 |
| TELEPHONE NUMBER LISTED? | Person listed above2 |
| (MARK ONE) | Other (PLEASE SPECIFY)3 |
| me: | PPI ATTONICUID TO VOU |
| bet Address: | |
| /: | |
| LEPHONE NUMBER: () | |
| IN WHOSE NAME IS THE | No phone |
| TELEPHONE NUMBER LISTED? | Person listed above2 |
| (MARK ONE) | Other (PLEASE SPECIFY) |
| ase give the following information about yourself: | |
| _ <u></u> | CIRCLE ONE |
| TE OF BIRTH | SEX: Female |
| Month Day | Year Male2 |
| | |
| Social S | scurity Account Number |
| Please print your Soc | cial Security number in the space below. |
| | |
| Giving us your Social Security number is complete | V voluntary, and there is no nemates for any diselection to the trans- |

HIGH SCHOOL AND BEYOND

PERMISSION FORM

This form is to request your signed permission to have your school give us certain school record information and to obtain your social security number. The information will be used solely for purposes of this survey. We wish to thank you in advance for your help and cooperation.

School Record Information

| point averages, honors an | d swards. | y of my college transcri | pt. This informatio | n includes grade |
|---------------------------|-----------|--------------------------|---------------------|------------------|
| Signature | | | | |
| PRINT Name Signed Above | | | | |
| Street Addresa | <u></u> | | | |
| City/State/ Zip | | - | | |
| | | | | |

| To | day | / ' 3 | Date: | | | _ |
|----|-----|--------------|-------|------|------|---|

THANK YOU FOR YOUR COOPERATION

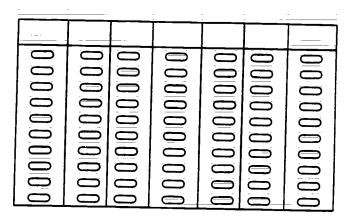
THE INFORMATION PROVIDED ON THIS FORM IS PART OF THE SYSTEM OF RECORDS AS DEFINED BY THE PRIVACY ACT. THE INFORMATION WILL BE PROTECTED TO THE EXTENT PERMISSIBLE UNDER THE PRIVACY ACT.



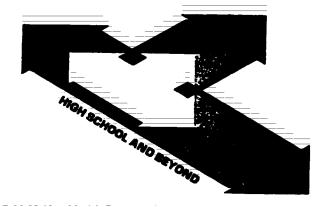
INTERVIEWER USE ONLY

⊕ ip

эŤ



Form Approved
O.M.B. No. 1850-05
App. Exp.: 12/31/84



1980 SOPHOMORE COHORT SECOND FOLLOW-UP QUESTIONNAIRE

Thank you for accepting our invitation to continue your participation in High School and Beyond. Through completion of this questionnaire, valuable information obtained from young people themselves can be used by policymakers to improve the education system for future students. Their

| changing | society. | students | ior prod | luctive | and | meaningful | roles | in a | an | increasingly | complex | and |
|----------|----------|----------|----------|---------|-----|------------|-------|------|----|--------------|---------|-----|
| | | | | | | | • | | | | | |
| | | | | | | | | | | | | |
| | ID #: [| | - |]-[|] | | | | | | | |
| | | | | | | | | | | | | |

Last_____

Prepared for THE NATIONAL CENTER FOR EDUCATION STATISTICS by
THE NATIONAL OPINION RESEARCH CENTER

NAME:

Dear Participant:

ED(NCES) Form No. 2441-2



THE FEDERAL PRIVACY ACT OF 1974 REQUIRES THAT EACH SURVEY RESPONDENT BE INFORMED OF THE FOLLOWING:

- (1) THIS SURVEY IS AUTHORIZED BY LAW (20 USC 1221E-1). WHILE YOU ARE NOT REQUIRED TO RESPOND, YOUR COOPERATION IS NEEDED TO MAKE THE RESULTS OF THIS SURVEY COMPREHENSIVE, ACCURATE, AND TIMELY.
- (2) YOU ARE SUBJECT TO NO PENALTY FOR NOT PROVIDING ALL OR ANY PART OF THE REQUESTED INFORMATION.
- (3) THE PURPOSE FOR WHICH THIS INFORMATION IS TO BE USED IS TO PROVIDE STATISTICS ON A NATIONAL SAMPLE OF STUDENTS AS THEY MOVE OUT OF THE AMERICAN HIGH SCHOOL SYSTEM INTO THE CRITICAL YEARS OF EARLY ADULTHOOD AND RELATE THESE STATISTICS TO POSTSECONDARY EDUCATIONAL COSTS AND FINANCIAL AID AND OTHER FACTORS ON THE EDUCATIONAL, WORK, AND CAREER CHOICES OF YOUNG ADULTS.
- (4) THE ROUTINE USES OF THESE DATA WILL BE STATISTICAL IN NATURE AS DETAILED IN PARAGRAPH 9 OF APPENDIX B OF THE DEPARTMENT REGULATIONS (34 CFR 5B) PUBLISHED IN THE FEDERAL REGISTER, VOL.45, NO. 92, MAY 9, 1980.



BEFORE YOU START ... READ THIS!

FILLING OUT THIS QUESTIONNAIRE IS AS EASY AS 1 - 2 - 31

instructions are included with each question. Below are examples of the DIFFERENT RINDS OF INSTRUCTIONS YOU WILL SEE, AND THE CORRECT WAY TO ANSWER EACH KIND OF QUESTION.

EXAMPLE A:

(MARK ONE)

WHAT IS THE COLOR OF YOUR EYES? (MARK ONE)

- O BROWN
- GREEN

IF THE COLOR OF YOUR EYES IS GREEN, YOU

- BLUE
- **O** ANOTHER COLOR

WOULD MARK THE OVAL TO THE LEFT OF "GREEN

EXAMPLE B: (MARK ALL THAT APPLY)

LAST WEEK, DID YOU DO ANY OF THE FOLLOWING? (MARK ALL THAT APPLY)

- SEE A PLAY
- GO TO A MOVIE
- ATTEND A SPORTING EVENT

IF YOU WENT TO A MOVIE AND ATTENDED A SPORTING EVENT LAST WEEK, YOU WOULD

MARK THE TWO OVALS AS SHOWN.

EXAMPLE C: (MARK ALL THAT APPLY FOR BACH LINE)

WHICH OF THE FOLLOWING ACTIVITIES DO YOU USUALLY DO ON A DAILY BASIS?

| - | · · · · · · · · · · · · · · · · · · · | (MORNING & AFTERNOON) | NIGHT |
|----|---------------------------------------|--------------------------|----------|
| Ā. | ATTEND CLASSES | | <u> </u> |
| B. | STUDY | | |
| C. | WORK FOR PAY | - | O |
| D. | EXERCISE OR COMPETE IN SPORTS | | D |
| Ē. | WATCH T.V. | Φ | D |
| Ē. | VISIT WITH FRIENDS | | 👅 |

IF YOU USUALLY ATTEND CLASS, WORK FOR PAY, AND EXERCISE OR COMPETE IN SPORTS DURING THE DAY, STUDY AND VISIT WITH FRIENDS AT NIGHT, YOU WOULD MARK THE OVALS AS SHOWN.

EXAMPLE D: (MARK ONE OVAL FOR EACH LINE)

DO YOU PLAN TO DO ANY OF THE FOLLOWING NEXT WEEK?

| - | | | | 301C | NU |
|----|-------------------|---|------|----------|----------|
| Ã. | VISIT A RELATIVE | | | | Ξ |
| B. | GO TO A MUSEUM | | **** | D | • |
| | GO TO A LIBRARY | Φ | **** | • | Φ |
| ٠. | GO TO A DIBINALLI | | **** | ₮ | O |

IF YOU DON'T PLAN TO VISIT A RELATIVE NEXT WEEK, MAY GO TO A MUSEUM, AND ARE DEFINITELY GOING TO THE LIBRARY, YOU WOULD MARK THE OVALS AS SHOWN.

EXAMPLE R:

WHAT IS YOUR FAVORITE SPORT? (MARK ONE)

- O FOOTBALL
- **D** BASKETBALL
- **D** BASEBALL

IF YOUR FAVORITE SPORT IS ICE HOCKEY, OTHER (WRITE IN) ICE HOCKEY YOU WOULD ENTER "ICE HOCKEY" ON THE LINE AS SHOWN AND MARK THE OVAL.

EXAMPLE F:

(WRITE IN AMOUNT AND MARK APPROPRIATE OVALS)

HOW MANY HOURS PER WEEK DO YOU YORK?

IF YOU WORK 20 HOURS PER WEEK, YOU WOULD WRITE "2" IN THE FIRST BOX, "0" IN THE SECOND BOX, AND FILL IN THE CORRESPONDING OVALS BELOW EACH NUMBER.

-OR-

FILL IN THE CORRESPONDING OVALS BESIDE EACH NUMBER.

2 □ □ □ □ □ □ □ □ □ □ □ $lackbox{0}$

OR

WE HOPE YOU WILL ANSWER EVERY QUESTION THAT APPLIES TO YOU, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.



BACKGROUND INFORMATION

| 1. | What is | today's date? | (MARK | OVALS FOR | MONTH | ĀNĐ | ĐĀV |
|----|---------|---------------|------------|-------------|--------|----------------------------------|------|
| | | , | / AMERICAN | O I ALG FUR | MULLIA | $\mathbf{A}\mathbf{R}\mathbf{H}$ | UAII |

| | | MONT | H | | : :::: D | AY | |
|---|------|------|------|---|-----------|----|------------|
| 0 | Feb. | 0 | May | 0 | 1 thru 7 | 0 | 15 thru 21 |
| 0 | Mar. | 0 | June | 0 | 8 thru 14 | 0 | 22 thru 31 |
| | Apr. | 0 | July | | | | |

2. What is your birth date? (MARK OVALS FOR MONTH, DAY AND YEAR)

| <u> </u> | | MONTH | | | | D | AY | | | | - | | YE | AR | | |
|----------|------------------------------|---------------------|----------------------|----------|----------|--------------|----------|--------------------------------|--------------------------------------|----------------------------------|-------|----------------------|-------|----------------------|-------|----------------------|
| 0:0:0:0 | Jan. Feb. Mar. Apr. | O May O Jun. O Jul. | O Sep. O Oct. O Nov. | Θ Θ Θ | 0 0 0 | 9 9 9 | 6 | 6 6 6 | 8 0 - 0 0 - 0 0 | 9 9 9 9 9 9 | 0.0.0 | 1960 1961 1962 | 0 0 0 | 1963 1964 1965 | 0 0 0 | 1966 1967 1968 |
| | Apr. | | O Dec. | <u> </u> | <u> </u> | | | <u> </u> | 3 | | | | | | | |

| first week of February 1984? (MARK ALL THAT APP | K ALL THAT APPLY) |
|---|-------------------|
| e first week of February 1984? (MARK ALL THAT AP) | K ALL THAT AP |

- Working for pay at a full-time or part-time job
- Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)
- Taking academic courses at a two- or four-year college
- Taking courses at a graduate or professional school (law, medicine, pharmacy, dentistry, etc.)
- Serving in an apprenticeship program or government training program
- Serving on active duty in the Armed Forces (or service academy)
- The Keeping house (without other job)
- Holding a job but on temporary layoff from work or waiting to report to work
- D Looking for work
- Taking a break from working and from school
- Other (DESCRIBE)_

| 4. | With whom | did you ! | ive the f | irst wee | k of February | 1984? (MARK ÄLI | THAT APPLY |
|----|-----------|-----------|-----------|----------|---------------|----------------------------------|------------|
| 0 | | | | | - | (0.10000000000000000000000000000 | |

- ① I lived alone
- Tather
- Other male guardian (stepfather or foster father)
- ① Mother
- Other female guardian (stepmother or foeter mother)

- Brother(s) and/or sister(s) (including step- or half-)
- O Grandparents
- My husband/wife
- My child or my children
- Other relative(s) (children or adults)
- Non-relative(s) (children or adults)
- 5. As of the first week of February 1984, did you own a house, apartment, co-op, condominium or mobile home? (MARK ONE)
 - TO Yes

- Ø No
- 6. Which of the following best describes the place where you lived in the first week of February 1984? (MARK ONE)
 - In a rural or farming community
 - In a small city or town of fewer than 50,000 people that is not a suburb of a larger place
 - In a medium-sized city (50,000-100,000 people)
 - In a suburb of a medium-sized city

- In a large city (100,000-500,000 people)
- In a suburb of a large city.
- m in a very large city (over 500,000 people)
- In a suburb of a very large city
- A military base or station



| | Same place I lived in when I was a senior in high school | | | 100 to 19 200 to 49 | | | | |
|--------------------|--|---------------|---|------------------------------|---|----------|---|---------------|
| 6 | | | 99 (| 500 miles | or more | | | |
| În yo | dicate whether or not you have ever used each of our education, personal use or recreation. (MARK | the fo | llowing THAT A | items | for a job, FOR <i>EAC</i> | # LIN | Ē) | |
| | | Never Use | id id | Job- | | Educatio | | sonal Use |
| ā. | Pocket calculator | At Ali | | Relate | <u> </u> | Related | or f | lecreation |
| ъ. | Computer terminal. | | | | , | - | | 0 |
| c. | Micro-computer (personal) | | | _ | | | | 0 |
| ď. | Mini-computer | 9 9 | | | . ************* | | | 0 |
| ē. | Main frame or full-size computer | | *********** | | | | , | 0 |
| f. | Video tape recorder | Ø | | | | | ************ | 0 |
| <u>.</u> g. | Video disc machine | Φ | | | | Φ | *************************************** | 0 |
| h: | Cassette tape deck | 0 | *************************************** | | *************************************** | 0 | | Θ |
| i. | Word processor | O | | 0 | •••••• | 0 | | Ō |
| | · · · · · · · · · · · · · · · · · · · | Θ | | O | ************** | Θ | ************* | Θ |
| 9 | Does not apply to me, no experience with software pack | ages | | | | | | |
| 9 | Statistical packages (e.g., SAS, SPSS, BMD) Business application packages (e.g., Visicalc for financia control, and billing) | l reporti | ing, inve | ntory | | | | |
| - | - EEE - E | | | | | | | |
| Θ | Word processing software (e.g., WORDSTAR) | | | | | | | |
| 9 | Word processing software (e.g., WORDSTAR) Data-base management systems (e.g., System 2000, TOY) | 7 <u>47</u> 3 | | | | | | |
| _ | Data-base management systems (e.g., System 2000, TO7 | rat) | | | | | | |
| <u> </u> | | ral) | | | | | | |
| 0 0 | Data-base management systems (e.g., System 2000, TO7 Instructional/educational courseware (e.g., PLATO) | (AL) | | | | | | |
| 0 0 0 Hav | Data-base management systems (e.g., System 2000, TOT Instructional/educational courseware (e.g., PLATO) Other (WRITE IN) | <u></u> | llowin | Comp | uter | | | - |
| 0 0 0 Hav | Data-base management systems (e.g., System 2000, TOT Instructional/educational courseware (e.g., PLATO) Other (WRITE IN) ve you ever written a computer program in any oguages? (MARE ALL THAT APPLY) | <u></u> | 5. | | uter | | | |
| Θ Θ Θ Hav | Data-base management systems (e.g., System 2000, TOT Instructional/educational courseware (e.g., PLATO) Other (WRITE IN) | <u></u> | Ф р | ASCAL | uter | | | |
| Φ Φ Hay | Data-base management systems (e.g., System 2000, TOT Instructional/educational coursewere (e.g., PLATO) Other (WRITE IN) ve you ever written a computer program in any o guages? (MARE ALL THAT APPLY) Does not apply to me, no experience | <u></u> | Ф Р Ф Р | ASCAL L/1 | | | | |
| Have land | Data-base management systems (e.g., System 2000, TOT Instructional/educational courseware (e.g., PLATO) Other (WRITE IN) ve you ever written a computer program in any o guages? (MARK ALL THAT APPLY) Does not apply to me, no experience with computer languages FORTRAN | <u></u> | ① P ① P | ASCAL L/1 PL | : | | | |
| Hav | Data-base management systems (e.g., System 2000, TOT Instructional/educational courseware (e.g., PLATO) Other (WRITE IN) ve you ever written a computer program in any o guages? (MARK ALL THAT APPLY) Does not apply to me, no experience with computer languages | <u></u> | Ф Р Ф А | ASCAL L/1 PL SSEMBI | L Y | | | |

EDUCATION

| 11. | Indicate whether or not you have ever used each of the following in your | hiab | | · - |
|-----|---|------|------|-----------|
| | Indicate whether or not you have ever used each of the following in your vocational or business school, or college classes. (MARK /LLL THAT API | LYF | OR R | ACH LINE) |

| - | | Nove Used | | High School | | Busines School | · . | College |
|----|---|--------------|----------------|----------------|---|-------------------|---|---------|
| | Hand calculator or pocket calculator | Ø | ************** | Θ | *************************************** | 9 | | (C) |
| | Microcomputer or minicomputer Computer terminals | 0 | ************ | 0 | *********** | 0 | *************************************** | 0 |
| d. | Video tapes or video disc machines | 9 | ************ | 0 | ***** | 0 | ************ | 0 |
| | | 9 | ************** | 9 | ********** | Θ | ******* | 0 |

12. Did you complete high school? (MARK ONE)

- No, still in adult or high school program working toward s high school diploma or Φ equivalency certificate
- No, but since earned a high school diploma or equivalency cartificate by completing 0 classes in an adult or night school program (ANSWER A)
- No, left without graduating Φ
- 0 Yes, graduated
- When did you earn the high school diploma or equivalency certificate?
- (MARK OVALS FOR MONTH AND YEAR)

| | | MO | NTH | | | | | YEAR | |
|----------|------|----|------|---|------|---|------|------|------|
| Ō | Jan. | 0 | May | 0 | Sep. | 0 | 1980 | | 1983 |
| 0 | Feb. | 0 | Jun. | 0 | Oct. | 0 | 1981 | | 1984 |
| 0 | Mar. | 0 | Jul. | 0 | Nov. | 0 | 1982 | | 1004 |
| <u> </u> | Apr. | | Aug. | | Dec. | | = | | |

- 13. As things stand now, how far in school do you think you will get? (MARK ONE. IF UNSURE, MARK YOUR ONE BEST GUESS)
 - Less than high school graduation ത
 - High school graduation only
 - Less than two years Two years or more

@

Vocational, trade, or business school after high school

- Less than two years of college
- Two or more years of college (including two-year degree)
- Finish college (four- or five-year **@** degree)
- Master's degree or equivalent
- Ph.D., M.D., or other advanced professional degree

Office Use Only

College program

- 14. At the time you were finishing high school (or right after high school) did you apply for entrance (fill out a form and send it in) to any schools, colleges or universities?
 - O Yes (GO TO COLUMN 1, ANSWER A-D)

D No (SKIP TO Q.15)

| | | · · | | | | |
|--|--|---|--|--|--|--|
| A. Enter school name and address | Column 1 | Column 2 | | | | |
| Office Use Only | First Choice School | Second Choice School | | | | |
| | Name: | Name: | | | | |
| B. Were you accepted for admission at this | Yes, and attended Yes, but did not attend | Tyes, and attended | | | | |
| school? (MARK ONE) | ① Yes, but did not attend ① No, not accepted | Yes, but did not attend No, not accepted | | | | |
| C. Did you apply for of finencial aid at this | © Yes, and was offered financial aid | Yes, and was offered financial aid | | | | |
| school? (MARK ONE) | ② Yes, but was offered no | ② Yes, but was offered no | | | | |
| (, | financial aid (SKIP TO INSTRUCTIONS BELOW) | financial aid (SKIP TO INSTRUCTIONS BELOW) | | | | |
| <u> </u> | □ No (SKIP TO INSTRUCTIONS BELOW) | · - · · | | | | |
| D. What was the approximate value of each kind of financial aid that you were offered for the first academic year? (IF NONE, ENTER "0"s AND MARK APPROPRIATE OVALS) | Scholar-ship Loan Promised Job | Scholar-ship Loan Promised Job Dob Dob Dob Dob Dob Dob Dob | | | | |
| PLEASE ANSWER AND FOLLOW INSTRUCTIONS | Did you have a second choice school? O Yes (GO TO COL. 2, PART A) O No (SKIP TO Q.15) | GO TO Q.15 | | | | |

- 18. Between the time you left high school and the end of February 1984, did you attend and take classes for credit at any school such as college or university, graduate or professional school, service scademy or school, business school, trade school, technical institute, vocational school, community college, and so forth? DO NOT INCLUDE APMED FORCES TRAINING PROGRAMS, MANPOWER TRAINING PROGRAMS, OR NONCREDIT COURSES. YOU WILL BE ASKED ABOUT THESE EXPERIENCES IN THE NEXT SECTION. (MARK ONE)
 - ① Y (GO TO Q.16)

◎ No (SKIP TO Q.39)

- 16. Where did you live during the first week of February 1984? (MARK ONE)
 - Private house (e.g., your parent's house)
 - Mobile home
 - Private apartment
 - Dormitory or apartment operated by a school or college
 - Fraternity or sorority house
 - Rooming or boarding house
 - Military service barracks, on board ship, etc.
 - Other (DESCRIBE)_
- 17. Next we would like information about all of the schools you have attended since you left high school.

IMPORTANT INSTRUCTIONS

There is room to provide information about three schools. At Q.18 write the name of the first school you attended after high school. Answer parts A-K of Q.18 about that school. Provide information about the next school you attended at Q.19 and so on.

IF YOU ATTENDED MORE THAN 3 SCHOOLS: Provide information about the first and second schools you attended in Q.18 and Q.19. At Q.20 provide information about the most recent school you attended.

IF YOU ATTENDED TWO SCHOOLS AT THE SAME TIME: Provide information about both schools but use a separate question (page) for each.



| 18. What is the exact name and location of the Ist school you attended after high school? (WRITE IN AND DO NOT ABBREVIATE THE SCHOOL NAME) S'HOOL NAME: | 00000000000000000000000000000000000000 |
|--|--|
| CITY/ STATE: ZIP | F. During the last month you attended this school, were you classified as a full-time student? (MARK ONE) O Yes O No O Don't Know |
| A. What kind of school is this? (MARK ONE) O Vocational, trade, business, or other career training school Junior or community college (2-year) College or university (4 years or more) Other (WRITE IN) B. Is this a public or private school? (MARK ONE) | G. During the last month you attended, about how many hours a week were your classes scheduled to meet? (INCLUDE LECTURES, SHOP, LAB TIME, ETC. WRITE IN AND MARK APPROPRIATE OVALS FOR HOURS) TOTAL HOURS PER WEEK |
| Public Private | DD D |
| C. When did you start attending this school? (MARK OVALS FOR MONTH AND YEAR) MONTH YEAR Jan. Jul. 1980 Feb. Aug. 1981 Mar. Sep. 1982 Apr. Oct. 1983 May Nov. 1984 Jun. Dec. | H. During the last month you attended, what was your actual or intended Field of Study or training (for example, agriculture, education, or secretarial, etc.)? (WRITE IN NAME OF SPECIFIED FIELD OR AREA Office Use Only DODODODODO DODODODODO DODODODODODO DODODODODODO |
| D. IF STILL ATTENDING THIS SCHOOL, MARK THIS OVAL → ⊕ AND GO TO Q.18 E. -OR- When did you leave this school? (MARK OVALS FOR MONTH AND YEAR) MONTH YEAR ○ Jan. ○ Jul. ○ 1980 ○ Feb. ○ Aug. ○ 1981 ○ Mar. ○ Sep. ○ 1982 ○ Apr. ○ Oct. ○ 1983 ○ May ○ Nov. ○ 1984 ○ Jun. ○ Dec. | I. During the last month you attended, what kind of certificate, license, diploma, or degree were you studying for? (MARK ONE) Description None (SKIP TO 18 K) Certificate (IN WHAT? - WRITE IN): License (IN WHAT? - WRITE IN): Two- or three-year vocational degree or diploma Two-year academic degree or diploma Four- or five-year Bachelor's degree Other (WRITE IN): |
| E. During the last month you attended, how were you classified by the school? (MARK ONE) Description School did not classify students Junior Don't know | J. Did you complete requirements for that certificate, degree or diploma from this school? (MARK ONE) |
| Special Student Other (WRITE IN) | K. Between the time you left high school and the end of February 1984 did you attend a 2nd school? (MARK ONE) D Yes (GO TO Q.19) D No (SKIP TO Q.21) |

| 19. What is the exact name and location of the 2nd school you attended after high school? (WRITE IN AND DO NOT ABBREVIATE THE SCHOOL NAME) SCHOOL NAME. | P. During the last month you attended this school, were you classified as a full-time student? |
|--|--|
| STATE: ZIP | (MARK ONE) The student? One of Don't Know |
| A. What kind of school is this? (MARK ONE) Descriptional, trade, business, or other career training school Junior or community college (2-year) College or university (4 years or more) Other (WRITE IN). B. Is this a public or private school? (MARK ONE) | G. During the last month you attended, about how many hours a week were your classes scheduled to meet? (INCLUDE LECTURES, SHOP, LAB TIME, ETC. WRITE IN AND MARK APPROPRIATE OVALS FOR HOURS) TOTAL HOURS |
| Public Private Don't Know | PER WEEK DO DO |
| C. When did you star? attending this school? (MARK OVALS FOR MONTH AND YEAR) MONTH YEAR Jan. Jul. 1980 Feb. Aug. 1981 | H. During the last month you attended, what was your actual or intended Field of Study or training (for example, agriculture, education, or secretarial, etc.)? (WRITE IN NAME OF SPECIFIED FIELD OR AREA) |
| O Mar. O Sep. O 1982 O Apr. O Oct. O 1983 O May O Nov. O 1984 O Jun. O Dec. | Office Undergoods of the United Control of t |
| D. IF STILL ATTENDING THIS SCHOOL, MARK THIS OVAL AND GO TO Q.19 E OR- When did you leave this school? (MARK OVALS FOR MONTH AND YEAR) | I. During the last month you attended, what kind of certificate, license, diploma, or degree were you studying for? (MARK ONE) D None (SKIP TO 19 K) Certificate (IN WHAT? - WRITE IN): |
| MONTH YEAR | © License (IN WHAT? - WRITE IN): © Two- or three-year vocational degree or diploma Two-year academic degree or diploma Four- or five-year Bachelor's degree |
| May Nov. 1984 Jun. Dec. During the last month you attended, how were you classified by the school? (MARK ONE) Freshman School did not classify students | J. Did you complete requirements for that certificate, degree or diploma from this school? (MARK ONE) |
| Special Student Other (WRITE IN) | K. Between the time you left high school and the end of February 1984 did you attend a 3rd school? (MARK ONE) Ves (GO TO Q.20) • No (SKIP TO Q.21) |

| \$ () 8 8 8 | writ Writ CHO SCH | hool yo Te in A OL NA OOLS, RECE | ND I MB. I PRO | DO NO F YOU VIDE (| ter ker F ABI ATT NFOE | gh scho BREVI ENDED MATIC | of the olf ATE THE MORE THE ON ABOUT NDED.) | THIS | | VIII A E E 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 | | Office Use Only | 900000 900000 900000 900000 90000 | PGGGGG PGGGGG PGGGGG PGGGGG |
|-------------------------|----------------------------|--|-------------------------------|--------------------------|-----------------------------------|---------------------------------------|--|-------------|-------------------|--|-----------------------------|-----------------------|---|---------------------------------------|
| - | | | | | | | | _ | | During the <i>last</i> vere you classi MARK ONE) | montk ye Ned as a | u atte full-ti | nded this me studer | school, it? |
| | ITY/ TATE | <u> </u> | | | | | ZIP | | - | Yes Ves | Ø No | | Œ Œ | on't Know |
| | Ф | | nal, tr | ade, bus | | MARK or other | | | a h | Ouring the <i>last</i> ittended, about ours a week w lasses schedule | bow mai | ıy | | 99 |
| | Φ | | or uni | versity (| | (2-year) | | | () E | INCLUDE LEC AB TIME, ETC ND MARK API VALS FOR HO | TURES, . WRITE PROPRI | SHOP. | . | 9 9 9 9 9 9 |
| | o | ils a <i>pu</i> Public Private | blic o | r prival | e sch | ool? (M | ARK ONE) | | | | | | AL HOURS WEEK | 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 |
| · · | | Don't K | | | | · · · · · · · · · · · · · · · · · · · | ······································ | | 8.0 | uring the last netual or intende | ed <i>Field</i> c | of Stud | y or train | was yo |
| 3. | (MAI | RK OV | NTH | OR MO | nding ONTH — | this sci AND | rear) Year Year | | | or example, ag cretarial, etc.) VRITE IN NAM | ? | | | D OR AI |
| Ç | 5 I | Jan. Feb. Vlar. | 0 0 0 | Jul. Aug. Sep. | | 0 0 0 | 1980 1981 1982 | | = | | | Office | © ©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©© | മ ക്കര |
| Ċ |) <u> </u> | ipr. May un. | 0 0 0 | Oct. Nov. Dec. | | 0.0 | 1983 1984 | | | | | Use Only: | @ 0@@ @ 0@@ @ 0@@ | യയയാ സ്താര |
| | THIS | OVAI | - | OR- | AND (| GO TO | OL, MARK Q.20 E. | Ī. | cei | ring the last m rtificate, licens dying for? (M./ None (SKIP 1 | e, diplom | a, or d | led, what | kind of |
| , | When (MAI | rk ov | ou <i>lea</i> ALS I NTH | or this | schoo ONTH | AND : | YEAR) YEAR | | @ | Certificate (IN | WHAT? | | | |
| 0 | _ | an. eb. | 0 | Jul. Aug. | _ | 0 0 | 1980 1981 | | ® | License (IN W | | | | |
| 0.0.0 | A | lar. pr. lay | 0 0 0 0 | Sep. Oct. Nov. | | 0 0 0 | 1982 1983 1984 | | (B) (B) (C) | Two- or three- Two-year acad Four- or five-ye Other (WRITE | emic degr ear Bache | e or di lor's de | ploma gree | oloma |
| D y | urin; | the la | by th | nth you se school | ol? (M | ARK 0 | | J. | Did deg | l you complete tree or diploma | requiren | nents f | or that ce | rtificate K ONE) |
| (9 | Se Je | phomoi mior pecial St her (WI | udent | | (3) : (3) | | did not y students know | R. | Bet | Yes ween the time ; ebruary 1984 c | you left l | nigh sc | No | the end |
| 6 | ^ | | | | | | | 1 | - T | -winery 1954 (| Ma you s | TIONA . | env other | achaal? |

| 21. | Did you attend summer | classes in any | school in | either | 1982 or | 19637 (MARK | ONE: |
|-----|-----------------------|----------------|-----------|--------|---------|-------------|------|
| 0 | | · | | | | | OME, |

9 Yes (ANSWER A)

August

No (GO TO Q.22)

During which months or parts of a month did you attend summer classes? Ö (MARK ALL THAT APPLY)

0

1982 1983 Θ June Θ June Θ July Θ July യ

22. Estimate how well you have done in all of your course work or programs during the period since you left high school (MARK ONE)

August

- Mostly A (3.75-4.00 grade point average)
- About half A and half B (3.25-3.74 grade point average) •
- Mostly B (2.75-3.24 grade point average)
- About half B and half C (2.25-2.74 grade point average)
- **(4)** Mostly C (1.75-2.24 grade point everage)
- About half C and half D (1.25-1.74 grade point average)
- ₫Đ) Mostly D or below (less than 1.25)
- Have not taken any courses for which grades were given
- 23. Since you finished high school and through the end of this school year, how much postsecondary course work will you have taken in each of the following subjects? (MARK ONE OVAL FOR EACH LINE)

| _ | <u> </u> | None | | Course | | Course | <u>. </u> | Courses | | Courses | | or more Courses |
|----|--|---------------------|------------------|-------------|--------------|-------------|--|------------|---------------------|---------------|---|--------------------|
| 4. | Mathematics | 65 0 | ********** | @ | | (B) | | 6 0 | | | | |
| b. | English or literature | • | | <u> </u> | | ® | *********** | i i | | = | | ® |
| C. | French, German, or other non-English language | <u> </u> | | | | | | _:: | ********** | 30 | -* | 9 |
| đ. | History or social science | 6 00 2886 | | (2) | *********** | 60 | | ® | | © | | ② |
| e. | Science | 650 660 | | (E) | ************ | 9 | | ® | .* | 60 0 | ••••• | 3 0 |
| f. | Business, office, or sales | 6 60 | ************ | 6 0 | **** | © | | ® | ••••••• | 9 | ••••••• | (2) |
| g. | Trade and industry | 60 | ************ | 18 0 | *** | (29) | | ® | | © | * | ● |
| h. | Technical courses | 60 | | | *********** | 9 | | 9 9 | | | * | © |
| i. | Other vocational courses | 60 | ************ | | | (A) | | _ | | | *********** | ® |
| j. | Computer courses | 60 | *********** | | | | | _ | * | 93 0 (| • | 9 |
| | | _ | **************** | W | | (20) | | ® | . * - 1 * * - 1 • • | SS . | ******* | ® |



24. Between the time you left high school and the end of February 1984, how much tutoring, counselling or special instruction did you receive from the school(s) you attended? (MARK ONE OVAL FOR EACH LINE)

| | <u> </u> | | | | | | | | - | |
|------------|--|-------------------|------|----------|---|----------------|-------------|----------|---------------|---------------|
| | <u></u> | - Did Not Receive | | | | | | Rec | eived | |
| | | Not Availa | | | ilable id Not eive | Very Little | | Some- | | Frequently |
| Ä. | Formal Tutoring | | | | <u> </u> | | | | | rindontria |
| | 1. Tutoring by faculty | 0 | | Œ | | O D | | © | | OD |
| | 2. Tutoring by students | Θ | **** | D | | 0 | | <u></u> | *** ********* | O D |
| 3. | Counselling | | | _ | •••••••••••• | _ | ********* | _ | *********** | y |
| | 1. Counselling on personal problems | 0 | | ω Φ | | OD | | <u> </u> | | Œ |
| | 2. Counselling on academic problems | 0 | | D | | <u> </u> | ********* | Ø | *********** | (3) |
| | 3. Counselling on financial problems | 0 | | o o | | go. | ********* | Ø | *********** | 3 0 |
| | 4. Counselling on job or career choices | 0 | | | *************************************** | o o | ******** | Ō | ************ | Ō |
|) . | Special Instruction | _ | | • | *************************************** | • | *********** | • | *********** | Œ. |
| | 1. Remedial English instruction | Θ | | Œ | | O | | © | | OD |
| | 2. Remedial Mathematics instruction | 0 | | Œ | | 0 | | õ | | 9 |
| | 3. Instruction in reading improvement | 0 | | OD | | O | | <u> </u> | | 6 0 |
| | 4. Instruction in improving writing skills | 0 | | 9 | | OD | | <u> </u> | *********** | <u>හ</u> ත |
| | 5. Instruction in how to take tests | 0 | | 9 | | 6 | | <u> </u> | ************ | GD |
| | 6. Help in learning how to study more | | | _ | •••••• | _ | ********** | • | ************ | 9 |
| | efficiently | ш : Ф | | D | *********** | G D | | Œ | | |
|). | Assistance in finding part-time jobs | 6 | | 9 | | ത | ********** | G | ************* | O |
| | | | | • | *********** | • | ******* | • | | Œ |

The following questions ask about your school finances for the following two regular academic years: Fall 1982 through Spring 1983 and Fall 1983 through Spring 1984:

If you are unsure about the actual amount for a particular item, GIVE YOUR BEST ESTIMATE. Answer for EACH year or part of a year that you attended school.

25. During which of the two academic years did you attend school? (MARK ONE)

- ONLY prior to Fall 1982 (SKIP TO Q.34)
- ONLY Fall 1982 Spring 1983 (ANSWER A-C)
- © ONLY Fall 1983 Spring 1984 (ANSWER A-C)
- ① During BOTH YEARS (ANSWER A-C)
- A. What were your total annual charges for tuition and fees for each year that
 you attended school? INCLUDE ALL TUITION AND PEES EVEN IF THEY
 WERE PAID COMPLETELY OR IN PART BY YOUR PARENTS, A
 SCHOLARSHIP OR A LOAN. WRITE IN YOUR BEST ESTIMATE AND
 MARK APPROPRIATE OVALS.

| \$ | (1) Fall 1982 Spring 1983 | (2) Pall 1983- Spring 1984 |
|---|---------------------------------|----------------------------------|
| DEDUCTOR DEDUCTOR DEDUCTOR DEDUCTOR DEDUCTOR DEDUCTOR DEDUCTOR DEDUCTOR DEDUCTOR DEDUCTOR | | \$ |

B. What was the total annual cost of room and board and living expenses, such as books and supplies, transportation to and from classes, and all other school related expenses? IF YOU LIVED AT HOME WHILE ATTENDING SCHOOL INCLUDE THOSE EXPENSES AS YOUR ROOM AND BOARD. WRITE IN YOUR BEST ESTIMATE AND MARK APPROPRIATE OVALS.

| | | | | | | _ | _ | _ | - | |
|----|-----------------|----|----|---|---|---------------------------------------|---|---------------------------------------|---------------------------------------|---|
| | | | Γ | | (| ıГ | Г | | | П |
| 9 | Ø | Ø | 0 | ı | | 0 | 0 | 0 | 0 | 0 |
| Θ | þ | þ | þ | 1 | | þ | Θ | o | Ю | Ю |
| Ð | b | ø | 20 | | | 0 | Ø | Ø | b | 20 |
| 3 | 3 | þ | þ | | | 0 | Œ | b | 9 | Θ |
| 3 | Φ | 3 | Θ | | | Ø | Ø | O | Θ | Θ |
| 30 | 9 | 30 | Ð | | | 0 | 3 | 9 | 9 | 9 |
| Ð | Œ | 90 | Θ | | | Œ | Ð | 0 | Ð | Œ |
| 2 | D | Ð | Ð | | | 0 | 0 | 0 | D | 9 |
| D | D | Ð | D | | | 0 | Œ | o l | D | D |
| D | T) | 3 | Ð | | | Ø | Œ | Đ | D | Ē |
| | 0 0 0 0 0 0 0 0 | | | | | 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 | 0 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 |

C. The total cost of going to school includes tuition and fees, room and board, living expenses and all other school-related expenses. What was the total annual cost of attending school for each year that you attended? INCLUDE ALL COSTS EVEN IF THEY WERE PAID BY YOUR PARENTS, A SCHOLARSHIP OR A LOAN. WRITE IN YOUR BEST ESTIMATE AND MARK APPROPRIATE OVALS.

| | _ | : | | - | : | | | - | 1 | | - | - | - |
|---|---|---|----------|----------|----------|---|----|----------|----------|------------|-----|----------|---|
| 3 | | | L | Π | Γ |] | \$ | Γ | - | E | | t- | I |
| | Θ | ø | 9 | 9 | 9 | 1 | | 0 | 0 | Ø | 6 | 9 | l |
| į | Θ | þ | Þ | Þ | Ð | ŀ | | b | Ø | o | 0 | b | ı |
| | 3 | Ø | Ð | 20 | Ð | ł | | Ø | Ø | 2 0 | 20 | Œ | l |
| 1 | Ð | Ð | Ð | Ð | 3 | | | 5 | 3 | 3 | 0 | Φ | |
| | 3 | 0 | 3 | Ø | 0 | | | 0 | Θ | 0 | Θ | O | |
| k | Ð | Θ | Ð | 9 | D | | | Ð | 0 | Œ | 0 | Θ | |
| k | D | Œ | 9 | 0 | O) | | | Œ | o | Œ) | o | တ | |
| k | 2 | Ø | Ð | တ | တ | | ŀ | Ø | 0 | Ø | Ø | Ø | |
| k | Đ | Œ | O) | Œ | T) | | k | 0 | D | 3 | O k | σ | |
| Ł | D | Ð | Ð | D | Ð | | k | 3 | 3 | 3 | Ð, | 3 | |

| 26. | Did (no | l you | receive (or will you receive) any kind of schoon) to go to school during these time periods? | larship, fellowship, grant, (MARK ALL THAT APPL | or benefits | | | |
|-----|------------|------------------------|--|---|--|------------------------------|--------------|---------------------------------------|
| | Ō | Ÿœ | Fall 1982 - Spring 1983 (ANSWER A AND B) | | - 70 | | | |
| | Θ | Yes | Fall 1983 - Spring 1984 (ANSWER A AND B) | | | | | |
| | Ō | | (GO TO Q.27) | | | | | |
| | | | (00:0 40.) | | | | | |
| | Á. | Wh | at kind(s) of scholarship, fellowship, grant, or eive? (MARK ALL THAT APPLY IN <i>RACH</i> CO | benefit (not a loan) did you LUMN) | or will you | | | |
| | | | | | Š | (1) all 1982 pring 198 | | (2) Fall 198 Spring 19 |
| | | ā. | Basic Educational Opportunity Grant (BEOG) or Pel | I Grant | ****** | 10 | | 0 |
| | | b. | Supplemental Educational Opportunity Grant | | | 9 | | 0 |
| | | C. | ROTC Scholarship | | ••••• | Ö | | <u></u> |
| | | ď. | Social Security Benefits for Children of Retired, Disa or Deceased Parents | hlad | | (D | ****** | = |
| | | €. | Nurzing scholarship progrem | | | | | Φ_ |
| | | Ē. | Veterans Administration Survivors' and Dependents Educational Assistance Program | | | | | Θ |
| | | g. | Veterans' Educational Assistance Program (VEAP) or GI Bill | | | Ð | ************ | Φ |
| | | h. | State Scholarskin Dagger | *************************************** | *********** | 0 | ********* | 0 |
| | | i. | State Scholarship Program | *************************************** | •••• | Θ | | Φ |
| | | : | College or University Scholarship | | •••••• | Θ | *********** | Φ |
| | | j. k. | Scholarships from Private Organizations | | ••••••• | Θ | | 0 |
| | | L. | Division of Vocational Rehabilitation Educational Ber | iefits | | Φ | ********* | Θ |
| | | L | Financial assistance for which you do not know the so | urce | | Ф | | 0 |
| | | m, | Tuition waiver, forgiveness or reduction | *************************************** | *************************************** | Θ | *********** | 0 |
| | | n. | Other scholarship or grant (WRITE IN) | | | 0 | * | Ō |
| 1 | | recei lello each | nate the total dollar value of the amount you wed and will receive from scholarships, wships, grants, or benefits (not a loan) during period. Enter a zero, "0", where you | | Fall 1982- Spring 1983 | | Fali | 2) 1983 <u>g 1964 -</u> - |
| | 1 | ecei | period. Enter a zero, "O", where you ved no such funds. (WRITE IN AMOUNTS MARK APPROPRIATE OVALS) | TOTAL DOLLAR VALUE: | \$ 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | | | 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 |
| | | | | | | | | |

| 2 | 7. C | onsid (AR | lorin K AL | g the L TH | same time per AT APPLY) | riods, did you or t | vill you receive a | oan to go to sch | ool? | |
|------|----------|--|------------------------|------------------|--|--|---|--------------------------|---|---|
| | | O | Yes, ; Yes, ; No | Fall 19 | 82 - Spring 1983 83 - Spring 1984 TO Q.28) | (ANSWER A A | | | | |
| : | A. | Fr | om w | hich (MAI | of the followin | ng sources did yo FAPPLY IN <i>EAC</i> | u or will you recei [.] H COLUMN) | ve a loan to go t | o | |
| | | | | :: :: | | | | | Fall 1982- Spring 1983 | (2) Pall 1983- |
| | | 1 | Na | tional i | Direct Student l | Loan | *************************************** | ************************ | Ø :: | Spring 1984 |
| | | b. | Fec | Jerel G | uaranteed Stud | ent Loan Program | | | | Ф |
| | | C. | Nu | raing S | tudent Loen Pr | OFFATA | | | | ① |
| | | d. | Ste | te Stu | ient Loan Progr | 970 | | | | |
| | | €. | Cot | lege or | University Loa | n Program | | | _ | |
| | | <u>Ē</u> . | Keg | lmer pi | ink low | PROSESSO SERVICES SER | ****** | | | ······· |
| | | g. | Par | ents, o | ther relatives or | friends | | | <u>-</u> - | ··········· |
| | | h. | Los | n for w | rhich you do not | know the exact sou | rce | | • | ········ <u>O</u> |
| | | i. | Oth | er loan | (WRITE IN) | | | | | ············· ① |
| | | | | | | | | | | ········· |
| | B. | Bet | imat | the the | total dollar va | lue of the amount | S YAN | | | |
| | 0 | rec | ėive: | d or # | 'ill receive as | loans to go to sel | inal | | | |
| | | du | ing (| each p | eriod. Enter : | zero, "0", where | you | | (1) Fall 1982 | (2) Fall 1963- |
| | | rec /tm | O I TOTAL | d no k | Ans. | | | | Spring 1983 | Spring 1984 |
| | | • | | | | D MADA AFFRO | PRIATE OVALS) | | 00000 00000 00000 | \$ @@@@@ @@@@@ @@@@@ |
| 90 / | | | | | | | , ::-: | DOLLAR VALUE: | 00000 00000 00000 00000 00000 | 0×10000 000000 000000 000000 000000 |
| 20. | ORE) | froi | n pai | no sar rents, | spouse, other | is, did you receiv | e or will you received to go to school? | ve financial assi | stance (not a | |
| | 0 | Ϋ́e | s, Fai | 1 1982 | - Spring 1983 | (ANSWER A) | THE OF BUILDING | MANA ALL I | MAT APPLI) | |
| | Φ | | | | - Spring 1984 | (ANSWER A) | | | | |
| | O | No | | | Q.29) | (14101122171) | | | | |
| | _ | | | | 4 , | | | | | |
| | L E | Cotim | ate (| he to | al dollar nalud | of this financial | assistance (payme | | | |
| | | | | | transuuristiki | III. PRODE CEA BACK | di- limina anno | | alf | |
| | _ | | , | | OU WILL UP WILL | i propiva. Katab a | | | | |
| | | | | | Grenta | IB III AMOUNIS | AND MARK APP | | - | : |
| | | _ | (1) | - | (2) | | Spouse, Othe | er Relatives, Friend | de | |
| | | | all 198: ring 19 | | Fall 1983-* Spring 1964 | | Pall 1962- | (4) Pail 1963 | | |
| | - | <u>. </u> | 7 7 | | | - | Spring 1983 | Spring 1984 | _ | |
| | • | · 💶 | | | \$ | | \$ | \$ | | |
| | | 1-1- | 000 | | 00000 | í | 00000 | 000000 | | |
| | | | | | DODD | | 00000 | 00000 | | |
| | | | 000 | , , | (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) | | 00000 | 00000 | | |
| | | | a papar | 1 1 | (3)(3)(3)(3)(3)(3)(3)(3)(3)(3)(3)(3)(3)(| TOTAL | 00000 | 00000 | TOTAL | |
| | | | OC | | 00000 | | 00000 | 00000 | DOLLAR | |
| | | 10)1 | pop | (D) | aaaaa | | 00000 | 000000 | VALUE | |

ERIC Full Text Provided by ERIC

| O Y | | med? (MARK ALL THAT APPLY | 7) | om the | |
|--------------------|--|--|---|---|---|
| | es, Fall 1982 - Spring 1983 es, Fall 1983 - Spring 1984 o (GO TO Q.30) | (ANSWER A AND B) (ANSWER A AND B) | | | |
| . = | · • | | | | |
| A. W | hat was (were) the so om the money you had | urce(s) of the money you paid or saved or earned? (MARK ALL T | will pay to go to scho THAT APPLY IN <i>BAC</i> | ol H Column) | |
| | | | | (1) Fāll 1982- | (2) Fall 196 |
| | . Own savings from mon | ey I earned before I started | | Spring 1983 | Spring 1 |
| b | . Own earnings (includin | g summer earnings) since I started | | :: | |
| ē. | | — · · · · · · · · · · · · · · · · · · · | | | |
| d | . Money earned from a c | cooperative education program | | O | |
| ē. | Teaching or research as | sistantship | | | |
| f. | Other earnings while to | king courses | | | |
| pa | y to go to school from: | money you had saved or - | | | |
| 01 | rned. Enter a zero, "0", | where you paid no money. | Ī.i. | {{}} Fail 1982- | (2) Fall 198: |
| (•• | MILE IN AMOUNTS A | ND MAKK APPROPRIATE OVA | ALS) | Spring 1983 | Spring 19 |
| | | | | · ——— | \$ 0000 |
| | | | | | 000 0 |
| | | | | | 0000 |
| | | ŤC | OTAL DOLLAR VALUE | | 000 |
| | | | | 000000 | 0000 |
| | | • · · · | | 0000000 | 100000 |
| | | | | (C)(C)(C)(C) | 10000 0 |
| | | | | | ග න්න අ |
| | | | | F - 4 - 4 - 4 - 4 - 4 | 000000 |
| Have y | Our parents transferre | d any financial sents such as etc | ooke hoode on thirt i | | |
| your na | ime? (MARK ONE) | | | ands to | |
| D 1 | (es | ① No | O Don't | Know | |
| Did you schooli | ir parents take out load ng? (MARK ONE) | as or borrow money to finance yo | our postsecondary | | |
| O Y | es (ANSWER A) | © No (SKIP TO Q.32) | D Don' | t Know (SKIP TO | Q.32) |
| A. Did | your parents borrow | money under the Auxiliary Loan/ | | | • |
| thre | ough a Home Equity Lo | an? (MARK ONE) | | | |
| о Y | | Ø No | | Know | |
| | B. Ea pa ca | postsecondary school b. Own earnings (includin school but not while c. Money earned from a c d. Money earned from a c e. Teaching or research as f. Other earnings while ta B. Estimate the total amount pay to go to school from a cearned. Enter a zero, "O", (WRITE IN AMOUNTS A | postsecondary school b. Own earnings (including summer earnings) since I started school but not while taking courses | b. Own sarnings (including summer earnings) since I started school but not while taking courses. c. Money earned from a college work-study job | a. Own savings from money I earned before I started postsecondary school |

| | | | | ., | | agest 10 | an rep | aymen! | sched | lules be | gun! | ? (MA1 | RK OI | VE) | | | |
|------|---|--|--|--|---------------------|--|----------|--------------------------|--------------|-----------|--|---|--------------------|--|---------------------------------------|---------------------------------------|---|
| | | Φ | Yes (AN | SWE | R C) | | | (| D No | (GO TO | Q.33 | 3) | | | | | |
| | C. | Who | Nas y | our f | irst | payme | nt due? | (MAR | K OV | LS POE | ł Mc | ONTH. | AND | YEAR |) | | |
| | | | : | | MC | ONTH | | | i | | YE | AR | | _ | | | • |
| | | 0 | Jan. | | 0 | May | | Sep. | 0 | 1980 | | 0 | 1983 | | | | |
| | | 0 | Feb. | | O | Jun. | 0 | Oct. | 0 | 1981 | | ō | 1984 | | | | |
| | | 0 | Mar. | | 0 | Jul. | 0 | Nov. | 0 | 1982 | | | | ł | | | |
| _ | | <u> </u> | Apr. | | 0 | Aug. | | Dec. | | <u> </u> | | | | [| | | |
| 1 | if yo | u w | ere offer | red a | pro | gram w | hich w | ould re | duce | he amo | | of mo- | | hick | | | |
| | | | Loan for ONE) | edu. | atic | on assis | tance, | would | you en | list in t | be A | rmed. | Force | s? | u owe | or a | |
| | | | Yes (ANS | WER | ii A) | | | OD M | avhe (4 | INSWER | | | | : | - T : /Gsee | S Ma din | |
| | | | | | | | | _ 1,1 | ayue (r | 71/2W EU | · A) | | | OD N | io (SKII | P TO Q.34) | |
| | A. | WI | hat is th | • mir | imy | un redu | ction t | hat wo | ald ind | luce you | I to c | nlist? | (MAI | RK ON | Ē) | | |
| | - | D (| One-third | of los | II OF | up to \$ | 1500 per | year mu | ızimun | í | | | | | • | | |
| | q | D (| One-third | of los | m or | up to \$2 | 2000 per | year m | Limun | i | | | | | | | |
| | đ | D (| One-third | of los | n or | up to \$2 | 2500 per | year m | zimum | ì | | | | | | | |
| | d | D C | One-third | of los | n or | up to \$3 | 000 per | year ma | Limum | | | | | | | | |
| A | PPR | OPE | CIATE O | VAL | 9. 11 | NONE | , ENT | MARK ER "000 |)") | | | | | ¢ | 99 99 | 000 | 000 |
| Ā | PPR | OPE | CATE O | VAL | 9. 11 | FNONE | , enti | MARK ER "000 | ("(| | | | | 6 6 6 6 6 6 | 1 1 1 | P I I I | |
| | PPR | OPE | <u> </u> | VAL | 9. 11 | NONE | , enti | ER "000 | | | | | | 6 6 6 6 6 6 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| A. | PPR ur p | ch y | en liste | id, inc | iica | te which has been as a second | h of the | • follow | | ere pro | | d to ye | u by | 6 6 6 6 6 6 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| A. | PPR ur p | ch y | <u> </u> | id, inc | iica | te which has been as a second | h of the | • follow | | ere pro | <u> </u> | d to ye | u by | 6 6 6 6 6 6 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| A | r ea ur pa | ch y | ear lists tis (or gr | od, incurred | iica ana | te whice), at no | b of the | follow you. EAR) | ving w | 19 | vide | d to ya | u by | + + + + + + + + + + + + + + + + + + + | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| 'o M | r eaur pu | ch your care and a second | ear lists ts (or grant | val. | iica ang | to whice), at no | b of the | follow you. EAR) | ving w | 19 | 981 | d to yo | | + + + + + + + + + + + + + + + + + + + | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| 'o M | r eadur po ARI Roce Boo | ch yearen | ear lists tis (or grant THAT | ind, industrial indust | iica ana LY | to whice it is a second to the | e of the | o follow you. EAR) | ving w | 19 | 981 | | 1952 | | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| A M | r ea. ur po ARI Roc Bos Use | ch your care care care care care care care car | ear lists its (or grant the continuous conti | od, inc nardi r API arters | ilica ans PLY | te whice), at no 'FOR E | h of the | follow you. BAR) | ring w | | 981 O | •••••• | 1 982 | | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| A M | r ea. ur po ARI Roc Boo Use | ch your AL om (I of p dical | ear lists its (or gr Living que Food) | val. | lica PLY | te whice), at no 'FOR E | h of the | follow you. BAR) | ring w | _15 | 981 - | •••••••• | 1952 (D) | | 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| A M | r eau ur pu ARI Roc Bos Une Mai | ch your (I continued of point (I continued o | ear lists its (or grant THAT Living quarent's carentess | d, incurred PAPI | ilea ans LY | to whice), at no | b of the | follow you. EAR) | ving w | | 981 - 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | *************************************** | 1952 (D) (D) | t) t t t t t t t t t t t t t t t t t t | 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| A. | r eau ur pu ARI Roc Bos Une Mai | ch your (I continued of point (I continued o | ear lists its (or gr Living que Food) | d, incurred PAPI | ilea ans LY | to whice), at no | b of the | follow you. EAR) | ving w | | 981 | | 19 52 | 0.0.0.0.0 | 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| A M | r eau ur pu ARI Roc Bos Une Mai | ch your (I continued of point (I continued o | ear lists its (or grant THAT Living quarent's carentess | d, incurred PAPI | ilea ans LY | to whice), at no | b of the | follow you. EAR) | ving w | | 981 | ••••••••••••••••••••••••••••••••••••••• | 1962 | | 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| A M | r eau ur pu ARI Roc Bos Une Mai | ch your (I continued of point (I continued o | ear lists its (or grant THAT Living quarent's carentess | d, incurred PAPI | ilea ans LY | to whice), at no | b of the | follow you. EAR) | ving w | | 981 | ••••••••••••••••••••••••••••••••••••••• | 1962 | | 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |

¹⁶ 155

A. Have any of your student loan payments been deferred or forgiven? (MARK ONE)

| 36. | How much financial assistance | (in cast | OF C | ther | gifte | and | SUPPOR | t) did | YOU PAC | ive from | |
|-----|--|----------|-------------|------|-------|-------------|--------|--------|---------|-------------|---------|
| | her and at Englander for over 4 | robr sbe | mne | - | 7-7 | T'N | IINPI | TOP AT | DDDATI | TO A MINE O | |
| | VALUE OF SUPPORT INDICA SUPPORT RECEIVED. (MARK | ONE FO | 4.30 R B | ANI | YBA | Y OT R.) | HER C | ASH A | 18818T | ANCE, G | ifts of |

| | | Non- | · <u></u> - | \$1- \$500 | | \$501- 750 | | \$751- 1,000 | | 1,001 1,250 | | \$1,251 1,500 | | \$1,501 2,000 | | \$2,00 | | \$3,0 or M | 01 ore | Don't Know |
|----------------|------|----------|-------------|---------------|------|---------------|------|-----------------|------|----------------|------|------------------|------|------------------|------|---------------|------|---------------|-----------|---------------|
| <u>.</u> b. | 1961 | 69 | •••• | @ | •••• | 6 | •••• | ® | •••• | 6 | •••• | © | •••• | 6 | •••• | 3 | | 3 | •••• | (B) |
| C. | 1963 | ⊕ | **** | • | **** | 6 | **** | ◎ | •••• | • | | 3 | •••• | • | • | 3 | **** | (4) | *** | <u></u> |

37. Please indicate whether or not your parents (or guardians) claimed you as an exemption on their federal income tax during each of the following years: (MARK ONE OVAL FOR BACH YEAR)

| | _ | YES | NO | DON | T KNOW |
|----------|----------------|----------|----------|---------|------------|
| <u>.</u> | 1981 | O | | | <u> </u> |
| b. | 1982 | 0 | | | 3 5 |
| C. | 1963 | 0 | | | (D) |
| ď | 1984 (Will be) | Ō | D | ••••••• | (D) |

- 38. Do you have any brothers or sisters (stepbrothers or stepsisters)? (MARK ONE)
 - **Yes (ANSWER A AND B BELOW)**
- O No (SKIP TO Q.39)
- A. For the years listed, how many of your brothers or sisters attended private school (either elementary or high school) at your parents' or guardians' expense? Include stepbrothers or stepsisters if they were receiving financial assistance from your parents or guardians. (MARK ONE FOR EACH YEAR LISTED)

| | 981 | 1982 | 1983 | 1984 |
|----------|------|---------------|---------------|---------------|
| • | None | ∞ None | ∞ None | None |
| • | i l | © 1 | 60 i | |
| • | 2 | © 2 | ◎ 2 | |
| 650 | 3 | 6 0 3 | 660 3 | 6 50 3 |
| 6 | 4 | 69 4 | 59 4 | 69 4 |
| 6 | 5 | SS 5 | 6 80 5 | 6 80 5 |
| © | 6 or | 5 6 or | ● 6 or | 6 or |
| | more | more | more | more |

B. For the years listed, how many of your brothers or sisters (stepbrothers or stepsisters) were receiving financial assistance from your parents or guardians while enrolled in postsecondary education?

(MARK ONE FOR EACH YEAR LISTED)

| 1981 | 1982 | 1983 | . 1984 |
|---------------|-----------------|---------------|---------------|
| None | None | ® None | None |
| 1 @ | © 1 | 5 0 i | 60 i |
| © 2 | © 2 | © 2 | 6 50 2 |
| 6 0 3 | 6 3 | 650 g | 6 50 3 |
| 69 4 | 69 4 | 5 9 4 | 69 4 |
| 6 80 5 | 6 20 5 | 6 80 5 | © 5 |
| 90 6 or | 3 0 6 or | 60 6 or | Ø 6 ör |
| more | more | more | more |

OTHER TRAINING

- 39. Between the time you left high school and the end of February 1984, have you participated in any program such as registered apprenticeships or manpower training programs? Do not include regular school and college programs or Armed Forces training programs. (MARK ONE)
 - O Yes (ANSWER A)

- No (GO TO Q.40)
- What type of training program(s) or course(s) have you participated in? (MARK ALL THAT APPLY)
 - 0 Formal Registered Apprenticeship (your state or labor union)
 - Φ Work Incentive (WIN)
 - Φ Job Corps
 - Comprehensive Employment and Training Act (CETA) or Job Training Partnership O Act (JTPA)
 - State or locally sponsored employment and training program Φ
 - Other employment and training program (DESCRIBE) ത
- 40. Between the time you left high school and the end of February 1984, in which of the following educational activities have you participated? (MARK ALL THAT APPLY)
 - 0 Non-credit courses or activities in regular school
 - Θ Correspondence courses
 - Courses given by a community group, labor organization, or church Φ
 - മ Courses given by a private instructor
 - Φ Courses given by television, radio or newspaper
 - NONE OF THE ABOVE ത
- 41. Between the time you left high school and the end of February 1984, have you earned any certificates or licenses of any kind? (MARK ONE)
 - Yes (ENTER KINDS OF CERTIFICATES OR LICENSES AND DATES RECEIVED BELOW) 0
 - Ō No (GO TO Q.42)

CERTIFICATES

LICENSES

1. First Certificate (IN WHAT? - WRITE IN BELOW)

| (MA | RK OV | <u>als i</u> | OR MO | NTH | AND Y | EAR) | |
|-----|-------|--------------|-------|-------|----------|--------|------|
| | MO | NTH_ | | 1 === | ÝF | AR | |
| 0 | Jan. | 0 | Jul. | 0 | 1980 | 0 | 1983 |
| 0 | Feb. | 0 | Aug. | 0 | 1981 | 0 | 1984 |
| 0 | Mar. | Ö | Sep. | 0 | 1982 | | |
| 0 | Apr. | 0 | Oct. | | Office (| Jae On | lv T |
| 0 | May | 0 | Nov. | 900 | മെയ | | |
| 0 | Jun. | 0 | Dec. | | മെയ | | |

2. Second Certificate (IN WHAT? - WRITE IN BELOW)

| (M/ | ARK OV | ALS | FOR M | ONTH AND | YEAR) |
|-----|--------|-----|-------|----------|----------|
| | MOI | | | | AR |
| 0 | Jan. | 0 | Jul. | O 1980 | O 1983 |
| 0 | Feb. | 0 | Aug. | O 1981 | 0 1984 |
| 0 | Mar. | 0 | Sep. | O 1982 | |
| 0 | Apr. | 0 | Oct. | Office : | Jse Only |
| 0 | May | 0 | Nov. | 000000 | ത്തത്ത |
| () | Jun. | 0 | Dec. | മാരമാര | 000000 |

3. First License (IN WHAT? - WRITE IN BELOW)

(MARK OVALS FOR MONTH AND YEAR) MONTH YEAR Jan. Jul. 0 1980 1983 0 Feb. Ö Aug. O 0 1981 1984 0 Mar. O Sep. 0 1982 $\overline{}$ Apr. Ö Oct. Office Use Only Ö May 0 0000000000 Nov. 0 Dec. തായ തായ തായ തായ തായ

4. Second License (IN WHAT? - WRITE IN BELOW)

(MARK OVALS FOR MONTH AND YEAR) MONTH YEAR 0 jan. Jul. 1980 1983 \odot Feb. 0 Aug. 0 1981 0 1984 Mar. 0 Sep. 0 1982 0 $\overline{\mathbf{C}}$ Apr. Oct. Office Use Only O May 0 Nov. \mathbf{O} മയയയയയയയ \circ Dec.



MILITARY EXPERIENCE

| 12 . | Siı | ce leaving high school, have you: (MA | RK ONE FOR <i>EACH</i> LINE) | |
|---------------|------------|---|--|--|
| | Ī. | Requested information by phone or mail (s | uch as coupon or postcard) | Yes No |
| | _ | | | |
| | b. c. | Taken the three-hour test celled the ASVA | of more recruiters? | ••••• |
| | _ | enter the military? | D that is required to | |
| | đ. | Taken the physical exam required to enlist | 7 | • • • • • • • • • • • • • • • • • • • |
| | 0. | Been accepted into any branch of the Arme | d Forces and will enter | <u></u> Φ ' δ |
| | f. | Been accepted into any branch of the Arme | d Forces but decided not | |
| | | | | |
| . 3. (| Sin (M. | NE ONE) | d on active duty in the regular Armed Forces? © No (GO TO Q.44) | |
| 1 | 3. | Army Navy Air Force Marines Coast Guard When did you begin active duty? (MAI | RK OVALS FOR MONTH AND YEAR) | |
| | | MONTH - | YEAR | |
| | | O Jan. O May O Sep. | O 1980 O 1983 | |
| | | O Feb. O Jun. O Oct. | O 1981 O 1984 | |
| | | O Mar. O Jul. O Nov. | O 1982 | |
| | | Apr. Aug. Dec. | | |
| Ċ | | Have you received or are you receivin while in the Armed Forces? (MARK Of | g four or more weeks of specialized schooling | |
| | | Tes (GO TO D) | © No (SKIP TO E) | |
| D | . 1 | What is the name of the specialized schongest period of time? (PLEASE PRIN | cooling program in which you spent the T AND DO NOT ABBREVIATE) | |
| | Ì | ame of program: | | Office @ O O O O O O O O O |
| E. | 7/ | pecify your current primary military (larines-MOS, Navy-NEC). (WRITE IN DD YOUR CODE. USE STANDARD A | pecialty code (e.g., Army-MOS, Air Force-AF) THE NAME OF YOUR SPECIALTY <i>FIRST</i> , T BBREVIATIONS) | Only © O O O O O O O O O O O O O O O O O O |
| | Ñ | ame of Specialty | · | Office DODODODODO |
| | | and Code | | Um @@@@@@@@@@ |
| | | | | 1 |



| | Pay grade: | | | | |
|----------|---|----------|---------|-------|------------|
| | V 0 **** | ice (| DOC |) OO | 0000 |
| | | | 9000 | 000 | 00000 |
| • | Have you taken any courses while in the Armed Forces that: (MARK ONE FOR EACH LIN | VE) | | | |
| | | | Yes | | Mis |
| | a. Prepared you for the high school equivalency test? | | <u></u> | ~~ | <u>No</u> |
| | b. Prepared you for equivalency tests that can be taken for college credit? | | | | _ |
| | c. Were college-sponsored courses which gave college credits? | ***** | 0 | ,* | ② |
| | B | •••• | Φ | ,**·· | Ø |
| | Are you currently on active duty? (MARK ONE) | | | | |
| | | | | | |
| | D Yes (GO TO J) D No (ANSWER I) | | | | |
| | | | | | |
| | Enter date left active duty: (MARK OVALS FOR MONTH AND YEAR) | | | | |
| ŀ | MONTH YEAR | | | | |
| | O Jan. O May O Sep. O 1980 O 1983 | | | | |
| | O Feb. O Jun. O Oct. O 1981 O 1984 (NOW GO TO Q.44) | | | | |
| 1 | Mar. 5 Jul. 6 Nov. 6 1982 | | | | |
| Ł | Apr. O Aug. O Dec. | | | | |
| 9 9 W | For more than one enlistment, but less than a full career For a full career (20 years minimum) | | | | |
| _ | | M pla | | NO | T my |
| a. | Full-time or part-time work in a field in which I received training in the Armed Forces | | | عب | |
| b. | Full-time or part-time work, but not in the field in which I | Φ | •••• | .,**• | Þ |
| <u>.</u> | received training in the Armed Forces | Ф | •••• | •,••, | Ø |
| i. | College, either full-time or part-time | Φ | ••••• | •,/•• | ② |
| •• | aci, ol, either full-time or part-time | <u> </u> | | | == |
| | Registered apprenticablip or on-the-job training program | _ | •••• | •••• | ② |
| | *** . * *** TEP THE PROPERTY OF UNITED IN ITS TO THE PROPERTY OF THE PROPERTY | Θ | | .,•. | 2 0 |
| | Return | _ | ****** | | |
| | Katır | 9 | ••••• | | 2 0 |
| • | Undec 'ed | _ | | •••• | 20 20 |
| | Katır | Ō | ••••• | •••• | _ |



Other (EXPLAIN)

Θ

- 44. Since leaving high school, have you served (or are you now serving) in a Reserve or National Guard Unit or in the ROTC? (MARK ONE)
 - **Ф Yes (ANSWER A)**

- © No (GO TO INSTRUCTIONS ABOVE Q.45)
- A. In which of the following have you served (or are you now serving)? (MARK ALL THAT APPLY)
 - Army Reserve
 - O Navy Reserve
 - Air Force Reserve
 - Marine Corps Reserve
 - **Army National Guard**
 - Air National Guard
 - Coast Guard Reserve
 - **©** ROTC

WORK EXPERIENCE

In this section, we would like to find out about the jobs you have held, particularly in the period between leaving high school and February 1984. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, and the relation of your training and education to your work experience. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

- 45. Between the time you left high school and the end of February 1984, did you hold a full-time or part-time job of any kind? This includes PAID jobs, VOLUNTEER jobs, working WITHOUT PAY on a family farm or business or being in the MILITARY. (MARK ONE)
 - Tes (CONTINUE TO INSTRUCTIONS ON BOTTOM OF THIS PAGE)
 - 1 No (SKIP TO Q.53)

Next we would like information and the end of February 1000, you were between jobs 2000, 1000.

f s s jobs you had between leaving high school also like to know about periods of time sork.

IMPORTANT INSTRUCTIONS

There is room to discuss four jobs. At Q.45 enter the job you held after high school. You can start with a job held during high school only if you still held that job after high school. Answer parts A-L about that job. Enter your next job at Q.47 and so on.

IF YOU HAVE HAD MORE THAN 4 JOBS: Enter the first three jobs in Qs.46 to 48 and then enter your most recent on current job in Q.49.

IF YOU HELD TWO JOBS AT THE SAME TIME: Enter both jobs but enter them on separate pages.

IF YOU HAVE BEEN IN THE MILITARY: Please consider your entire military experience as one job.



| A. 0 | What kind of job or occu you have? (For example, waitress, secretary, asso (WRITE IN BELOW) | salesperson. | WRITE IN AMOUNT AND MARK APPRO- PRIATE OVALS. Weekly Bi-weekly Monthly |
|--|---|---|--|
| B. | What kind of business or in? (For example, retail a restaurant, electronic as (WRITE IN BELOW) | boe store, | TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.) TERMY Working without pay |
| Ċ. | What were your main act this job? (For example, se waiting on tables, putting together) (WRITE IN BE | ivities or duties on illing shoes, computer boards | I. About how many hours a week did or do you usually work in this job? (WRITE IN AND MARK APPROPRIATE OVALS) HOURS PER WEEK: |
| 0 :0 :0 :0 :0 :0 :0 :0 :0 :0 :0 :0 :0 :0 | GOVERNMENT EMPLOY Self-employed in your OWI Working WITHOUT PAY | COMPANY (EE (federal, state, local) N business on a family business or farm on a volunteer job | J. How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY) School employment or placement service Public employment service Private employment agency Newspaper advertisement Checked with employer directly Through a relative Through a friend Civil Service application Union Registration Other (WRITE IN) |
| _ | O Jan: O Jul. O Feb. O Aug. | O 1978 or before | |
| Č | O Mar. O Sep. O Apr. O Oct. O May O Nov. O Jun. O Dec. | ○ 1979 | K. Why did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY) Dob ended (temporary job, laid off, or fired) School-related reasons (graduated, school started, school year ended) Quit because job, hours, or pay, etc., |
| 0 i | IF YOU STILL HAVE THE OVAL —— © AND GO OR- When did you leave this jo MARK OVALS FOR MON | TO Q.48G. | unsatisfactory Found a better job or was promoted Moved elsewhere Health-related reasons (illness, injury, |
| 0:0:0:0 | Jan. O Apr. O Jul. Feb. O May O Aug | Oct. 0 1980 O Nov. 0 1981 | pregnancy) © Other (WRITE IN) © STILL HAVE THIS JOB |
| G. W | Vhat was your gross starting salary before my deductions on this sh? (WRITE IN MOUNT AND MARK PPROPRIATE OVALS. VERAGE IN ANY TIPS B COMMISSION. IF OU ARE NOT SURE F THE EXACT AMOUNT, IVE YOUR BEST STIMATE.) | 1983 1984 1984 1984 MARK ONE Mod O O O Hourly Weekly O O O O O O Monthly O O O O O O Working without pay O O O O | L. Right after you left this job, were you both without a job and looking for work? (MARK ONE) ① Yes (ANSWER a) ② No (GO TO INSTRUCTION AT BOTTOM OF PAGE) ③ STILL HAVE SAME JOB (GO TO INSTRUCTION AT BOTTOM OF PAGE) a. For how many weeks were you without a job and looking for work? (WRITE IN AND MARK APPROPRIATE OVALS) NUMBER OF WEEKS: ① ① ① ① ① ① ① ① ① ① ① ① ① ① ① ① ① ① ① |

| _ | SECOND JOB HELD AFTER HIGH SCHOOL (ANSWER | |
|---|--|---|
| 0 | What kind of job or occupation did or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN BELOW) Office OCCOPODO | WRITE IN AMOUNT DODGED & Rigger |
| B. | What kind of business or industry was this job in? (For example, retail shoe store, | PRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. DDDDDD B Working |
| | restaurant, electronic assembly plant) (WRITE IN BELOW) Office © © © © © © © © © © © © © © © © © © © | |
| | Only DOODOODOO What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards | I. About how many hours a week did or do you usually work in this job? (WRITE IN AND MARK APPROPRIATE OVALS) HOURS PER WEEK: |
| | On this job were you: (MARK ONE) | J. How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY) D School employment or placement service |
| 0 0 0 0 0 | Employee of a PRIVATE COMPANY GOVERNMENT EMPLOYEE (federal; state; local) Self-employed in your OWN business Working WITHOUT PAY on a family business or farm Working WITHOUT PAY in a volunteer job When did you start this job? (MARK OVALS FOR MONTH AND YEAR) | Public employment service Private employment agency Newspaper advertisement Checked with employer directly Through a relative Through a friend Civil Service application Union Registration |
| (| MONTH YEAR | Mby did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY) |
| | May O Nov. Jun. O Dec. IF YOU STILL HAVE THIS JOB, MARK THIS OVAL OR. OR. When did you leave this job? MARK OVALS FOR MONTH AND YEAR) MONTH 1980 | Job ended (temporary job, laid off, or fired) School-related reasons (graduated, school started, school year ended) Quit because job, hours, or pay, etc., unsatisfactory Found a better job or was promoted Moved elsewhere Health-related reasons (illness, injury, pregnancy) Other (WRITE IN) |
| 000 | Jan. Apr. Jul. Oct. 1981 Feb. May Aug. Nov. 1982 Mar. Jun. Sep. Dec. 1983 1984 hat was your gross \$ | STILL HAVE THIS JOB L. Right after you left this job, were you both without a job and looking for work? (MARK ONE) |
| MAN AN ON | arting salary before Exy deductions on this Exy (WRITE IN MOUNT AND MARK PPROPRIATE OVALS. VERAGE IN ANY TIPS E COMMISSION. IF DU ARE NOT SURE THE EXACT AMOUNT, VE YOUR BEST TIMATE) MARK ONE MARK ONE Weekly Weekly Weekly Working Working without pay | Yes (ANSWER a) D No (GO TO INSTRUCTION AT BOTTOM OF PAGE) D STILL HAVE SAME JOB (GO TO INSTRUCTION AT BOTTOM OF PAGE) S. For how many weeks were you without a job and looking for work? (WRITE IN AND MARK APPROPRIATE OVALS) NUMBER OF WEEKS: DDDDDDDDD IP YOU HAD A 3RD JOB, CONTINUE WITH Q.48. IP YOU HAD NO OTHER JOB, SKIP TO Q.50. |

| A. What kind of job or occupation did or do you have? (For example, salesperson, waitross, secretary, assembler, etc.) (WRITE IN BELOW) Office @@@@@@@@@ | H. What is your gross salary on this job or what was it at the time you left? (WRITE IN AMOUNT SOME SAME SAME SAME SAME SAME SAME SAME SA |
|---|---|
| Use GOOGGOGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG | AND MARK APPRO- PRIATE OVALS. AVERAGE IN ANY ODDDD Bi-weekly ODDDD Monthly ODDDD W Yearly |
| B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN BELOW) Office DCGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG | TIPS OR COMMISSION. IF YOU ARE NOT Sing OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE) Working Without pay O O O O |
| C. What were your main activities or duties on | I. About how many hours a week did or do you usually work in this jo! (WRITE IN AND MARK APPROPRIATE OVALS) |
| this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN BELOW) | HOURS PER WEEK: DODOODOOD DODOODOOD |
| D. On this job were you: (MARK ONE) © Employee of a PRIVATE C')MPANY © GOVERNMENT EMPLOTEE (federal, state, local) | J. How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY) School employment or placement service Public employment service |
| Self-employed in your OWN business Working WITHOUT PAY on a family business or farm Working WITHOUT PAY in a volunteer job | Private employment agency Newspaper advertisement Checked with employer directly Through a relative Through a friend |
| E. When did you start this job? (MARK OVALS FOR MONTH AND YEAR) MONTH YEAR Jan. Jul. 1978 or before | © Civil Service application © Union Registration © Other (WRITE IN) |
| | K. Why did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY) Dob ended (temporary job, laid off, or fired) School-related reasons (graduated, school started, school year ended) |
| F. IF YOU STILL HAVE THIS JOB, MARK THIS OVAL - O AND GO TO Q.48G. | Quit because job, hours, or pay, etc., unsatisfactory Found a better job or was promoted |
| When did you leave this job? (MARK OVALS FOR MONTH AND YEAR) MONTH | Moved elsewhere Health-related reasons (illness, injury, pregnancy) |
| O Jan. O Apr. O Jul. O Oct. O 1981 O Feb. O May O Aug. O Nov. O 1982 | Other (WRITE IN) STILL HAVE THIS JOB Right after you left this job, were you both |
| G. What was your gross starting salary before any deductions on this job? (WRITE IN | without a job and looking for work? (MARK ONE) • Yes (ANSWER a) • No (GO TO INSTRUCTION AT BOTTOM OF PAGE) • STILL HAVE SAME JOB (GO TO INSTRUCTION AT BOTTOM OF PAGE) a. For how many weeks were you without a job and |
| AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE) © © © © Monthly © Yearly © Working without pay | IP YOU HAD A 4TH JOB, CONTINUE WITH Q.49. |

| A. | What kind of job or occupy you have? (For example, s waitress, secretary, assem (WRITE IN BELOW) | alesperson. | | or what was it at the time you left? (WEITE IN A MOUNT) Salary on this job | |
|------------|---|---|---|---|--|
| B. | What kind of business or in in? (For example, retail she restaurant, electronic asse (WRITE IN BELOW) | one store, mbly plant) Office POODGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG | | DEST ESTIMATE.) | |
| c. | What were your main active this job? (For example, selling on tables, putting of together) (WRITE IN BELCOMMENT) | ng shoes, omputer boards | J. | About how many hours a week did or do you usually work in this job? (WRITE IN AND MARK APPROPRIATE OVALS) HOURS PER WEEK: DDDDDDDDD DDDDDDDDD How did you find this job? | |
| D. 0 0 0 0 | GOVERNMENT EMPLOYE Self-employed in your OWN I Working WITHOUT PAY on | MPANY E (federal, state, local) pusiness a family business or farm | | (MARK ONE MOST IMPORTANT CATEGORY) School employment or placement service Public employment service Private employment agency Newspaper advertisement Checked with employer directly Through a relative Through a friend | |
| | When did you start this job? (MARK OVALS FOR MONT MONTH Jan. Jul. Feb. Aug. Mar. Sep. Apr. Oct. May Nov. | H AND YEAR) YEAR 1978 or before 1979 | K. | © Civil Service application © Union Registration © Other (WRITE IN) Why did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY) © Job ended (temporary job, laid off, or fired) | |
| F. | Jun. O Dec. IF YOU STILL HAVE THIS OVAL - O AND GO 7 OR- When did you leave this job? (MARK OVALS FOR MONTH Jan. O Apr. O Jul. | YEAR YEAR YEAR | (E) (E) (E) (E) (E) (E) (E) (E) (E) (E) | school year ended) Quit because job, hours, or pay, etc., nnsatisfactory | |
| | any deductions on this ob? (WRITE IN LIMOUNT AND MARK LIPPROPRIATE OVALS, LIVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, LIVE YOUR BEST STIMATE.) | Dec. 1983 1984 MARK ONE DDDD Mekly DDDD Mekly DDDD Mekly DDDD Mekly DDDD Mekly DDDD Mekly DDDD Mekly DDDD Mekly DDDD Mekly DDDD Mekly DDDD Mekky DDDD | L. R | Yes (ANSWER a) D No (GO TO Q.49M) D STILL HAVE SAME JOB (GO TO Q.49M) For how many weeks were you without a job and ooking for work? (WRITE IN AND MARK APPROPRIATE OVALS) | |

ERIC

Full Text Provided by ERIC

- 50. At any time between leaving high school and the end of February 1984, have you held a full-time job? (MARK ONE)
 - Tes (ANSWER A)

- D No (SKIP TO Q.51)
- A. Considering the most recent full-time job you have held, which type(s) of employer-provided training benefit(s) or training program(s) did you receive or participate in?

 (MARK ALL THAT APPLY. FOR ANY PROGRAMS OR BENEFITS MARKED: ANSWER B AND C, THEN ANSWER D.)

| ing Programs or Benefits | B. Number of Hours Per Week | C. Total Number of Weeks |
|--|--|--|
| Employer-provided job training during working hours on employer premises | <u> </u> | @@@@@@@@@@@ @@@@@@@@@@@@ |
| Informal on-the-job training (e.g., assigned to work with someone for instruction or guidance, etc.) | ® | © © 10000000000000000000000000000000000 |
| Employer-provided education or training provided during working hours away from employer premises | | @@@@@@@@@@ @@@@@@@@@@@ |
| Tuition aid and/or financial assistance for attending educational institutions after weeking hours | @©@@@@@@@@ @©@@@@@@@@@ | @@@@@@@@@@@ @@@@@@@@@@@@@ |
| Other (SPECIFY) | | <u></u> |
| | Employer-provided job training during working hours on employer premises Informal on-the-job training (e.g., assigned to work with someone for instruction or guidance, etc.) Employer-provided education or training provided during working hours away from employer premises Tuition aid and/or financial assistance for attending educational institutions after entiting hours | Employer-provided job training during working hours on employer premises Informal on-the-job training (e.g., assigned to work with someone for instruction or guidance, etc.) Employer-provided education or training provided during working hours away from employer premises Tuition aid and/or financial assistance for attending educational institutions after worksing hours Other (SPECIFY) DODOGOODO |

- D. Was your participation in some or all of this training required by your employer? (MARK ONE)
 - O Yes, all required
 - T Yes, some required
 - D No, none required



| θ | Yes (ANSWER A-E) | Ð | No (GO TO Q. 52) | | | |
|----------------|--|----------------|--|------------|--------|----|
| . 1 | Where did you receive this training? () | (AR | K ALL THAT APPLY) | | | |
| Ċ | D High school | | | | | |
| . (| Vocational, trade, business, or other care | er tra | ining echool | | | |
| Ċ | Apprenticeship or government training p | FOETR | m | | | |
| C | Junior or community college | | | | | |
| C | College or university (four years or more | 5 | | | | |
| O | | | nedical, dental: law theology etc) | | | |
| ٥ | | | | | | |
| đ | Other (DESCRIBE) | | | | | |
| H | low did your training relate to your ex | peri | ences on this job? (MARK ALL THAT | - Г АР: | PLY) | |
| đ | | i in s | chool | | | |
| Œ | I would have liked more job-related train | ing be | fore I started working | | | |
| Œ | The way the job was done was different for | roma t | he way I was trained | | | |
| Œ | I did not use, on-the-job, the tools or equi | pmer | it I was trained to use | | | |
| Œ | I could have gotten my job without the tri | einin; | | | | |
| Œ | I realized I had taken coursework associate helpful in performing my job | ા wi | th my training which was not | | | |
| Œ | Most of what I did on the job I learned to | do in | school | | | |
| Θ | I considered myself to be doing as well as | other | with similar training | | | |
| Θ | | e tra | ining a wise choice | | | |
| W | ere you hired for this job because your school or college to do this kind of wor | emy k? (1 | ployer knew you had been trained in MARK ONE) | | | |
| 0 | Ÿes | | | | | |
| ② | No | | | | | |
| 9 | Don't Know | | | | | |
| (1D | l your training include instruction in t clude instruction in the operation of of nicles, or other suc* equipment)? (MAI | Tice : | machines, computers, machine vools | | | |
| Φ | Yes (ANSWER E) | | | | | |
| 3 | No (SKIP TO Q.52) | | | | | |
| Thi | nking about the formal training you h equipment on which you were trained | ave i L (Ma | received, we are interested in ARK ONE OVAL ON EACH LINE) | | | |
| : a. | There was anough applications and the second | | | Yes | | No |
| b. | The equipment was kept in good mani- | ***==* | *************************************** | Ð | | 3 |
| O. Č. | The equipment was kept in good repair | •••••• | | θ | ••••• | 3 |
| d. | The equipment used was up-to-date The equipment used provided good prepara | | | Θ | •••••• | 3 |
| ۵. | The edulument med blookded good blebats | tion f | or my job | Θ | | 3 |



52. How satisfied were you with the following aspects of your present or most recent job? (MARK ONE OVAL ON *EACH* LINE.)

| | <u> </u> | Satisfie Satisfie | | Setie | fied | Dis- satisfic | d | Very Die. |
|----------|---|----------------------|---|----------|-------------|------------------|--------------|------------|
| . | Pay and fringe benefits | . 0 | | Ø | | (| | |
| b. | Importance and challenge | . 0 | ********** | 0 | ***** | (| | |
| Ç. | Working conditions | . ① | ******* | Ð | | Ō | ********* | · = |
| đ. | Opportunity for promotion and advancement with this employer | | | _ | ****** | | ****** | , © |
| | | • @ | ••••• | Ø | ********** | 0 | ********** | Œ |
| €. | Opportunity for promotion and advancement in this line of work | ் | | _ | | <u>.</u> | | |
| Ĩ. | Opportunity to use past training and education | | *************************************** | ② | ********** | 9 | ********** | O |
| _ | | 0 | ********* | ② | *********** | 3 | *********** | © |
| <u>.</u> | Security and permanence | Θ | *********** | Œ | ********** | (D) | ************ | • |
| h. | Supervisor(s) | 0 | ********** | Œ | ********** | (D) | ********** | 0 |
| i. | Opportunity for developing new skills | Θ | •••••• | Œ | | 3 | •••••• | <u></u> |
| j. L | Job as a whole | Œ | *********** | Œ | *********** | Ō | *********** | O |
| | The pride and respect I received from my family and friends by being in this line of work | | | | | | | |
| | | Θ | ********** | D | ••••• | 3 | ********* | © |
| L | Relationships with co-workers | 0 | ********** | Φ | | 3 | | • |

53. In the next few years, how likely is it that you will be: (MARK ONE OVAL ON EACH LINE)

| = | | Definite | i <u>y</u> | Probal | | Probably Not | , | Definite Not | ły | Don't Know/ Not-Sure |
|------------|---|----------|-------------|-------------|-------------|-----------------|-------------|------------------|---|----------------------------|
| . | Working as a laborer on construction jobs | . ō | *********** | Ф | *********** | 9 | | 0 | ***** | 3 D |
| 5 . | Working at a deak in a business office | 0 | •••••• | D | ********** | G | . , | O | *********** | <u> </u> |
| c. d. | Serving in the military | 0 | ********* | Ð | ••••••• | 0 | ******** | 3 | *************************************** | <u></u> |
| е. | Working as a waiter or waitress in a | 0 | ****** | (D) | ********** | D | *********** | • | *********** | © |
| | rectaurant | · · · · | *** ****** | <u></u> | • •••••• | <u>.</u> | | (1 5 | | 200 |
| f. | Teaching in an element uy or secondary school | 11 | | _ | | - | | φ, | | • |
| | | Θ | ******** | Œ | •••••• | (3) | ••••••••• | • | ••••• | Œ |



54. Write in here the name of the job or occupation that you expect or plan to have when you are 30 years old. Even if you are not at all sure, write in your ONE best guess.

| (M/DWMD TAI) | | |
|--------------|------|--|
| (WRITE IN) | | |
| | | |

A. Which of the categories below comes closest to describing that job? (MARK ONE)

- © CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
- CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
- PARMER, FARM MANAGER
- HOMEMAKER (without other job)
- LABORER such as construction worker, car washer, sanitary worker, farm laborer
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
- MILITARY such as career officer, enlisted man or woman in the Armed Forces
- OPERATIVE such as mest cutter, assembler, machine operator, welder, taxicab, bus or truck driver
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher
- PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter
- SALES such as salesperson, advertising or insurance agent, real estate broker
- SCHOOL TEACHER such as elementary or secondary
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter, maitress
- TECHNICAL such as draftsman, medical or dantal technician, computer programmer
- **MOT WORKING**
- OFFICE USE ONLY



PERIODS UNEMPLOYED

| Q | Yes (| ANSWER A-D) | | | Ø No | (SK | IP TO Q.56) | | |
|----|-----------------------|--|------------------------|--------------|-----------|-----|-------------------------|---------------------------------------|-----------------------------|
| À. | During for wor | which months or pa k? (MARK ALL TH | rts of a m | onth were yo | ou both w | ith | out a job and looki | ī | |
| | | 1982 | | | 1983 | | | | 1984 |
| | 0 | June | <u> </u> | January | (D | | July | <u> </u> | January |
| | Φ | July | Ф | February | 0 | | August | <u> </u> | February |
| | Φ | August | 0 | March | Ф | | September | _ | residery |
| | Œ | September | 0 | April | Θ | | October | | |
| | Ð | October | Ф | May | Θ | 1 | November | | |
| | Θ | November | Θ | June | Ф | ì | December | | |
| | Θ | December | | | | | | | |
| 3. | on aver | the ment recent per age about how man nd actively looking : IN NUMBER OF H PRIATE OVALS) | hours per for work? | r week did | | | HOURS PER WEEK | 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 | - |
| | would he period in | ns the lowest salary ave accepted during dicated above? (WRI T AND MARK APP | the most r | ecent | | | SALARY OR WAGE RATE | | D Hourly D Weekly D Monthly |
| | ind a job | he <i>last week</i> you we o? (MARK ALL THA | T APPLY) | | here did | · | _ | - | |
| 0 | D Schoo servic | i or college employmen | t or placeme | ent | | 0 | - myor application to | | |
| ٥ | | Service applications | | | | Φ | | | |
| ď | | service applications comployment service | | | | Φ | announce innocher 1017 | | |
| ~ | | · · · · · · · · · · · · · · · · · | | | | Φ. | | nds | |
| a |) Privat | | | | | | | | |
| 0 | | e employment agency nunity action or welfure | | | | 9 | Nothing Other (EXPLAIN) | | |



FAMILY INFORMATION

| . T | What | t was your marital status the first week of February 1984? (MARK ONE) | |
|------|-------------|--|-------------------|
| _ | @ i | Diseased (CPTD (TO O co) | |
| | 3 | Divorced (SKIP TO Q.62) | |
| | 9 | Widowed (SKIP TO Q.62) Separated (SKIP TO Q.62) | |
| | 9 | Never married (SKIP TO Q.64) | |
| | a | | |
| | | Not married but living with an unrelated adult of the opposite sex (GO TO Q.57. ANSWER Qs.57-61 FOR THIS PERSON) | |
| | 3 | Married (GO TO Q.57) | |
| 7. W | Vhat MAE | was your spouse (husband or wife) doing the first week of February 1984? tk ALL THAT APPLY) | |
| | Φ | He or she was working for pay at a full-time or part-time job | |
| | Ō | Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | |
| | Θ | Taking academic courses at a two- or four-year college | |
| | O | Taking courses at a graduate or professional school (e.g., law, medicine, pharmacy, etc.) | |
| | 0 | Serving on active duty in the Armed Forces (or service academy) | |
| | Œ | Keeping house (without other job) | |
| | Ө | Temporary layoff from work; looking for work, or waiting to report to work Other (DESCRIBE) | |
| | 0 0 | Yes (GO TO Q.59) No (SKIP TO Q.60) | |
| . Pi | | describe below the job your spouse held during the first week of February 1984 | • |
| A. | W | hat kind of business or industry was this? | |
| | (F | or example, shoe store, restaurant, etc.) | Office DODODODODO |
| | | | Use @@@@@@@@@@@ |
| | (V | RITE IN) | Only poppoppop |
| | | | |
| В. | | hat kind of job or occupation did he or she ye in this business or industry? (For | |
| | | ample, salesperson, waitress, secretary, etc.) | Office POODOOOOOO |
| | | | |
| | (W | RITE IN) | Only തന്നെന്നെന്ന |
| C. | Wi | nat were his or her most frequent activities or duties on this job? (For example, illing shoes, waiting on tables, typing and fliing, etc.) (WRITE IN) | |
| | | | |
| | _ | | |
| | | | |
| | | | |
| | | | |
| D. | Wa | s be or she: (MARK ONE) | |
| | Ō | An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary or commissions? | |
| | <u></u> | | |
| | <u>a</u> | A GOVERNMENT employee (Federal, State, county or local institution or school)? | |
| | 9 | Self-employed in his or her OWN business, professional practice, or farm? Working WITHOUT PAY in family business or farm? | |
| | 9 | Working WITHOUT PAY in family business or farm? Working WITHOUT PAY in volunteer job? | |
| | • | worang withiot lain an animisel 1005. | |



| | | | MOI | | | | _ | | | | · · · · · · · · · · · · · · · · · · · | YEAR_ | |
|---------------------------------------|---|---|--|--|-----------------------------------|-----------------------------|-------------|--------------------------|------------|-------------|---------------------------------------|-----------------|---------------------------------------|
| | 0 | Jan. | | May | Ō | Sep. | | | | 0 | 1978 or | 0 | 1981 |
| | 0 | Feb. | _ | Jun. | 0 | | | | | | before | 0 | 1982 |
| | 9 | Mar. | | Jul. | Ö | | | | | 0 | 1979 | O | 1983 |
| | 0 | Apr. | 0 | Aug. | 0 | Dec. | | | | 0 | 1980 | 0 | 1984 |
| ř. | | or she o | current | diy w o | | | | ? (MARK ON ARK ONE FO | | ru i | Eler) | | |
| | | | | | 110 5 | (22, 14, | | | | | | <u>.</u> . | |
| | | | | | | | 6 | February March | ® | Apri May | | _ | une uly |
| G. | at thi | many ho s job in TE IN N COPRIA | an ave | rage IR OF | week? | | | | | | | OURS ER WEEI | |
| Ĥ. | did he or her deduct estima (WRII | or she of gross e sions. If ite.) TE IN; R | ern at arning not pa OUND | this before the before | job? (Fore tax the we TEARE | teport tes or tek, pi | his othe | ř | | E | PPROXII ARNING URING A VEEK | Š | 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 |
| | | PI | r of Pa | | - 100 | | . === | | | | | | |
| As o | f the fi | ~ ~ ~ . | | atte' | med? (| MARH | ON | E) | ieaei | or ed | ucation t | nat | |
| As o | of the fly r husba | ed or wi | ife had | | , | | | | | | | | |
| 70W | : | ecorwi | ife had | | • | | | | | | | | |
| 70U1 | Some hi | gh school | ire had i, or less | i . | | school | BQuiv | alency diploma | l or certi | ificate | • | | |
| 70U1 | Some hi | gh school | ire had i, or less | i . | | school | equiv | alency diploma | or certi | ificate | • | | |
| 7041 50 50 | Some hi | gh school | ire had i, or less sool or e | i Farned | a high | : : | | alency diploma | or certi | ificati | • | | |
| | Some hi | igh school | ire had i, or less sool or e | arned | a high | al, trad | e, or | business | or cert | ificati | • | | |
| | Some hi | nd or wi | ire had i, or less sool or e | arned | a high | al, trad | e, or | business | ı or certi | ificati | • | | |
| 60 60 60 60 60 | Some his Finished Less that Two year | igh school i high sch un two yea un two yea | ire had i, or less icol or e ire | sarned V sc | a high | al, trad | e, or | business | or cert | ificate | , | | |
| | Some his Finished Less that Two years that Two or i | igh school i high sch in two yea in two yea in two yea more year | i, or less tool or e | varned V sc | a high | al, trad | e, or | business | or cert | ificate | , | | |
| 60 60 60 50 50 50 | Some his Finished Less that Two year Less that Two or it (Including | igh school is high sch in two yes in two yes more year ig two-yes | ite had i, or less sool or e ars re ars of co | V sc | a high ocation hool af | al, trad ter high | e, or | business sol | | ificate | • | | |
| | Some his Finished Less that Two year Less that Two or in the Unished | igh school i high sch in two yea irs or mor in two yea more year ig two-yea college (| ire had i, or less icol or e ire ire ire ire ire ire ire ire ire ir | V so | a high ocation hool af | al, trad ter high | e, or | business | | ificate | • | | |
| | Some his Finished Less that Two year the Less that Two or it (Including Pinished Master's | igh school i high sch in two yea in two yea in two yea in two-yea college (degree o | ire had i, or less icol or e ars of col ar degre four- or r equiva | V schollege lege five-yulent | a high ocation hool af | al, trad ter high | e, or | business sol | | ificate | • | | |
| 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 | Some his Finished Less that Two or a (including Finished Master's Ph.D., M. | igh school i high sch in two yea irs or mor in two yea more year ig two-yea college (| ire had i, or less iool or a irs ire ire ars of col ar degra four- or r equiva | V schollege lege five-yulent | a high ocation hool af | al, trad ter high | e, or | business sol | | ificate | | | |



61. Now please think back to October 1, 1983. If you were married then, what was your husband or wife doing in October 1983? (MARK ALL THAT APPLY)

IF YOU WERE NOT MARRIED AT THAT TIME, MARK OVAL HERE - AND GO TO Q.62.

- Working for pay at a full-time or part-time job
- Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business or other career training school)
- Taking academic courses at a two- or four-year college
- Taking courses at graduate or professional school (e.g., law, medicine, pharmacy)
- Serving on active duty in the Armed Forces (or service academy)
- Keeping house (without other job)
- On temporary layoff from work, looking for work, or waiting to report to work
- Other (DESCRIBE)_

62. How many times have you been married? (MARK ONE)

Ö

- (SKIP TO Q.64)
- ① Once (GO TO Q.63)
- D Twice (GO TO Q.63)
- Three or more times (GO TO Q.63)



63. I we would like some information about your current or most recent marriage any past marriage(s). Please start with your current or most recent marriage as then report the one(s) before that, if any.

| | | $\overline{}$ | | (1) | | T = | | (0) | | | | | |
|----|---------------------------|--------------------|----------|-----------|----------|----------|---------|----------------|----------|----------|---------|------------------|------|
| | | 1 | Curre | ent or me | st | 1 | Pı | (2) revious | | 1 | D. | (3) - revious | |
| | | | recen | t marrie | <u> </u> | 1 | | arriage | | ł., | m | Arriage | |
| , | When did this marriage | 0 | Jan. | 0 | Jul. | 0 | Jan. | | Jul. | 10 | | 0 | Jul. |
| | begin? | Ιō | Feb. | ō | Aug. | 10 | Feb. | 0 | Aug. | 10 | E 34 94 | | |
| | (MARE OVALS FOR MONTH | ō | , | ō | - | J | | | | | | 0 | |
| | AND YEAR) | | | | Sep. | 0 | Mar. | 0 | Sep. | 0 | Mar. | 0 | Sep. |
| | | 0 | Apr | 0 | Oct. | 0 | Apr. | 0 | Oct. | 0 | Apr. | 0 | Oct. |
| | | 0 | May | 0 | Nov. | 0 | May | 0 | Nov. | | May | Ö | Nov. |
| | | 0 | Jun. | 0 | Dec. | 10 | Jun. | 0 | Dec. | 1 0 | Jun. | Ö | Dec. |
| | | | | | | 1 | | | | | | _ | 200. |
| | | 10 | 1990 | or befor | | 0 | 1000 - | r befor | _ | ٦ | 1000 | | |
| | | 0 | | | | . – | | | _ | 0 | 1980 o | | |
| | | | 1981 | 0 | 1983 | 0 | 1981 | 0 | 1983 | 0 | 1981 | 0 | 1983 |
| | | 10 | 1982 | 0 | 1984 | 0 | 1982 | 0 | 1984 | 0 | 1982 | O | 1984 |
| | | | | | | i | | | | ! | | | |
| _ | | ↓ | <u> </u> | | | <u> </u> | _ | | <u> </u> | | | | |
| B. | When did this marriage | 0 | Jan. | 0 | Jul. | 0 | Jan. | 0 | Jul. | 0 | Jan. | 0 | Jul. |
| | end? | Ö | Feb. | 0 | Aug. | 0 | Feb. | 0 | Aug. | 0 | Feb. | ō | Aug. |
| | (MARK OVALS FOR MONTH | 0 | Mar. | 0 | Sep. | | Mar. | 0 | Sep. | Ī | Mar. | Ö | |
| | AND YEAR AND COMPLETE | 0 | Apr. | 10 | Oct. | 0 | - | | | 1 — | - | | Sep. |
| | PART C AND D) | 0 | | | | 1 | Apr. | 0 | Oct. | Ō | Apr. | 0 | Oct. |
| | | | May | 0 | Nov. | 9 | May | 0 | Nov. | 0 | May | 0 | Nov. |
| | | 0 | Jun. | 0 | . ec. | 0 | Jun. | 0 | Dec. | 0 | Jun. | 0 | Dec. |
| | | | | | | | | | | ļ | | | |
| | | 0 | 1980 o | r before |) | 0 | 1980 or | before | | 0 | 1980 o | r befor | - |
| | | 0 | 1981 | 0 | 1983 | 10 | 1981 | 0 | 1983 | 0 | 1981 | 0 | 1983 |
| | | ا ا | 1982 | 0 | 1984 | 0 | 1982 | 0 | 1984 | _ | | | |
| | ! | | 1902 | _ | 1304 | | 1502 | 0 | 1904 | 0 | 1582 | 0 | 1984 |
| | 770 AMOUNT TAXABABA 17742 | | | | | 1 | | | | l | | | ĺ |
| | (IF STILL MARRIED, MARK | | | | | ŀ | | | | | | | |
| | OVAL HERE | O | Still M | larried | | | | | | 1 | | | |
| | GO TO COLUMN 2 OR Q.64) | | | | | | - | | | | | | |
| Ċ. | How did this marriage | Θ | Separa | tion | | Θ | Separat | tion | | Э | Separat | tion | |
| | end? | Ō | Divorc | e or | | <u></u> | Divorce | 70 | | O | Divorce | | |
| | (MARK ONE) | | annula | | | _ | annulm | | | • | annulm | | 1 |
| | (MARK UNE) | O | Death | | | | | | | _ | | | į |
| | i | _ | Descri | | | Ф | Death | | | 9 | Death | | |
| _ | | | | | | | | | | | | | |
| | if now separated, | Ō | Jan. | 0 | Jul. | | | | | | | | |
| | ANSWER D: | C | Feb. | 0 | Aug. | | | | | | | | |
| D. | When did you stop living | Ö | Mar. | 0 | Sep. | | | | | | | | |
| | together with your | 0 | Apr. | 0 | Oct. | | | | | | | | |
| | spouse? | | May | | Nov. | | | | | | | | |
| | (MARK OVALS FOR MONTH | | | | | | | | | | | | |
| | AND YEAR) | 0 | Jun. | 0 | Dec. | | | | | | | | |
| | | | | | ļ | | | | | | | | |
| | | 0 : 0 | 1980 or | before | | | | | | | | | |
| | | 0 | 1981 | 0 | 1983 | | | | | | | | |
| | | $\overline{\circ}$ | 1982 | | 1984 | | | | | | | | |
| | | | | | | | | | | | | | |
| | <u>l</u> _ | | | | | | | | | | | | |

64. How many children, altogether, do you eventually expect to have? (MARK ONE)

| @ | None | (SKIP | TO | 0 67) |
|----------|------|-------|----|-------|
| | | | | |

One (GO TO Q.65)

[™] Two (GO TO Q.65)

Three (GO TO Q.65)

[©] Four (GO TO Q.65)

Five (GO TO Q.65)

Six or more (GO TO Q.65)

| 68. | Did you have any at | h ilden i | /41- | | -3 | d, foster-care and stepchildren) as of the |
|-----|------------------------|-----------|---------|-------|--------|--|
| | with just mayor and co | THAT AN | / rmc#i | IGNUE | maopte | u, loster-care and stepchildren) as of the |
| 0 | first week of Februa | 1984 עיז | 17 (M. | ARK | ONE) | |

O Yes (ANSWER A)

D No (SKIP TO Q.67)

A. How many children (including adopted, foster-care and stepchildren) did you have as of the first week of February 1984?

(WRITE IN AN: MARK APPROPISIATE OVALS)

NUMBER OF CHILDREN:

66. Next we would like some information about your children (including adopted, foster-care, and stepchildren). Please enter information about your first child, your second child and your most recent or last child.

| | | | | | | - | | | | | | | |
|----|---|-------------------------|---|--------------------|------------------------------|--|------------------------------|-----------|------------------------------|--------------------------|------------------------------|----------|------------------------------|
| | | | Firs | t-Child | | | Seco | nd Chil | ld | Mo | If more | | two: it) Child |
| A. | What is the birth date of this child? (MARK OVALS FOR MONTH AND YEAR) | 0 0 0 0 0 | Jan. Feb. Mar. Apr. May | 0:0:0:0:0:0 | Jul. Aug. Sep. Oct. | V. G. O. G. U. | Jan. Feb. Mar. Apr. | 0:0:0:0:0 | Jul, Aug. Sep. Oct. | 0000 | Jan. Feb. Mar. Apr. | 0 0 0 0 | Jul. Aug. Sep. Oct. |
| | | 0 0 | Jun. | O O r béfore | Nov. Dec. | 0 0 0 | May Jun. 1980 or | 0 | Nov. Dec. | 0.0 | May Jun. | 0 | Nov. Dec. |
| | . <u></u> | 0 0 | 1981 1982 | 0 | 1983 1984 | 0.0 | 1981 1982 | 0 | 1983 1984 | 0:0:0 | 1980 d 1981 1982 | or befor | 1983 1984 |
| В. | Is the child adopted, a stepchild, or a foster-care child, or a child born to you? (MARK ONE) | (A) (B) (B) (B) (B) (B) | Born to me Adopted Stepchild Foster-care | | 9 9 | Born to Adopte Stepch Foster- | d ild | | θ | Born to Adopte pch | d ild | | |

INCOME

67. What is the best estimate of your income before taxes for (a) ALL OF 1982, and (b) ALL OF 1983? If married, include your spouse's income in the total, DO NOT INCLUDE 0 LOANS. Please make a dollar amount entry on each line. If you did not receive any

income from a source, enter a zero, "0."

(WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS. START WITH PART &, COLUMN 1 AND CONTINUE THROUGH PART a IN COLUMN 4 ON NEXT PAGE.)

IP YOU HAVE NO SPOUSE: MARK OVAL HERE

| a. Your own wages, salaries, commissions, or tips. IF NONE: ENTER "0" Amount Received 1982 3 D. D. D. D. D. D. D. D. D. D. D. D. D. D | Amount Rectived 1983 \$ | column 2 SOURCE e. Social Security benefits (include spouse's) IF NONE: ENTER "0" | Amount Received 1982 \$ OOOOO | Amount Received 1983 |
|--|---|--|--|---|
| salaries, commissions, OOOOOO or tips. IF NONE: ENTER "0" OOOOOO | 00000 000000 000000 | benefits (include spouse's) | \$ 00000 00000 | \$ |
| 00000 00000 00000 00000 00000 | 00000 00000 00000 | | 00000 00000 00000 00000 00000 00000 | |
| b. Your own net income from a business or farm. IF NONE: ENTER "0" DDDDD DDDD DDDDD DDDDD DDDDD DDDDD DDDD | \$ | f. Veteran's benefits (include spouse's) IF NONE: ENTER "0" | | |
| c. Your spouse's (husband or wife) wages, salaries, commissions, or tips, and his or her net income from a business or farm. IF NONE: ENTER "0" \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ | | g: Your unemployment compensation. IF NONE: ENTER "0" | | |
| d. Dividends, interest, rental income, investment income (include spouse's) IF NONE: ENTER "0" 3 | 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | h. Your spouse's unemployment compensation. IF NONE: ENTER "0" CONTINUE WITH PART | 00000 00000 00000 00000 00000 00000 0000 | 00000 0000 0000 0000 0000 0000 0000 0000 |



| COLUMN 3 SOURCE | Amount Received 1982 | Amount Received 1983 | COLUMN 4 SOURCE | Amount Amount Received Received 1982 1983 |
|--|---|----------------------------|---|--|
| i. Public assistance, welfare, AFDC, etc. (include spouse's). IF NONE: ENTER "0" | \$ 000000000000000000000000000000000000 | \$ | l. Your spouse's scholar- ships, fellowships, grants, loans, etc. IF NONE: ENTER "0" | \$ |
| j. Income you (and your spouse) received as gifts from relatives or friends. IF NONE: ENTER "0" | | \$ | m.Nontaxable income not included above (include spouse's). IF NONE: ENTER "0" | \$ |
| k. Your scholarships, fellowships, grants, loans, etc. IF NONE: ENTER "0" CONTINUE WITH PART | \$ | \$ | n. TOTAL INCOME (ADD TOGETHER PARTS a-m) | \$ 000000 000000 000000 000000 000000 000000 |



EXPERIENCES AND OPINIONS

| 3. Duri | ng weekdays, about how ma | ny hours <i>per da</i> y de you | watch TV | ? (MARK | ONE) | | |
|--|--|--|-------------------------------------|---------|---|-------------|--|
| 60 | Don't watch TV due to weekda | | | | | | |
| © | Less than I hour | ,, | | | | | |
| • | 1 hour or more, less than 2 | | | | | | |
| 69 | 2 hours or more, less than 3 | | | | | | |
| • | 3 hours or more, less than 4 | | | | | | |
| • | 4 hours or more, less than 5 | | | | | | |
| • | 5 hours or more, less than 6 | | | | | | |
| @ | 6 hours or more, less than 7 | | | | | | |
| • | ? hours or more, less than 8 | | | | | | |
| (39) | 8 hours or more | | | | | | |
| . Are y | ou registered to vote? (MAR | K ONE) | | | | | |
| | Ÿm | | • | | | | |
| | | Ø No | | | | | |
| nation ① | ves | 8, have you voted in a lo | ~~~, #646 0 , | , 01 | | | |
| D Row i | nal election? (MARK ONE) | © No | Not | | Somewh | | Very |
| The state of the s | Yes MARK ONE) Yes Mark ONE one of the folloge one oval for EACH Li | © No wing to you in your life? | Not importa | | importa | | important |
| . How i (MAR | Yes mportunt is each of the folloge ONE OVAL FOR EACH Literate of the successful in my line of work | © No wing to you in your life? NE) | Not | | | | |
| Bow i (MAR) | Yes mportant is each of the follows: K ONE OVAL FOR EACH Little successful in my line of work | © No wing to you in your life? NE) | Not Importai © | nt | importa © | nt | important ① |
| Beir b. Finc | Yes mportans is each of the follows: K ONE OVAL FOR EACH Little successful in my line of work | ● No wing to you in your life? NE) | Not Importai O | nt | importa © | nt | ① ① |
| Beir b. Finchavi | Yes mportant is each of the follows: MARK ONE mportant is each of the follows: K ONE OVAL FOR EACH Little of work | No No No Ne Ne | Not importati O | | © © | nt | ① ① ① ① |
| Beir b. Find havi | Yes The second of the follows of the follows one oval. For EACH Life ing successful in my line of work | ② No wing to you in your life? NE) | Not importa O O O O | nt | © © O | nt | ① ① ① ① ① ① ① |
| How i (MAR. a. Beir b. Finc havi | Yes The seach of the follows are successful in my line of work | ♥ No wing to you in your life? NE) | Not importai O O O O | | © C C C C C C C C C C C C C C C C C C C | nt | mportant D D D D D |
| Beir de Have | Yes The second of the follows are successful in my line of work | ● No wing to you in your life? NE) | Not importa O O O O | nt | © © O | nt | ① ① ① ① ① ① ① |
| Being | Yes The seach of the follows are successful in my line of work | No No wing to you in your life? NE) d d | Not Importa | nt | © O O | nt - | mportant D D D D D D |
| How i (MAR) a. Beir b. Finc havi b. Hav. Hav. Bein g. Bein oppo | Yes mportant is each of the follows ONE OVAL FOR EACH Life of work | ② No wing to you in your life? NE) | Not importa | nt | O O O O O O O O O O O O O O O O O O O | nt | mportant ① ① ① ① ① ① ① ① ① ① ① ① ① |
| a. Beir b. Finc havi c. Hav. d. Hav. e. Bein oppo | Yes Important is each of the follows: Important is each of the follows: Important is each of the follows: In successful in my line of work | ✓ No Wing to you in your life? NE) | Not Importa | nt | © O O | nt - | mportant D D D D D D |
| a. Beir b. Finc havi c. Hav. d. Hav. e. Bein oppo | Yes The second of the follows of the follows of the right person to marry and ing a happy family life | ✓ No Wing to you in your life? NE) | Not importa | nt | © O O O O O O O O O O O O O O O O O O O | nt | mportant ① ① ① ① ① ① ① ① ① ① ① ① ② ② |
| a. Beir (MAR b. Find havi c. Hav d. Hav e. Bein g. Bein oppo h. Livii i. Gett coun | Yes Important is each of the follows: Important is each of the follows: Important is each of the follows: In successful in my line of work | ✓ No wing to you in your life? NE) | Not importan | | O O O O O O O O O O O O O O O O O O O | | mportant ① ① ① ① ① ① ① ① ① ① ① ① ① |

 \odot

0

Ö

®

.....

0

Œ

.....

k.

Having children

intérests....

Having leisure time to enjoy my own

| PORMATION FOR FUTURE FOLLOW- | | = | ID: | | | | | |
|---|---|--------------------------------------|------------------------|------------------|--------------|--|-------------|--|
| PRINT your name, address and telephone r | number (where you | an be reached du | ring the com | ing year). | | ' | | |
| Your Name: | | Spouse's Full No | | | | | | |
| Street Address: | | opound 3 1 dil 14a | | | | | | |
| City: | States | | | | | | | |
| TELEPHONE NUMBER: () | | Zip: | | | | | | |
| IN WHOSE NAME IS THE | | No phone | | | •••••• | | İ | |
| TELEPHONE NUMBER LISTED? | | Person lis | ted zbove | **************** | •-•••••• | *********** | 2 | |
| (MARK ONE) | | Other (Pi | EASE SPEC | IFY) | | | 3 | |
| PRINT name, address and telephone number | er of your parents (o | r one parent). | | | | | | |
| | | | | | | | | |
| Parent's Name: Street Address: | | | | | | | | |
| City: | | | | | | | | |
| TELEPHONE NUMBER: () | State: | | | z | ip: | | | |
| | | — No share | | | | | | |
| IN WHOSE NAME IS THE | | Dawas !!se | ed above | | ••••••• | ••••••• | 1 | |
| TELEPHONE NUMBER LISTED? | | | EASE SPEC | | | | | |
| (MARK ONE) | | Caler (PL | ease spec | LF I) | | | | |
| PRINT the names and addresses of two other during the coming year. (List no more than of to record the relationship of these persons to | ne person who now you (for example, fi | lives with you) Reiend, sister, cous | emember in, etc.). | | | | - | |
| Name: | RELAT | OY CT TIHROOF | OU: | | | | | |
| Street Address: City: | | | | | | | | |
| TELEPHONE NUMBER: () | State: | | | Zi | p: | | | |
| | — - | <u> </u> | | | | | _ | |
| IN WHOSE NAME IS THE | | | | | | | | |
| TELEPHONE NUMBER LISTED? (MARK ONE) | | Other (PLI | ed above EASE SPECI | FY) | | ······································ | 2 3 | |
| Name: | PRI AT | IONSHIP TO YO | | | | | | |
| Street Address: | | · · — · · · · · | | | | | | |
| Citv: | State | | | - | | | | |
| TELEPHONE NUMBER: () | | | | Zı | p: | | | |
| IN WHOSE NAME IS THE | | No phone | ********************** | | | | | |
| TELEPHONE NUMBER LISTED? | | Person lists | d above | | ••••••• | ••••• | 1 | |
| (MARK ONE) | | | ASE SPECI | | | - | | |
| (MATHE VITE) | | Odiet (I De | | | | | | |
| Please give the following information about yo | ourself: | | | | | | ==: | |
| DATE OF BIRTH | | <u> </u> | | - | | RCLE ON | · — | |
| Month | Day | Year | | Female | | | | |
| | , | . vai | | Malė | •••••• | ************ | 2 | |
| | <u></u> | <u></u> | | | | | | |
| | Social Security | Account Num | ber | | | | - | |
| Please pr | int your Social Secu | rity number in th | ne space belo | w. | | | | |
| iving us your Social Security number is comple | tely voluntary, and | there is no penal | ty for not dis | closing it. I | t is nee | eded | | |
| that any later information gets correctly mate Section 406 of the General Education Provisi | hed with the same i | ndividual. We are | authorized (| to ask these | quest | ions | | |
| | | | | | - | | | |
| | | <u> </u> | | | | | | |
| _ | Social Secu | rity Nu aber | | | | | | |

ERIC Full Text Provided by ERIC

HIGH SCHOOL AND BEYOND



THANK YOU FOR YOUR COOPERATION

THE INFORMATION PROVIDED ON THIS FORM IS PART OF THE SYSTEM OF RECORDS AS DEFINED BY THE PRIVACY ACT. THE INFORMATION WILL BE PROTECTED TO THE EXTENT PERMISSIBLE UNDER THE PRIVACY ACT.



APPENDIX B:

Pre-Field Correspondence





HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

Sponsored by the National Center for Education Stratistics, U.S.Department of Education

Fall, 1983

Dear High School and Beyond Farticipant:

High School and Beyond is coming back! We are now preparing for the third High School and Beyond survey, which will involve 30,000 young adults-including you-who were sophomores or seniors in high school back in 1980.

This round of High School and Beyond comes at a particularly important time for American education. Educators are involved in an intense debate over what is right and wrong with the nation's schools. A recent report by the National Commission on Excellence in Educat St. Street that U.S. educational standards have been eroded "by a rising tide of ma. ___ity." But some say the commission was unjust in giving a failing grade to the public schools of the nation. One critic wrote: 'The report fails to recognize the achievements of a massive comprehensive educational system in America."

High School and Beyond researchers are interested in the answers to important questions about education that directly affect your life:

> Has the U.S. educational system adequately prepared you and your former classmates for college?

Did your educational experience prepare you for entering the world of work?

How does your education relate to the many other challenges you face in our rapidly changing world?

You can make a continuing contribution to the success of High School and Beyond. In early February we will mail you a questionnaire to cosplete. We will include a check for \$5.00 with the questionnaire to show our appreciation for your time and cooperation.

To be sure the questionmaire and check reach you, we need to know where you will be in February 1984. We don't want to miss you. Please complete the enclosed address update form and return it in the postage-paid envelope we have provided by December :, 1983. If this letter reaches you too late to meet the deadline, then please return the form as soon as possible.

If you would like more information about the survey, please call Chris Russell collect at (312) 962-8993. We look forward to your continuing participation and thank you again for your help.

Project Director

P.S. Many of you have asked about results from earlier surveys. The enclosed High School and Beyond Newsletter describes some of the results obtained so far. We hope you enjoy the Newsletter.

| ERE WILL YOU BE | E IN FEBRUARY 1984 | 1? | | |
|-----------------|--------------------|-----------------------|------------------------------|-----------------------|
| I WII | LL BE AT THE ABOVE | ADDRESS AND PHONE NU | MBER IN FEBRUARY 1984. | |
| II | | | NUMBER) IN FEBRUARY 1984. | |
|) yo | ou checked box 2, | please write in the a | ddress, and/or phone numb | er changes |
| | | | | |
| | | | | |
| dress | | | | <u> </u> |
| ту | | State | Zip Code | |
| Territoria | | | | |
| Area Co | de Number | | | |
| whose name is | this telephone num | mber listed? | | |
| BELOW 17 you | WILL KNOW WHERE (| I CAN BE REACHED. | 4, BUT THE PERSON LISTED | nber of this |
| perso | n on the lines bel | low. | | |
| | | | | |
| | | | Zip Code | |
| Area Coo | <u> </u> | _ | · | _ |
| whose name is 1 | his telephone num | ber listed? | | _ |
| TOWANK YOU FOR | YOUR COOPERATION | . WE LOOK FORWARD TO | HEARING FROM YOU AGAIN. | |
| ovided by ERIC | | | ☆U.S. GOVERNMENT PRIN | ITING OFFICE: 1983 75 |

th

DO WE HAVE YOUR CURRENT NAME, ADDRESS, PHONE NUMBER AND SOCIAL SECURITY NUMBER? If not, please correct this label and fill in any missing items.

THE SCHOOL AND BEYOND

Newsletter

Special Edition

National Opinion Research Center, Chicago, Illinois 60637

Fall and Winter 1983-1984

Is There Life Beyond High School?

What happens to young adults when they leave high school?

Do they continue their educations? Do they join the Armed Services? Do they find that their high schools have provided them with the education they need for jobs, or for further education? How are they coordinating jobs and schooling with life experiences like marriage or having children?

These are important questions—for you and other young adults, and for those concerned with the well-being of your generation. And finding the answers to questions like these is what the High School and Beyond Second Follow-Up is all about. NORC in Chicago is conducting this survey for the National Center for Education Statistics (NCES) in Washington, D.C.

The survey is designed so that each of you represents not on. yourself but 250 other young adults like yourself in the United States. Your participation so far he provided important information on your generation. Your participation now will make that information even more valuable, because it will create a more complete and richer picture of your generation.

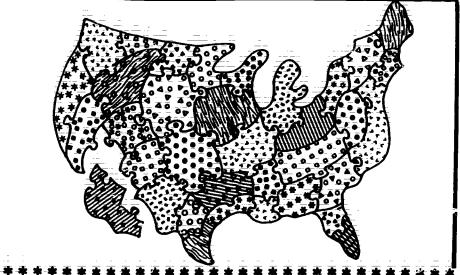
As always, the findings from the study will be reported only in statistical summaries, such as "An estimated 85 percent of the Classes of 1980 and 1982 believe . . ." Your name will never be associated with your responses. Your privacy will be completely protected

Planning for the Second Follow-Up is well underway. The questionnaire that will be sent to you in mid-February is taking shape. You'll find it similar in many respects to the HS&B questionnaires you've answered in the past, but with some new questions to take into account the new dimensions of your lives:

But all of the planning and work

o e on the Second Follow-Up will

FRIC for nothing if we can't find the



most important element of the study—you, the HS&B participants. Please take a moment to fill out the form sent with this newsletter to let us know where you'll be in February 1964.

How Surveys Work (Or, Why We Keep Asking Such Peculiar Questions)

One of the questions NORC most often hears from respondents is, "Why do you want to know that?"

The answer to this question gets at the heart of what survey research is all about. Each question is like a piece in a jigsaw make. An individual question, like an individual piece, may not seem important, but when it is grouped with other questions—the other "pieces"—a picture begins to emerge.

This process enables social scientists and people concerned with policy issues to identify current trends that affect our lives in many varied and important ways.

For example, respondents might be asked about the lowest hourly wage they would be willing to accept. Such a question may not seem to have much relevance to real life, but the answers people give to it can be related to their answers to other questions, and this allows researchers to do some interesting analyses.

They can compare people's lowest

Computer technology makes it possible to see these relationships easily. The computer tabulates and stores all the responses to every question, and on demand it will perform a task called "crosstabulation," which produces a table showing how one's condition—for example, being unemployed—is related to another variable in one's life—for any ple, the lowest wage one would accept for any job.

To conduct the First Follow-Up of High School and Beyond, NORC employed:

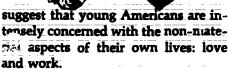
- 280 interviewers throughout the nation
- 30 interviewing supervisors
- 28 people to handle mail receipt and keep the interviewers supplied with materials
- 12 full-time coders who spent a combined total of more than 10,000 hours coding the completed questionnaires

Love or Money?

Have young Americans lost interest in everything except making money? Not at all, according to data from High School and Beyond.

Some social critics claim the present generation has abandoned the idealism of the 1960s and become wholly de roted to the pursuit of material wealth, but statistics from the First Follow-Up quickly dispel this notion. A large majority of the respondents considered it very important to be successful with one's work, to have a happy marriage, and to have strong friendships. Only a minority considered it very important to be rich. In fact, being rich was generally considered less important than having children or having leisure time.

What do these figures tell us? They



There is an emphasis on relationships that are "close to home." This emphasis on family and friends may explain why there is a dramatic increase in the value placed on living near parents and relatives when the High School and Beyond First Follow-Up data are compared to data from the 1972 National Longitudinal Suvey of Youth.

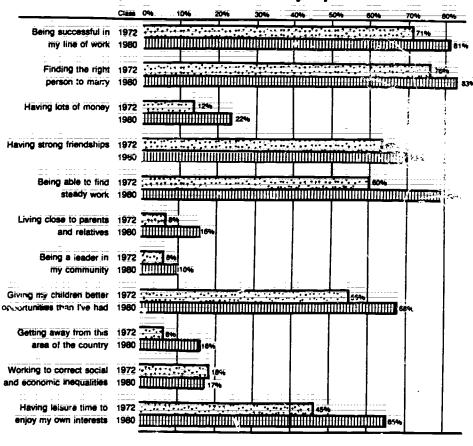
In 1972, only 48 percent of those surveyed felt it was important ("very important" or "somewhat important") to live near parents and relatives. By 1982, this number had jumped to 68 percent.





- *Only 6 percent of the Class of 1982, and 5 percent of the Class of 1980, don't expect to marry, but almost twice as many of these people are men. H'mmm ... looks like trouble.
- *91 percent of HS&B respondents expect to have children. More than twice as many women as men already had a child at the time they were surveyed. More men than women say they'll never have kids, by about ten percentage points.

Percent who said this was "very important"



Education Beyond High School

What did high school seniors in 1980 and 1982 plan to do with their lives once they got out of high school? How did these plans turn out?

The two classes' plans, reported two years apart, turned out to be remarkably similar. About 70 percent of both planned to attend college at some point in the future, about 20 percent did not, and about 10 percent did not know whether they planned to go to college.

In both classes, women showed more interest than men in higher education: about 73 percent of all women planned to attend college versus about 66 percent of all men.

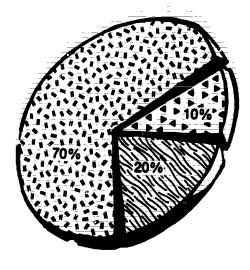
Most people thought intellectual factors—courses offered and academic reputation—were very important in choosing a college.

But economic reasons followed close behind. "Costs while at school" and "availability of financial aid" were rated very important by roughly 40 percent of both classes. (Only 28 percent of the Class of 1972 regarded availability of financial aid as very important.)

Economic factors may also be one

reason why there is a gap between the number of people planning to go to college and the number who actually do so immed ely following high school. Seventy percent of the Class of 1980 reported that they planned to attend college, but only 59 percent had actually done so by October of 1981.

One of the reasons High School and Beyond is invaluable to American policymakers is that it presents hard data on the impact our present economic problems are having on the lives and plans of young people.







Calvin Jones HS&B Project Director

A Message From the NORC Project Director

The Second Follow-Up of the national longitudinal survey righ School and Beyond occurs at an especially important time for the American educational system. For many months, news media have carried daily reports about the condition of the nation's schools.

Some have been critical, suggesting that American schools—especially high schools—fail to prepare young adults for successful careers or for entry into higher education. While other reports have praised the school system for the great variety of goals pursued on the students' behalf, there is some concern that students of the 1980s are not being educated as well as students of a decade ago.

As a contributor to High School and Beyond, each of you plays an important role in the scientific study of education in America. The survey major project of the National Centre for Education Statistics, the agency charged with providing data on education issues to the U.S. Department of Education.

In the coming years, members of Congress and Federal agencies, as well as state and local officials, will be considering a great many policy decisions that will have profound effects on the educational process.

Should high school graduation requirements be changed? If so, just what subjects should students be required to study? How far should government go to provide financial aid for those who pursue education beyond high school?

Should financial aid be awarded only on the basis of need, or should academic merit be considered as well?

ERIC ters and other technological

devices to "make it" in tomorrow's job market?

What happens to young adults who, for whatever reason, leave high school without graduating? Do they return to school later to obtain a degree, earn a GED, or make their way without a diploma? How much training do young adults receive from their employers, after their formal schooling is finished?

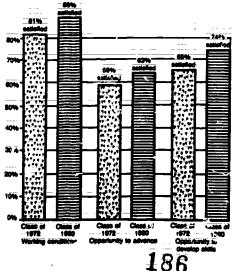
Throughout the decade of the 1980s, High School and Beyond will ask each of you to help answer these questions by telling us about your experiences with education and work after high school. Your responses, combined with those of many other members of your age group, will provide an enormously valuable asset to education policymakers.

We at NORC believe that the future of the American equational system will be determined by far-reaching decisions made during the next few years. We hope that you will once again take the opportunity to join us in this important project.

Job Satisfaction on the Increase

The grim expressions of people waiting for the bus on Monday mornings notwithstanding, more young Americans like their jobs than not. The First Follow-Up of High School and Beyond asked the Class of 1980 struct their satisfaction with the operatunities for professional growth provided by their jobs. A significant majority were either satisfied or very satisfied.

Furthermore, when we compare HS&B data with the responses of the Job satisfaction



Class of 1972 to similar questions, we see that job satisfaction is on the rise. There were significant increases in satisfaction in several areas, as the accompanying graph illustrates.

Comparisons of data from the two surveys show another important trend in the world of work: significant numbers of women are beginning to enter career areas trace dominated by men. But the proportion of women expecting to be homemakers has not changed much in the last ten years—it's still about 1 in 17.

The HS&: data not only show trends across a ten-year period—they also reveal changes in American society during the past two years. During even this short period of time, technology seems to have affected career aspirations. In the Class of 1980, more people wanted to be in such professions as medicine and law than wanted to be technicians (draftsmen, computer programmers, etc.). In the Class of 1982, more wanted to be technicians.

How much of this can be blamed on Pac-Man is a topic for future analysis by our learned team of statisticians and social scientists—stay tuned.

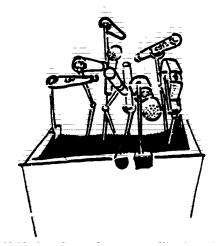
When You Talk, People Listen

Because the subject matter of High School and Beyond is exceptionally timely and relevant, the survey has often been in the public eye since it began in 1980.

HS&B results have been reported and discussed on national and local television and radio. Many preliminary findings from the first survey in 1980 received great attention in Congress, in the Education Department, and in several other federal agencies, as well at a the press.

A report titled "Public and Private Schools," published by NCES, was used in the debate on tax-credit legislation in Congress. The Federal Vocational Education Program has used the data to develop part of the Vocational Education Reauthorization package, and the Office of Student Financia. Aiu uses data from FS&B to make cost projections for its grant and loan programs

The Second Follow-Up is especially timely because of the interest debate now going or among educators about



what is right and wrong with American schools. Have U.S. schools succumbed to "a rising tide of mediocrity," as a recent report by the national Commission on Excellence in Education charges? Both the critics of the present educational system and its defenders are eagenly awaiting data from the next wave of the survey.

Articles and editorials discussing HS&B findings have appeared in national publications and major newspapers, including:

The New York Times
Newsweek Magazine
The Washington Post
The Chronicle of Higher Education
The Baltimore Sun
Time Magazine
The Chicago Sun-Times

Profiles of the Respondents

Here are some statistics on what High School and Beyond respondents were doing when they were surveyed in February 1982:

Class of 1982

The majority were still in high school (25,800), 2,290 had left school, 1,170 had transferred to different schools, and 640 had graduated early.

Of those out of school, 45 percent were already working.

Of those in school, 16 percent had lined up definite jobs for after graduation, and 69 percent planned to attend college.

High school programs varied greatly: general curriculum claimed 34 percent of the respondents, academic or college prep programs another 39 percent, 3 percent were enrolled in agricultural programs, 10 percent in business programs, 2 percent in technical programs, and 6 percent each in trade and other types of curricula.

33 percent had positive attitudes toward themselves, 84 percent felt they were people of worth, but 11 percent felt they had nothing to be proud of.

Class of 1980

52 percent were working full- or part-time, 43 percent were in college at least part-time, 10 percent were in vocational education programs (either government or private) and 4 percent were in the military.

5 percent were homemakers.

12 percent were trying to find work.

10 percent were married, and less than 1 percent divorced.

7 percent already had one child and 1 percent had two.

89 percent said that on the whole

they took a positive attitude toward themselves.

The National Center for Education Statistics

The National Center for Education Statistics (NCES) is part of the U.S. Department of Education. NCES has been charged by Congress with the responsibility for gathering and publishing full and complete statistics and other information on education in the United States and other countries.

The General Education Provisions Act further directs NCES to analyze the meaning and significance of there statistics, and to report its findings to the public.

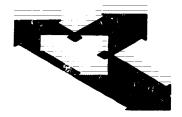
High School and Beyond to second in a program of studies—that is, studies that is, similar to the first North addy, the National Longitudinal Survey of the Class of 1972, which interviewed high school seniors in 1972. To date, these same students from the Class of 1972 have been interviewed four times, most recently in 1980. Their experiences a decade ago provide a rich source of comparison with the experiences of High School and Beyond participants.

NCES's longitudinal studies program is based on the idea that federal, state, and local policies that affect people's transition from school to work ought to be grounded in analyses of the educational process, not just of the resources put into it and the degrees and diplomas awarded.



APPENDIX C:

Cover Letter for Questionnaire Reminder Postcard



HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

Sponsored by the National Center for Education Statistics, U.S. Department of Education

February, 1984

Dear High School and Beyond Participant:

In November, we sent you a letter indicating that the High School and Beyond Survey was once again underway. Enclosed you will find the question-naire for the latest round of this survey of 30,000 young men and women who were high school seniors and sophomores in 1980.

The Second Follow-Up of the High School and Reyond Survey has been designed to gather information about the lives of young adults during the critical period in which they move from high school to college, work, or other new life experiences. Your participation is very important. It is also completely voluntary: if there are any questions you would prefer not to answer, simply leave them blank.

Since many questions in the questionnaire refer to specific dates, such as the first week in February, it is important that you complete the question-naire as soon as possible. We hope that you will be able to mail the completed questionnaire within the next two or three weeks. If this is not possible, please send the questionnaire as soon as you can find the time to complete it.

The questionnaire will be processed sting special or suterized equipment. Therefore, it is extremely important that you use the enclosed pencil when filling out your questionnaire. Otherwise, the computer will not be able to read your answers.

A postage-paid envelope has been included for you to return the questionnaire to us. A check fo: \$5.00 is also enclosed as a gesture of appreciation for your help.

Please read the enclosed yellow sheet before beginning the questionaire; it will answer some of the questions you may have. If you have any other questions about the survey or the questionnaire, please call collect to: Chris Russell, (312)962-8998 between 9:00 a.m. and 5:00 p.m., Monday through Friday. Thank you for your help.

Sincerely,

Calvin Jones
Project Director



Conducted by the National Opinion Research Center • University of Chicago • 6030 South Ellis • Chicago, il. 60637 • 312/962-8998

FLASH!!

HIGH SCHOOL AND BETOND Farticipents Ask Their Favorite Questions About How to Fill Out & Questionnaire

MARRIANE, TOPEKA ASKS: "DOES EVERY QUESTION APPLY TO ME?"

ANSWER:

No, that would not be possible since many of you have had very different experiences. For instance, some of you are home raising children, some of you are working fulltime, some of you are in school, some of you are looking for jobs and still others may be taking a break from all these

activities.

TOM, NEW YORK CITY ASKS: "HOW DO I KNOW WHICH QUESTIONS APPLY TO ME?"

ANSWER:

We have made it easy for you. Begin by answering all of the questions in their given order. If there are questions that do not apply to you, an instruction will be preser that tells you which question to answer next. Below is a example of Q. 22 from a 1982 questionnaire.

22. Between the time you left high school and the end of February 1982 have you held a full-time or part-time job of any kind? (CIRCLE ONE)

O Yes

O No (SKIP TO 0. 29)

People who answer "Yes" continue on to Q. 23. People who answer "No" are sent directly to Q. 29, skipping the questions in between that do not apply to them.

HELEN, SAN DIEGO ASES: "ARE THERE MISTAKES I CAN MAKE?"

ANSWER:

There are 2 common mistakes that can be easily avoided. The first happens when the instructions associated with each question are not carefully read and followed. For example, Q. 22, above, tells you to "CIRCLE ONE." If a person circled both answers that would be an error.

The second happens if the 'skip' instructions are not followed. For example, if in Q. 22 you answered "No" but then went on to answer Q. 23 that would be an error. You should have skipped to Q. 29. IT IS VERY IMPORTANT TO READ THE INSTRUCTIONS CAREFULLY!

CONTINUED ON THE BACK



ALICE, ATLANTA ASKS: "HOW DO I KNOW IF THE ANSWER I HAVE CIRCLED IS CORRECT?"

ANSWER: This is not a test, there are no 'right' or 'wrong'

answers. The questions have been designed to learn about the lives of young people who went to high school in the

1980's and are now trying to establish their lives.

FRANKLIN, CHICAGO ASKS: "ARE THE NUMBER GRIDS DIFFICULT TO FILL OUT?"

ANSWER: Not at all! Look at the sample Q. 24 below:

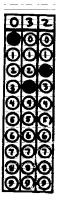
Q. 24: What are your average monthly costs for commuting back and

forth to work? WRITE IN AMOUNT AND MARK APPROPRIATE OVALS

"Let's say your monthly gasoline costs for commuting are approximately 32.25. Since we always round to the nearest dollar first, you would enter "032" as shown and then darken the appropriate ovals.

If another person spent \$110.75 monthly, he or she would enter "1:1" in the boxes before darkening the ova , ("111" is entered rather than "110" because the .75 is closer to \$111)."

MONTHLY COMMUTING COSTS:



CHRIS, TRENTON ASKS: "WHAT IF A QUESTION IS NOT CLEAR TO ME, WHAT SHOULD I DO?"

ANSWER: CALL US COLLECT! One of the project survey directors,

Geraldine Mooney, will be in her office between 9 and 5 (Chicago time), during weekdays to answer your questions. If she is away from her desk leave your name, telephone number and the best time to reach you and your call will be

returned. Remember, no question is too small.

ROBIN, DES MOINES ASKS: "I HAVE NEVER MADE A COLLECT CALL, HOW DO YOU DO IT?"

ANSWER: To make a collect call, DIAL 0-312-962-8991. The operator

will break in and ask what type of assistance you need.
Tell her you want to place a collect call to Geraldine
Mooney. The operator will complete the call for you and

the charges will be directed to us.

MUT, SEATTLE ASKS: "WHAT IF I'M REAL BUSY AND DON'T HAVE TIME TO FILL OUT THE QUESTIONNAIRE RIGHT AWAY?"

ANSWER: We understand how hectic schedules can be. Sc, we are

giving you several weeks to complete the questionnaire. If we haven't heard from you by then we will be calling you.

It would be a big help if you could complete the questionnaire within two weeks of receiving it.

ERIC

JUST A REMINDER ..

recently sent you a questionnaire for the nigh School and Beyond Second Follow-up Survey. If you have already returned your completed questionnaire, many thanks for your time. It is very much approximated.

If you have not yet returned it, we would appreciate your taking the time to do it today. Your participation is extremely important to furthering our understanding of young Americans' life experiences.



If you have lost your questionnairs, or if you have any questions, please call Chris Russell (collect) at (312)962-8998, weekdeys from 9 AM to 5 PM Central Time.

BIGH SCHOOL AND BEYOND SECOND FOLLOW-UP SURVEY HORC 6030 S. ELLIS AVE. CHICAGO, IL 60637



APPENDIX D:

High School and Beyond Data Files Available from NCES



Appendix D

High School and Beyond Data Files Available from NCES

BASE YEAR FILES

Language File

The Language File contains information on each student who reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

Parent File

The Parent File contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their childrens postsecondary education.

Twin and Sibling File

The Twin and Siling File contains base year responses from sampled twins and triplets; augmented data on twins and triplets of sample members; and data from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HSEB student file, plus two additional variables (family ID and SETTYPE--type of twin or sibling).

Teachers' Comments File

The Sophomore Teacher File contains responses from 14,103 teachers on 18,291 students from 616 schools. The Senior Teacher File contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HSaB-sampled students who had been in their classes. The typical student in the sample was rated by an average of four different teachers. Preliminary analyses by NCES indicate that the files contain approximately 76,000 teacher observations of sophomores and about 67,000 teacher observations of seniors.

Friends' File

The Friends' File contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the ID of sampled students and IDs of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and for tracing friendship networks.



MERGED BASE YEAR AND FIRST FOLLOW-UP FILES

Sophomore File

The First Follow-Up Sophomore File contains responses from 29,737 students and includes both base year and first follow-up data. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are also classified as to high school status as of 1982 (i.e., dropouts, same school, transfer, or early graduate).

Senior File

The First Follow-Up Senior File contains responses from 11,995 individuals and includes both base year and first follow-up data. This file includes information from respondents concerning their high school and postsecondary experiences and their work experiences.

OTHER FILES

Transcript File

This file describes the coursetaking behavior of 15,941 sophomores of 1980 throughout their four years of high school. Data include a six-digit course number* for each course taken, along with course credit, course grade, and year taken. Other items of information, such as grade point average, days absent, and standardized test scores, are also contained on the file.

Offerings and Enrollments File

This file contains school information, and course offerings and enrollments data, for 957 schools. Each course offered by a school is identifed by a six-digit course number.* Other information, such as credit offered by the school, is also contained on each record.

Updated School File

This file contains base year data (966 completed questionnaires) and first follow-up data (956 completed questionnaires) from the 1,015 participating schools in the HSSB sample. First follow-up data were requested only from those schools that were still in existence in spring 1982 and had members of the 1980 sophomore cohort currently enrolled. Each high school is represented by a single record that includes 230 data elements from the base year school questionnaire, if available, along with other information from sampling files (e.g., stratum codes, case weights).



Corresponds with descriptions in A Classification of Secondary School Courses (CSSC), developed by Evaluation Technologies, Inc., under contract with NCES, July 1982.

APPENDIX E:

Design Effects and Sampling Errors



1985 Senior Cohort - Total Population Weight-FUZWT

| Survey Item (or Composite Variable) Number Estimate SE DEFF DEFT N SE-SRS | | Item | _ | | | | | |
|--|--|-----------|----------|-------|--------------|----------------------|-------|------|
| Taking Academic Courses, Feb '84 SEX 65.49 8.61 1.88 1.34 18985 8.46 Looking for Nork, Feb '84 SEX 52.65 8.88 5.84 1.96 18985 8.45 Looking for Nork, Feb '84 SEX 52.5 52.65 8.88 5.84 1.96 18985 8.45 Looking for Nork, Feb '84 SEX 52.5 52.65 8.87 2.47 1.57 18985 8.45 Looking for Nork, Feb '84 SEX 52.5 6.45 8.57 2.47 1.57 18985 8.44 Lave One or Nore Children SE65 34.18 8.77 2.52 1.88 18895 8.41 Lave One or Nore Children SE65 34.18 8.77 2.76 1.66 18478 8.38 18895 8.24 1840 Courself of Nore Children SE65 34.18 8.77 2.76 1.66 18478 8.38 17 1.67 1.66 18478 8.38 17 1.67 1.67 1.67 1.67 1.67 1.67 1.67 1 | Survey Item (or Composite Variable) | Number | Estimate | SĒ | DEFF | DEFT | N | |
| Taking Academic Courses; Feb '84 SE3C 52.65 8.88 3.84 1.96 18985 8.45 Looking for Nork, Feb '84 SE3I 6.45 8.77 2.47 1.57 18985 8.24 Currently Married SE57 24.17 8.77 5.52 1.88 18895 8.24 Currently Married SE66A 16.68 8.72 3.65 1.91 9795 8.38 Expect To Have 5 or Nore Children SE66A 16.68 8.72 3.65 1.91 9795 8.38 Expect To Have 5 or Nore Children SE65 54.18 8.77 2.76 1.66 18478 8.46 18478 8.46 18478 8.47 1.28 18885 8.24 18 1.95 1.28 18885 8.24 18 1.95 1.28 18885 8.24 18 1.95 1.28 18885 8.24 18 1.95 1.28 18885 8.24 18 1.95 1.28 18885 8.24 18 1.95 1.28 18885 8.24 18 1.95 1.28 18885 8.24 18 1.95 1.28 18885 8.24 18 1.95 1.28 18885 8.24 18 1.95 1.28 18 18 1.28 18 18 1.28 18 18 18 1.28 18 18 18 18 18 18 18 18 18 18 18 18 18 | Working Full Time, Feb '84 | SESA | 65.49 | #.61 | : == 1:8# | : <u>:</u> : 1:34 | | a 72 |
| Looking for Nork, Feb '94 Currently Married SEST 24.17 8.77 5.52 1.88 18959 8.24 Currently Married SEST 24.17 8.77 5.52 1.88 18959 8.41 Have One or Nore Children SE66A 16.68 8.72 3.65 1.88 18959 8.41 Have One or Hore Children SE65 34.18 8.77 2.76 1.66 18478 8.48 Expect To Have 5 or Hore Children SE65 34.18 8.77 2.76 1.66 18478 8.48 Expect To Have 5 or Hore Children SE65 34.18 8.77 2.76 1.66 18478 8.48 Expect To Have 5 or Hore Children SE65 34.18 8.77 2.76 1.66 18478 8.48 Expect To Have 5 or Hore Children SE65 34.18 8.77 2.76 1.66 18478 8.48 Expect To Have 5 or Hore Children SE65 34.18 8.77 2.76 1.66 18478 8.48 Expect To Have 5 or Hore Children SE65 34.18 8.77 2.76 1.66 18478 8.48 Expect To Have 5 or Hore Children SE65 34.18 8.77 2.76 1.66 18478 8.48 Expect To Have 5 or Hore Children SE65 34.18 8.77 2.76 1.66 18478 8.48 Expect To Have 5 or Hore Children SE78 34.18 8.77 2.76 1.66 18478 8.48 Expect To Have 6 No Degree SE181-28J 16.64 8.52 2.46 1.57 6941 8.59 Expect 10 Applies 1.65 6.94 1.81 Expect 10 Applies 1.65 6.94 1.81 Expect 10 Applies 1.65 6.94 1.81 Expect 10 Applies 1.65 6.94 1.81 Expect 10 Applies 1.65 6.94 1.81 Expect 10 Applies 1.65 6.94 1.81 Expect 10 Applies 1.65 6.94 1.81 Expect 10 Applies 1.65 6.94 1.95 Expect 10 Applies 1.65 6.94 1.95 Expect 10 Applies 1.65 6.94 1.95 Expect 10 Applies 1.65 6.94 1.95 Expect 10 Applies 1.65 6.94 1.95 Expect 10 Applies 1.65 6.94 1.95 Expect 10 Applies 1.65 6.94 1.95 Expect 10 Applies 1.65 6.94 1.95 Expect 10 Applies 1.65 6.94 1.95 Expect 10 Applies 1.95 | Taking Academic Courses, Feb '84 | SE3C | 52.63 | | _ === | | | |
| SEST 24.17 8.77 3.52 1.88 18893 8.41 | Looking for Hork, Feb '84 | SE31 | 6.45 | | 2 17 2 | - | | |
| Expect To Have 5 or Nore Children Expect To Have 5 or Nore Children Expect To Have 5 or Nore Children Expect To Have 5 or Nore Children SE65 34.18 8.77 2.76 1.66 18478 8.46 Have Served on Hilitary Active Duty SE44 6.86 8.51 1.64 1.28 18885 8.24 If in PSE '82-'84: Earned No Degree SE18J-28J 66.46 8.92 2.46 1.57 6941 8.59 If in PSE '82-'84: Earned Vocational Degree SE18J-28J 1.62 8.25 2.72 1.65 6941 8.15 Emrolled in Postsecondary Education, Oct '82 PSESOC82 42.82 8.97 4.16 2.84 18856 8.48 Enrolled in Postsecondary Education, Oct '83 PSESOC83 39.21 8.97 4.16 2.84 18856 8.48 Enrolled in Postsecondary Education, Oct '83 PSESOC83 39.21 8.97 4.16 2.84 18869 8.47 If Employed: In Clerical Occupation, Oct '83 SE47A-58A 27.24 1.88 2.18 1.48 4322 8.68 Employed: Oct '85 JOBSOC85 73.92 8.65 2.21 1.49 18749 8.42 Have Used Computer Terminal SE922-84 91.88 8.31 1.36 1.17 18553 8.27 Have Used Computer Terminal SE922-84 29.86 8.73 2.49 1.58 9619 8.46 Have Used Minframe Computer SE922-84 29.86 8.73 2.49 1.58 9619 8.46 Have Used Mord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.31 Have Used Mord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.31 Have Used Mord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.31 Have Used Mord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.31 Have Used Nord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.31 Have Used Nord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.31 Have Used Nord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.31 Have Used Nord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.31 Have Used Nord Processor SE912-14 12.55 8.52 2.58 1.66 18626 6.31 Have Used Nord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.31 Have Used Nord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.31 Have Used Nord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.31 Have Used Nord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.31 Have Used Nord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.31 Have Used Nord Processor SE912-14 12.55 8.52 2.58 1.66 18625 6.35 Have Us | Currently Married | SES7 | | Ø. 77 | | | | |
| Expect To Have 3 or Hore Children SE65 S4.18 8.77 2.76 1.66 18478 8.46 Have Served on Hilitary Active Duty SE44 6.86 8.51 1.64 1.28 18885 8.24 If in PSE '82-'84: Earned No Degree SE181-28J If in PSE '82-'84: Earned Vocational Degree SE181-28J S | Have One or More Children | SE66A | 16.68 | Ø.72 | | | | |
| SE44 6.86 8.51 1.64 1.28 18885 8.24 | Expect To Have 5 or More Children | SE65 | 34.18 | | | | | |
| If in PSE '82-'84: Earned No Degree | Have Served on Military Active Duty | SE44 | 6.86 | | 2.23 | | | - ' |
| If in PSE '82-'84: Earned Vocational Degree SE18J-28J 1.62 8.25 2.72 1.65 6941 8.15 If in PSE '82-'84: Earned 4 Year College Degree SE18J-28J 18.94 8.74 5.98 1.98 6941 8.57 Enrolled in Postsecondary Education, Oct '82 PSESOC82 42.82 8.97 4.16 2.84 18856 8.48 Enrolled in Postsecondary Education, Oct '85 PSESOC83 39.21 C.97 4.27 2.87 18889 8.47 If Employed: In Clerical Occupation, Oct '85 PSESOC83 39.21 C.97 4.27 2.87 18889 8.47 If Employed: In Clerical Occupation, Oct '85 SE47A-58A 27.24 1.88 2.18 1.48 43522 8.68 Employed, Oct '85 JOBSOC83 73.92 8.65 2.21 1.49 18749 8.42 Have Used Pocket Calculator SE9A2-A4 91.88 8.31 1.56 1.17 18555 8.27 Have Used Computer Terminal SE9A2-A4 91.88 8.31 1.56 1.17 18555 8.27 Have Used Computer Terminal SE9E2-E4 29.86 8.75 2.49 1.58 9619 8.46 Have Used Mainframe Computer SE9E2-E4 29.86 8.75 2.49 1.58 9619 8.46 Have Used Nido Cassette Deck SE9H2-H4 89.88 8.52 2.84 1.69 18226 6.31 Have Used Mudio Cassette Deck SE9H2-H4 89.88 8.52 2.84 1.69 18226 6.31 Have Used Hord Processor SE912-14 12.55 8.52 2.58 1.68 18455 8.32 Carrently Registered To Vote SE71 46.88 8.85 5.43 1.85 18668 8.46 Have Voted in Election within Last Two Years SE71 46.88 8.85 5.21; 1.47 18564 8.57 Farrying the Right Person Very Important SE72A 82.88 8.52 8.44 1.98 1.41 18541 8.31 Having Lots of Honey Very Important SE72B 88.52 8.44 1.98 1.41 18541 8.31 Having Lots of Honey Very Important SE72C 26.88 8.77 3.24 1.88 18557 8.45 Being a Community Leader Very Important SE72G 67.85 8.43 3.34 1.85 18478 8.46 Correcting Inequalities Very Important SE72L 73.93 8.72 2.84 1.69 18558 8.49 Having Children Very Important SE72L 73.93 8.72 2.84 1.69 18561 8.43 Mean Hindman Hindman Hindman | If in PSE '82-'84: Earned No Degree | SE18J-26J | | | | - ' | | - |
| If in PSE '82-'84: Earned 4 Year College Degree SE18J-28J 18.94 8.74 5.98 1.98 6941 8.37 Enrolled in Postsecondary Education, Oct '82 PSESOC82 42.82 8.97 4.16 2.84 18836 8.48 Enrolled in Postsecondary Education, Oct '83 PSESOC83 39.21 5.97 4.27 2.87 18869 8.47 1f Employed: In Clerical Occupation, Oct '85 SE47A-58A 27.24 1.88 2.18 1.48 4322 8.68 Employed, Oct '85 JOBSOC83 75.92 8.65 2.21 1.49 18749 8.42 1884 Used Pocket Calculator SE9A2-A4 91.88 8.51 1.56 1.17 18555 8.27 1840 Used Pocket Calculator SE9A2-A4 91.88 8.51 1.56 1.17 18555 8.27 1840 Used Rainframe Computer SE9E2-E4 29.86 8.75 2.49 1.58 9619 8.46 1840 Used Rainframe Computer SE9E2-E4 29.86 8.75 2.49 1.58 9619 8.46 1840 Used Rainframe Computer SE9E2-E4 29.86 8.75 2.49 1.58 9619 8.46 1840 Used Rainframe Computer SE9E2-E4 89.88 8.52 2.84 1.69 18226 6.31 1840 Used Rord Processor SE912-14 12.55 8.52 2.58 1.68 18455 8.32 Carrently Registered To Vote SE78 66.38 8.85 5.42 2.84 1.69 18226 6.31 1840 Used Rord Processor SE912-14 12.55 8.52 2.58 1.68 18455 8.32 Carrently Registered To Vote SE78 66.38 8.85 5.45 1.85 18668 6.46 1840 Used In Election within Last Two Years SE71 46.88 8.85 5.28 1.81 18549 8.49 1840 Used Right Person Very Important SE72A 82.68 8.55 2.17 1.47 18564 8.37 1847 18564 8.37 1847 18564 8.37 1857 1858 18668 8.45 1857 1858 18668 8.45 1857 1858 18668 8.37 1857 1858 18668 8.37 1857 1858 1858 1858 1858 1858 1858 185 | If in PSE '82-'84: Earned Vocational Degree | SE18J-28J | | | | | 3.7.7 | |
| Enrolled in Postsecondary Education, Oct '82 PSESOC82 42.82 8.97 4.16 2.84 18836 8.48 Enrolled in Postsecondary Education, Oct '83 PSESOC83 59.21 C.97 4.27 2.87 18889 8.47 If Employed: In Clerical Occupation, Oct '83 SE47A-58A 27.24 1.88 2.18 1.48 4322 8.68 Employed, Oct '85 JOBSOC83 73.92 8.65 2.21 1.49 18749 8.42 Have Used Pocket Calculator SE9A2-A4 91.88 8.31 1.36 1.17 18553 8.27 Have Used Computer Terminal SE9B2-B4 55.78 8.97 3.85 1.96 18896 8.49 Have Used Mainframe Computer SE9E2-E4 29.86 8.73 2.49 1.58 9619 8.46 Have Used Mainframe Computer SE9E2-E4 29.86 8.73 2.49 1.58 9619 8.46 Have Used Mindrame Computer SE9E2-E4 29.86 8.73 2.49 1.58 9619 8.46 Have Used Wideo Tape Recorder SE9E2-E4 29.86 8.73 2.49 1.58 9619 8.46 Have Used Mord Processor SE912-14 12.55 8.52 2.58 1.68 18453 8.32 Cm-rently Registered To Vote SE9E2-I4 12.55 8.52 2.58 1.68 18453 8.32 Cm-rently Registered To Vote SE7B 66.38 8.85 3.45 1.85 18668 8.46 Have Used Mord Processor SE912-14 12.55 8.58 3.20 1.81 18549 8.49 Being Successful in Job Very Important SE72A 82.88 8.55 2.17 1.47 18564 8.57 Harrying the Right Person Very Important SE72B 88.32 8.44 1.98 1.41 18541 8.51 Having Lots of Money Very Important SE72B 88.32 8.44 1.98 1.41 18541 8.51 Having Lots of Money Very Important SE72B 88.32 8.44 1.98 1.41 18541 8.51 Having Lots of Money Very Important SE72B 88.32 8.44 1.98 1.41 18541 8.57 Being a Community Leader Very Important SE72B 88.32 8.44 1.98 1.41 18557 8.45 Being a Community Leader Very Important SE72B 88.32 8.44 1.98 1.41 18557 8.45 Being a Community Leader Very Important SE72B 88.32 8.44 1.98 1.41 18551 8.58 Being a Community Leader Very Important SE72B 88.32 8.44 1.98 1.41 18551 8.59 Being a Community Leader Very Important SE72B 88.32 8.44 1.98 1.45 1.85 18478 8.46 Correcting Inequalities Very Important SE72B 8.92 3.57 1.89 18587 8.34 Better Opportunities For Children Very Important SE72B 8.92 3.57 1.89 18587 8.34 Better Opportunities Very Important SE72B 8.92 3.57 1.89 185861 8.43 Better Opportunities Very Important SE72B 8.92 3.57 1 | If in PSE '82-'84: Earned 4 Year College Degree | SE18J-28J | | | - | | | |
| Enrolled in Postsecondary Education, Oct '85 PSESOC85 39.21 C.97 4.27 2.87 16889 8.47 If Employed: In Clerical Occupation, Oct '85 SE47A-58A 27.24 1.88 2.18 1.48 4322 8.68 Employed, Oct '85 JOBSOC83 75.92 8.65 2.21 1.49 18749 8.42 8.42 8.42 8.42 8.42 8.42 8.42 8.42 | | PSESOC82 | | | | - | | |
| SEPRING SEPR | Enrolled in Postsecondary Education, Oct '83 | PSESOC83 | 39.21 | | | | | |
| Employed; Oct '95 Have Used Pocket Calculator SE9A2-A4 91.88 8.31 1.36 1.17 18553 8.27 Have Used Computer Terminal SE9B2-B4 55.78 8.97 3.85 1.96 18896 8.49 Have Used Mainframe Computer SE9E2-E4 29.86 8.73 2.49 1.58 9619 8.46 Have Used Video Tape Recorder SE9E2-E4 29.86 8.73 2.49 1.58 9619 8.46 Have Used Audio Cassette Deck SE9H2-H4 89.88 8.52 2.84 1.69 18226 6.51 Have Used Mord Processor SE912-14 12.55 8.52 2.58 1.66 18453 8.32 Currently Registered To Vote SE78 66.38 8.85 5.45 1.85 18688 8.45 Have Voted in Election within Last Two Years SE71 46.88 8.88 5.28 1.81 18549 8.49 Being Successful in Job Very Important SE72A 82.88 83.52 8.44 1.98 1.41 18541 8.51 Having Lots of Honey Very Important SE72C 26.88 8.77 5.24 1.88 18537 8.45 Being a Community Leader Very Important SE72C 26.88 8.77 5.24 1.88 18537 8.45 Bether Opportunities for Children Very Important SE72G 67.85 8.84 5.54 1.85 18478 8.46 Correcting Inequalities Very Important SE72L 73.93 8.72 2.84 1.69 18537 8.54 Having Children Very Important SE72L 73.93 8.72 2.84 1.69 18558 8.49 Having Leisure Time Very Important SE72L 73.93 8.72 2.84 1.69 18561 8.43 Hean Haximum SEXIL 73.93 8.72 2.87 SEXIL 74.72 2.87 | If Employed: In Clerical Occupation, Oct '83 | | 27.24 | | 1 11 | | | |
| Have Used Pocket Calculator SE9A2-A4 91.88 8.51 1.56 1.17 18553 8.27 Have Used Computer Terminal SE9B2-B4 55.78 8.97 3.85 1.96 18896 8.49 Have Used Mainframe Computer SE9E2-E4 29.86 8.75 2.49 1.58 9619 8.46 Have Used Video Tape Recorder SE9F2-F4 54.75 8.92 3.59 1.84 9913 8.58 Have Used Audio Cassette Deck SE9H2-H4 89.88 8.52 2.84 1.69 18226 6.31 Have Used Hord Processor SE912-14 12.55 8.52 2.58 1.68 18453 8.32 Carrently Registered To Vote SE7B 66.38 8.85 3.43 1.85 18688 8.46 Have Voted in Election within Last Two Years SE71 46.88 8.88 3.28 1.81 18549 8.49 Being Successful in Job Very Important SE72A 82.88 8.55 2.17 1.47 18564 8.57 Harrying the Right Person Very Important SE72B 88.32 8.44 1.98 1.41 18541 8.51 Having Lots of Money Very Important SE72C 26.88 8.77 3.24 1.88 18557 8.45 Being a Community Leader Very Important SE72C 26.88 8.77 3.24 1.88 18557 8.45 Better Opportunities for Children Very Important SE72C 57.85 8.44 2.22 1.49 18588 8.38 Better Opportunities Very Important SE72C 57.85 8.44 3.54 1.85 18478 8.46 Correcting Inequalities Very Important SE72C 57.85 8.46 1.87 1.57 18587 8.38 Having Children Very Important SE72L 73.93 8.72 2.84 1.69 18556 8.43 Having Leisure Time Very Important SE72L 73.93 8.72 2.84 1.69 18561 8.43 Hean Hinimum Leisure Time Very Important SE72L 73.93 8.72 2.87 1.68 Hinimum Leisure Time Very Important SE72L 73.93 8.72 2.87 1.68 Having Deviation Deviat | | | | | | - 1 - 2 | | |
| Have Used Computer Terminal SE9B2-B4 55.78 8.97 3.85 1.96 18896 8.49 Have Used Hainframe Computer SE9E2-E4 29.86 8.75 2.49 1.58 9619 8.46 Have Used Video Tape Recorder SE9F2-F4 54.75 8.92 3.39 1.84 9913 8.58 Have Used Audio Cassette Deck SE9H2-H4 89.88 8.52 2.84 1.69 18226 6.51 Have Used Hord Processor SE912-14 12.55 8.52 2.58 1.68 18453 8.32 Carrently Registered To Vote SE78 66.38 8.85 5.45 1.85 18688 8.46 Have Voted in Election within Last Two Years SE71 46.88 8.88 5.28 1.81 18549 8.49 Have Roccessful in Job Very Important SE72A 82.88 8.55 2.17 1.47 18564 8.57 Harrying the Right Person Very Important SE72B 88.32 8.44 1.98 1.41 18541 8.51 Having Lots of Honey Very Important SE72C 26.88 8.77 3.24 1.88 18557 8.45 Better Opportuntties for Children Very Important SE72C 67.85 8.84 5.54 1.85 18478 8.46 Correcting Inequalities Very Important SE72L 73.93 8.72 2.84 1.69 18561 8.43 Having Children Very Important SE72L 73.93 8.72 2.84 1.69 18561 8.43 Hean Leisure Time Very Important SE72L 73.93 8.72 2.84 1.69 18561 8.43 Having Leisure Time Very Important SE72L 73.93 8.72 2.87 1.68 Hinimum Last Two Years SE72L | Have Used Pocket Calculator | SE9A2-A4 | | | | | | |
| Have Used Mainframe Computer SE9E2-E4 SE9E2-E4 SE9F2-F4 SE9B2-F4 SE9F2-F4 SE9F2-F4 SE9F2-F4 SE9F2-F4 SE9B2 SE9E2-F4 SE9B2 SE9B2 SE9E2-F4 SE9E2 SE9E2-F4 SE9B2 SE9E2 SE9E2-F4 SE9B2 SE9E2-F4 SE9B2 SE9E2-F4 SE9B2 SE9E2-F4 SE9B2 SE9E2 SE9E2-F4 SE9B2 SE9E2 SE9 | Have Used Computer Terminal | SE9B2-B4 | | | | | | |
| Have Used Video Tape Recorder SE9F2-F4 54.75 B.92 3.39 1.84 9913 B.58 Have Used Audio Cassette Deck SE9H2-H4 89.88 8.52 2.84 1.69 18226 6.51 Have Used Hord Processor SE912-I4 12.55 8.52 2.58 1.68 18453 8.32 Currently Registered To Vote SE78 66.58 8.85 3.43 1.85 18668 8.46 Have Voted in Election within Last Two Years SE71 46.88 8.88 3.28 1.81 18549 8.49 8eing Successful in Job Very Important SE72A SE72A 82.88 88.52 8.44 1.98 1.41 18541 8.51 Having Lots of Honey Very Important SE72C 26.88 8.77 3.24 1.88 18557 8.45 Being a Community Leader Very Important SE72F 18.21 8.44 2.22 1.49 18563 8.38 Better Opportunities for Children Very Important SE72G 67.85 8.84 3.54 1.85 18478 8.46 Correcting Inequalities Very Important SE72L 73.93 8.72 2.87 1.68 Minimum Naximum Straded Decidates Straded Decidates Straded Decidates Straded Decidates Straded Decidates Straded Decidates Straded Decidates Straded Decidates SE72L SE72D SE72 | Have Used Mainframe Computer | SE9E2-E4 | | | 2 - 2 | | | |
| Have Used Audio Cassette Deck SE9H2-H4 89.88 8.52 2.84 1.69 18226 6.51 Have Used Hord Processor SE912-I4 12.55 8.52 2.58 1.68 18453 8.52 Carrently Registered To Vote SE78 66.38 8.85 3.43 1.85 18688 8.46 Have Voted in Election within Last Two Years SE71 46.88 8.88 3.28 1.81 18549 8.49 Being Successful in Job Very Important SE72A 82.88 8.55 2.17 1.47 18564 8.57 Having Lots of Honey Very Important SE72B 88.32 8.44 1.98 1.41 18541 8.51 Having Lots of Honey Very Important SE72C 26.88 8.77 3.24 1.88 18557 8.45 Being a Community Leader Very Important SE72F 18.21 8.44 2.22 1.49 18585 8.38 Better Opportunities for Children Very Important SE72G 67.85 8.84 3.54 1.83 18478 8.46 Correcting Inequalities Very Important SE72J 15.85 8.46 1.87 1.37 18587 8.34 Having Children Very Important SE72K 49.69 8.92 3.57 1.89 18558 8.49 Having Leisure Time Very Important SE72L 73.93 8.72 2.84 1.69 18561 8.43 Minimum Maximum Maxim | Have Used Video Tape Recorder | SE9F2-F4 | | | | | | |
| Have Used Nord Processor | Have Used Audio Cassette Deck | SE9H2-H4 | | | | - | | |
| Currently Registered To Vote SETB 66.38 8.85 5.45 1.85 18688 8.46 Have Voted in Election within Last Two Years SE71 46.88 8.88 3.28 1.81 18549 8.49 Being Successful in Job Very Important SE72A 82.88 8.55 2.17 1.47 18564 8.37 Harrying the Right Person Very Important SE72B 88.32 8.44 1.98 1.41 18541 8.31 Having Lots of Money Very Important SE72C 26.88 8.77 3.24 1.88 18537 8.43 Being a Community Leader Very Important SE72F 18.21 8.44 2.22 1.49 18583 8.38 Better Opportunities for Children Very Important SE72G 67.85 8.84 3.34 1.83 18478 8.46 Correcting Inequalities Very Important SE72J 15.83 8.46 1.87 1.57 18587 8.34 Having Children Very Important SE72K 49.69 8.92 3.57 1.89 18538 8.49 Having Leisure Time Very Important SE72L 73.93 8.72 2.84 1.69 18561 8.43 Mean Minimum Naximum Standard Daukatter | Have Used Hord Processor | SE912-14 | | | | | | |
| Have Voted in Election within Last Two Years SE71 46.88 5.28 1.81 18549 8.49 Being Successful in Job Very Important SE72A 82.88 8.55 2.17 1.47 18564 8.57 Harrying the Right Person Very Important SE72B 88.32 8.44 1.98 1.41 18541 8.51 Having Lots of Honey Very Important SE72C 26.88 8.77 3.24 1.88 18537 8.43 Being a Community Leader Very Important SE72F 18.21 8.44 2.22 1.49 18583 8.38 Better Opportunities for Children Very Important SE72G 67.85 8.84 3.34 1.83 18478 8.46 Correcting Inequalities Very Important SE72J 15.83 8.46 1.87 1.57 18587 8.34 Having Children Very Important SE72K 49.69 8.92 3.57 1.89 18558 8.49 Having Leisure Time Very Important SE72L 73.93 8.72 2.84 1.69 18561 8.43 Mean Minimum Strandard Deviation | Currently Registered To Vote | SE78 | | = | | | | |
| Being Successful in Job Very Important SE72A 82.86 81.55 2.17 1.47 18564 8.37 Harrying the Right Person Very Important SE72B 88.32 84.41 1.98 1.41 18541 8.31 Having Lots of Money Very Important SE72C 26.88 8.77 3.24 1.88 18537 8.43 Being a Community Leader Very Important SE72F 18.21 8.44 2.22 1.49 18585 8.38 Better Opportunities for Children Very Important SE72G 67.85 8.84 3.34 1.85 18476 8.46 Correcting Inequalities Very Important SE72J 13.83 8.46 1.87 1.37 18587 8.34 Having Children Very Important SE72K 49.69 8.92 3.57 1.89 18538 8.49 Having Leisure Time Very Important SE72L 73.93 8.72 2.87 1.68 Minimum Standard Perdetten | Have Voted in Election within Last Two Years | SE71 | | | | | | - |
| Harrying the Right Person Very Important SE72B 88.32 8.44 1.98 1.41 18541 8.51 Having Lots of Money Very Important SE72C 26.88 8.77 3.24 1.88 18537 8.43 Being a Community Leader Very Important SE72F 18.21 8.44 2.22 1.49 18583 8.38 Better Opportunities for Children Very Important SE72G 67.85 8.84 3.54 1.83 18478 8.46 Correcting Inequalities Very Important SE72J 13.83 8.46 1.87 1.37 18587 8.34 Having Children Very Important SE72K 49.69 8.92 3.57 1.89 18538 8.49 Having Leisure Time Very Important SE72L 73.93 8.72 2.84 1.69 18561 8.43 Minimum 2.87 1.68 Minimum 3.54 1.68 1.17 4.27 2.87 | Being Successful in Job Very Important | SE72A | | | | | : | |
| Having Lots of Money Very Important SE72C 26.88 8.77 3.24 1.88 18557 8.45 Being a Community Leader Very Important SE72F 18.21 8.44 2.22 1.49 18583 8.38 Better Opportunities for Children Very Important SE72G 67.85 8.84 3.54 1.85 18478 8.46 Correcting Inequalities Very Important SE72J 15.85 8.46 1.87 1.37 18587 8.34 Having Children Very Important SE72K 49.69 8.92 3.57 1.89 18538 8.49 Having Leisure Time Very Important SE72L 73.93 8.72 2.84 1.69 18561 8.43 Hean Minimum 1.56 1.17 Maximum Standard Deviction | Marrying the Right Person Very Important | SE72B | | | | | - | _ |
| Being a Community Leader Very Important SE72F 18.21 8.44 2.22 1.49 18585 8.38 Better Opportunities for Children Very Important SE72G 67.85 8.84 3.54 1.83 18478 8.46 Correcting Inequalities Very Important SE72J 15.85 8.46 1.87 1.37 18587 8.34 Having Children Very Important SE72K 49.69 8.92 3.57 1.89 18538 8.49 Having Leisure Time Very Important SE72L 75.93 8.72 2.84 1.69 18561 8.43 Mean Minimum 2.87 1.56 1.17 4.27 2.87 | Having Lots of Money Very Important | SE72C | | | | | | |
| Better Opportunities for Children Very Important SE72G 67.85 8.84 3.34 1.85 18476 8.46 Correcting Inequalities Very Important SE72J 15.83 8.46 1.87 1.37 18587 8.34 Having Children Very Important SE72K 49.69 8.92 5.57 1.89 18538 8.49 Having Leisure Time Very Important SE72L 75.93 8.72 2.84 1.69 18561 8.43 Hean 2.87 1.68 1.17 4.27 2.87 Standard Deviction 4.27 2.87 2.87 | Being a Community Leader Very Important | SE72F | | - | | 7.5 | | |
| Correcting Inequalities Very Important SE72J 13.83 8.46 1.87 1.37 18587 8.34 | Better Opportunities for Children Very Important | SE72G | 67.85 | | | | | |
| Having Children Very Important SE72K 49.69 8.92 3.57 1.89 18538 8.49 Having Leisure Time Very Important SE72L 73.93 8.72 2.84 1.69 18561 8.43 Hean Hinimum 1.56 1.17 Haximum Standard Perdetten | | SE72J | 13.83 | | | | | |
| Having Leisure Time Very Important SE72L 75:93 8.72 2.84 1.69 18561 8.43 Hean Hean 1.56 1.17 Haxinum Standard Perdetter | Having Children Very Important | SE72K | | | | | | - ' |
| Minimum 1.56 1.17 | Having Leisure Time Very Important | SE72L | | _ 7= | | | ' | |
| Minimum 1.56 1.17 Maximum 4.27 2.67 | :: Mexin | | • | | 2 87 | 1 Zā | | |
| Maximum 4.27 2.67 | Minimum | | | | | | | |
| Ctandard Reviettan | Maximum | | | | | | | |
| | Standard Deviation | | | | Ø.78 | 8.24 | | |



1988 Senior Cohort - Hispanics Weight-FU2NT

| | = : | | | | | | |
|--|-----------|----------------|-------|---------------|--------------|------|--------------|
| | Item | | | | | | |
| Survey Item (or Composite Variable) | Number | Estimate | SE | DEFF | DEFT | N | SE-SRS |
| Working Full Time, Feb '84 | SESA | 78.77 | 1.67 | 2.77 | 1.66 | 2053 | 1.07 |
| Taking Academic Courses, Feb '84 | SE3C | 22.76 | 1.69 | 3.34 | 1.83 | 2053 | Ø.92 |
| Looking for Work, Feb '84 | SESI | -7.97 | 1.27 | 4.51 | 2.12 | 2853 | 8.60 |
| Currently Married | SE57 | 26 55 | 2.16 | 4.91 | 2.22 | 2852 | Ø.97 |
| Have One or More Children | SE66A | 21.58 | 1.82 | 5.63 | 1.91 | 1857 | ₽.9£ Ø.95 |
| Expect_To_Have 3.or. Hore Children | SE65 | 36.18 | 2.17 | 4.81 | 2.00 | 1266 | 1.88 |
| Have Served on Military Active Duty | SE44 | 5.15 | 8.59 | 1.46 | 1.21 | 2846 | J.49 |
| If in PSE '82-'84: Earned No Degree | SE18J-26J | 68.79 | 2.21 | 3.84 | 1.74 | 1536 | 1.27 |
| If in PSE '82-'84: Earned Vocational Degree | SE18J-28J | 8.87 | Ø. 18 | 6.58 | Ø. 71 | 1336 | Ø.25 |
| If in PSE '82-'84: Earned 4 Year College Degree | SE18J-26J | -3. <i>0</i> 5 | 2.49 | 1.Ø8 | 1.64 | 1536 | D.27 D.47 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 33.12 | 1.56 | 2.24 | 1.56 | 2539 | 1:84 |
| Enrolled in Postsecondary Education, Oct '83 | PSESOC83 | 29.61 | 1.59 | 2.46 | 1.57 | 2832 | 1.01 |
| If Employed: In Clerical Occupation, Oct '83 | SE47A-56A | 31.58 | 2.79 | 3.10 | 1.76 | 868 | 1.59 |
| Employed, Oct. '83 | JOBSOC83 | 71.62 | 2.18 | 4:40 | 2.18 | 2029 | 1.00 |
| Have Used Pocket Calculator | SE9A2-A4 | 85.85 | 1.72 | 4.80 | 2.19 | 1973 | Ø.78 |
| Have Used Computer Terminal | SE9B2-B4 | 44.78 | 2.26 | 3.98 | 1.98 | 1889 | 1.14 |
| Have Used Mainframe Computer | SE9E2-E4 | 25.32 | 2.21 | 4.67 | 2.16 | 1889 | 1.62 |
| Have Used Video Tape Recorder | SE9F2-F4 | 47.17 | 2.31 | 3.97 | 1.99 | 1855 | 1.16 |
| Have Used Audio Cassette Deck | SE9H2-H4 | 77.72 | 2.27 | 5.69 | 2.39 | 1913 | Ø.95 |
| Have Used Word Processor | SE912-14 | 8.22 | 1.85 | 2.85 | 1.69 | 1948 | ₽.55 ₽.62 |
| Currently Registered To Vote | SE7Ø | 56.89 | 2.83 | 3.32 | 1.82 | 1984 | 1.11 |
| Have Voted in Election within Last Two Years | SE71 | 38.60 | 2.29 | 4.37 | 2.89 | 1977 | 1.89 |
| Being Successful in Job Very Important | SE72A | 84.72 | 1.91 | 5.56 | 2.36 | 1973 | Ø.81 |
| Marrying the Right Person Very Important | SE72B | 91.59 | 1.15 | 3.38 | 1.84 | 1968 | Ø.63 |
| Having Lots of Koney Very Important | SE72C | 32.36 | 2.36 | 5. 5 1 | 2.24 | 1967 | 1.85 |
| Being a Community Leader Very Important | SE72F | 16.63 | 1.70 | 4.88 | 2.02 | 1957 | Ø.84 |
| Better Opportunities for Children Very Important | SE72G | 84.24 | 1.58 | 3.68 | 1.92 | 1958 | ø.82 |
| Correcting Inequalities Very Important | SE72J | 21.82 | 1.97 | 4.46 | 2.11 | 1962 | Ø.93 |
| Having Children Very Important | SE72K | 52.31 | 2.62 | 5.48 | 2.32 | 1963 | 1.13 |
| Having Leisure Time Very Important | SE72L | 67.55 | 2.53 | 4.87 | 2.21 | 1966 | 1.86 |
| Hean | | | | 3. 72 | 1.89 | | |
| Minimu | | | | Ø.5Ø | 1.07 1.71 | | |
| Maximum | | | | 5:69 | 2:39 | | |
| Standard Deviation | | | | 1.27 | Ø.38 | | |

1985 Senior Cohort - Blacks Weight=FU2WT

| | TAXE | | | | | | |
|--|-----------|---------------|-------------|--------------|------|--------------|--------------------------|
| Survey Item (or Composite Variable) | Item | | == | | | | |
| voy room (or composite variable) | Minper | Estimate | SE | DEFF | DEFT | N | SE-SRS |
| Working Full Time, Feb '84 | SE3A | 56.97 | 1.25 | 1.81 | 1.35 | 2074 | A 5- |
| Taking Academic Courses, Feb '84 | SE3C | 25.65 | 1:48 | 3.26 | 1.81 | 2841 | Ø.93 |
| Looking for Nork, Feb '84 | SE31 | 11:45 | Ø. 65 | 1.18 | 1.89 | 2841 | Ø.82 |
| Currently Married | SE57 | 14.84 | 8.75 | 1.72 | 1.15 | 2841 | Ø.6Ø |
| Have One or More Children | SE66A | 38.96 | 1.55 | 2.18 | 1.45 | 2857 2541 | Ø.65 |
| Expect To Have 3 or More Children | SE65 | 31.54 | 1.17 | 1.72 | 1.31 | | Ø.92 |
| Have Served on Military Active Duty | SE44 | 9.63 | Ø.56 | 1.82 | 1:81 | 2712 | Ø.89 |
| If in PSE '82-'84: Earned No Degree | SE18J-26J | 66.26 | 1.43 | 1.64 | 1.28 | 2834 | Ø.55 |
| If in PSE '82-'84: Earned Vocational Degree | SE18J-25J | 8.79 | 1.25 | ∄.91 | Ø.96 | 1788 1783 | 1.12 8.21 |
| If in PSE '82-'84: Earned 4 Year College Degree | SE18J-28J | 4.78 | Ø.78 | 2.39 | 1.55 | 1788 | |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC32 | 36.88 | 1.17 | 1.66 | 1.29 | 2819 | Ø.5Ø |
| Enrolled in Postsecondary Education, Oct '85 | PSESOC83 | 33.33 | 1.27 | 2.64 | 1.2 | 2912 | Ø.91 |
| If Employed: In Clerical Occupation, Oct '83 | SE47A-56A | 31.56 | 2.44 | 2.65 | 15 | _963 | Ø:89 1:50 |
| Employed, Oct '83 | JOBSOC83 | 63.60 | 1.86 | 1.36 | 1.17 | 2798 | طح. ا 9.91 |
| Have Used Pocket Calculator | SE9A2-A4 | 85.95 | 6.97 | 2.12 | 1.46 | 2722 | Ø. 51 |
| Have Used Computer Terminal | SE9B2-B4 | 48.30 | 1.76 | 3.19 | 1.79 | 2574 | ₽.67 ₽.98 |
| Have Used Mainframe Computer | SE9E2-E4 | 24.27 | 1.53 | 3.13 | 1.77 | 2461 | ₽.98 ₽.86 |
| Have Used Video Tape Recorder | SE9F2-F4 | 49.41 | 1.38 | 1.93 | 1.39 | 2539 | Ø.86 Ø.99 |
| Have Used Audio Cassette Deck | SE9H2-H4 | 81.5 6 | 1.53 | 3.05 | 1.75 | 2559 2688 | Ø.75 |
| Have Used Word Processor | SE912-14 | 18.32 | 1.81 | 2.99 | 1.73 | 2717 | Ø.75 Ø.58 |
| Currently Registered To Vote | SE7Ø | 71.75 | 1.21 | 1.98 | 1:41 | 2741 | 5.86 |
| Have Voted in Election within Last Two Years | SE71 | 49.98 | 1.41 | 2.17 | 1:47 | 2728 | ø.96 |
| Being Successful in Job Very Important | SE72A | 88.01 | 1.54 | 2.80 | 1,67 | 2732 | ₽. 50 ₽. 62 |
| Marrying the Right Person Very Important | SE72B | 87.75 | 1.86 | 2.85 | 1.69 | 2738 | B.63 |
| Having Lots of Money Very Important | SE72C | 36.85 | 1.68 | 3.3Ø | 1.82 | 2721 | Ø.92 |
| Being a Community Leader Very Important | SE72F | 18.29 | 1.28 | 2.96 | 1.72 | 2788 | 8.74 |
| Better Opportunities for Children Very Important | SE72G | 87.44 | 1.12 | 3.₹ 9 | 1.76 | 2783 | 9.64 |
| Correcting Inequalities Very Important | SE72J | 27.95 | 1.52 | 3.16 | 1.76 | 2788 | Ø.86 |
| Having Children Very Important | SE72K | 48.36 | 1.36 | 2.08 | 1:44 | 2788 | B.94 |
| Having Leisure Time Very Important | SE72L | 78.31 | 1.26 | 2.87 | 1.44 | 2725 | ₽.2 7 ⋬.88 |
| Ξ. | | | - | | | | 2.00 |
| Hean | | | | 2.26 | 1.48 | | |
| Hinima | | | | 8.91 | Ø.96 | | |
| Haxima | | | | 3.38 | 1.82 | | |
| Standard Deviation | | | | Ø.72 | Ø.25 | | |



1985 Senior Cohort - Whites & others Weight-FUZNT

| | Item | | | | | | |
|--|-----------|----------|--------------|--------------|--------------|------------------------------|--------------|
| Survey Item (or Composite Variable) | Number | Istimate | SE | DEFF | DEFT | Ñ | SE-SRS |
| Norking Full Time, Feb '84 | SESA | 66.34 | ø.68 | 1:24 | 1.12 | 6811 | : : # 75 |
| Taking Academic Courses, Feb '84 | SE5C | 34.33 | 1.52 | 2.77 | 1.67 | 6 8 11 | Ø.61 |
| Looking for Work, Feb '84 | SE31 | 5.62 | ₫.41 | 1.91 | 1.38 | 6811 | Ø.61 |
| Currently Married | SE57 | 25.47 | Ø.92 | 2.68 | 1.64 | 6884 | 5.38 5.52 |
| Have One or More Children | SE66A | 14.26 | Ø.81 | 2.98 | 1.78 | 5395 | Ø.56 |
| Expect To Have 5 or Nore Children | SE65 | 34.32 | Ø.9Ø | 2.58 | 1.44 | 5792 | ₫.48 ₫.48 |
| Have Served on Military Active Duty | SE44 | 6.58 | Ø.39 | 1.49 | 1.22 | 5172 6005 | ₫.62 |
| If in PSE '82-'84; Earned No Degree | SE18J-26J | 59.81 | 1.85 | 1.74 | 1.32 | 3817 | 8.32 |
| If in PSE '82-'84: Earned Vocational Degree | SE18J-26J | 1.79 | B.38 | 1.95 | 1,48 | | f.86 |
| If in PSE '82-'84; Earned 4 Year College Degree | SE18J-26J | 12.48 | ₫.88 | 2.72 | 1.65 | <u>3</u> 817 3 817 | 8.21 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 44.36 | 1.89 | 2.88 | 1.75 | 5978 | 8.53 |
| Enrolled in Postsecondary Education, Oct '83 | PSESOC85 | 46.73 | 1.16 | 2.99 | 1.73 | | Ø.64 |
| If Employed: In Clerical Occupation, Cct '83 | SE47A-5ØA | 26.42 | 1.89 | 1.53 | 1.24 | 596≶ 2400 | Ø.64 |
| Employed, Oct '85 | JOBSOC83 | 75.57 | 8.75 | 1.86 | 1.54 | 2499 | Ø.88 |
| Have Used Pocket Calculator | SE9A2-A4 | 93.14 | ₿. <u>36</u> | 1.19 | 1:69 | 5922 5950 | Ø.56 |
| Have Used Computer Terminal | SE9B2-B4 | 57.59 | 1.56 | 2.59 | 1:61 | 5858 | Ø.33 |
| Have Used Mainframe Computer | SE9E2-E4 | 36.61 | Ø.76 | 1,47 | 1.21 | 5633 | Ø.66 |
| Have Used Video Tape Recorder | SE9F2-F4 | 56.83 | 1.64 | 2.42 | | 5349 | 8 .63 |
| Have Used Audio Cassette Deck | SE9H2-H4 | 98.91 | ₫.51 | 1.88 | 1.56 | 5519 | 8. 67 |
| Have Used Hord Processor | SE912-14 | 13.18 | ₽.58 | 1.75 | 1.54 1.58 | 5713 | Ø.38 |
| Currently Registered To Vote | SE7Ø | 66.24 | 1.82 | 2.73 | 1.65 | 5788 | B:44 |
| Have Voted in Election within Last Two Years | SE71 | 46.52 | 1.84 | 2.72 2.54 | | 5875 | 8 .62 |
| Being Successful in Job Very Important | SE72A | 80.96 | Ø.66 | 1.66 | 1:59 | 5844 | Ø.65 |
| Marrying the Right Person Very Important | SE72B | 88. 18 | ø.56 | 1.76 | 1.29 | 5859 | Ø.51 |
| Having Lots of Money Very Important | SE72C | 24.15 | ₫.86 | 2.36 | 1.33 | 5843 | Ø.42 |
| Being a Committy Leader Very Important | SE72F | 8.64 | B.44 | - 1 | 1.54 | 5849 | Ø.56 |
| Better Opportunities for Children Very Important | SE72G | 62.96 | Ø.89 | 1.43 1.97 | 1.20 | 5846 | 0.37 |
| Correcting Inequalities Very Important | SE72J | 11.38 | 5.53 | 1.54 | 1.48 | 5889 | Ø.63 |
| Having Children Very Important | SE72K | 58.82 | 1.11 | | 1.28 | 5845 | 6:41 |
| Having Leisure Time Very Important | SE72L | 74.89 | ø.8ø | 2.89 2.88 | 1.76 | 5859 5036 | Ø.65 |
| | | 17.07 | D.OD | | 1:41 | 5876 | 8.57 |
| Hean | | | | 2.89 | 1.43 | | |
| Ministra | | | | 1.19 | 1.89 | | |
| Maximum | | | | 2.99 | 1.73 | | |
| Standard Deviation | | | | 6.55 | 6.19 | | |



1986 Senior Cohort - Bottom Quartile Socio-Economic Scale Weight-FUZUT

| i | Item | | | | | | |
|--|-----------|-------------------|-------------|----------------------|--------------|---------------|--------------------------|
| Survey Item (or Composite Variable) | Number | Estimate | ŜĒ | DEFF | DEFT | N | SE-SRS |
| Working Full Time, Feb '84 | SESA | 66.73 | 1:11 | 2.14 | 1.46 | 3852 | ā 57 |
| Taking Academic Courses, Feb '84 | SE3C | 15.78 | 5.72 | 1.58 | 1.25 | 3852 | ₫.76 ₫.59 |
| Looking for Hork, Feb '84 | SE31 | 11.39 | 6.96 | 3.89 | 1.76 | 3852 | 5.51 |
| Currently Harried | SE57 | 31.84 | 1.57 | 3.33 | 1.82 | 79.25 7845 | 8.75 |
| Have One or More Children | SE66A | 28.55 | 1.38 | 2.88 | j.7 9 | 3457 | 8.77 |
| Expect To Have 3 or More Children | SE65 | 30.26 | Б.97 | 1.65 | 1.28 | 3698 | 9.76 |
| Have Served on Hilitary Active Duty | SE44 | 8.35 | Ø.65 | 2.12 | 1.46 | 3837 | 9.76 8.45 |
| If in PSE '82-'84: Earned No Degree | SE18J-28J | 74.66 | 1.17 | 1:95 | 1.46 | 2694 | Ø.42 |
| If in PSE '82-'84: Earned Vocational Degree | SE18J-26J | 1.45 | Ø.35 | 2.31 | 1.52 | 2694 | ₽.0 7 ₽.23 |
| If in PSE '82-'84: Earned 4 Year College Degree | SE18J-26J | 2.58 | Ø.35 | 1.31 | 1.15 | 2694 | 8.25 8.31 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 24.77 | Ø. 99 | 2.51 | 1.42 | 3828 | 0.70 |
| Enrolled in Postsecondary Education, Oct '85 | PSESOC83 | 21.24 | Ø.87 | 1.75 | 1.31 | 3817 | Ø.76 |
| If Employed: In Clerical Occupation, Oct '85 | SE47A-58A | 29.79 | 1.76 | 2.39 | 1.55 | 1617 | 2 2 2 |
| Employed, Oct '83 | JOBSOC83 | 72.23 | 1.62 | 1.97 | 1:48 | 3791 | 1:14 6:73 |
| Have Used Pocket Calculator | SE9A2-A4 | 87.62 | f.91 | 2.83 | 1.68 | 3787 | B. 13 |
| Have Used Computer Terminal | SE9B2-B4 | 46.63 | 1.16 | 1.98 | 1.41 | 3537 | Ø.34 Ø.82 |
| Have Used Mainframe Computer | SE9E2-E4 | 26.36 | 1.62 | 2.18 | 1.48 | 339E | Ø.62 |
| Have Used Video Tape Recorder | SE9F2-F4 | 41.76 | 1.33 | 2.52 | 1.59 | 3461 | Ø.69 Ø.84 |
| Have Used Audio Cassette Deck | SE9H2-H4 | 83.30 | 1.62 | 2.66 | 1.65 | 3552 | B.63 |
| Have Used Hord Processor | SE912-14 | 7.36 | Ø.62 | 2.07 | 1.44 | 3677 | |
| Currently Registered To Vote | SE7Ø | 68.72 | 1.51 | 2.68 | 1.64 | 3731 | Ø.43 |
| Have Voted in Election within Last Two Years | SE71 | 41.61 | 1.25 | 2.32 | 1.52 | 3719 | Ø.8Ø |
| Being Successful in Job Very Important | SE72A | 78.85 | 1.25 | 3.21 | 1.79 | 3721 | Ø.81 |
| Marrying the Right Person Very Important | SE72B | 88.44 | f. 84 | 2.56 | 1.68 | 3712 | 8.67 |
| Having Lots of Money Very Important | SE72C | 25.51 | 1.25 | 2.82 | 1.68 | 3715 | B.52 |
| Being a Community Leader Very Important | SE72F | -8.38 | 8.54 | 2.6 <u>5</u> 1.45 | 1.18 | 3692 | Ø.72 |
| Better Opportunities for Children Very Important | SE72G | 77.14 | 1.89 | 2.49 | 1.58 | 3689 | 5.46 |
| Correcting Inequalities Very Important | SE72J | 15.98 | Ø.91 | 2.28 | 1.51 | | 5 .69 |
| Kaving Children Very Important | SE72K | 48.4 3 | 1.17 | 2.53 | | 3694 3363 | Ø.68 |
| Having Leisure Time Very Important | SE72L | 69.86 | 1.11 | 2.15 | 1.43 1.46 | 3787 3721 | ø.82 ø.76 |
| | | | | | : -: | | |
| Minimum | | | | 2.28 | 1.50 | | |
| Harinin | | | | 1.31 | 1.15 | | |
| Standard Deviation | | | | 3.33 | 1.82 | | |
| | | | | б.5E | Ø.17 | | |

1988 Senior Cohort - Two Middle Quartiles Socio-Economic Status Scale Weight-FUZHT

| | Iten | | | | | | |
|--|-----------|----------|-------------|------|-------|------|--------------|
| Survey Item (or Composite Variable) | Number | Estimate | SE | DEFF | DEFT | Ń | SE-SRS |
| Working Full Time, Feb '84 | SESA | 69.88 | ₫.89 | 1.66 | 1.29 | 4412 | Ø.69 |
| Taking Academic Courses, Feb '84 | SE3C | 38.17 | 8.85 | 1.51 | 1.23 | 4412 | D.69 |
| Looking for Work, Feb '84 | SESI | 4.76 | Ø.45 | 1.99 | 1.41 | 4412 | 0.32 |
| Currently Harried | SES7 | 25,47 | ø.87 | 1.76 | 1.33 | 4413 | Ø.66 |
| Have One or Hore Children | SE66A | 16.42 | ø.97 | 2.73 | 1.65 | 3975 | Ø.59 |
| Expect To Have 5 or Hore Children | SE65 | 35.18 | 1.18 | 2.26 | 1.50 | 4253 | Ø.73 |
| Have Served on Military Active Duty | SE44 | 7.39 | Ø.51 | 1.68 | 1.29 | 4418 | 8.39 |
| If in PSE '82-'84: Earned No Degree | SE18J-26J | 62.60 | 1 23 | 1.76 | 1:35 | 2747 | Ø.93 |
| If in PSE '82-'84: Earned Vocational Degree | SE18J-26J | 2.29 | 0.46 | 1.96 | 1.48 | 2747 | 5.29 |
| If in PSE '82-'84: Earned 4 Year College Degree | SE18J-26J | 8.29 | Ø.59 | 1.26 | 1.12 | 2747 | D.53 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 41.13 | Ø. 9Ø | 1.47 | 1.21 | 4586 | 8.74 |
| Enrolled in Postsecondary Education, Oct '83 | PSESOC85 | 36.78 | Ø.83 | 1.38 | 1.14 | 4379 | Ø.73 |
| If Employed; In Clerical Occupation, Oct '83 | SE47A-58A | 28.23 | 1.26 | 1.48 | 1.22 | 1894 | 1.83 |
| Employed, Oct '83 | JOBSOC83 | 78.01 | Ø.74 | 1.39 | 1.18 | 4359 | Ø.63 |
| Have Used Pocket Calculator | SE9A2-A4 | 92.57 | Ø.46 | 1.32 | 1.15 | 4294 | Ø. 4Ø |
| Have Used Computer Terminal | SE982-84 | 55.26 | 1.54 | 2.98 | 1.75 | 4186 | Ø.78 |
| Have Used Mainframe Computer | SE9E2-E4 | 29.79 | ø.98 | 1.80 | 1.34 | 3923 | ₽. <u>10</u> |
| Have Used Video Tape Recorder | SE9F2-F4 | 54.62 | Ø.95 | 1.47 | 1.21 | 4848 | Ø.78 |
| Have Used Audio Cassette Deck | SE9H2-H4 | 96.33 | ø.61 | 1.78 | 1.33 | 4178 | Ø.46 |
| Have Used Nord Processor | SE912-14 | 12.66 | 6.75 | 2.25 | 1.56 | 4257 | Ø.58 |
| Currently Registered To Vote | SE75 | 66.99 | 1,66 | 2.19 | 1.48 | 4382 | 6.72 |
| Have Voted in Election within Last Two Years | SE71 | 47.76 | 1.16 | 2.38 | 1.52 | 4275 | Ø.76 |
| Being Successful in Job Very Important | SE72A | 82.38 | Ø.71 | 1.48 | 1.22 | 4285 | ø.58 |
| Marrying the Right Person Very Important | SE72B | 88.43 | Ø.56 | 1.31 | 1:14 | 4274 | 5.49 |
| Having Lots of Money Very Important | SE72C | 23.77 | Ø.75 | 1.33 | 1.15 | 4272 | D.65 |
| Being a Community Leader Very Important | SE72F | 9.47 | Ø. 64 | 2.54 | 1.43 | 4264 | Ø.45 |
| Better Opportunities for Children Very Important | SE72G | 66.61 | ø.93 | 1.65 | 1.29 | 4254 | Ø.72 |
| Correcting Inequalities Very Important | SE72J | 11.87 | 5.75 | 2.66 | 1.51 | 4268 | 5.56 |
| Having Children Very Important | SE72K | 50.84 | 1.64 | 1.85 | 1.36 | 4273 | Ø.76 |
| Having Leisure Time Very Important | SE72L | 74.36 | 1.81 | 2.29 | 1.51 | 4284 | Ø.67 |
| Nean | | | | | 4.77 | | |
| Hinista | | | | 1.81 | 1.34 | | |
| Haxisum | | | | 1.26 | 1.12 | | |
| Standard Deviation | | | | 2.98 | 1.73 | | |
| | | | | Ø.43 | Ø. 15 | | |

1988 Senior Cohort - Highest Quartile Socio-Economic Status Scale Weight-FU2NT

| Norking Full Time, Feb '84 SE3A 54.84 1.26 1.23 1.11 1952 1 1 1 1 1 1 1 1 1 | | | | | | | | |
|--|---|---------|----------------|------|------|---------|------------------|--------|
| Horking Fuli Time, Feb '84 SE3A SE3A S4.84 1.26 1.25 1.11 1952 1 Taking Academic Courses, Feb '84 SE3C 66.59 1.79 2.59 1.61 1952 1 Looking for Work, Feb '84 SE3I SE3I S.54 8.56 1.77 1.55 1932 8. Currently Harried SE56A 6.68 8.88 2.17 1.47 1745 8. Expect To Have S or Hore Children SE65A 6.68 6.68 8.88 2.17 1.47 1745 8. Expect To Have S or Hore Children SE65 S59.12 1.51 1.77 1.35 1854 1.14 1958 8. Lif in PSE '82-'84: Earned No Degree SE181-281 SE181-281 SE181-281 SE3B1-281 SE3B1 | Signay Itan (an Ganata) | | | - | | ··· - | | |
| Taking Academic Courses, Feb '84 SE3C 68.59 1.79 2.59 1.61 19:2 1 Looking for Hork, Feb '84 SE3I 3.54 8.56 1.77 1.53 1952 8 Currently Married SE57 14.48 1.15 1.99 1.41 1927 8 Have One or Hore Children SE6A 6.68 8.88 2.17 1.47 1745 8. Expect To Have 3 or Hore Children SE65 39.12 1.51 1.77 1.53 1854 1. Have Used On Hilitary Active Duty SE44 4.85 8.51 1.38 1.14 1958 8. If in PSE '82-'84: Earned Mo Degree SE18J-28J 29.65 2.17 2.22 1.49 982 1. If in PSE '82-'84: Earned Vocational Degree SE18J-28J 1.58 8.68 2.92 1.71 992 8. If in PSS '82-'84: Earned 4 Year College Degree SE18J-28J 1.58 8.68 2.92 1.71 992 8. If in PSS '82-'84: Earned 4 Year College Degree SE18J-28J 1.58 8.68 2.92 1.71 992 8. If in PSS '82-'84: Earned 4 Year College Degree SE18J-28J 1.58 8.68 2.92 1.71 992 8. In Colled in Postsecondary Education, Oct '82 PSESOC82 71.29 1.73 2.81 1.68 1925 1. If Employed: In Clerical Occupation, Oct '85 PSESOC85 68.69 1.88 2.88 1.78 1915 1. If Employed: Oct '85 JOSEOC85 68.69 1.88 2.88 1.78 1915 1. If Employed: Oct '85 JOSEOC85 66.63 1.41 1.71 1.51 1982 1. Inave Used Pocket Calculator SE9A2-A4 96.12 8.54 1.48 1.22 1898 8. Have Used Computer Terminal SE982-B4 75:95 1.51 2.28 1.51 1825 1. Have Used Rainfrase Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Have Used Mindio Cassette Deck SE912-14 48.91 1.54 1.67 1.29 1784 1. Have Used Mord Processor SE912-14 28.12 1.25 1.82 1.55 1875 8.1 Currently Registered To Vote SE78 75.81 1.55 2.47 1.57 1889 8.5 Currently Registered To Vote SE78 75.81 1.55 2.47 1.57 1889 8.5 Earle Successful in Job Very Important SE728 86.60 1.88 1.60 1.38 1871 1.88 1871 1.54 1.66 1.27 1885 8.7 Bave Used Forces of Honey Very Important SE726 25.69 1.51 1.69 1.59 1.18 1881 8.7 Bartrying the Right Person Very Important SE726 25.69 1.51 1.69 1.59 1.18 1881 8.7 Bartrying the Right Person Very Important SE726 55.72 1.55 1.81 1.57 1.86 1.57 1879 8.8 Batter Opportunities for Children Very Important SE728 55.65 1.57 1.57 1.86 1.57 1879 8.8 | Survey Item (or Composite Variable) | Number | Estimate | SE | DEFF | DEFT | | SE-SRS |
| Taking Academic Courses, Feb '84 SE3C 68.59 1.79 2.59 1.61 19:2 1 Looking for Hork, Feb '84 SE3I 3.54 8.56 1.77 1.53 1952 8 Currently Married SE57 14.48 1.15 1.99 1.41 1927 8 Have One or Hore Children SE6A 6.68 8.88 2.17 1.47 1745 8. Expect To Have 3 or Hore Children SE65 39.12 1.51 1.77 1.53 1854 1. Have Used On Hilitary Active Duty SE44 4.85 8.51 1.38 1.14 1958 8. If in PSE '82-'84: Earned Mo Degree SE18J-28J 29.65 2.17 2.22 1.49 982 1. If in PSE '82-'84: Earned Vocational Degree SE18J-28J 1.58 8.68 2.92 1.71 992 8. If in PSS '82-'84: Earned 4 Year College Degree SE18J-28J 1.58 8.68 2.92 1.71 992 8. If in PSS '82-'84: Earned 4 Year College Degree SE18J-28J 1.58 8.68 2.92 1.71 992 8. If in PSS '82-'84: Earned 4 Year College Degree SE18J-28J 1.58 8.68 2.92 1.71 992 8. In Colled in Postsecondary Education, Oct '82 PSESOC82 71.29 1.73 2.81 1.68 1925 1. If Employed: In Clerical Occupation, Oct '85 PSESOC85 68.69 1.88 2.88 1.78 1915 1. If Employed: Oct '85 JOSEOC85 68.69 1.88 2.88 1.78 1915 1. If Employed: Oct '85 JOSEOC85 66.63 1.41 1.71 1.51 1982 1. Inave Used Pocket Calculator SE9A2-A4 96.12 8.54 1.48 1.22 1898 8. Have Used Computer Terminal SE982-B4 75:95 1.51 2.28 1.51 1825 1. Have Used Rainfrase Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Have Used Mindio Cassette Deck SE912-14 48.91 1.54 1.67 1.29 1784 1. Have Used Mord Processor SE912-14 28.12 1.25 1.82 1.55 1875 8.1 Currently Registered To Vote SE78 75.81 1.55 2.47 1.57 1889 8.5 Currently Registered To Vote SE78 75.81 1.55 2.47 1.57 1889 8.5 Earle Successful in Job Very Important SE728 86.60 1.88 1.60 1.38 1871 1.88 1871 1.54 1.66 1.27 1885 8.7 Bave Used Forces of Honey Very Important SE726 25.69 1.51 1.69 1.59 1.18 1881 8.7 Bartrying the Right Person Very Important SE726 25.69 1.51 1.69 1.59 1.18 1881 8.7 Bartrying the Right Person Very Important SE726 55.72 1.55 1.81 1.57 1.86 1.57 1879 8.8 Batter Opportunities for Children Very Important SE728 55.65 1.57 1.57 1.86 1.57 1879 8.8 | Horking Full Time, Feb '84 | SĒŠĀ | 54: 6 4 | 1:26 | 1:28 | 4 44 | 1555 | |
| Looking for Hork, Feb '84 SE31 5.54 8.56 1.77 1.53 1952 8 Currently Harried SE57 14.48 1.13 1.99 1.41 1927 8 Have One or More Children SE66A 6.68 8.88 2.17 1.47 1743 8 Expect To Have 3 or Hore Children SE65 39.12 1.51 1.77 1.53 1854 1. Have twed on Hilitary Active Duty SE44 4.85 8.51 1.38 1.14 1958 8. If in PSE '82-'84: Earned No Degree SE18J-28J 29.65 2.17 2.22 1.49 982 1. If in PSE '82-'84: Earned Vocational Degree SE18J-28J 1.58 8.68 2.92 1.71 992 8. If in PS3 '82-'84: Earned 4 Year College Degree SE18J-28J 32.86 2.33 2.45 1.56 982 1. Furolled in Postsecondary Education, Oct '82 PSESOC82 71.29 1.73 2.81 1.68 1928 1. Employed: In Clerical Occupation, Oct '83 SE47A-58A 22.81 2.51 1.62 1.27 554 1. Employed; Oct '85 JOBSOC83 66.85 1.41 1.71 1.31 1982 1. Flave Used Pocket Calculator SE9A2-A4 96.12 8.54 1.48 1.22 1898 8. Have Used Computer Terminal SE982-B4 75.95 1.51 2.28 1.51 1825 1. Have Used Video Tape Recorder SE92-F4 48.91 1.54 1.67 1.29 1784 1. Have Used Muldio Cassette Deck SE912-14 28.12 1.25 1.82 1.55 1873 8. Have Used Mord Processor SE912-14 28.12 1.25 1.82 1.55 1873 8. Currently Registered To Vote SE78 75.81 1.55 2.47 1.57 1889 8. Have Used Gord Tape Recorder SE912-14 28.12 1.25 1.82 1.55 1873 8. Currently Registered To Vote SE78 75.81 1.55 2.47 1.57 1889 8. Have Used Hainframe Computer SE712-14 28.12 1.25 1.82 1.55 1873 8. Currently Registered To Vote SE712-14 28.12 1.25 1.82 1.57 1882 1. Being Successful in Job Very Important SE728 86.68 1.88 1.62 1.27 1.86 8. Have Used Fright Person Very Important SE728 86.68 1.35 1.46 1.28 1881 8.7 Being Community Leader Very Important SE726 55.72 1.55 1.81 1.54 1866 1.1 Better Opportunities For Children Very Important SE725 55.72 1.55 1.81 1.54 1.66 1.57 1879 8.8 Better Opportunities Very Important SE725 51.67 1.57 1.86 1.57 1879 8.8 | | | | | | | | 1:13 |
| Currently Married SE57 14.48 1.13 1.99 1.41 1927 8 Have One or More Children SE66A 6.68 8.88 2.17 1.47 1745 8 Expect To Have 3 or More Children SE66A 5.66 8.88 2.17 1.47 1745 8 Expect To Have 3 or More Children SE65 39.12 1.51 1.77 1.53 1854 1. Have 1-ved on Hilitary Active Duty SE44 4.85 8.51 1.36 1.14 1958 8. If in PSE '82-'84: Earned No Degree SE18J-28J 29.65 2.17 2.22 1.49 982 1. If in PSE '82-'84: Earned Vocational Degree SE18J-28J 1.58 8.68 2.92 1.71 982 8. If in PSI '82-'84: Earned 4 Year College Degree SE18J-28J 32.86 2.53 2.45 1.56 982 1. If in PSI '82-'84: Earned 4 Year College Degree SE18J-28J 32.86 2.53 2.45 1.56 982 1. If Eaployed: In Clertcal Occupation, Oct '82 PSESOC82 71.29 1.73 2.81 1.68 1928 1. Employed: In Clertcal Occupation, Oct '83 SE47A-58A 22.81 2.51 1.62 1.27 554 1. Employed, Oct '83 JOBSOC83 66.69 1.88 2.88 1.78 1913 1. Employed, Oct '83 JOBSOC83 66.68 1.41 1.71 1.51 1982 1. Employed Seed Pocket Calculator SE9A2-A4 96.12 8.54 1.48 1.22 1898 8. Have Used Computer Terminal SE982-84 75.95 1.51 2.28 1.51 1825 1. Have Used Computer Terminal SE982-84 45.91 1.54 1.67 1.29 1764 1. Have Used Video Tape Recorder SE992-P4 46.62 1.35 1.46 1.21 1777 1. Have Used Mord Processor SE912-14 28.12 1.25 1.82 1.55 1873 8. Currently Registered To Vote SE78-74 66.62 1.35 1.64 1.28 1851 8. Being Successful in Job Very Important SE726 86.49 1.86 1.88 1.54 1.88 1.54 1882 1. Being Successful in Job Very Important SE726 86.49 1.86 1.88 1.54 1.88 1.54 1.88 1.54 1.88 1.54 1.55 1.55 1.45 1.55 1.55 1.45 1.55 1.5 | Looking for Work, Feb '84 | ======= | -7-1 | | | | | 1.11 |
| Have One or Hore Children SE66A 6.68 8.88 2.17 1.47 1743 8. Expect To Have 3 or Hore Children SE65 59.12 1.51 1.77 1.33 1854 1. Have 2 red on Hilitary Active Duty SE44 4.85 8.51 1.38 1.14 1938 8. If in PSE '82-'84: Earned No Degree SE18J-28J 29.65 2.17 2.22 1.49 982 1. If in PSE '82-'84: Earned Wocational Degree SE18J-28J 29.65 2.17 2.22 1.49 982 1. If in PSE '82-'84: Earned Vocational Degree SE18J-28J 32.86 2.93 1.71 982 8. If in PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. In PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. In PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. In PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. In PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. In PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. In PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. In PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. In PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. In PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. In PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. In PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 1.26 1.27 534 1. In PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 1.22 1.27 1. In PSE '82-'84: Earned 4 Year Coilege Degree SE18J-28J 32.86 2.35 2.45 1.56 1.28 1.51 1.29 1.29 1. In PSE '82-'84: Earned Year SE2B-28J 32.86 2.35 2.45 1.56 1.29 1.29 1. In PSE '82-'84: Earned Year SE2B-28J 32.86 2.35 2.45 1.56 1.29 1.29 1. In PSE '82-'84: Earned Year SE2B-28J 32.86 2.35 2.45 1.56 1.29 1.29 1. In PSE '82-'84: Earned Year SE2B-28J 32.86 2.35 2.45 1.56 1.29 1.29 1. In PSE '82-'84: Earned Year SE2B-28J 32.86 2.35 2.35 1.56 1.29 1.29 1.29 1.29 1. In PSE '82-'84: Earned Year SE2B-28J 32.86 2.35 2.35 1. | Currently Married | | -4-5-4 | | | | | Ø.42 |
| Expect To Have 5 or Nore Children SE65 S9.12 1.51 1.77 1.55 1854 1. Have 5—ved on Hilitary Active Duty SE44 4.85 8.51 1.38 1.14 1958 8.17 1.77 1.35 1.78 1.79 1.79 1.79 1.70 1.7 | Have One or More Children | | | | | | | Ø.8Ø |
| Have 1-ved on Hilitary Active Duty SE44 4.63 6.51 1.38 1.14 1958 6. If in PSE '82-'84: Earned No Degree SE18J-28J 29.65 2.17 2.22 1.49 982 1. If in PSE '82-'84: Earned Vocational Degree SE18J-28J 1.58 8.68 2.92 1.71 982 8. If in PSE '82-'84: Earned 4 Tear College Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. If in PSE '82-'84: Earned 4 Tear College Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. If in PSE '82-'84: Earned 4 Tear College Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. If in PSE '82-'84: Earned 4 Tear College Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. If in PSE '82-'84: Earned 4 Tear College Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. If in PSE '82-'84: Earned 4 Tear College Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. If in PSE '82-'84: Earned 4 Tear College Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. If in PSE '82-'84: Earned 4 Tear College Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. If in PSE '82-'84: Earned 4 Tear College Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. If in PSE '82-'84: Earned 4 Tear College Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. If in PSE '82-'84: Earned 4 Tear College Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. If in PSE '82-'84: Earned 4 Tear College Degree SE18J-28J 32.86 2.35 2.46 1.27 1.57 1. If in PSE '82-'84: Earned Volde Tear College Degree SE18J-28J 32.86 2.35 2.47 1.57 1. If in PSE '82-'84: Earned Volde Tear College Degree SE18J-28J 32.86 2.35 2.47 1.57 1. If in PSE '82-'84: Earned Tear College Degree SE18J-28J 32.86 2.35 2.47 1.57 1. If in PSE '82-'84: Earned Tear College Degree SE18J-28J 32.86 2.35 2.47 1.57 1. If in PSE '82-'84: Earned Tear College Degree SE18J-28J 32.86 2.35 2.47 1.57 1. If in PSE '82-'84: Earned Tear College Degree SE18J-28J 32.86 2.35 2.47 1.57 1. If in PSE '82-'84: Earned Tear College Degree SE18J-28J 32.86 2.35 2.47 1.57 1. If in PSE '82-'84: Earned Tear College Degree SE18J-28J 32.86 2.35 2.47 1.57 1. If in PSE '82-'84: Earned Tear College Degree SE18J-28J 3.58 2.47 1.57 1. If in PSE '82-'84: Earned Tear College Degree SE18J-28J 3.57 1. | Expect To Have 5 or More Children | | | | | | | 0.60 |
| If in PSE '82-'84: Earned No Degree SE18J-28J 29.65 2.17 2.22 1.49 982 1. If in PSE '82-'84: Earned Vocational Degree SE18J-28J 1.58 8.68 2.92 1.71 982 8. If in PSI '82-'84: Earned 4 Year College Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. Enrolled in Postsecondary Education, Oct '82 PSESOC82 71.29 1.73 2.81 1.68 1928 1. Enrolled in Postsecondary Education, Oct '83 PSESOC83 68.69 1.88 2.88 1.78 1913 1. If Employed: In Clerical Occupation, Oct '83 SE47R-58A 22.81 2.51 1.62 1.27 534 1. Employed, Oct '83 JOBSOC83 66.83 1.41 1.71 1.31 1982 1. Isave Used Pocket Calculator SE9A2-A4 96.12 8.54 1.48 1.22 1898 8. Isave Used Computer Terminal SE9B2-B4 75.95 1.51 2.28 1.51 1825 1. Isave Used Hainframs Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Isave Used Audio Cassette Deck SE9H2-H4 94.38 8.69 1.64 1.21 1777 1. Isave Used Modern Type Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Isave Used Audio Cassette Deck SE9H2-H4 94.38 8.69 1.64 1.28 1851 8. Isave Used Hord Processor SE912-14 28.12 1.25 1.82 1.35 1875 8. Our entity Registered To Vote SE78 75.81 1.55 2.47 1.57 1889 8. Isave Used In Election within Last Two Years SE71 55.85 1.64 2.85 1.45 1882 1. Isave Used In Election Very Important SE72A 86.48 1.86 1.88 1.54 1886 8. Tarrying the Right Person Very Important SE72C 25.69 1.31 1.69 1.38 1879 1. Isave Used Community Leader Very Important SE72C 25.69 1.31 1.59 1.18 1881 8.7 Better Opportunities for Children Very Important SE72C 15.87 1.57 1.86 1.57 1.89 8.8 Better Opportunities for Children Very Important SE72C 55.67 1.57 1.86 1.57 1.89 8.8 Better Opportunities For Children Very Important SE72C 55.67 1.57 1.86 1.57 1.89 8.8 Better Opportunities For Children Very Important SE72C 55.67 1.57 1.86 1.57 1.89 8.8 Better Opportunities For Children Very Important SE72C 55.67 1.57 1.86 1.57 1.89 8.8 Better Opportunities For Children Very Important SE72C 55.67 1.57 1.86 1.57 1.89 8.8 Better Opportunities For Children Very Important SE72C 55.67 1.57 1.57 1.86 1.57 1.89 8.8 Better Opportunities For Children Very Important SE72C | | | | | | - 77 | | 1.13 |
| If in PSE '82-'84: Earned Vocational Degree S518J-28J 1.58 8.68 2.92 1.71 982 8. If in PS3 '82-'84: Earned 4 Year College Degree SE18J-28J 32.86 2.35 2.45 1.56 982 1. Enrolled in Postsecondary Education, Oct '82 PSESOC82 71.29 1.73 2.81 1.68 1928 1. Enrolled in Postsecondary Education, Oct '83 PSESOC85 68.69 1.88 2.88 1.78 1915 1. If Employed: In Clerical Occupation, Oct '83 SE47A-5BA 22.81 2.51 1.62 1.27 534 1. Employed: Oct '83 JOBSOC85 66.85 1.41 1.71 1.51 1982 1. Employed: Oct '83 JOBSOC85 66.85 1.41 1.71 1.51 1982 1. Employed: Oct '83 SE9A2-A4 96.12 8.54 1.48 1.22 1898 8. Have Used Pocket Calculator SE9A2-A4 96.12 8.54 1.48 1.22 1898 8. Have Used Computer Terminal SE982-B4 75.95 1.51 2.28 1.51 1825 1. Have Used Hainframe Computer SE92-E4 48.91 1.55 1.66 1.21 1777 1. Have Used Audio Cassette Deck SE9H2-H4 94.38 8.69 1.64 1.28 1851 8. Have Used Hord Processor SE912-14 28.12 1.25 1.82 1.35 1875 8. Currently Registered To Vote SE78 75.81 1.55 2.47 1.57 1889 8. Currently Registered To Vote SE78 75.81 1.55 2.47 1.57 1889 8. Being Successful in Job Very Important SE72A 86.49 1.86 1.88 1.34 1886 8.7 Barrying the Right Person Very Important SE72B 86.66 1.88 1.62 1.27 1885 8.1 Better Opportunities for Children Very Important SE72C 25.69 1.31 1.69 1.36 1879 1.8 Better Opportunities Very Important SE72G 53.72 1.55 1.81 1.54 1868 1.7 Correcting Inequalities Very Important SE72K 51.87 1.57 1.86 1.35 1892 1.1 Baving Children Very Important SE72K 51.87 1.57 1.86 1.35 1892 1.1 | | - • • | | | | | | 8.45 |
| If in PSS '82-'84: Earned 4 Year College Degree SE18J-28J 52.86 2.35 2.45 1.56 982 1. Enrolled in Postsecondary Education, Oct '82 PSESOC82 71.29 1.75 2.81 1.68 1928 1. Enrolled in Postsecondary Education, Oct '83 PSESOC83 68.69 1.88 2.88 1.78 1915 1. If Employed: In Clerical Occupation, Oct '83 SE47A-58A 22.81 2.31 1.62 1.27 5534 1. Employed, Oct '83 JOBSOC85 66.85 1.41 1.71 1.51 1982 1. Employed, Oct '83 JOBSOC85 66.85 1.41 1.71 1.51 1982 1. Employed, Oct '83 JOBSOC85 66.85 1.41 1.71 1.51 1982 1. Employed Computer Terminal SE9A2-A4 96.12 8.54 1.48 1.22 1898 8. Employed Computer Terminal SE9B2-B4 75.95 1.51 2.28 1.51 1825 1. Employed Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Employed Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Employed Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Employed Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Employed Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Employed Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Employed Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Employed Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Employed Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Employed Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Employed Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Employed Computer SE9E2-E4 28.12 1.25 1.82 1.35 1875 8. Employed Computer SE9E2-E4 28.12 1.25 1.82 1.35 1875 8. Employed Computer SE9E2-E4 28.12 1.25 1.82 1.35 1875 8. Employed Computer SE9E2-E4 28.12 1.25 1.82 1.35 1875 8. Employed Computer SE9E2-E4 28.12 1.25 1.82 1.35 1882 1. Employed Computer SE9E2-E4 28.64 1.86 1.88 1.34 1886 8. Employed Computer SE9E2-E4 28.64 1.86 1.88 1.34 1886 8. Employed Computer SE9E2-E4 28.64 1.86 1.88 1.34 1886 8. Employed Computer SE9E2-E4 28.64 1.86 1.88 1.34 1886 8. Employed Computer SE9E2-E4 28.86 1.88 1.88 1.38 1.39 1.59 1.88 1.34 1886 8. Employed Computer SE9E2-E4 1.35 1.86 1.37 1879 8. Employed Computer SE9E2-E4 1.35 1.86 1.37 1879 8. Employed Computer SE9E2-E4 1.36 1.36 1.36 1.37 1879 8. Employed Computer SE9E2-E4 1.38 1.36 1.36 1.37 1879 8. Employ | | | | | | | | 1.46 |
| Enrolled in Postsecondary Education, Oct '82 PSESOC82 71.29 1.75 2.81 1.68 1928 1. Enrolled in Postsecondary Education, Oct '83 PSESOC83 68.69 1.88 2.88 1.78 1913 1. If Employed: In Clerical Occupation, Oct '83 SE47A-58A 22.81 2.31 1.62 1.27 554 1. Employed, Oct '83 JOBSOC85 66.83 1.41 1.71 1.31 1982 1. Have Used Pocket Calculator SE9A2-A4 96.12 8.54 1.48 1.22 1898 8. Have Used Computer Terminal SE9B2-B4 75.95 1.51 2.28 1.51 1825 1. Have Used Mainframe Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Have Used Mainframe Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Have Used Audio Cassette Deck SE9H2-H4 94.58 8.69 1.64 1.28 1851 8. Have Used Mord Processor SE912-14 28.12 1.25 1.82 1.35 1873 8. Corrently Registered To Vote SE78 75.81 1.55 2.47 1.57 1889 8.9 Have Voted in Election within Last Two Years SE71 55.83 1.64 2.65 1.45 1882 1. Being Successful in Job Very Important SE72A 86.49 1.86 1.88 1.54 1886 8.7 Having Lots of Money Very Important SE72B 86.60 1.88 1.59 1.59 1.59 1.59 1.59 1.59 1.59 1.59 | If in PST '82-'84: Earned 4 Year College Degree | | | | | | | 8.48 |
| Enrolled in Postsecondary Education, Oct '83 | Enrolled in Postsecondary Education, Oct '82 | | | | - | | | 1.49 |
| If Employed: In Clerical Occupation, Oct '83 SE47A-58A 22.81 2.51 1.62 1.27 554 1. Employed, Oct '83 JOBSOC85 66.85 1.41 1.71 1.51 1982 1. Investigation of the computer of th | | | | | | | | 1.83 |
| Employed, Oct. 83 JOBSOC83 66.83 1.41 1.71 1.31 1982 1.82 Have Used Pocket Calculator SE9A2-A4 96.12 5.54 1.48 1.22 1898 8. Have Used Computer Terminal SE9B2-B4 75.95 1.51 2.28 1.51 1.825 1. Have Used Hainframe Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Have Used Video Tape Recorder SE9F2-F4 66.62 SE9F2-F4 66.62 SE9H2-H4 94.38 8.69 1.64 1.28 1.851 8. Gurrently Registered To Vote SE7B Currently Registered To Vote SE7B SE7B 75.81 1.55 2.47 1.57 1889 8. 8. 8. 8. 8. 8. 8. 8. 8. | | | | | | | | 1.86 |
| Have Used Pocket Calculator SE9A2-A4 96.12 8.54 1.48 1.22 1898 8. | | | | | | - =: | | 1.82 |
| Have Used Computer Terminal SE9R2-B4 75.95 1.51 2.28 1.51 1825 1. Have Used Hainframe Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Have Used Video Tape Recorder SE9F2-F4 66.62 1.35 1.46 1.21 1777 1. Have Used Audio Cassette Deck SE9H2-H4 94.58 8.69 1.64 1.28 1851 8. Have Used Word Processor SE912-14 28.12 1.25 1.82 1.35 1875 8. Currently Registered To Vote SE7B 75.81 1.55 2.47 1.57 1889 8.9 Have Voted in Election within Last Two Years SE71 55.83 1.64 2.85 1.45 1882 1. Being Successful in Job Very Important SE72A 86.49 1.86 1.88 1.54 1886 8.7 Having Lots of Honey Very Important SE72B 86.68 1.88 1.62 1.27 1885 8.7 Being a Community Leader Very Important SE72C 25.69 1.31 1.69 1.38 1881 8.7 Better Opportunities for Children Very Important SE72G 53.72 1.55 1.81 1.54 1886 1.7 Correcting Inequalities Very Important SE72J 15.18 1.15 1.86 1.37 1879 8.8 Having Children Very Important SE72L 55.87 1.57 1.86 1.37 1879 8.8 Having Children Very Important SE72L 55.87 1.57 1.86 1.36 1.37 1879 8.8 | Have Used Pocket Calculator | | | | | | | 1.08 |
| Have Used Hainframe Computer SE9E2-E4 48.91 1.54 1.67 1.29 1784 1. Have Used Video Tape Recorder SE9F2-F4 66.62 1.35 1.46 1.21 1777 1. Have Used Audio Cassette Deck SE9H2-H4 94.38 8.69 1.64 1.28 1851 8. Have Used Hord Processor SE912-14 28.12 1.25 1.82 1.35 1873 8. Currently Registered To Vote SE7B 75.81 1.55 2.47 1.57 1889 8. Have Voted in Election within Last Two Years SE71 55.83 1.64 2.85 1.43 1882 1. Being Successful in Job Very Important SE72A 86.49 1.86 1.88 1.34 1886 8. Harrying the Right Person Very Important SE72B 86.66 1.88 1.54 1885 8. Having Lots of Honey Very Important SE72C 25.69 1.51 1.69 1.36 1879 1.8 Being a Community Leader Very Important SE72F 12.85 8.91 1.59 1.18 1881 8.7 Correcting Inequalities Very Important SE72J 15.18 1.13 1.86 1.37 1879 8.8 Having Children Very Important SE72J 15.18 1.13 1.86 1.37 1879 8.8 Having Children Very Important SE72J 15.18 1.13 1.86 1.37 1879 8.8 | Have Used Computer Terminal | | | | | | | 8.44 |
| Have Used Video Tape Recorder SE9F2-F4 66.62 1.35 1.46 1.21 1777 1.484 1.484 1.28 1851 1.485 1.486 1.21 1777 1.484 1.28 1851 1.485 1.28 1851 1.486 1.28 1851 1.486 1.28 1851 1.486 1.28 1851 1.486 1.28 1851 1.486 1.28 1851 1.58 1.582 1.355 1.82 1.355 1.873 1.889 1.899 1.899 1.899 1.899 1.899 1.899 1.899 1.899 1.899 1.899 1.899 1.899 1.899 1.890 | | | | | - | | — - - | 1.00 |
| Have Used Audio Cassette Deck SE9H2-H4 94.38 8.69 1.64 1.28 1851 8.69 Currently Registered To Vote SE78 SE78 75.81 1.55 2.47 1.57 1889 8.69 1.64 1.25 1.82 1.35 1875 8.69 Currently Registered To Vote SE78 75.81 1.55 2.47 1.57 1889 8.69 1.45 1.80 1.57 1889 8.69 1.64 2.65 1.43 1882 1.64 2.65 1.43 1882 1.64 1.66 1.88 1.34 1886 8.79 1.86 1.88 1.34 1886 8.79 1.86 1.88 1.34 1886 8.79 1.88 1.86 1.88 1.36 1.88 1.37 1.88 8.79 1.88 8.80 8.91 1.80 | | | | | | · · | | 1:19 |
| Have Used Word Processor | | | | - | | | | 1:12 |
| Currently Registered To Vote SE78 75.81 1.55 2.47 1.57 1889 8.9 Have Voted in Election within Last Two Years SE71 55.83 1.64 2.65 1.45 1882 1. Being Successful in Job Very Important SE72A 86.48 1.86 1.88 1.34 1886 8.7 Having the Right Person Very Important SE72B 86.66 1.88 1.62 1.27 1885 8.7 Having Lots of Money Very Important SE72C 25.69 1.31 1.69 1.36 1879 1.6 Being a Community Leader Very Important SE72F 12.85 8.91 1.39 1.18 1881 8.7 Better Opportunities for Children Very Important SE72G 53.72 1.55 1.81 1.34 1868 1.1 Correcting Inequalities Very Important SE72J 15.18 1.15 1.86 1.37 1879 78.8 Having Children Very Important SE72K 51.87 1.57 1.86 1.36 1892 1.4 | Have Used Word Processor | | - | | 1 11 | | | Ø.54 |
| Have Voted in Election within Last Two Years SE71 55.83 1.64 2.65 1.43 1882 1.1881 1.34 1886 1.35 1.35 1.35 1.35 1.35 1.35 1.35 1.35 | | | | | | | | Ø. 93 |
| Being Successful in Job Very Important SE72A 86.49 1.86 1.88 1.34 1886 8.7 Harrying the Right Person Very Important SE72B 86.68 1.88 1.62 1.27 1885 8.7 Having Lots of Money Very Important SE72C 25.69 1.31 1.69 1.38 1879 1.8 Being a Community Leader Very Important SE72F 12.85 8.91 1.39 1.18 1881 8.7 Better Opportunities for Children Very Important SE72G 53.72 1.55 1.81 1.34 1868 1.1 Correcting Inequalities Very Important SE72J 15.18 1.13 1.86 1.37 1879 8.8 Having Children Very Important SE72K 51.87 1.57 1.86 1.36 1882 1.1 | | | | | | - ' | | ø.99 |
| Harrying the Right Person Very Important SE72B 86.66 1.88 1.62 1.27 1885 8.7 Having Lots of Money Very Important SE72C 25.69 1.51 1.69 1.38 1879 1.8 Being a Community Leader Very Important SE72F 12.85 8.91 1.39 1.18 1881 8.7 Better Opportunities for Children Very Important SE72G 53.72 1.55 1.81 1.34 1868 1.1 Correcting Inequalities Very Important SE72J 15.18 1.15 1.86 1.37 1879 8.8 Having Children Very Important SE72K 51.87 1.57 1.86 1.36 1882 1.1 | | | | | | | _ | 1.14 |
| Having Lots of Money Very Important SE72C 25.69 1.31 1.69 1.38 1879 1.8 Being a Community Leader Very Important SE72F 12.85 8.91 1.39 1.18 1881 5.7 Better Opportunities for Children Very Important SE72G 53.72 1.55 1.81 1.34 1868 1.1 Correcting Inequalities Very Important SE72J 15.18 1.15 1.86 1.37 1879 78.8 Having Children Very Important SE72K 51.87 1.57 1.86 1.36 1882 1.1 | | | | | | | | 8.79 |
| Being a Community Leader Very Important SE72F 12.85 8.91 1.39 1.18 1881 8.7 Better Opportunities for Children Very Important SE72G 53.72 1.55 1.81 1.34 1868 1.1 Correcting Inequalities Very Important SE72J 15.18 1.13 1.86 1.37 1879 18.8 Having Children Very Important SE72K 51.87 1.57 1.86 1.36 1892 1.1 | | | | | - | | | 5.78 |
| Better Opportunities for Children Very Important SE72G 53.72 1.55 1.81 1.34 1868 1.1 Correcting Inequalities Very Important SE72J 15.18 1.15 1.86 1.37 1879 18.8 Having Children Very Important SE72K 51.87 1.57 1.86 1.36 1.36 1.80 1.36 1.36 1.80 1.36 1.36 1.80 1.36 1.36 1.80 1.36 1.80 1.36 1.80 1.36 1.80 1.36 1.80 1.36 1.80 1.36 1.36 1.80 1.36 1.80 1.36 1.36 1.36 1.80 1.36 </td <td></td> <td></td> <td></td> <td>-</td> <td></td> <td></td> <td></td> <td>1:01</td> | | | | - | | | | 1:01 |
| Correcting Inequalities Very Important SE72J 15.18 1.15 1.86 1.37 1879 18.8 Having Children Very Important SE72K 51.87 1.57 1.86 1.36 1882 1.1 | | | = ' ' ' | | | 2 2 2 2 | | Ø.77 |
| Having Children Very Important. SE72K 51.87 1.57 1.86 1.36 1892 1.5 | | | • - | | | | | 1.15 |
| | | | | | | | | 17.83 |
| Having Leisure Time Very Important | Having Leisure Time Very Important | | | | | | _ | 1.15 |
| SE72L 76.25 1:18 1:45 1.25 1884 8.9 | G access to the only separation | 3E14L | 70.20 | 1.18 | 1.45 | 1.25 | 1884 | Ø.98 |
| Mean 1.93 1.58 | Mean | | | | 1.93 | 1.38 | | |
| Hinimm 1.25 1.11 | Hinima | | | | | | | |
| Maximum 2.92 1.71 | | | | | | | | |
| Standard Deviation 8.46 8.16 | Standard Deviation | | | | 2 | | | |

1998 Senior Cohort - No Attendance at Postsecondary Institutions Weight-FUZHT

| | Item | | | | | | |
|--|-----------|----------------|--------------|------|-------|------|-------------|
| Survey Item (or Composite Variable) | Number | Estimate | SE | DEFF | C FT | N | SE-SRS |
| Working Full Time, Feb '84 | SEJA | 71.61 | 1.64 | : :: | 4 -7 | 6174 | <u> </u> |
| Taking Academic Courses, Feb '84 | SESC | . Ø. 98 | Ø.23 | 1.86 | 1.36 | 3495 | Ø.76 |
| Looking for Work, Feb '84 | SE3I | 10.02 | 0.23 0.74 | 1.98 | 1.38 | 3493 | Ø.17 |
| Currently Harried | SE57 | 37.85 | 1.18 | 2.12 | 1.46 | 3493 | Ø.51 |
| Have One or More Children | SE66A | 29.92 | | 1.79 | 1:34 | 3488 | Ø.8Z |
| Expect To Have 5 or Nore Children | SE65 | 28.23 | 1:3Ø 1:13 | 2.52 | 1.59 | 3124 | 8.82 |
| Have Served on Military Active Duty | SE44 | 12:13 | = | 2.10 | 1.45 | 3325 | Ø.78 |
| If in PSE '82-'84: Earned No Degree | SE18J-26J | 86.86 | Ø.78 | 1.60 | 1.27 | 3481 | 0.55 |
| If in PSE '82-'84: Earned Vocational Degree | SE18J-28J | 80.20 Ø.13 | Ø.81 | 1.82 | 1.35 | 3321 | 8.68 |
| If in PSE '82-'84: Earned 4 i ar College Degree | SE18J-28J | Ø. 13 Ø. 66 | 0.09 | 2.07 | 1.44 | 3321 | Ø.Ø6 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | = | 0.00 | n/a | n/a | 3321 | 5.00 |
| Enrolled in Postsecondary Education, Oct '83 | PSESOC83 | 0.86 0.88 | 0.00 | n/a | n/a | 3499 | 0.00 |
| If Employed: In Clerical Occupation, Oct '83 | SE47A-50A | | 0.00 | .n/a | n/a | 3499 | 0.00 |
| Employed, Oct '83 | JOBSOC83 | 21.76 78.44 | 1.26 | 1.67 | 1.29 | 1791 | 0.97 |
| Have Used Pocket Calculator | SE9A2-A4 | 84:85 | Ø.95 | 1.84 | 1.36 | 3451 | 0.78 |
| Have Used Computer Terminal | SE9B2-B4 | | Ø.81 | 1.63 | 1.28 | 3334 | Ø.63 |
| Have Used Mainframe Computer | SE9E2-E4 | 29:16 | 1.24 | 2.33 | 1.53 | 3126 | Ø.81 |
| Have Used Video Tape Recorder | SE9F2-F4 | 14.65 | B.97 | 2.29 | 1.51 | 3041 | Ø.64 |
| Have Used Audio Cassette Deck | SE9H2-H4 | 45.16 | 1.45 | 2.56 | 1.60 | 3181 | Ø.89 |
| Have Used Hord Processor | | 81.57 | 1.64 | 2.28 | 1.51 | 3200 | Ø.69 |
| Currently Registered To Vote | SE912-14 | 4.88 | Ø.57 | 2.33 | 1.53 | 3329 | 0.37 |
| Have Voted in Election within Last Two Years | SE7Ø | 53.88 | 1.57 | 2.55 | 1.60 | 3376 | ₫.86 |
| Being Successful in Job Very Important | SE71 | 53.86 | 1.26 | 2.16 | 1.47 | 3353 | Ø.82 |
| Marrying the Right Person Very Important | SE72A | 75.83 | Ø.98 | 1.76 | 1. 52 | 3350 | 8.74 |
| Having Lots of Money Very Important | SE72B | 89.35 | 0.80 | 2.25 | 1.50 | 3346 | Ø.53 |
| Being a Community Leader Very Important | SE72C | 27.80 | 1.20 | 2.45 | 1.55 | 3345 | Ø.77 |
| Setter Opportunities for Children Very Important | SE72F | 7.69 | 8.56 | 1.47 | 1.21 | 3325 | Ø.46 |
| Correcting Inequalities Very Important | | 74.87 | 1.13 | 2.25 | 1.50 | 3316 | 0.75 |
| aving Children Very Important | SE72J | 12.79 | 0.70 | 1.46 | 1.21 | 3325 | 0.58 |
| | SE72K | 50.84 | 1.37 | 2.51 | 1.58 | 3341 | Ø.87 |
| having Leisure Time Very Important | SE72L | 69.12 | 1.35 | 2.86 | 1.69 | 3354 | Ø.8ø |
| lean | | | | 2.09 | 1.44 | | |
| linima | | | | 1.46 | 1.21 | | |
| exima | | | | 2.86 | 1:69 | | |
| tandard Deviation | | | | Ø.36 | Ø. 13 | | |

1986 Senior Cohort - Continuous Attendance at Postsecondary Institutions Weight-FU2NT

| <u> </u> | Itan | | | | | | |
|--|-----------|----------|------|----------|------|-------------------|--------------|
| Survey Item (or Composite Variable) | Number | Estimate | SĒ | DEFF | DEFT | Ñ | SE-SRS |
| Working Pull Time, Feb '84 | SE3Ā | 46.88 | 1.26 | 1.95 | 1.48 | 3865 | : 0.90 |
| Taking Academic Courses, Feb '84 | SE3C | 86.83 | 1.01 | 2.60 | 1.61 | 3Ø65 | ₽.98 ₽.63 |
| Looking for Work, Feb '84 | SE31 | 1:49 | Ø.28 | 1.64 | 1.28 | 3865 | Ø.22 |
| Currently Married | SE57 | 7.75 | Ø.88 | 3.32 | 1.82 | 3Ø66 | D.48 |
| Have One or More Children | SE66A | 2.22 | Ø.37 | 1.74 | 1.52 | 2761 | Ø.28 |
| Expect To Have 5 or More Children | SE65 | 42.81 | 1.56 | 2.94 | 1:72 | 2962 | Ø.28 |
| Have Served on Hilitary Active Duty | 5044 | 1.49 | Ø.38 | 1.88 | 1.37 | 2962 3064 | |
| If in PSE '82-'84: Earned No Degree | SE18J-26J | 0.66 | Ø.00 | n/a | n/a | 1130 | 9.22 9.00 |
| If in PSE '82-'84: Earned Vocational Degree | SE18J-26J | 1.90 | Ø.57 | 1.97 | 1.40 | 1138 | Ø.41 |
| If in PSE '82-'84: Earned 4 Year College Degree | SE18J-26J | 56.81 | 2.13 | 2.59 | 1.45 | 1138 | 1.47 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 100.00 | Ø.00 | n/a | n/a | 3 Ø69 | 0.00 |
| Enrolled in Postsecondary Education, Oct '85 | PSESOC83 | 160.60 | 0.00 | n/a | n/a | 3Ø69 | Ø.00 |
| If Employed: In Clerical Occupation, Oct '83 | SE47A-58A | 25.60 | 2.59 | 1.84 | 1:36 | -52 3 | |
| Employed, Oct 185 | JOBSOC83 | 62.58 | 1.45 | 2.78 | 1.64 | -545 3010 | 1.91 |
| Have Used Pocket Calculator | SE9A2-A4 | 98.17 | 0.37 | 2.30 | 1.52 | 3013 | ₫.88 ₫.34 |
| Have Used Computer Terminal | SE9B2-B4 | 82.51 | 1:18 | 2.47 | 1.57 | 2949 | Ø.24 Ø.70 |
| Have Used Hainframe Computer | SE9E2-E4 | 44.75 | 1:34 | 2.00 | 1.41 | 27 5 1 | Ø.76 Ø.95 |
| Have Used Video Tape Recorder | SE9F2-F4 | 65.15 | 1.25 | 1.97 | 1.40 | 2865 | |
| Have Used Audio Cassette Deck | SE9H2-H4 | 96.42 | Ø.52 | 2.31 | 1.52 | 2954 | Ø.89 |
| Have Used Word Processor | SE9:2-14 | 21.22 | 1.02 | 1.85 | 1.36 | 2966 | Ø:34 |
| Currently Registered To Vote | SE76 | 79.93 | 1.18 | 2.61 | 1.62 | 2900 3008 | Ø.75 |
| Have Voted in Election within Last Two Years | SE71 | 58.99 | 1.40 | 2.43 | 1.56 | | Ø.73 |
| Being Successful in Job Very Important | SE72A | 90.48 | Ø.81 | 2.29 | 1.51 | 2994 3002 | Ø.98 Ø.54 |
| Marrying the Right Person Very Important | SE72B | 87.72 | Ø.89 | 2.20 | 1.48 | 2996 | 8.54 8.68 |
| Having Lots of Money Very Important | SE72C | 23.87 | 1.36 | 3.85 | 1.75 | 2996 | Ø.78 |
| Being a Community Leader Very Important | SE72F | 13.69 | 1.81 | 2.59 | 1.61 | 2995 | D. 75 |
| Better Opportunities for Children Very Important | SE72G | 54.61 | 1.22 | 1.79 | 1.54 | 297 5 | |
| Correcting Inequalities Very Important | SE72J | 16.44 | Ø.97 | 2.65 | 1:45 | 2996 | Ø.91 Ø.68 |
| Having Children Very Important | SE72K | 50.48 | 2.64 | 4.99 | 2.23 | | |
| Having Leisure Time Very Important | SE72L | 79.20 | Ø.96 | 1.68 | 1.30 | 2995 3661 | Ø.91 Ø.74 |
| Hean | | | | : : 2 | 1 55 | | |
| Minimum | | | | 2.34 | 1.52 | | |
| Maximum | | | | 1.64 | 1.28 | | |
| Standard Deviation | | | | 4.99 | 2.23 | | |
| | | | | Ø.67 | 8.20 | | |



1988 Senior Cohort - Non-continuous Attendance at Postsecondary Institutions Weight-FUZHT

| | Item | | . == | | | | |
|--|-----------|----------|-------|--------------|--------------|------------------|--------------|
| Survey Item (or Composite Variable) | Number | Estimate | SE | DEFF | DEFT | N | SE-SRS |
| Norking Full Time, Feb_'84 | SE3A | 73.23 | Ø.86 | 1.56 | 1.25 | 4141 | Ø.69 |
| Taking Academic Courses, Feb '84 | SE3C | 24.76 | ₫.98 | 2.15 | 1:46 | 4141 | Ø.67 |
| Looking for Work, Feb '84 | SE31 | 6.28 | Ø.56 | 2.21 | 1.49 | 4141 | Ø.38 |
| Currently Married | SE57 | 22.98 | 1.64 | 2.53 | 1.59 | 4132 | D.65 |
| Have One or Nore Children | SE66A | 14.58 | Ø. 93 | 2.59 | 1.61 | 3724 | Ø.58 |
| Expect To Have 3 or More Children | SE65 | 33.56 | 1.37 | 3.36 | 1.83 | 3987 | 0.75 |
| Have Served on Military Active Duty | SE44 | 5.68 | 0.40 | 1.23 | 1.11 | 4132 | Ø. 36 |
| If in PSE '82-'84; Earned No Degree | SE18J-2ØJ | 49.12 | 1.30 | 1.58 | 1.26 | 2338 | 1.64 |
| If in PCE '82-'84: Earned Vocational Degree | SE18J-28J | 3.96 | Ø.59 | 2.13 | 1.46 | 2338 | 8.46 |
| If in PSE '82-'84: Earned 4 Year College Degree | SE18J-28J | 5.68 | 1.64 | 4.76 | 2.17 | 2338 | D.48 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 43.64 | 1.19 | 2.35 | 1.53 | 4Ø86 | Ø.78 |
| Enrolled in Postsecondary Education, Oct '83 | PSESOC85 | 33.59 | 1.23 | 2.75 | 1.66 | 4061 | Ø.74 |
| If Employed: In Clerical Occupation, Oct '83 | SE47A-50A | 33.57 | 1.67 | 2.48 | 1.55 | 1921 | 1.08 |
| Employed, Oct '83 | JOBSOC83 | 78.34 | 1.00 | 2.41 | 1.55 | 4Ø85 | Ø. 64 |
| Have Used Pocket Calculator | SE9A2-A4 | 94.85 | Ø.41 | 1.38 | 1.17 | 4009 | Ø.35 |
| Have Used Computer Terminal | SE9B2-B4 | 60.97 | 1.30 | 2.74 | 1.65 | 3853 | Ø.79 |
| Have Used Mainframe Computer | SE9E2-E4 | 31.13 | 1.16 | 2.30 | 1.52 | 3666 | Ø.76 |
| Have Used Video Tape Recorder | SE9F2-F4 | 56.18 | 1.46 | 3.27 | 1.81 | 3774 | ₽.70 ₽.81 |
| Have Used Audio Cassette Deck | SE9H2-H4 | 91.87 | Ø.57 | 1.56 | 1.25 | 3894 | Ø.46 |
| Have Used Word Processor | SE912-14 | 13.66 | Ø.67 | 1.51 | 1.25 | 3959 | Ø.55 |
| Currently Registered To Vote | SE76 | 68.73 | 1.16 | 2.52 | 1.59 | 4Ø21 | 5.73 |
| Have Voted in Election within Last Two Years | SE71 | 58.13 | 1.37 | 3.Ø1 | 1.73 | 4003 | Ø.79 |
| Being Successful in Job Very Important | SE72A | 81.58 | Ø.86 | 1.97 | 1.40 | 4814 | Ø.61 |
| Marrying the Right Person Very Important | SE72B | 87.75 | Ø. 74 | 2.64 | 1:43 | 4882 | Ø.52 |
| Having Lots of Money Very Important | SE72C | 25.33 | 1.19 | 2.99 | 1.73 | 4000 | Ø.69 |
| Being a Community Leader Very Important | SE72F | 9.78 | Ø.67 | 2.83 | 1.42 | 3989 | 0.47 |
| Better Opportunities for Children Very Important | SE72G | 68.88 | 1.32 | 3.20 | 1.79 | 3985 | Ø. 74 |
| Correcting Inequalities Very Important | SE72J | 12.68 | Ø.63 | 1.43 | 1.25 | 3 992 | Ø.53 |
| Having Children Very Important | SE72K | 48.33 | 1.31 | 2.75 | 1.66 | 4600 | Ø.79 |
| Having Leisure Time Very Important | SE72L | 74.27 | 1.86 | 2.36 | 1:54 | 4811 | Ø.69 |
| Hean | | | | 2.37 | : 1 :E2 | | |
| Hinimum | | | | 1.25 | 1.52 | | |
| Maximum | | | | 1.25 4.78 | 1.11 2.17 | | |
| Standard Deviation | | | | Ø.72 | 2.17 8.23 | | |

1988 Sophomore Cohort - Total Population Weight-FUZWT

| Survey Ites (or Composite Variable) Number Estimate SE DEFF DEFF N SE-SRS | | Item | | _ | | | | |
|---|--|-----------|----------|--------------|--------|-------|--------|----------------------|
| Taking Academic Courses, Feb '84 STSC \$3.61 8.81 4.86 2.86 13,666 8.48 Looking for Nort, Feb '84 STSI 9.96 8.35 1.86 1.56 13,666 8.48 Looking for Nort Hork, Feb '84 STSI 9.96 8.35 1.86 1.56 13,645 8.28 November 19.81 1.86 STSI 9.96 8.35 1.86 1.56 13,645 8.28 November 19.81 1.86 STSI 9.96 8.35 1.86 1.56 13,645 8.28 November 19.81 1.86 STSI 9.96 8.35 1.86 1.36 13,645 8.28 November 19.82 November | Survey Item (or Composite Variable) | | Estimate | SE | DEFF | DEFT | Ñ | SE-SRS |
| Taking Academic Courses, Feb '84 Looking for Nork, Feb '84 Looking for Nork, Feb '84 SY51 9.96 8.35 1.86 1.56 15,666 8.26 Carrently Harried SY6A 11.88 8.47 2.77 1.66 15,645 8.28 Have One or Nore Children SY6A 11.88 8.43 2.18 1.48 12,326 8.29 Expect To Have 5 or Nore Children SY6A 11.88 8.45 2.18 1.48 12,326 8.29 Expect To Have 5 or Nore Children SY6A 11.88 8.45 2.18 1.48 12,326 8.29 Expect To Have 5 or Nore Children SY6A 11.88 8.45 2.18 1.48 12,326 8.29 Expect To Have 5 or Nore Children SY6A 6.21 8.55 1.78 1.55 13,865 8.41 Have Served on Military Active Duty SY14 6.21 8.55 2.88 1.67 15,658 8.21 If in PSE '82-'84: Earned No Degree SY181-281 78.48 0.64 1.55 1.16 6,888 8.55 If in PSE '82-'84: Earned Vocational Degree SY181-281 1.47 8.21 2.14 1.46 6,888 8.15 If in PSE '82-'84: Earned Education Oct '82 PSESOC82 44.68 8.78 2.67 1.65 13,573 8.45 Enrolled in Postsecondary Education, Oct '83 PSESOC83 42.78 8.79 3.45 1.85 13,573 8.45 Enrolled in Postsecondary Education, Oct '83 SY47A-58A 24.65 1.35 2.82 1.42 2.124 8.94 Employed. Oct '83 Have Used Computer Terminal SY982-B4 47.49 8.71 8.59 2.42 1.56 15,282 8.25 Have Used Computer Terminal SY982-B4 47.49 8.74 8.59 2.77 1.66 12,774 8.44 Have Used Mainframe Computer SY92-P4 25.58 8.69 1.76 13.73 12.673 8.44 Have Used Mord Processor SY912-P4 9.89 8.48 2.56 1.68 13,187 8.25 Currently Registered To Vote SY912-P4 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY12-14 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY12-P4 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY12-P4 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY12-P4 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY12-P4 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY12-P4 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY12-P4 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY12-P4 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote Being a Comm | Morking Full Time, Feb '84 | SY3A | 58.51 | 3 .67 | 2.53 | 1.59 | 13.666 | _ : <u>-</u> Ø:42 |
| Looking for Hork, Feb '84 S751 9.96 8.55 1.86 1.36 13,666 8.26 | Taking Academic Courses, Feb '84 | SYSC | 33.61 | ₫.81 | | | | _ := |
| Carrently Married SY57 12.51 8.47 2.77 1.66 15,645 8.28 | Looking for Work, Feb '84 | SY31 | 9.96 | | | | | |
| Bave One or Nore Children | Currently Harried | SY57 | 12.31 | 8.47 | 2.77 | | | |
| Expect To Nave S or Nore Children Have Served on Hilitary Active Duty SY44 6.21 8.35 2.88 1.67 13,658 8.21 1f in PSE '82-'84: Earned No Degree SY18J-28J 1f in PSE '82-'84: Earned Vocational Degree SY18J-28J 1.11 8.14 1.23 1.11 6.888 8.15 1f in PSE '82-'84: Earned Year College Degree SY18J-28J 1.11 8.14 1.23 1.11 6.888 8.15 1f in PSE '82-'84: Earned Year College Degree SY18J-28J 1.11 8.14 1.23 1.11 6.888 8.15 1f in PSE '82-'84: Earned Year College Degree SY18J-28J 1.11 8.14 1.23 1.11 6.888 8.15 1f in PSE '82-'84: Earned Year College Degree SY18J-28J 1.47 8.21 2.14 1.46 6.888 8.14 Emrolled in Postsecondary Education, Oct '85 PSESOGS 42.78 8.79 5.45 1.85 1.55 1.55 8.45 1.55 8.45 1.55 8.49 Employed: In Clerical Occupation, Oct '85 SY47A-5BA 24.65 1.53 2.82 1.42 2.124 8.94 Employed: Oct '85 1.55 1.56 1.57 8.63 2.57 1.54 1.53,558 8.41 1.40 Employed: In Clerical Occupation, Oct '85 1.57 1.58 1.58 1.58 1.59 1.56 1.59 1.56 1.59 1.59 1.54 1.59 1.59 1.54 1.59 1.59 1.54 1.59 1.59 1.54 1.59 1.59 1.59 1.59 1.59 1.59 1.50 1.59 1.50 1.59 1.50 1.59 1.50 1.50 1.50 1.50 1.50 1.50 1.50 1.50 | Have One or Hore Children | SY66A | 11.86 | 6.43 | 2.18 | 1.48 | | |
| Bave Served on Hilitary Active Duty SY44 6.21 8.55 2.88 1.67 13,658 8.21 If in PSE '82-'84: Earned No Degree SY18J-28J 78.48 0.64 1.55 1.16 6,888 8.55 If in PSE '82-'84: Earned Year College Degree SY18J-28J 1.11 8.14 1.25 1.11 6,888 8.15 If in PSE '82-'84: Earned 4 Year College Degree SY18J-28J 1.11 8.14 1.25 1.11 6,888 8.11 Emrolled in Postsecondary Education, Oct '82 PSESOC82 44.68 8.78 2.67 1.65 15,573 8.45 Emrolled in Postsecondary Education, Oct '85 PSESOC85 42.78 8.79 3.45 1.85 13,558 8.42 If Employed: In Clerical Occupation, Oct '85 SY18J-28J 1.47 8.21 2.14 1.46 6,888 8.11 Emrolled in Postsecondary Education, Oct '85 PSESOC85 42.78 8.79 3.45 1.85 13,558 8.42 If Employed: In Clerical Occupation, Oct '85 SY18J-28J 1.57 3.53 1.85 13,558 8.42 If Employed: Oct '85 JUBSOC85 42.78 8.79 3.43 1.85 13,558 8.42 If Employed: Oct '85 JUBSOC85 42.78 8.79 3.45 1.85 13,558 8.42 If Employed: Oct '85 JUBSOC85 42.78 8.79 3.45 1.85 13,558 8.42 If Employed: Oct '85 JUBSOC85 42.78 8.79 3.45 1.85 13,558 8.42 If Employed: Oct '85 JUBSOC85 42.78 8.79 3.45 1.54 1.55 1.55 1.55 1.55 1.55 Image: Oct '85 JUBSOC85 42.78 8.79 3.45 1.54 1.55 1.55 1.55 1.55 In Employed: Oct '85 JUBSOC85 42.78 8.79 3.45 1.54 1.55 In Employed: Oct '85 JUBSOC85 42.78 8.79 3.45 1.54 In Employed: Oct '85 JUBSOC85 42.78 8.79 3.45 1.55 1.55 1.55 1.55 In Employed: Oct '85 JUBSOC85 42.78 8.79 3.45 1.55 1.55 1.55 In Employed: Oct '85 JUBSOC85 42.78 42.77 1.66 12.75 In Employed: Oct '85 JUBSOC85 42.78 42.77 1.66 12.75 In Employed: Oct '85 JUBSOC85 42.78 42.77 1.66 12.75 In Employed: Oct '85 JUBSOC85 42.78 42.77 1.66 12.75 In Employed: Oct '85 JUBSOC85 42.78 42.77 42.77 42.77 42.77 In Employed: Oct '8 | Expect To Have 3 or Hore Children | SY65 | 33.92 | Ø.55 | 1.78 | 1.33 | - | |
| If in PSE '82-'84: Earned No Degree | Have Served on Hilitary Active Duty | SY44 | - | Ø.35 | | | | |
| If in PSE '82-'84: Earned Vocational Degree SY18J-28J 1.11 8.14 1.23 1.11 6,888 8.13 If in PSE '82-'84: Earned 4 Year College Degree SY18J-28J 1.47 8.21 2.14 1.46 6,888 8.14 Emrolled in Postsecondary Education, Oct '82 PSESOGE2 44.68 8.78 2.67 1.63 13,573 8.45 Employed: In Clerical Occupation, Oct '83 SY478-58A 24.65 1.53 2.82 1.42 2.124 8.94 Employed: In Clerical Occupation, Oct '83 SY478-58A 24.65 1.53 2.82 1.42 2.124 8.94 Employed, Oct '83 JOBSOC83 66.57 8.63 2.37 1.54 13,396 8.41 Have Used Pocket Calculator SY942-M4 98.71 8.59 2.42 1.56 15,282 8.25 Have Used Nathframe Computer SY952-P4 25.53 8.68 2.51 1.59 12,482 8.38 Have Used Nathframe Computer SY952-P4 25.53 8.68 2.51 1.59 12,673 8.44 Have Used Wideo Tape Recorder SY952-P4 | If in PSE '82-'84: Earned No Degree | SY:8J-28J | 70.46 | 0.64 | | | - | |
| If in PSE '82-'84: Earned 4 Year College Degree SY18J-28J 1.47 8.21 2.14 1.46 6,888 8.14 Emrolled in Postsecondary Education, Oct '82 PSESOC82 44.68 8.78 2.67 1.65 15,573 8.45 Enrolled in Postsecondary Education, Oct '83 PSESOC83 42.78 8.79 3.43 1.85 15,558 8.42 1ff Employed: In Clerical Occupation, Oct '83 SY47A-58A 24.65 1.35 2.82 1.42 2,124 8.94 Employed, Oct '85 JUBSOC85 66.57 8.65 2.57 1.54 15,396 8.41 Nave Used Pocket Calculator SY3A2-A4 98.71 8.39 2.42 1.56 15,282 8.25 Nave Used Computer Terminal SY9E2-B4 47.49 8.74 2.77 1.66 12,754 8.44 Nave Used Mainframe Computer SY9E2-B4 25.53 8.68 2.51 1.59 12,482 8.58 Nave Used Mainframe Computer SY9E2-B4 25.53 8.68 2.51 1.59 12,482 8.58 Nave Used Mainframe Computer SY9E2-B4 88.26 8.48 1.97 1.48 15,819 8.28 Nave Used Audio Cassette Deck SY9E2-B4 88.26 8.48 1.97 1.48 15,819 8.28 Nave Used Mond Processor SY912-14 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY78 55.72 8.78 2.61 1.62 15,357 8.45 Nave Voted in Election within Last Two Years SY71 35.58 8.72 3.88 1.76 15,293 8.41 Narrying the Right Person Very Important SY72A 85.27 8.45 2.11 1.45 15,294 8.51 Narrying the Right Person Very Important SY72C 29.48 8.64 2.61 1.61 15,286 8.48 Narrying the Right Person Very Important SY72C 29.48 8.64 2.61 1.61 15,286 8.48 Narrying the Right Person Very Important SY72C 29.48 8.64 2.61 1.61 15,285 8.59 Narrying the Right Person Very Important SY72C 29.48 8.64 2.61 1.61 15,285 8.59 Narrying the Right Person Very Important SY72C 29.48 8.64 2.61 1.61 15,285 8.59 Narrying the Right Person Very Important SY72C 29.48 8.65 2.85 1.45 15,225 8.58 Narrying Children Very Important SY72C 29.48 8.65 2.85 1.45 15,225 8.58 Narrying Children Very Important SY72C 29.48 8.65 2.85 1.45 15,225 8.58 Narrying Children Very Important SY72C 29.48 8.65 2.85 1.45 15,225 8.58 Narrying Children Very Important SY72C 29.48 8.66 2.61 1.61 15,286 8.48 Narrying Children Very Important SY72C 29.48 8.67 2.95 1.72 15,387 8.39 Narrying Children Very Important SY72L 2.14 8.67 2.95 1.72 15,387 8.39 Nar | If in PSE '82-'84: Earned Vocational Degree | SY18J-2ØJ | 1.11 | - | | | | |
| Emrolled in Postsecondary Education, Oct '82 PSESOC82 44.68 8.78 2.67 1.63 15,773 8.45 Emrolled in Postsecondary Education, Oct '85 PSESOC83 42.78 8.79 3.45 1.85 15,558 8.42 If Employed: In Clerical Occupation, Oct '85 SY47A-56A 24.65 1.53 2.82 1.42 2.124 8.94 Employed; Oct '85 JOBSOC83 66.57 8.63 2.57 1.54 15,396 8.41 Have Used Pocket Calculator SY9A2-AA 98.71 8.39 2.42 1.56 15,282 8.25 Have Used Computer Terminal SY9E2-B4 47.49 8.74 2.77 1.66 12,754 8.44 Have Used Mainframe Computer SY9E2-B4 25.53 8.66 2.51 1.59 12,482 8.58 Have Used Video Tape Recorder SY9F2-P4 55.82 8.59 1.76 1.53 12,675 8.44 Have Used Modific Cassette Deck SY9H2-H4 88.26 8.48 1.97 1.48 13,819 8.28 Have Used Hord Processor SY912-14 9.89 8.48 2.56 1.68 13,187 8.25 Currently Registered To Vote SY7B 55.72 8.78 2.61 1.62 13,357 8.45 Have Voted in Election within Last Two Years SY71 35.58 8.72 3.88 1.76 15,295 8.41 Havrying the Right Person Very Important SY72A 85.27 8.45 2.11 1.45 13,294 8.51 Harrying the Right Person Very Important SY72B 87.65 8.41 2.85 1.45 13,294 8.48 Being a Community Leader Very Important SY72C 29.48 8.48 2.54 1.55 13,235 8.26 Gorrecting Inequalities Very Important SY72C 72.66 8.56 2.85 1.45 13,235 8.26 Gorrecting Inequalities Very Important SY72K 49.19 8.65 2.25 1.58 15,259 8.45 Having Children Very Important SY72K 49.19 8.65 2.25 1.58 15,259 8.45 Having Leisure Time Very Important SY72K 49.19 8.65 2.25 1.58 15,259 8.45 Having Leisure Time Very Important SY72L 72.14 8.67 2.95 1.72 13,387 8.39 Having Leisure Time Very Important SY72L 72.14 8.67 2.95 1.72 13,387 8.39 | If in PSE '82-'84: Earned 4 Year College Degree | SY18J-26J | | | | 2717 | | = |
| Enrolled in Postsecondary Education, Oct '83 PSESOC83 42.78 8.79 3.43 1.85 13,558 8.42 If Employed: In Clerical Occupation, Oct '85 SY47A-56A 24.65 1.55 2.82 1.42 2,124 8.94 Employed; Oct '83 JOBSOC83 66.57 8.63 2.57 1.54 13,396 8.41 Have Used Pocket Calculator SY9A2-A4 98.71 8.59 2.42 1.56 13,282 8.25 Have Used Computer Terminal SY9B2-B4 47.49 8.74 2.77 1.66 12,754 8.44 Have Used Mainframe Computer SY9E2-E4 25.35 8.66 2.51 1.59 12,482 8.58 Have Used Video Tape Recorder SY9F2-F4 55.82 8.59 1.76 1.33 12,675 8.44 Have Used Audio Cassette Deck SY9H2-H4 88.26 8.48 1.97 1.48 15,819 8.28 Have Used Hord Processor SY912-14 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY78 55.72 8.78 2.61 1.62 15,357 8.45 Have Voted in Election within Last Two Years SY71 35.88 8.72 3.88 1.76 15,293 8.41 Harrying the Right Person Very Important SY72A 85.27 8.45 2.11 1.45 15,294 8.51 Marrying the Right Person Very Important SY72B 87.65 8.41 2.85 1.45 15,288 8.29 Having Lots of Money Very Important SY72C 29.48 8.64 2.61 1.61 13,286 8.48 Being a Community Leader Very Important SY72C 72.66 8.56 2.85 1.45 15,293 8.45 Having Children Very Important SY72C 72.66 8.56 2.85 1.45 15,293 8.45 Having Children Very Important SY72C 72.66 8.56 2.85 1.45 15,293 8.46 Having Children Very Important SY72C 72.66 8.56 2.85 1.45 15,293 8.46 Having Children Very Important SY72C 72.66 8.56 2.85 1.45 15,293 8.46 Having Children Very Important SY72C 72.66 8.56 2.85 1.45 15,293 8.46 Having Children Very Important SY72C 72.66 8.56 2.85 1.45 15,293 8.46 Having Children Very Important SY72C 72.66 8.56 2.85 1.58 15,293 8.45 Having Children Very Important SY72C 72.66 8.56 2.85 1.45 15,293 8.46 Having Children Very Important SY72C 72.66 8.56 2.85 1.58 13,293 8.46 Having Children Very Important SY72C 72.66 8.56 2.85 1.58 13,293 8.46 Having Children Very Important SY72C 72.66 8.56 2.85 1.58 13,293 8.46 Having Children Very Important SY72C 72.66 8.56 2.85 1.58 13,293 8.46 Having Children Very Important SY72C 72.66 8.56 2.85 1.58 13,387 8.39 Having Children V | | PSESOC82 | 44.68 | | = | | | |
| If Employed: In Clerical Occupation, Oct '83 SY47a-58A 24.65 1.33 2.82 1.42 2,124 8.94 Employed; Oct '83 JOBSOC83 66.57 8.63 2.57 1.54 15,396 8.41 Have Used Pocket Calculator SY9A2-A4 98.71 8.39 2.42 1.56 15,282 8.25 Have Used Computer Terminal SY9B2-B4 47.49 8.74 2.77 1.66 12,754 8.44 Have Used Mainframe Computer SY9E2-B4 25.35 8.68 2.51 1.59 12,482 8.38 Have Used Video Tape Recorder SY9E2-B4 25.35 8.68 2.51 1.59 12,482 8.38 Have Used Audio Cassette Deck SY9H2-H4 88.26 8.48 1.97 1.48 13,819 8.28 Have Used Hord Processor SY912-14 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY78 55.72 8.78 2.61 1.62 15,357 8.45 Have Voted in Election within Last Two Years SY71 33.38 8.72 3.88 1.76 15,295 8.41 Being Successful in Job Very Important SY72A 85.27 8.45 2.11 1.45 15,294 8.51 Harrying the Right Person Very Important SY72B 87.65 8.41 2.85 1.45 15,284 8.51 Harrying Lots of Money Very Important SY72F 18.84 8.48 2.34 1.55 13,283 8.29 Having Lots of Money Very Important SY72G 29.48 8.64 2.61 1.61 15,286 8.48 Being a Community Leader Very Important SY72G 72.66 8.56 2.85 1.45 15,293 8.36 Having Lots of Children Very Important SY72G 72.66 8.56 2.85 1.45 15,293 8.36 Having Lots of Children Very Important SY72G 72.66 8.56 2.85 1.45 15,293 8.36 Having Leisure Time Very Important SY72K 49.19 8.65 2.25 1.58 15,259 8.43 Having Leisure Time Very Important SY72K 49.19 8.65 2.25 1.58 15,259 8.43 Having Leisure Time Very Important SY72K 49.19 8.65 2.25 1.58 15,259 8.43 Having Leisure Time Very Important SY72K 49.19 8.65 2.25 1.72 13,387 8.39 Hean Hean Having Children Very Important SY72K 49.19 8.65 2.25 1.58 1.75 13,259 8.43 Having Leisure Time Very Important SY72K 49.19 8.67 2.95 1.72 13,387 8.39 | Enrolled in Postsecondary Education, Oct '83 | PSESOC83 | 42.78 | | | | | |
| Employed, Oct '83 | If Employed: In Clerical Occupation, Oct '83 | SY47A-50A | | = | | | - | |
| Have Used Pocket Calculator SY9A2-A4 98.71 8.39 2.42 1.56 13,282 8.25 | Employed, Oct. '83 | JOBSOC83 | | | | | | |
| Have Used Computer Terminal SY982-84 47.49 8.74 2.77 1.66 12,754 8.44 Have Used Mainframe Computer SY982-84 25.53 8.68 2.51 1.59 12,482 8.38 Have Used Video Tape Recorder SY9F2-F4 53.82 8.59 1.76 1.33 12,673 8.44 Have Used Audio Cassette Deck SY9H2-H4 88.26 8.48 1.97 1.48 13,819 8.28 Have Used Hord Processor SY912-14 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY78 53.72 8.78 2.61 1.62 13,357 8.43 Have Voted in Election within Last Two Years SY71 35.58 8.72 3.88 1.76 15,293 8.41 Being Successful in Job Very Important SY72A 85.27 8.45 2.11 1.45 15,294 8.31 Harrying the Right Person Very Important SY72B 87.65 8.41 2.85 1.43 15,288 8.29 Having Lots of Money Very Important SY72C 29.48 8.64 2.61 1.61 13,286 8.48 Being a Community Leader Very Important SY72F 18.68 8.48 2.34 1.53 13,235 8.26 Better Opportunities for Children Very Important SY72F 18.68 8.48 2.34 1.53 15,212 8.39 Gorrecting Inequalities Very Important SY72K 49.19 8.65 2.25 1.58 15,259 8.45 Having Children Very Important SY72K 49.19 8.65 2.25 1.58 15,259 8.45 Having Children Very Important SY72K 49.19 8.65 2.25 1.58 15,259 8.45 Having Children Very Important SY72K 49.19 8.65 2.25 1.58 15,259 8.45 Having Leisure Time Very Important SY72K 49.19 8.65 2.25 1.58 15,259 8.45 Having Leisure Time Very Important SY72K 49.19 8.65 2.25 1.58 15,259 8.45 Having Leisure Time Very Important SY72K 49.19 8.67 2.95 1.72 13,387 8.39 | Have Used Pocket Calculator | SY9A2-A4 | | - | | | | |
| Have Used Mainframe Computer SY9E2-E4 23.53 8.66 2.51 1.59 12,482 8.38 Have Used Video Tape Recorder SY9F2-F4 53.82 8.59 1.76 1.33 12,673 8.44 Have Used Audio Cassette Deck SY9H2-H4 88.26 8.48 1.97 1.48 13,819 8.28 Have Used Hord Processor SY9I2-I4 9.89 8.48 2.56 1.60 13,187 8.25 Currently Registered To Vote SY78 53.72 8.78 2.61 1.62 13,557 8.43 Have Voted in Election within Last Two Years SY71 35.38 8.72 3.88 1.76 13,293 8.41 Being Successful in Job Very Important SY72A 85.27 8.45 2.11 1.45 13,294 8.51 Harrying the Right Person Very Important SY72B 87.63 8.41 2.83 1.43 13,288 8.29 Having Lots of Honey Very Important SY72C 29.48 8.64 2.61 1.61 13,286 8.48 8.29 Having Community Leader Very Important SY72G 72.66 8.56 2.85 1.43 13,212 8.39 Gorrecting Inequalities Very Important SY72K 49.19 8.67 2.28 1.58 1.54 1.55 13,287 8.39 8.48 Having Children Very Important SY72L 72.14 8.67 2.48 1.54 1.55 1.58 1.54 1.55 1.58 1.54 1.55 1.58 1.54 1.55 1.58 1.54 1.55 1.58 1.54 1.55 1.58 1.54 1.55 1.58 1.54 1.55 1.58 1.54 1.55 1.58 1.55 1.58 1.54 1.55 1.58 1.54 1.55 1.58 1.55 1.58 1.54 1.55 1.58 1.54 1.55 1.58 1.55 1.58 1.55 1.58 1.59 1.59 1.59 1.59 1.59 1.59 1.59 1.59 1.59 1.59 1.59 1.50 1.60 | Have Used Computer Terminal | SY9B2-B4 | 47.49 | | | 2 2 2 | | |
| Have Used Video Tape Recorder SY9F2-F4 55.82 8.59 1.76 1.33 12,673 8.44 Have Used Audio Cassette Deck SY9H2-H4 88.26 8.48 1.97 1.48 13,819 8.28 Have Used Mord Processor SY912-I4 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY78 55.72 8.78 2.61 1.62 13,357 8.45 Have Voted in Election within Last Two Years SY71 35.58 8.72 5.88 1.76 13,295 8.41 Being Successful in Job Very Important SY72A 85.27 8.45 2.11 1.45 13,294 8.51 Harrying the Right Person Very Important SY72B 87.65 8.41 2.65 1.43 15,288 8.29 Having Lots of Honey Very Important SY72C 29.48 8.64 2.61 1.61 15,286 8.48 Being a Community Leader Very Important SY72F 18.84 8.48 2.34 1.55 13,235 8.26 Better Opportunities for Children Very Important SY72J 14.88 8.58 2.78 1.67 13,229 8.38 Having Children Very Important SY72K 49.19 8.65 2.25 1.58 13,259 8.45 Having Leisure Time Very Important SY72L 72.14 8.67 2.95 1.72 13,387 8.39 Mean Minimum Haximum Last Ture Very Important SY72L 72.14 8.67 2.95 1.72 13,387 8.39 | Have Used Mainframe Computer | SY9E2-E4 | 25.55 | 0.60 | = | | | |
| Have Used Audio Cassette Deck SY9H2-H4 88.26 8.48 1.97 1.48 13,819 8.28 Have Used Nord Processor SY912-I4 9.89 8.48 2.56 1.68 15,187 8.25 Currently Registered To Vote SY78 53.72 8.78 2.61 1.62 13,357 8.45 Have Voted in Election within Last Two Years SY71 33.38 8.72 3.88 1.76 13,293 8.41 Being Successful in Job Very Important SY72A 85.27 8.45 2.11 1.45 13,294 8.31 Harrying the Right Person Very Important SY72B 87.65 8.41 2.85 1.43 13,288 8.29 Having Lots of Money Very Important SY72C 29.48 8.64 2.61 1.61 13,286 8.48 Being a Community Leader Very Important SY72F 18.84 8.48 2.34 1.53 13,233 8.26 Better Opportunities for Children Very Important SY72G 72.66 8.56 2.85 1.43 13,212 8.39 Gorrecting Inequalities Very Important SY72J 14.88 8.58 2.78 1.67 13,229 8.38 Having Children Very Important SY72K 49.19 8.65 2.25 1.58 13,259 8.45 Having Leisure Time Very Important SY72L 72.14 8.67 2.95 1.72 13,387 8.39 Having Leisure Time Very Important SY72L 72.14 8.67 2.95 1.72 13,387 8.39 | Have Used Video Tape Recorder | SY9F2-F4 | 53.82 | Ø.59 | | | | |
| Have Used Nord Processor SY912-I4 9.89 8.48 2.56 1.68 13,187 8.25 Chrrently Registered To Vote SY78 53.72 8.78 2.61 1.62 13,357 8.45 Have Voted in Election within Last Two Years SY71 33.38 8.72 3.88 1.76 13,293 8.41 Being Successful in Job Very Important SY72A 85.27 8.45 2.11 1.45 13,294 8.31 Harrying the Right Person Very Important SY72B 87.65 8.41 2.83 1.43 13,288 8.29 Having Lots of Money Very Important SY72C 29.48 8.64 2.61 1.61 13,286 8.48 Being a Community Leader Very Important SY72F 18.84 8.48 2.34 1.53 13,233 8.26 Better Opportunities for Children Very Important SY72G 72.66 8.56 2.85 1.45 13,212 8.39 Gorrecting Inequalities Very Important SY72K 49.19 8.65 2.25 1.58 13,259 8.45 Having Children Very Important SY72L 72.14 8.67 2.95 1.72 13,587 8.39 Mean | Have Used Audio Cassette Deck | SY9H2-H4 | 88.26 | | | | | |
| Currently Registered To Vote SY78 53.72 8.78 2.61 1.62 13,357 8.43 Have Voted in Election within Last Two Years SY71 35.38 8.72 5.88 1.76 15,295 8.41 Being Successful in Job Very Important SY72A 85.27 8.45 2.11 1.45 15,294 8.51 Harrying the Right Person Very Important SY72B 87.65 8.41 2.65 1.45 15,288 8.29 Having Lots of Money Very Important SY72C 29.48 8.64 2.61 1.61 13,286 8.48 Being a Community Leader Very Important SY72F 18.84 8.48 2.34 1.53 13,233 8.26 Better Opportunities for Children Very Important SY72G 72.66 8.56 2.85 1.43 13,212 8.59 Correcting Inequalities Very Important SY72J 14.88 8.58 2.78 1.67 15,229 8.38 Having Children Very Important SY72K 49.19 8.65 2.25 1.58 13,259 8.45 Having Leisure Time Very Important SY72L 72.14 8.67 2.95 1.72 13,587 8.39 Mean 2.48 1.54 Minimum 1.23 1.11 Maximum 4.68 2.68 | Have Used Word Processor | SY912-14 | | | - | | | |
| Have Voted in Election within Last Two Years SY71 35.58 8.72 3.88 1.76 15;293 8.41 Being Successful in Job Very Important SY72A 85.27 8.45 2.11 1.45 13;294 8.51 Harrying the Right Person Very Important SY72B 87.65 8.41 2.85 1.43 13;288 8.29 Having Lots of Money Very Important SY72C 29.48 8.64 2.61 1.61 13;286 8.48 Being a Community Leader Very Important SY72F 18.84 8.48 2.34 1.53 13;233 8.26 Better Opportunities for Children Very Important SY72G 72.66 8.56 2.85 1.43 13;212 8.59 Correcting Inequalities Very Important SY72J 14.88 8.58 2.78 1.67 15;229 8.58 Having Children Very Important SY72K 49.19 8.65 2.25 1.58 13;259 8.43 Having Leisure Time Very Important SY72L 72.14 8.67 2.95 1.72 13;387 8.39 Mean 2.48 1.54 Hinimum 1.23 1.11 Maximum 4.88 2.88 | Currently Registered To Vote | SY7Ø | 53.72 | 0.70 | | | | |
| Being Successful in Job Very Important SY72A 85.27 8.45 2.11 1.45 15,294 8.51 Harrying the Right Person Very Important SY72B 87.63 8.41 2.65 1.43 15,288 8.29 Having Lots of Money Very Important SY72C 29.48 86.64 2.61 1.61 15,286 8.48 Being a Community Leader Very Important SY72F 18.64 8.48 8.48 2.34 1.53 13,233 8.26 Better Opportunities for Children Very Important SY72G 72.66 8.56 2.85 1.43 13,212 8.39 Correcting Inequalities Very Important SY72J 14.88 8.58 2.78 1.67 15,229 8.38 Having Children Very Important SY72K 49.19 8.67 2.95 1.72 13,367 8.39 Mean Haximum 2.46 1.54 Hinimum 1.23 1.11 Haximum 4.88 2.68 | Have Voted in Election within Last Two Years | SY71 | 33.38 | Ø. 72 | | | | |
| Harrying the Right Person Very Important SY72B 87.63 6.41 2.65 1.43 13,288 6.29 Having Lots of Honey Very Important SY72C 29.48 6.64 2.61 1.61 13,286 6.48 Being a Community Leader Very Important SY72F 18.64 6.48 2.34 1.53 13,233 6.26 Better Opportunities for Children Very Important SY72G 72.66 8.56 2.65 1.43 13,212 6.39 Correcting Inequalities Very Important SY72J 14.68 6.58 2.78 1.67 13,229 6.38 Having Children Very Important SY72K 49.19 8.65 2.25 1.58 13,259 6.45 Having Leisure Time Very Important SY72L 72.14 6.67 2.95 1.72 13,367 6.39 Mean Hean Hintmum 1.23 1.11 Haximum 4.68 2.68 | Being Successful in Job Very Important | SY72A | 85.27 | _ :- | 72.2.2 | | ' | |
| Having Lots of Money Very Important SY72C 29:48 8:64 2.61 1.61 13:286 8.48 Being a Community Leader Very Important SY72F 18:84 8:48 2.34 1.53 13:233 8:26 Better Opportunities for Children Very Important SY72G 72:66 8:56 2:85 1:43 13:212 8:39 Correcting Inequalities Very Important SY72J 14:88 8:58 2:78 1:67 13:229 8:38 Having Children Very Important SY72K 49:19 8:65 2:25 1:58 13:259 8:43 Having Leisure Time Very Important SY72L 72:14 8:67 2:48 1:54 Hinimum Maximum 4:88 2:88 | Marrying the Right Person Very Important | SY72B | | | | | | |
| Being a Community Leader Very Important SY72F 18.84 8.48 2.34 1.53 13,233 8.26 Better Opportunities for Children Very Important SY72G 72.66 8.56 2.85 1.43 15,212 8.59 Correcting Inequalities Very Important SY72J 14.88 8.58 2.78 1.67 15,229 8.38 Having Children Very Important SY72K 49.19 8.67 2.25 1.58 13,235 8.26 8.59 2.78 1.67 15,229 8.38 Having Leisure Time Very Important SY72L 72.14 8.67 2.48 1.54 Hinimum Haximum 4.88 2.68 | Having Lots of Honey Very Important | SY72C | 29.48 | Ø. 64 | 2.61 | | | |
| Better Opportunities for Children Very Important SY72G 72.66 8.56 2.85 1.43 13,212 8.59 Correcting Inequalities Very Important SY72J 14.88 8.58 2.78 1.67 13,229 8.58 Having Children Very Important SY72K 49.19 8.65 2.25 1.58 13,259 8.43 Having Leisure Time Very Important SY72L 72.14 8.67 2.95 1.72 13,387 8.39 Mean 2.48 1.54 Hinimum 1.23 1.11 Maximum 4.88 2.88 | Being a Community Leader Very Important | SY72F | 18.64 | 6.46 | | | | |
| Correcting Inequalities Very Important SY72J 14.88 8.58 2.78 1.67 13.229 8.38 | Better Opportunities for Children Very Important | SY72G | 72.66 | ø.56 | | | | 7.77 |
| Having Children Very Important SY72K 49.19 8.65 2.25 1.58 13,259 8.45 Having Leisure Time Very Important SY72L 72.14 8.67 2.95 1.72 13,387 8.39 Hean 2.48 1.54 Hintmum 1.23 1.11 Haximum 4.88 2.88 | Correcting Inequalities Very Important | SY72J | 14.08 | 0.50 | | | - | |
| Having Leisure Time Very Important SY72L 72.14 8.67 2.95 1.72 13,587 8.39 Hean 2.46 1.54 Hinimum 1.23 1.11 Haximum 4.86 2.68 | Having Children Very Important | SY72K | | | | | | |
| Hean 2:46 1.54 Hinimum 1:23 1:11 Haximum 4:86 2:88 | Having Leisure Time Very Important | SY72L | | | | | | |
| Hinimum 1.23 1.11 Haximum 4.66 2.66 | :: Mean | | | | | | | |
| Maximum 4.66 2.68 | Minimum | | | | | - 11 | | |
| | Maximum | | | | | | | |
| | Standard Deviation | | | | 2 | | | |



1988 Sophomore Cohort - Hispanics Weight-FUZWT

| | Item | : | | - | | | |
|--|-----------|----------|-------------|--------------|------|--------|-------------|
| Survey Item (or Composite Variable) | Number | Estimate | SE | DEFF | DEFT | Ñ | SE-SRS |
| Working Full Time, Feb '84 | | <u> </u> | : | | | | 2 22 |
| Taking Academic Courses, Feb '84 | SY3A | 61.23 | 2.64 | 3.86 | 1.9' | 2,204 | 1.64 |
| Looking for Hork, Feb '84 | SY3C | 21.12 | 1.48 | 2.58 | 1.61 | 2,264 | Ø.87 |
| Currently Married | SY3I | 11.76 | 1.16 | 2.56 | 1.60 | 2,254 | B.69 |
| Have One or Nore Children | SY57 | 12.57 | 1.25 | 3.12 | 1.77 | 2,201 | Ø.71 |
| Expect To Have 3 or Hore Children | SY66A | 17.63 | 1.70 | 3.95 | 1.99 | 1,989 | Ø.85 |
| Have Served on Military Active Duty | SY65 | 34.42 | 1.86 | 3.23 | 1.80 | 2,181 | 1.84 |
| If in PSE '82-'84: Earned No Degree | SY44 | 6.15 | 1.01 | 3.91 | 1.98 | 2,199 | Ø.51 |
| If in PSE '82-'84: Earned Vocational Degree | SY18J-26J | 74.51 | 2.00 | 2.55 | 1.68 | 1,226 | 1.25 |
| If in PSE '82-'84: Earned 4 Year College Degree | SY18J-28J | 1.18 | 0.37 | 1.57 | 1.25 | 1,226 | Ø.38 |
| Enrolled in Postsecondary Education, Oct '82 | SY18J-26J | Ø.43 | Ø.16 | 6.75 | Ø.87 | 1,226 | Ø.19 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 32.53 | 1.71 | 2.93 | 1.71 | 2,196 | 1.00 |
| If Employed: In Clerical Occupation, Oct 183 | PSESOC83 | 29.91 | 1.84 | 3.53 | 1.88 | 2,189 | Ø.98 |
| Employed, Det '83 | SY47A-50A | 25.44 | 4.48 | 3.74 | 1.93 | 335 | 2.51 |
| Have Used Pocket Calculator | JOBSOC83 | 64.42 | 1.97 | 3.67 | 1.92 | 2,161 | 1.03 |
| | SY9A2-A4 | 82.95 | 1.76 | 4.67 | 2.16 | 2,121 | Ø.82 |
| Have Used Computer Terminal | SY9B2-B4 | 33.74 | 1.89 | 3.27 | 1.81 | 2,648 | 1.64 |
| Have Used Mainframe Computer | SY9E2-E4 | 17.40 | 1.25 | 2.21 | 1.49 | 2,522 | Ø.84 |
| Have Used Video Tape Recorder | SY9F2-F4 | 51.66 | 2.36 | 4.55 | 2.13 | 2,641 | 1.11 |
| Have Used Audio Cassette Deck | SY9H2-H4 | 78.77 | 1.90 | 4.49 | 2 12 | 2,075 | Ø.90 |
| Have Used Hord Processor | SY912-14 | _6.52 | 6.71 | 1.71 | 1.31 | 2,099 | Ø.54 |
| Currently Registered To Vote | SY7Ø | 5Ø.85 | 2.11 | 0.09 | 0.30 | 51 | 7.83 |
| Have Voted in Election within Last Two Years | SY71_ | 27.63 | 1.76 | 3.28 | 1.81 | 2,124 | Ø.97 |
| Being Successful in Job Very Important | SY72A | 86.64 | 1.35 | 3.37 | 1.84 | 2,138 | Ø.74 |
| Marrying the Right Person Very Important | SY72B | 87.38 | 1.27 | 3.13 | 1.77 | 2,130 | Ø.72 |
| Having Lots of Money Very Important | SY72C | 38.73 | 1.95 | 3.41 | 1.85 | 2,126 | 1.86 |
| Being a Community Leader Very Important | SY72F | 15.91 | 1.86 | 5.18 | 2.26 | 2,116 | 0.80 |
| Better Opportunities for Children Very Important | SY72G | 84.02 | 1.43 | 3.23 | 1.85 | 2,123 | Ø.80 |
| Correcting Inequalities Very Important | SY72J | 22.20 | 1.94 | 4.61 | 2.15 | 2,119 | Ø.98 |
| Having Children Very Important | SY72K | 49.62 | 1.72 | 2.52 | 1.59 | 2, 127 | 1.08 |
| Having Leisure Time Very Important | SY72L | 66.43 | 1.74 | 2.98 | 1.70 | 2,135 | 1.62 |
| Hean | | | | 3. <u>15</u> | 1.75 | | • |
| Minimum | | | | 0.09 | Ø.36 | | |
| Maximum | | | | 5.16 | 2.26 | | |
| Standard Deviation | | | | 1.11 | Ø.39 | | |



High School and Beyond Second Follow-Up Estimated Percentages, Standard Errors and Design Effects

1986 Sophomore Cohort - Blacks Weight-FUZNT

| 2 : : | Item | | | | | | |
|--|-----------|--------------|--------------|--------------|--------------|--------------------|--------------|
| Survey Item (or Composite Variable) | Number | Estimate | SE | DESF | DEFT | $\bar{\mathbf{N}}$ | SE-SRS |
| Working Full Time, Feb '84 | SY3A | 46.86 | 1.72 | 2.42 | 1.55 | 2,541 | |
| Taking Academic Courses, Feb '84 | SYSC | 24.52 | 1.52 | 2.54 | 1.68 | 2,541 | 1.18 8.95 |
| Looking for Hork, Feb '84 | SY31 | 21.52 | 1.42 | 2.45 | 1.57 | 2,541 | 8.95 8.91 |
| Currently Harried | SY57 | 6.81 | 1.64 | 3.49 | 1.87 | 2,834 | Ø.56 |
| Have One or More Children | SY66A | 22.37 | 1.65 | 2.63 | 1.62 | 1,794 | ā.98 |
| Expect To Have 3 or More Children | SY65 | 29.46 | 1.46 | 1.98 | 1.41 | 1,937 | 1.84 |
| Have Served on Military Active Duty | SY44 | 7.87 | Ø.84 | 1.97 | 1.41 | 2,538 | Ø.68 |
| If in PSE '82-'84: Earned No Degree | SY18J-25J | 71.11 | 2.08 | 2.25 | 1.48 | 1,642 | 1.48 |
| If in PSE '82-'84: Earned Vocational Degree | SY18J-28J | Ø. 9Ø | Ø.39 | 1.81 | 1.34 | 1,642 | Ø.29 |
| If in PSE '82-'84: Earned 4 Year College Degree | SY18J-26J | 1.15 | Ø.45 | 1.82 | 1.35 | 1,642 | D. 33 |
| Enrolled in Prosecondary Education, Oct '82 | PSESOC82 | 32.57 | 1:41 | 1.82 | 1.35 | 2,817 | 1.84 |
| Enrolled in Postsecondary Education, Oct '85 | PSESOC83 | 34.85 | 1.51 | 2.54 | 1.43 | 2,515 | 1.86 |
| If Employed: In Clerical Occupation, Oct '85 | SY47A-5ØA | 31.13 | 4.83 | 1.58 | 1.26 | 208 | 3.21 |
| Employed, Oct '83 | JOBSOC83 | 52.47 | 1.92 | 2.96 | 1.72 | 2,554 | 1, 12 |
| Have Used Pocket Calculator | SY9A2-A4 | 84.83 | 1.34 | 2.62 | 1.62 | 1,971 | ₫.83 |
| Have Used Computer Terminal | SY9B2-B4 | 37.17 | 1.51 | 1.84 | 1.36 | 1,898 | 1.11 |
| Have Used Mainframe Computer | SY9E2-E4 | 25.31 | 1.86 | 1.27 | 1:13 | 1,837 | Ø.94 |
| Have Used Video Tape Recorder | SY9F2-F4 | 5Ø.36 | 2.89 | 3.29 | 1.81 | 1,883 | 1.15 |
| Have Used Audio Cassette Deck | SY9H2-H4 | 85.58 | 1.51 | 2.80 | 1.67 | 1,927 | Ø.9Ø |
| Have Used Word Processor | SY912-14 | 6.68 | Ø.71 | 1.68 | 1.27 | 1,961 | B.56 |
| Arrently Registered To Vote | SY7Ø | 65.00 | 1.53 | 2.84 | 1.43 | 1,983 | 1.07 |
| lave Voted in Election within Last Two Years | SY71 | 39.57 | 1.87 | 2.96 | 1:78 | 1,965 | 1.16 |
| Being Successful in Job Very Important | SY72A | 89.62 | Ø.9Ø | 1.72 | 1.31 | 1,964 | Ø.69 |
| farrying the Right Person Very Important | SY72B | 84.71 | 1.18 | 1.82 | 1.35 | 1,959 | Ø.81 |
| laving Lots of Money Very Important | SY72C | 38.94 | 1.54 | 1.96 | 1.40 | 1,958 | 1.18 |
| eing a Community Leader Very Important | SY72F | 15.43 | 1.15 | 1.96 | 1.48 | 1,951 | ∄.82 |
| letter Opportunities for Children Very Important | | 92.13 | 5. 78 | 1.62 | 1.27 | 1,949 | Ø.61 |
| orrecting Inequalities Very Important | SY72J | 27.63 | 2.52 | 3.97 | 1.99 | 1,946 | 1.61 |
| aving Children Very Important | SY72K | 37.88 | 1.31 | 1.42 | 1:19 | 1,948 | 1.35 |
| aving Leisure Time Very Important | SY72L | 66.69 | 1.48 | 1:94 | 1:39 | 1,966 | 1.56 |
| ean | | | | | = == | | |
| inimum | | | | 2.22 | 1.47 | | |
| aximin | | | | 1.27 | 1.13 | | |
| tandard Deviation | | | | 3.97 Ø.63 | 1.99 ø.20 | | |



1968 Sophomore Cohort - Whites and others Weight-FU2ST

| | Item | | | : :: | | | |
|--|-----------|----------|------------------|------|------|-------|-------------------|
| Survey Item (or Composite Variable) | Number | Estimate | SE | DEFF | DEFT | Ñ | SE-SRS |
| Morking Full Time, Feb '84 | SYSA | 68.34 | <u>-</u> ₫.79 | 2.44 | 1.56 | 9,421 | Ø.5Ø |
| Taking Academic Courses, Feb '84 | SY3C | 36.38 | ∄. 91 | 3.35 | 1.85 | 9,421 | Ø.50 |
| Looking for Work, Feb '84 | SY31 | 7.83 | 6.36 | 1.17 | 1.02 | 9,421 | |
| Currently Harried | SY57- | 13.21 | Ø.53 | 2.52 | 1.52 | 9,418 | Ø.28 |
| Have One or Hore Children | SY66A | 9.52 | Ø.46 | 2.13 | 1.46 | 8,543 | Ø.35 Ø.32 |
| Expect To Have 3 or More Children | SY65 | 34.61 | Ø.67 | 1.79 | 1.54 | 9,827 | - 1 |
| Have Served on Military Active Duty | SY44 | 5.94 | Ø.39 | 2.55 | 1.60 | 9,413 | 0.50 0.24 |
| If in PSE '82-'84: Earned No Degree | SY18J-26J | 69.81 | Ø.75 | 1.22 | 1.10 | 4,620 | Ø.68 |
| If in PSE '82-'84: Earned Vocational Degree | SY18J-26J | 1.15 | Ø.16 | 1.02 | 1.51 | 4,625 | Ø.16 |
| If in PSE '82-'84: Earned 4 Year College Degree | SY18J-26J | 1.66 | Ø.27 | 2.11 | 1.45 | 4,628 | |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 47.91 | Ø.81 | 2.45 | 1.56 | 9.768 | Ø. 19 Ø. 52 |
| Enrolled in Postsecondary Education, Oct '83 | PSFSOC83 | 45.51 | Ø.91 | 3.15 | 1.78 | 9,359 | |
| If Employed: In Clerical Occupation, Oct '83 | SY47A-5ØA | 24.05 | 1.53 | 2.64 | 1:43 | 1,581 | Ø.51 1.Ø7 |
| Employed, Oct. '85 | JOBSOC83 | 69.15 | Ø.65 | 1.85 | 1.36 | 9,231 | 0.48 |
| Have Used Pocket Calculator | SY9A2-34 | 92.57 | Ø.41 | 2.24 | 1.50 | 9,198 | Ø.27 |
| Have Used Computer Terminal | SY9B2-B4 | 50.55 | Ø.8Ø | 2.24 | 1.50 | 8,808 | Ø.53 |
| Have Used Mainframe Computer | SY9E2-E4 | 24.42 | Ø.71 | 2.32 | 1.52 | 8,543 | Ø.46 |
| Have Used Video Tape Recorder | SY9F2-F4 | 54.61 | Ø.73 | 1.98 | 1.38 | 8,749 | Ø. 53 |
| Have Used Audio Cassette Deck | SY9H2-H4 | 90.44 | Ø.36 | 1.32 | 1:35 | 9,817 | Ø.55 Ø.31 |
| Have Used Nord Processor | SY912-14 | 9.75 | 8.47 | 2.25 | 1.50 | 9,847 | Ø.31 |
| Currently Registered To Vote | SY78 | 52.11 | Ø.77 | 2.20 | 1.48 | 9,233 | Ø.52 |
| Have Voted in Election within Last Two Years | SY71 | 33.ø8 | Ø.74 | 2.29 | 1.51 | 9,284 | Ø.49 |
| Being Successful in Job Very Important | SY72A | 84.41 | Ø.52 | 1.87 | 1.57 | 9,200 | Ø.79 |
| Marrying the Right Person Very Important | SY72B | 88.14 | B.48 | 1.99 | 1.41 | 9,199 | D.26 D.34 |
| Having Lots of Homey Very Important | SY72C | 26.91 | Ø.64 | 1.93 | 1.59 | 9,252 | Ø. 46 |
| Being a Community Leader Very Important | SY72F | 8.58 | Ø.38 | 1.71 | 1.31 | 9,166 | Ø. 2 9 |
| Better Opportunities for Children Very Important | SY72G | 68.31 | Ø.59 | 1.45 | 1.20 | 9.140 | D.49 |
| Correcting Inequalities Very Important | SY72J | 11.85 | Ø.46 | 1.98 | 1.41 | 9,164 | D. 73 |
| Having Children Very Important | SY72K | 51.61 | Ø. 69 | 1.74 | 1.32 | 9,184 | Ø.52 |
| Having Leisure Time Very Important | SY72L | 73.6Ø | Ø. 75 | 2.67 | 1.63 | 9,212 | 8.46 |
| Mean | | | | 2.06 | 1.42 | | |
| Hinimum | | | | 1.02 | 1.81 | | |
| Maximum . | | | | 3.35 | 1.83 | | |
| Standard Deviation | | | | Ø.52 | Ø.18 | | |



1988 Sophomore Cohort - Bottom Quartile - Socio-Economic Status Scale Weight-FUZWT

| | Item | | | | | | |
|--|-----------|----------|--------------|-------|----------------------|----------------|--------------|
| Survey Item (or Composite Variable) | Number | Estimate | SE | DEFF | DEFT | N | SE-SRS |
| = :: _ = | | | | | | | 3L 3N3 |
| Working Full Time, Feb '84 | SY3A | 57.78 | Ð.99 | 1.46 | 1.21 | 3,656 | Ø.82 |
| Taking Academic Courses, Feb '84 | SY3C | 13.74 | Ø.65 | 1.28 | 1.15 | 3,656 | Ø.57 |
| Looking for Hork, Feb '84 | SY31 | 17.84 | Ø.84 | 1.83 | 1.35 | 3,656 | Ø. 62 |
| Currently Married | SY57 | 17.77 | Ø.82 | 1.67 | 1.29 | 3,646 | Ø.63 |
| Have One or Hore Children | SY66A | 18.53 | Ø.88 | 1.69 | 1.36 | 3,271 | Ø.68 |
| Expect To Have 3 or More Children | SY65 | 29.75 | 1.68 | 1.97 | 1.48 | 3,494 | Ø.77 |
| Have Served on Military Active Duty | SY44 | 8.74 | Ø.69 | 2.28 | 1.48 | 3,646 | Ø.47 |
| If in PSE '82-'84: Earned No Degree | SY18J-25J | 78.27 | 1.66 | 1.44 | 1.25 | 2,451 | Ø. 83 |
| If in PSE '82-'84: Earned Vocational Degree | SY18J-26J | ₫.88 | Ø.22 | 1.36 | 1.14 | 2,451 | Ø. 19 |
| If in PSE '82-'84: Earned 4 Year College Degree | SY18J-26J | Ø.43 | Ø. 19 | 2.17 | 1:47 | 2,451 | Ø. 13 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 23.23 | Ø. 81 | 1:34 | 1.16 | 3,638 | Ø.78 |
| Enrolled in Postsecondary Education, Oct '85 | PSESOC83 | 21.79 | 5 .67 | Ø. 94 | Ø.97 | 3,624 | Ø.69 |
| If Employed: In Clerical Occupation, Oct '85 | SY47A-58A | 23.59 | 2.63 | 2.36 | 1.53 | 613 | 1.71 |
| Employed, Oct '83 | JOBSOC83 | 62.86 | 1.36 | 2.84 | 1.68 | 3,569 | Ē.Ē! |
| Have Used Pocket Calculator | SY9A2-A4 | 84.80 | ₫.81 | 1.80 | 1.54 | 3,532 | Ø.60 |
| Have Used Computer Terminal | SY9B2-B4 | 31.45 | Ø.83 | 1.69 | 1.84 | 3,367 | Ø.8Ø |
| Have Used Mainframe Computer | SY9E2-E4 | 14.80 | Ø.97 | 2.49 | 1.58 | 3,388 | Ø.62 |
| Have Used Video Tape Recorder | SY9F2-F4 | 44.56 | 1.16 | 1.83 | 1.35 | 3,355 | Ø.86 |
| Have Used Audio Cassette Deck | SY9H2-H4 | 81.20 | ø. 95 | 2.02 | 1.42 | 3,441 | Ø.67 |
| Have Used Word Processor | SY912-14 | 5.43 | Ø.48 | 1.58 | 1.26 | 3,514 | D.57 |
| Currently Registered To Vole | SY7Ø | 48.38 | 1.29 | 2.48 | 1.55 | 3,575 | Ø. 84 |
| Have Voted in Election within Last Two Years | SY71 | 27.89 | 1.33 | 3.14 | 1.77 | 3,559 | D. 75 |
| Being Successful in Job Very Important | SY72A | 83.76 | Ø.86 | 1.91 | 1.38 | 3,5 <u>47</u> | Ø.62 |
| Marrying the Right Person Very Important | SY72B | 88.48 | Ø.76 | 2.82 | 1.42 | 3,55Ø | Ø.54 |
| Having Lots of Money Very Important | SY72C | 28.31 | 1.81 | 1.79 | 1:34 | 3,546 | |
| Being a Community Leader Very Important | SY72F | 18.44 | Ø.78 | 2.28 | 1.51 | 3,533 | Ø.76 |
| Better Opportunities for Children Very Important | SY72G | 83.44 | Ø.85 | 1.86 | 1.37 | 2,533 3,542 | ₫.51 ₫.62 |
| Correcting Inequalities Very Important | SY72J | 16.91 | 1.14 | 3.27 | | • | |
| Having Children Very Important | SY72K | 48.89 | 1.14 | 1.85 | 1.81 | 3,528 | Ø.63 |
| Having Leisure Time Very Important | SY72L | 64.94 | Ø. 98 | 1.51 | 1.3 <u>6</u> 1.23 | 3,540 3,559 | Ø.84 Ø.88 |
| Hean | | | | E === | - - | • | |
| Hinisus | | | | 1.91 | 1.37 | | |
| Maximum | | | | Ø. 94 | Ø. 97 | | |
| Standard Deviation | | | | 3.27 | 1.81 | | |
| and the properties | | | | Ø.54 | Ø.19 | | |



1988 Sophomore Cohort - Middle Two Quartiles - Socio-Economic Status Scale Weight-FUZHT

| | Item | | | | | | |
|--|-----------|----------|-------------|------|--------------|-----------------------|--------------------------|
| Survey Item (or Composite Variable) | Number | Estimate | SĒ | DEFF | DEFT | N | SE-SRS |
| Norking Full Time, Feb '84 | SY3Ā | 63.53 | 1:61 | 2.75 | :: 1,66 | Z z ij | <u> </u> |
| Taking Academic Courses, Feb '84 | SY3C | 31.42 | Ø.86 | 2.17 | 1.47 | 6;314 6;314 | Ø:61 |
| Looking for Hork, Feb '84 | SY31 | 8.45 | 0.37 | 1.13 | 1.86 | 6;514 6;514 | Ø.58 |
| Currently Married | SY57 | 12.37 | Ø.63 | 2.28 | 1.51 | 6,387 | Ø.35 |
| Have One or Nore Children | SY66A | 18.53 | Ø.55 | 1.86 | 1.36 | 5,7 6 1 | 5:41 |
| Expect To Have 5 or More Children | SY65 | 55.99 | Ø.83 | 1.84 | 1.36 | 6,546 | Ø.41 |
| Have Served on Military Active Duty | SY44 | 6.61 | 5:47 | 2.28 | 1.51 | 6,312 | 0.61 |
| If in PSE '82-'94: Earned No Degree | Sy18J-26J | 68.98 | 5.97 | 1.48 | 1.18 | | 8.31 |
| If in PSE '82-'84: Earned Vocational Degree | SY18J-26J | 1:46 | J.24 | 1.29 | 1.14 | 3,175 3,175 | Ø. 82 |
| If in PSE '82-'84: Earned 4 Year College Degree | SY18J-25J | 1.62 | 8.34 | 2.34 | 1.53 | 3,175 3,175 | Ø.21 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 44.84 | Ø.85 | 1.85 | 1.36 | 6,269 | Ø.22 Ø.63 |
| Enrolled in Postsecondary Education, Oct '83 | PSESOC83 | 42.52 | Ø.9j | 2.14 | 1.46 | 6,261 | |
| If Employed: In Cherical Occupation, Oct '83 | SY47A-56A | 27.86 | 1.85 | 1.79 | 1.34 | 1,565 | Ø. 62 |
| Employed, Oct. '85 | JOBSOC83 | 71.85 | Ø.88 | 2.35 | 1.53 | 6,284 | 1.36 8.57 |
| Have Used Pocket Calculator | SY9A2-A4 | 92.59 | 6.56 | 2.26 | 1.58 | 6,129 | 0.57 0.33 |
| Have Used Computer Terminal | SY9B2-B4 | 48.84 | Ø.81 | 1.56 | 1.25 | 5; 884 | Ø.25 Ø.65 |
| Have Used Mainframe Computer | SY9E2-E4 | 24.57 | Ø.8Ø | 1.98 | 1.41 | 5,727 | Ø.57 |
| Have Used Video Tape Recorder | SY9F2-F4 | 53.98 | Ø.9Ø | 1.91 | 1.38 | 5,855 | Ø.65 |
| Have Used Audio Cassette Deck | SY9H2-H4 | 89.84 | 8.54 | 1.95 | 1.38 | 6,819 | ₫.39 |
| Have Used Word Processor | SY912-14 | 8.89 | 8.54 | 2:14 | 1.46 | 6,829 | ₽. <u>></u> 9 Ø.37 |
| Currently Registered To Vote | SY76 | 53.65 | 1.01 | 2.53 | 1.59 | 6,162 | D.51 |
| Have Voted in Election within Last Two Years | SY71 | 34.49 | Ø.96 | 2.52 | 1.59 | 6,131 | Ø.61 |
| Being Successful in Job Very Important | SY72A | 86.31 | Ø.63 | 2.09 | 1.45 | 6,146 | ₿.91 ₿.44 |
| Harrying the Right Person Very Important | SY72B | 88.96 | Ø.48 | 1.46 | 1.21 | 6,157 | D.33 D.40 |
| Having Lots of Money Very Important | SY72C | 28.58 | Ø.83 | 2.05 | 1.43 | 6,140 | Ø.58 |
| Being a Community Leader Very Important | SY72F | 9.89 | 0.55 | 2.28 | 1.48 | 6,168 | 8.58 8.37 |
| Better Opportunities for Children Very Important | SY72G | 72.29 | 6.76 | 1:48 | 1.22 | 6,896 | ₫. <u>57</u> |
| Correcting inequalities Very Important | SY72J | 12.36 | Ø.56 | 1.74 | 1.32 | 6,188 | 0.37 0.42 |
| Having Children Very Important | SY72K | 58.35 | Ø.69 | 1.15 | 1.67 | 6,129 | 8.64 |
| Having Leisure Time Very Important | SY72L | 73.37 | Ø.81 | 2.57 | 1.44 | 6,146 | Ø.56 |
| :: Hean | | | | 1.95 | 1 10 | | |
| Minimum | | | | 1.15 | 1.59 1.86 | | |
| Hazinun | | | | 2.75 | 1.55 | | |
| Standard Deviation | | | | 8.48 | Ø.15 | | |



1988 Sophomore Cohort - Highest Quartile - Socio-Economic Status Scale Weight-FU2NT

| | Iten | | | | | | |
|--|-----------|-----------------|--------------|----------------------|--------------|---------------------------------|--------------|
| Survey Item (or Composite Variable) | Number | Estimate | SE | DEFF | DEFT | $ar{\mathbf{N}}$ | SE-SRS |
| Horking Full Time, Feb '84 | SY3A | 49.91 | 4 57 | | 111 | <u> </u> | = = |
| Taking Academic Courses, Feb '84 | SY3C | 65. <i>1</i> 19 | 1.54 1.57 | 2.37 | 1.54 | 3,277 | Ø.87 |
| Looking for Nork, Feb '84 | SÝŽÍ | 2.76 | 1.27 8.45 | 3:56 3:45 | 1.89 | 3,277 | Ø.83 |
| Currently Harried | SY57 | 5.87 | 8.71 | 2.49 | 1.58 | 3,277 | Ø.29 |
| Have One or More Children | SY66A | 3.40 | Ø.71 | 3.82 | 1.74 | 3,275 | 8.41 |
| Expect To Have 5 or Hore Children | SY65 | 40.35 | 1.16 | 1.38 | 1.18 | 2,999 | 8.33 |
| Have Served on Military Active Duty | SY44 | 3.23 | 8.57 | 1.75 | 1.32 | 3,138 | Ø.88 |
| If in PSE '82-'84: Earned No Degree | SY18J-28J | 47.62 | 2.40 | 1.4 6 2.11 | 1.18 | 3,277 | Ø.31 |
| If in PSE '82-'84: Earned Vocational Degree | SY18J-28J | 1.25 | 2.76 8.46 | | 1:45 | 915 | 1.65 |
| If in PSE '82-'84: Earned 4 Year College Degree | SY18J-28J | 4.49 | Ø.₹5 | 1.54 | 1.24 | 915 | 0.37 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 75.48 | ₽.02 Ø.93 | 1.56 | 1.25 | 915 | 8.68 |
| Enrolled in Postsecondary Education, Oct '83 | PSESOC83 | 71.79 | 1.48 | 1.51 | 1.23 | 3,261 | 8.75 |
| If Employed: In Clerical Occupation, Oct. 183 | SY47A-56A | 24.63 | 2.86 | 3.50 1.63 | 1.87 | 3,258 | 5.79 |
| Employed, Oct 183 | J08S0C83 | 61.86 | 1.11 | 1.67 | 1.28 | 370 | 2.24 |
| Have Used Pocket Calculator | SY9A2-A4 | 95.71 | Ø.51 | 2.56 | 1.29 | 3,238 | Ø.85 |
| Have Used Computer Terminal | SY9B2-B4 | 66.36 | 1.14 | 1.82 | 1:41 | 3,224 | Ø.36 |
| Have Used Mainframe Computer | SY9E2-E4 | 53.12 | 1.23 | 2.65 | 1.35 | 3,131 | £.84 |
| Have Used Video Tape Recorder | SY9F2-F4 | 64.54 | 1:38 | 2.27 | 1.43 | 3, 56 5 | Ø.86 |
| Have Used Audio Cassette Deck | SY9H2-H4 | 95.10 | J.47 | 1.53 | 1.51 | 3,090 | Ø.86 |
| Have Used Hord Processor | SY912-14 | 14.36 | Ø.82 | 1.74 | 1.24 1.32 | 5,171 | Ø.38 |
| Currently Registered To Vote | SY7Ø | 62.29 | 1.27 | 2.22 | 1.49 | 3,169 | Ø.62 |
| Have Voted in Election within Last Two Years | SY71 | 48.87 | 1.23 | 2.22 2.81 | 1.42 | 5,217 | Ø.85 |
| Being Successful in Job Very Important | SY72A | 86.86 | Ø.76 | 1.64 | 1.72 | 3,2f2 | ₫.87 |
| Marrying the Right Person Very Important | SY72B | 86.57 | Ø. 75 | 1.55 | 1.25 | 3,2 6 6 | B.68 |
| Having Lots of Money Very Important | SY72C | 28.65 | 1.15 | 2.08 | 1.44 | 3,256 | Ø.66 |
| Being a Community Leader Very Important | SY72F | 11:33 | 6.87 | 2.42 | 1.56 | 3,264 | Ø.8Ø |
| Better Opportunities for Children Very Important | SY72G | 59.56 | 1.39 | 2.55 | 1.68 | 3,199 | Ø.56 |
| Correcting Inequalities Very Important | SY72J | 12.96 | ₫.88 | 2.21 | 1.49 | 3,184 | Ø;87 |
| Having Children Very Important | SY72K | 49.31 | 1.54 | 2.28 | | 3,207 | Ø.59 |
| Having Leisure Time Very Important | SY72L | 78.63 | Ø.89 | 1.52 | 1.51 1.25 | 3,2 90 3,2 0 7 | Ø.88 Ø.72 |
| Nean | | | | = == | 1 :: | | • |
| Minimum | | | | 2.05 | 1.42 | | |
| Maximum - | | | | 1.38 | 1.18 | | |
| Standard Deviation | | | | 3.56 | 1.89 | | |
| | | | | Ø.56 | ø.19 | | |



High School and Beyond Second Follow-Up Estimated Percentages, Standard Errors and Design Effects

1988 Sophomore Cohort - Never Attended Postsecondary Institution Weight-FUZNT

| | Item | | | | | | |
|--|-----------|----------|--------------|------|--------------------|--------------------|------------------|
| Survey Item (or Composite Variable) | Number | Estimate | ŠĒ | DEFF | DEFT | N | SE-SRS |
| Horking Full Time, Feb '84 | SY3A | 65.17 | ø.88 | 1.88 | : <u>:</u> 1.37 | 5, 54 9 | 8.6 4 |
| Taking Academic Courses, Feb '84 | SY3C | 1.17 | Ø. 19 | 1.74 | 1.32 | 5,549 | 8.14 |
| Looking for Hork, Feb '84 | SY3I | 17.86 | 6.7£ | 1.98 | 1.38 | 5,549 | Ø.51 |
| Currently Married | SY57 | 25.65 | 8.76 | 1.97 | 1.45 | 5,536 | 8.54 |
| Have One or More Children | SY66A | 21.22 | Ø.95 | 2.65 | 1.63 | 4,967 | Ø.5 9 |
| Expect To Have 3 or More Children | SY65 | 27.77 | 8.74 | 1:44 | 1.25 | 5,284 | Ø.62 |
| Have Served on Hilitary Active Duty | SY44 | 18.83 | 8.66 | 2.85 | 1,43 | 5,541 | ₫.42 |
| If in PSE '82-'84: Earned No Degree | SY18J-28J | 87.81 | ₫.48 | 1.16 | 1.58 | 5,362 | 8.45 |
| If in PSE '82-'84: Earned Vocational Degree | SY18J-26J | Ø.86 | 5.64 | 1.28 | 1.13 | 5,362 | 8.45 8.83 |
| If in PSE '82-'84: Earned 4 Year College Degree | SY18J-25J | 50 | . 60 | 8.05 | Ø.23 | 5,362 | .60 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 6.56 | 5.56 | n/a | n/a | 5,558 | 6.66 |
| Enrolled in Postsecondary Education, Oct '83 | PSESOC83 | 6.56 | 6.56 | n/a | n/a | 5,558 | 5.66 |
| If Employed: In Clerical Occupation, Oct '83 | SY47A-58A | 28.31 | 1.76 | 2.52 | 1.52 | 1,215 | 1.15 |
| Employed, Oct '83 | J08S0C83 | 76.11 | Ø.96 | 2.59 | 1.55 | 5,458 | Ø.62 |
| Have Used Pocket Calculator | SY9A2-A4 | 83.94 | Ø. 78 | 2.37 | 1.54 | 5,324 | D.52 |
| Have Used Computer Terminal | SY9B2-B4 | 26.79 | 1.81 | 2.58 | 1.61 | 5,009 | ₽.55 |
| Have Used Mainframe Computer | SY9E2-E4 | 12.99 | 8 .62 | 1.67 | 1.29 | 4,923 | Ø.48 |
| Have Used Video Tape Recorder | SY9F2-F4 | 47.53 | ₫.89 | 1.58 | 1.26 | 5, 5 26 | 8.78 |
| Have Used Audio Cassette Deck | SY9H2-H4 | 81.97 | 0.76 | 1.70 | 1.30 | 5,196 | Ø.78 |
| Have Used Word Processor | SY912-14 | 4.29 | 5.3 9 | 1.92 | 1.39 | 5,315 | Ø.28 |
| Currently Registered To Vote | SY78 | 44.98 | 1.52 | 2.25 | 1.56 | 5,484 | ₽.28 ₽.68 |
| Have Voted in Election within Last Two Years | SY71 | 24.98 | Ø. 8Ø | 1.84 | 1.36 | 5,372 | Ø.59 |
| Being Successful in Job Very Important | SY72A | 80.95 | ø.83 | 2.37 | 1.54 | 5,364 | 6.54 |
| Marrying the Right Person Very Important | SY72B | 87.35 | Ø.68 | 2.26 | 1.58 | 5,366 | 8.25 8.45 |
| Having Lots of Money Very Important | SY72C | 31.18 | Ø. 93 | 2.16 | 1.47 | 5,365 | 0.32 0.63 |
| Being a Community Leader Very Important | SY72F | 9.49 | Ø.56 | 1.97 | 1.48 | 5,326 | 8.62 8.48 |
| Better Opportunities for Children Very Important | SY72G | 88.24 | Ø. 66 | 1.48 | 1.22 | 5,337 | Ø.55 |
| Correcting Inequalities Very Important | SY72J | 13.77 | Ø. 86 | 2.87 | 1:69 | 5,326 | 5.47 |
| Having Children Very Important | SY72K | 49.30 | 1.66 | 2.12 | 1.46 | 5,348 | Ø.68 |
| Having Leisure Time Very Important | SY72L | 67.46 | 1.68 | 2.87 | 1.78 | 5,377 | B.64 |
| :: Hean | | | | 1.96 | 1.37 | | |
| Hinimu | | | | Ø.05 | Ø.23 | | |
| Haximum | | | | 2.87 | 1.70 | | |
| Standard Deviation | | | | Ø.57 | ₫.27 | | |

1985 Sophomore Cohort - Continuous Enrollment in Postsecondary Institutions Weight-FU2NT

| | Item | | | 1:: | | | |
|--|-----------|------------------------|---------------|-------------|-------|-------|--------------|
| Survey Item (or Composite Variable) | Number | Estimate | SE | DEFF | DEFT | Ñ | SE-SRS |
| Norking Full Time, Feb '84 | SY3A | 44.98 | 1.88 | 5.76 | | | = == |
| Taking Academic Courses, Feb '84 | SYSC | 87.32 | 0.72 | 2.42 | 1.56 | 5,144 | Ø.69 |
| Looking for Work, Feb '84 | SYSI | 0;.32 ₫.28 | 8.72 8.11 | 2.59 | 1.55 | 5,144 | Ø.46 |
| Currently Married | SY57 | 1,81 | 0. () 0.23 | 2.88 | 1.42 | 5,144 | 8.87 |
| Have One or More Children | SY66A | Ø.96 | Ø:19 | 1.55 | 1.25 | 5,142 | Ø.19 |
| Expect To Have 3 or More Children | SY65 | 48.93 | 1.68 | 1.72 | 1.31 | 4,738 | 0.14 |
| Have Served on Military Active Duty | SY44 | 1.62 | ₫.17 | 2.39 | 1.55 | 4,949 | 6.76 |
| If in PSE '82-'84: Earned No Degree | SY18J-26J | 6.66 | | 1.51 | 1.23 | 5,144 | Ø:14 |
| If in PSE '82-'84: Earned Vocational Degree | SY18J-25J | 7.51 | 6.55 1.57 | n/a | n/a | 808 | 0.00 |
| If in PSE '82-'84: Earned 4 Year College Degree | SY18J-26J | 13.83 | 1.89 | 1.41 | 1:19 | 808 | 0.90 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 106.66 | 0.60 | 2.45 | 1.56 | - 888 | 1.21 |
| Enrolled in Postsecondary Education, Oct '83 | PSESOC83 | 158.66 | | n/a | n/a | 5,145 | 0.00 |
| If Employed: In Clerical Occupation, Oct '83 | SY47A-58A | 28.49 | 8.66 3.24 | n/a | n/a | 5,145 | 0.00 |
| Employed, Oct '83 | JOBSOC85 | 59.93 | | 1.55 | 1.24 | 381 | 2.68 |
| Have Used Pocket Calculator | 5Y9A2-A4 | 98.15 | Ø.91 | 1.75 | 1.32 | 5,866 | Ø.69 |
| Have Used Computer Terminal | SY9B2-B4 | 72.1 5 | ₫.23 ₫.53 | 1.47 | 1.21 | 5,671 | Ø.19 |
| Have Used Hainframe Computer | SY9E2-E4 | 72.18 35.99 | ₫.97 1.₫8 | 2.31 | 1.52 | 4,964 | Ø.64 |
| Have Used Video Tape Recorder | SY9F2-F4 | 72.99 61.81 | | 2.41 | 1.55 | 4,771 | J. 69 |
| Have Used Audio Cassette Deck | SY9H2-H4 | 95.15 | 1.63 | 2.19 | 1.48 | 4,884 | 8.76 |
| Have Used Nord Processor | SY912-14 | 72.12 15.88 | Ø:48 | 2.50 | 1.58 | 5,000 | 0.30 |
| Currently Registered To Vote | SY70 | 64.66 | Ø.86 | 2.83 | 1.68 | 4,950 | Ø.51 |
| Have Voted in Election within Last Two Years | SY71 | 45:11 | 1.86 | 2.50 | 1.58 | 5,054 | Ø.67 |
| Being Successful in Job Very Important | SY72A | -11 | 1.89 | 2.42 | 1.56 | 5,838 | 8.76 |
| Marrying the Right Person Very Important | SY72B | 98.46 | Ø.64 | 2.57 | 1.54 | 5.053 | 8.41 |
| Having Lots of Money Very Important | SY72C | 87.7 5 27.17 | Ø.56 | 1.47 | 1.21 | 5,648 | Ø.46 |
| Being a Community Leader Very Important | 5172F | | Ø.89 | 2.81 | 1.42 | 5,548 | Ø.63 |
| Better Opportunities for Children Very Important | SY72G | 11.45 | Ø.66 | 2.17 | 1.47 | 5,038 | Ø.45 |
| Correcting Inequalities Very Important | SY72J | 60.62 | Ø.85 | 1.53 | 1.24 | 5,020 | Ø.69 |
| Having Children Very Isportant | SY72K | 14:48 | Ø.62 | 1.55 | 1.24 | 5,848 | 8.50 |
| Having Leisure Time Very Important | SY72L | 49.87 | 1.07 | 2.29 | 1.51 | 5,641 | 0.70 |
| The second second second | 31 /ZL | 77.94 | Ø.84 | 2.09 | 1.45 | 5,652 | Ø.58 |
| Hean | | | | 2.85 | 1.42 | | |
| Hinimus | | | | 1.41 | 1.19 | | |
| Haximum | | | | 2 .83 | 1.63 | | |
| Standard Deviation | | | | 8.42 | Ø. 15 | | |



1988 Sophomore Cohort - Non-continuous Enrollment in Postsecondary Institutions Weight-FUZHT

| | item | | | | | | |
|--|----------------------|-------------------|--------------|-------------|-------|-------|-------------|
| Survey Item (or Composite Variable) | Number | Estimate | SE | DEFF | DEFT | N | SE-SRS |
| Working Full Time, Feb '84 | SYSĀ | 65.46 | 1.39 | - : 0-70 | : ::: | | = == |
| Taking Academic Courses, Feb '84 | SY3C | 25.86 | 1.12 | 2.48 | 1.57 | 2,907 | Ø.88 |
| Looking for Hork, Feb '84 | SYSI | 9.32 | Ø.78 | 2.22 | 1.49 | 2,967 | Ø.75 |
| Currently Married | SY57 | 18.41 | 5.78 5.87 | 2.18 | 1.45 | 2,907 | 8.54 |
| Have One or More Children | SY66A | 8.84 | Ø.87 | 2.54 | 1.53 | 2,906 | Ø.57 |
| Expect To Have 3 or More Children | SY65 | 36.7 4 | 1.52 | 2.16 | 1.45 | 2,629 | 1.55 |
| Have Served on Military Active Duty | SY44 | 70.14 4.22 | 0.53 | 2.75 | 1.66 | 2,773 | Ø.92 |
| If in PSE '82-'84: Earned No Degree | SY18J-28J | 5.66 | | 2.52 | 1.42 | 2,956 | 8.57 |
| If in PSE '82-'84: Earned Vocational Degree | SY18J-26J | 3:44 | Ø.00 | n/a | n/a | 763 | 0.00 |
| If in PSE '82-'84: Earned 4 Year College Degree | SY18J-26J | _Ø.76 | Ø.99 | 2.56 | 1.44 | 783 | Ø.69 |
| Enrolled in Postsecondary Education, Oct '82 | PSESOC82 | 56.75 | 5.46 | 1.58 | 1.22 | 783 | Ø.33 |
| Enrolled in Postsecendary Education, Oct '83 | PSESOC83 | 47.66 | 1.19 | 1.65 | 1.29 | 2,861 | Ø.93 |
| If Employed: In Clerical Occupation, Oct '83 | SY47A-58A | 52.72 | 1.39 | 2.20 | 1.48 | 2,844 | 8.94 |
| Employed, Oct '83 | JOBSOC83 | 69.2 5 | 2.52 | 1.75 | 1.52 | 684 | 1.91 |
| Have Used Pocket Calculator | SY9A2-A4 | 93.63 | 1.39 | 2.61 | 1.62 | 2,863 | 5.86 |
| Have Used Computer Terminal | SY9B2-B4 | 51.35 | Ø:59 | 1.63 | 1.28 | 2,831 | #.46 |
| Have Used Mainframe Computer | SY9E2-E4 | | 1:31 | 1.88 | 1.37 | 2,729 | 5.96 |
| Have Used Video Tape Recorder | 51922-24 SY9F2-F4 | 25.57 | 1.35 | 2.55 | 1.60 | 2,668 | Ø.84 |
| Have Used Audio Cassette Deck | | 55.71 | 1.37 | 2.87 | 1.44 | 2,714 | 8.95 |
| Have Used Hord Processor | SY9H2-H4 | 98.91 | Ø.68 | 1.21 | 1.16 | 2,776 | 8.55 |
| Currently Registered To Vote | SY912-14 | 18.42 | Ø.64 | 1.23 | 1:11 | 2,782 | ₫.58 |
| Have Voted in Election within Last Two Years | SY75 | 55.59 | 1.25 | 1.79 | 1.34 | 2,836 | 8.93 |
| Being Successful in Job Very Important | SY71 | 36.86 | 1:57 | 2.29 | 1.51 | 2,820 | Ø.98 |
| Marrying the Right Person Very Important | SY72A | 86.62 | Ø.82 | 1.61 | 1.27 | 2,817 | Ø.64 |
| Having Lots of Money Very Important | SY72B | 88.52 | 1.61 | 2.80 | 1.67 | 2,814 | 8.68 |
| Being a Community Leader Very Important | SY72C | 29.85 | 1.22 | 2.82 | 1.42 | 2,815 | Ø.86 |
| | SY72F | 8.97 | 0.65 | 1.47 | 1.21 | 2,809 | 8.54 |
| Better Opportunities for Children Very Important | | 75.10 | 1.56 | 1.69 | 1.30 | 2,796 | Ø.82 |
| Correcting Inequalities Very Important | SY72J | 14.85 | 1.25 | 3.63 | 1.91 | 2,802 | Ø.66 |
| Having Children Very Important | SY72K | 48.06 | 1.51 | 1.92 | 1.39 | 2,816 | Ø.94 |
| Having Leisure Time Very Important | SY72L | 73:42 | 1.14 | 1.88 | 1.37 | 2,818 | Ø.83 |
| fean | | | | 2.55 | 1.42 | | |
| Miniaum | | | | 1.21 | 1.18 | | |
| Yaxi wun | | | | 3.63 | 1.91 | | |
| Standard Deviation | | | | 8.50 | Ø. 17 | | |

