Black Youth Project Survey Descriptions

Circle 2002 National Youth Survey:
http://www.civicyouth.org/research/products/data_outside3.htm

The Center for Information and Research on Civic Learning and Engagement (CIRCLE), in collaboration with the Council for Excellence in Government's Center for Democracy and Citizenship, and the Partnership for Trust in Government sponsored a survey of American youth ages 15-25 in January of 2002. The survey interviewed 1,490 young people on a range of civic engagement measures, what policy issues are of concern to young people, and civic attitudes of young people towards a range of potential policies that may affect them. African American and Hispanic populations were over sampled. The survey was conducted by telephone using professional interviewers from January 6 through January 17, 2002. Telephone numbers for the survey were drawn from a random digit dial sample (RDD). The data were weighted by age and race to reflect actual distribution of the national population of young people. The over samples were weighted into the base sample to reflect the racial distribution of the national population of young people.

Youth Vote National Youth Survey (Youth Vote Coalition):
http://www.youthvote.org/news/lspreport.htm

The Youth Vote national survey was designed and administered by Lake Snell Perry & Associates and Bellwether Research. The survey was conducted by telephone using professional interviewers from June 12th to June 25th, 2002. The survey reached a total of 1,600 young people between the ages 18 and 24 nationwide, including 1,000 base sample members, and over samples of 300 African American and 300 Latino young people. Included were the results of a statewide survey of 200 18-24 year old Asians in Oakland, California and 200 18-24 year olds in Miami, Florida. Telephone numbers for the survey were drawn from a random digit dial sample (RDD). The data were weighted by party identification, age and race to reflect actual distribution of the national population of young people. The over samples were weighted into the base sample to reflect the racial distribution of the national population of young people.

Index of Civic and Political Engagement (Pew Charitable Trusts):
http://www.civicyouth.org/research/products/youth_index.htm

Included in this study are the results of two national surveys. The first was a nationwide telephone survey of 3246 individuals, age 15 and older. Response distributions are reflected both in the aggregate and by the age groupings that correspond to four generations. They are: DotNets, born after 1976 (N = 1001); Generation Xers, born between 1964 and 1976 (N = 1000); Baby Boomers, born between 1946 and 1964 (N = 604); and Matures, born before 1946 (N = 602).

The second set of findings is from an Internet based survey of 15 to 25 year-olds conducted by Knowledge Networks (KN). A sample of members of the Knowledge Networks panel who met the age requirements for inclusion in the study (15 to 25) were asked to complete an on-line questionnaire; 1,166 did so. The sample was stratified by education, with one group consisting of those currently enrolled in high school (N = 312), a second group comprised of college graduates and those with some history of college attendance (N = 336), and a final group of individuals who did not meet the criteria for inclusion in the two previous groups (N = 518).

The researchers began by reviewing the academic literature on participation and studying the various ways in which engagement has been measured by scholars and practitioners. They then turned to experts in the field of youth involvement to hear their first hand accounts of working with today's younger generations. Next, they took the lessons from these expert panels and convened a series of age specific focus groups all across the country in which participants talked about their civic and political attitudes and behavior. They then conducted several small surveys in which we subjected potential questions to a series of methodological tests. One of these surveys, a web-based poll, was restricted to those ages 15 to 25, and explored a number of school and youth oriented activities. In spring 2002, they tested the index in a national survey of 3246 individuals ages 15 and up, including significant oversamples of the two post Boomer generations. Finally, after the 2002 midterm elections, they fielded two more national surveys that allowed them to test the reliability of the index. The index can be used for a variety of purposes and in a variety of forms. First, the percentages from the national telephone survey provide baseline numbers for these behaviors as measured by a national sample in the spring of 2002. The reported rates of participation represent national averages for all individuals aged 15 and older. Some subgroups (e.g., youth, the college educated, immigrants, or parents of young children) are more or less active in different arenas or across different measures.

The percentage of respondents in the survey (ages 15 and up) who participated in each behavior in the past year (or "generally" for the campaign-specific items) are listed below in three blocks corresponding to the three dimensions—civic behaviors, electoral behaviors and expressions of political voice. These three dimensions represent different arenas in which individuals can contribute to public life. The first five measures, which capture "civic activities," include organized voluntary activity focused on problem solving and helping others. These activities are usually aimed at maintaining or developing one's local community, addressing local problems through organized activities, or providing critical resources to the nonprofit sector. The next five measures, the "electoral activities," include voting and work related to campaigns and elections to promote or support a party, candidate or cause. Electoral work is usually more sporadic than civic work because it is dependent on the cycle of campaigns and elections. The third dimension is entitled "political voice." The nine items included here comprise activities people engage in to give expression to their political and social viewpoints.

National Household Education Survey: Civic Involvement
http://nces.ed.gov/nhes/pdf/quex/civic/96_youthCI.pdf and
http://nces.ed.gov/nhes/pdf/quex/civic/99youth.pdf (surveys)

The National Household Education Survey (NHES) series reports information on the condition of education in the United States by collecting data at the household level rather than using a traditional school-based data collection system. The surveys attempt to address many current issues in education, such as preprimary education, school safety and discipline, adult education, and activities related to citizenship. This survey included two topical survey components: Parent/Family Involvement in Education (PFI) and Adult and Youth Civic Involvement (CI). The PFI component, which elicited information from parents and children aged 3 years through grade 12, focused on four areas: types and frequency of family involvement in children's schools, communication with teachers or other school personnel, children's homework and behavior, and learning activities with children outside of school. Other information collected for this component pertained to student experiences at school, children's personal and demographic characteristics, household characteristics, and children's health and disability status. The PFI information is provided in Part 1, Parent and Family Involvement in Education and Civic Involvement -- Parent Data. The CI component of the survey gathered

information on civic participation, sources of information about government issues, and knowledge and attitudes about government. Items were administered to youths in grades 6 through 12 (Part 2, Youth Civic Involvement Data) and their parents, as well as to a representative sample of United States adults (Part 3, Adult Civic Involvement Data). The CI component also addressed opportunities for youth to develop personal responsibility and skills that would facilitate their taking an active role in civic life. CI questions were also asked of the parents surveyed in the PFI component, and these data also can be found in Part 1. In addition to the two major topical components, a screener component of the survey collected demographic and educational information on all members in every household contacted, regardless of whether anyone in the household was selected for an extended interview. (The term "extended interview" refers to the interviews completed in the topical components of the study, i.e., the Parent PFI/CI, the Youth CI, or the Adult CI interviews.) Items on the use of public libraries by the household were also administered in the screener portion for households without Parent PFI/CI extended interviews and in the first Parent PFI/CI interview in households in which one or more children were sampled. These data are presented in Part 4, Household and Library Data. All surveys were conducted by telephone.

PRINCIPAL INVESTIGATOR(S)/FUNDING AGENCY: United States Department of Education. National Center for Education Statistics.

IEA Civic Education Study: **http://www.wam.umd.edu/~iea/studentQ.htm** (survey); **http://nces.ed.gov/pubs2001/2001096.pdf** (analysis)

The study presents data from an assessment of the civic knowledge and skills of 14-year old students across 28 countries and their attitudes toward civic issues. The Civic Education Study assessment was conducted by the International Association for the Evaluation of Educational Achievement (IEA). In the United States, CivEd was administered to a representative sample of 2,811 students among 124 public and private schools at the beginning of ninth grade, the grade in which most 14-year-olds were enrolled at the time of the assessment (October 1999). The overall sample design was intended to approximate a self-weighting sample of students as much as possible, with each ninth-grade student in the United States having an approximately equal probability of being selected within the major school strata. The report includes the civic achievement of U.S. students compared to other countries; the school and classroom context of civic knowledge; the demographic, socioeconomic, and out-of-school context of civic knowledge; the students' concepts of democracy, citizenship, and government; their attitudes toward civic issues; and their current and expected political activities.

Some of their important findings include: White and multiracial students scored higher, on average, than black and Hispanic students on the content and skills subscales and the total civic knowledge scale. In addition, Asian students scored higher than black students on all three civic achievement scales, and higher than Hispanic students on the content subscale. Female students scored higher, on average, than male students on the skills subscale, but there were no differences between males' and females' average scores on the content subscale or the total civic knowledge scale.

The final student questionnaire consisted of a total of 38 cognitive items: 25 civic content items (Type 1) and 13 civic skills items (Type 2). In addition, the instrument included 52 concept items (Type 3), 70 attitude items (Type 4), and 24 action items (Type 5). As part of the questionnaire, students answered general background questions that asked them to identify their sex, race/ethnicity, and socioeconomic background and to supply information on civic-related subjects studied, participation in student organizations, peer activities, and homework habits. These background questions were given in separately timed sections. (Further details on the development of the CivEd

student instrument are given in appendix B.) In addition, a school questionnaire and a teacher questionnaire were administered. The school questionnaire, completed by the principal, contained questions designed to gather information on the school's general environment, such as size, length of school year, and characteristics of the student body. The school questionnaire also asked questions designed to provide a picture of how civic education is delivered through the school curriculum, and school-sponsored activities, as well as the number of staff involved in teaching civic-related subjects.

The teacher questionnaire asked respondents for background information (age, sex, educational background, etc.) as well as questions about the importance of civic education, the amount of time they spent teaching civic-related topics, and the means of assessing students in civic-related courses. However, because the organization of civic education and the role of civic education teachers in U.S. schools differ from those of many other countries in the study, results from the teacher questionnaire were not analyzed in the U.S. report.

Yale Civic Engagement Project/ Get Out the Vote Surveys:
http://www.civicyouth.org/research/areas/pol_partic_outside.htm

Randomized experiments were conducted to examine the effectiveness of phone canvassing and face-to- face contact on voter turnout. Canvassing campaigns were conducted by a coalition of groups affiliated with Youth Vote 2000. The target population consisted of registered voters ages 18-30 living in the vicinity of large public universities. The study describes the effectiveness of four methods (phone calls, canvassing, leaflets, and direct mail) used to determine voter turnout. See study for methodological description.

CBS/New York Times Teen Poll 1998 (codebook and full study description found on ICPSR website: **http://www.icpsr.umich.edu**)

This is a 1998 telephone survey that targets (1,048) American teens, ages 13-17. Major topics covered include: Difficulty of growing up(1); job opportunities(1); difference in adult and youth view point(1); possibility of becoming rich(1); most important problem(1); knowledge of current events(1); Clinton job performance(1); racial problems and discrimination(3); trust in government(1); impact of government(1); television(2); newspaper(1); sex(4); teenager's being tried as an adult(2); work experience(4); role models(1); music(1); family quality time(1); sexual harassment(3); parent's employment(1); relationship with parents(8); Monica Lewinsky(1); Clinton's public/private life(1); thoughts about future(1); extra-curricular activities(2); allowance(2); self-esteem(3); education(8); cheating on tests(2); driving an automobile(4); drugs/alcohol/tobacco(4); computers(2); electronics(4); body piercing(1); tattoos(1); religion(2); suicide(1); HIV(1); gun ownership(2); homosexuality(1); racial make-up of school system(3).

CBS/New York Times Teen Poll October 1999
http://www.icpsr.umich.edu:8080/ICPSR-STUDY/02867.xml

This special topic telephone poll, fielded October 11-14, 1999, queried teen respondents on a variety of subjects. Respondents were asked how growing up today compared to when their parents grew up and what they felt was the biggest problem facing people their age today. They were also asked about how much importance they placed on community involvement, communicating their feelings, having a lot of friends, getting good grades, being physically attractive, and standing up for oneself. Those queried were asked who or what was most important in helping them learn right from wrong, who they lived with (parent, step-parent, guardian, etc.), whether they could talk to their

parents, whom they admired most other than their parents, and how they felt about having and breaking parental rules regarding going out, watching TV, whom they could be friends with, computer usage, and what movies they could watch. A number of questions were school-related, focusing on the type of school they attended (public, private, parochial), how often an adult was home after school, what the biggest problem was at their school, how much pressure they got from parents to get good grades, and whether they expected to go to work, into the armed services, or to college directly from high school. Other questions queried respondents about whether their schools had security guards, metal detectors, locker searches, or security cameras, if these measures made the respondents feel safer, and whether they felt safer this year as compared to last year. Their opinions were also sought regarding the main reason for violence in schools, whether they felt violence could happen at their school, how many students at their school carried weapons, if they had ever been made fun of, physically threatened, or assaulted, and if there were any groups at their school prone to violence. Opinions were also elicited about premarital and same-sex sexual relations, copying someone else's test answers at school, telling a friend a lie, having a party at home when parents are gone, and excluding classmates because they are different. Respondents were asked if they had a close family member, friend, or classmate who was gay or lesbian, if gay or lesbian classmates were harassed at school, how often they worried about being the victim of a crime, what type of crime they might be the victim of, who might commit a crime against them, and if they knew anyone who has been shot in the last five years. Additional questions focused on whether and how much respondents smoked cigarettes, drank alcohol, and smoked marijuana, whether they believed in God or the devil, how important religion was in their lives, and how often they attended religious services. Other items covered whether they knew anyone their age who had attempted suicide, if anyone in their household owned a handgun, if they had had sex with anybody, and if they had done any volunteer work in the last 12 months. Those respondents who regularly used a computer were asked if they frequently accessed the Internet, had parental rules regarding computer usage, ever broke those rules, and if they had their own computer. All respondents were asked if they had their own telephone number, beeper, or cell phone and if they had a television in their room. Background information on respondents includes age, race, sex, grade, religious preference, number of siblings in the household, computer access, family financial situation, and parents' education, employment, and marital status.

Monitoring the Future: A Continuing Study of American Youth (8th- and 10th-Grade Surveys), 2001 (codebook and full study description found on ICPSR website: **http://www.icpsr.umich.edu**)

The Monitoring the Future Project is designed to explore changes in many important values, behaviors, and lifestyle orientations of contemporary American youth. Two general types of tasks may be distinguished. The first is to provide a systematic and accurate description of the youth population of interest in a given year, and to quantify the direction and rate of the changes taking place among them over time. The second task, more analytic than descriptive, involves the explanation of the relationships and trends observed to exist.

The basic research design involves annual data collections from eighth, tenth, and twelfth graders during the spring of each year. Procedures for the twelfth grade data collection are explained in detail elsewhere (1,2); the eighth and tenth grade samples were added in 1991 after 16 years of annual twelfth grade surveys and closely parallel those used for the high school seniors. Approximately 160 schools are sampled for the eighth grade survey, and approximately 18,000 to 19,000 students are surveyed. For the tenth graders, approximately 130 high schools are sampled, and approximately 16,000 students are surveyed.

A major exception to the similarities with the 12th grade surveys is that in the 8th/10th grade surveys only two different questionnaire forms were used in 1991-1996 (this expanded to four forms beginning in 1997) rather than the six used with seniors. Identical forms are used for both eighth and tenth grades, and for the most part, questionnaire content is drawn from the twelfth-grade questionnaires. Thus, key demographic variables and measures of drug use and related attitudes and beliefs are generally identical for all three grades. However, many fewer questions about lifestyles and values are included in the 8th/10th grade forms, in part because the authors believe that many of these attitudes are likely to be more fully formed by twelfth grade and, therefore, are best monitored there.

The questionnaire administration in each school is carried out by the local SRC representatives and their assistants, following standardized procedures detailed in a project instruction manual. The questionnaires are administered in classrooms during normal class periods whenever possible, although circumstances in some schools require the use of larger group administrations. Teachers are not asked to do anything more than introduce the SRC staff members and (in most cases) remain in the classroom to help guarantee an orderly atmosphere for the survey. Teachers are urged to avoid walking around the room, so that students may feel free to write their answers without fear of being observed.

The actual process of completing the questionnaires is quite straightforward. Respondents are given sharpened pencils and asked to use them because the questionnaires are designed for automatic scanning. Most respondents can finish within a 45 minute class period; for those who cannot, an effort is made to provide a few minutes of additional time.

In any study that relies on voluntary reporting of drug use or other illegal acts, it is essential to develop procedures which guarantee the confidentiality of such reports. It is also desirable that these procedures be described adequately to respondents so that they are comfortable about providing honest answers. The first information given to students about the survey consists of a descriptive flyer stressing the confidentiality and voluntary participation. This theme is repeated at the start of the questionnaire administration. Each participating student is instructed to read the message on the cover of the questionnaire, which stresses the importance and value of the study, notes that answers will be kept strictly confidential, states that the study is completely voluntary, and tells the student “If there is any question you or your parents would find objectionable for any reason, just leave it blank.” From 1991 to 1998, the instructions pointed out that in a few months a summary of nationwide results will be mailed to all participants and also that a follow-up questionnaire will be sent to some students after a year. The cover message explained that these are the reasons for asking that name and address be written on a special form which was removed from the questionnaire and handed in separately. The message also pointed out that the two different code numbers (one on the questionnaire and one on the tear-out form) cannot by matched except by a special computer tape at the University of Michigan.

SAMPLING: Multistage area probability sample design involving three selection stages: (1) geographic areas or primary sampling units (PSUs), (2) schools (or linked groups of schools) within PSUs, and (3) students within sampled schools. Of the 72 PSUs, 8 were selected with certainty, 10 were selected with a probability of .50, and the rest were selected probability proportionate to the size the senior class. In schools with more than 350 seniors, a random sample of seniors or classes was drawn. In schools with less than 350 seniors, all seniors were asked to participate. Each school was asked to participate for two years so that each year one-half of the sample is replaced. Schools refusing participation were replaced with similar schools in terms of geographic location, size, and type of school (e.g., public, private/Catholic, private/non-Catholic). The total sample was divided into six subsamples consisting of an average of 2,300 respondents, and each subsample was administered a different form of the questionnaire, although all respondents answered the "core" drug and

demographic questions. The participation rate among schools has been between 66 and 85 percent since the inception of the study. The overall student response rate for 2001 was 82 percent.

PRINCIPAL INVESTIGATOR(S): Johnston, Lloyd D., Jerald G. Bachman, Patrick M. O'Malley, and John E. Schulenberg
FUNDING AGENCY: United States Department of Health and Human Services. National Institute on Drug Abuse

Iowa 1999 and 2002 Youth Surveys

In the fall of 1999, 85,426 students in the 6th, 8th, and 11th grades across the state of Iowa answered questions about their attitudes and experiences regarding substance abuse and violence, and their perceptions of their peer, family, school, and neighborhood/community environments.
The data gathering procedures were nearly identical in the 1999 and 2002 surveys, but there were some differences between them that could have a significant impact on comparisons between the two years. First, while the 1999 IYS did not seek the participation of nonpublic (including parochial) schools (one small State University operated laboratory school was included in the 1999 survey and it is included in the 1999 data for this report), the 2002 IYS did. Procedural errors in distributing the questionnaires to the students left it impossible to differentiate between some public and nonpublic school participants in the 2002 survey in four school districts. As a consequence it is not possible to identify the actual number of public school or nonpublic school participants in the 2002 IYS. The 2002 IYS does, however, include data from something over 2,200, and less than 3,000, nonpublic school students. Both questionnaires were self administered questionnaires that rely on each student's ability to read (a few students did have the questionnaires read to them) and honestly respond to each question. Such self- reported behaviors and attitudes/beliefs are always subject to falsification, either intentionally (denial, boasting or just mischievousness) or unintentionally (mistakenly filling in the wrong circle, misreading, etc.). The questionnaires in both years were reviewed for evidence that would support a claim that the respondent had little or no intention of making an honest effort to complete them. This evidence consisted of such things as inconsistent responses (e.g., indicating use of substances on one question but denying ever using them on another), improbable responses (e.g., using every illegal drug every day) and patterned responses (answering a series of questions in exactly the same way). There were a total of 27 such validity checks and less than 1% (126 in 1999 and 122 in 2002) failed 5 or more of the 27 validity checks. These questionnaires were deleted from the 1999 and 2002 IYS data files used to produce this report, leaving 85,301 usable questionnaires in the 1999 IYS data file and 96,849 in the 2002 IYS data file.

Seattle 2002 Youth Survey: http://www.seattleschools.org/area/ctc/youthsurvey.xml

The Communities That Care Survey, the first of its kind in Seattle, measures social, academic and emotional factors that can become barriers to learning, including family conflict, academic failure, the perceived availability of drugs and firearms. The survey also examines factors that help students achieve, including family involvement, academic success, healthy beliefs and positive social skills.

This was a comprehensive in-school survey of 9095 in alternative middle and high school students in spring, 2002. Approximately 78% of eligible students participated in the survey. The survey was designed to assess students' involvement in problem behaviors and risk and protective factors that predict these behaviors.

Voice of Connecticut Youth Survey:
http://info.med.yale.edu/chldstdy/CTvoices/kidslink/kidslink2/kidsvoice/voice/voicelib/9611-08.html

In July 1995 the DPH made the decision to fund the Voice of Connecticut Youth (VCY), the state's first comprehensive survey of 12- to 18-year-old's views about their health, health care access, risk-taking behaviors, protective influences in their lives, educational and career aspirations, self-esteem and community involvement.

In conjunction with NAHRC, Voice of Connecticut Youth staff prepared a training booklet and two-hour training session for proctors who would be administering the survey to students. VCY recruited proctors from the Masters of Public Health programs at the University of Connecticut Health Center and the University of Southern Connecticut. Some surveys were administered by teachers in their classrooms; when teachers administered the survey, VCY proctors remained in the nearby corridors to answer questions from teachers, and to collect the surveys.

Approximately half of the students were surveyed in their normal classroom setting with their regular teachers and classmates present; the other half were surveyed in combined classes in an alternative setting (e.g., cafeterias, gymnasiums, auditoriums, etc.). Each school allowed one full class period for survey administration. However, the survey administration was adapted to the needs of students in special populations (Unified School District II, or special education). These students were allowed extra time, and/or individual reading assistance.

Out of all the students enrolled in the participating districts, 59% of 7th graders, 52% of 9th graders, and 49% of 11th graders completed surveys, for a total of 12,402 students. The students from the Unified School district II were not reported in the statewide analysis because they are not classified by grade in their programs.

A total of 11,383 out of the 12,402 students surveyed were included in the statewide analysis. Fifty-one percent were girls; forty-nine percent were boys: 32% were 7th-graders, 39% were 9th graders, and 29% were 11th graders. The vast majority (88%) of students came from public schools; 5% were from parochial schools, and 7% were from vocational technical schools.
The majority of respondents identified themselves as white (72%); 10% identified as African-American, 8% as Hispanic/Latino, 2% as Asian/Pacific Islander, 1% as Native American, and 7% as multiracial. These self-report data are consistent with the ethnic composition of the state.
When asked where they were born, 90.5% stated they were born on the U.S. mainland, in Alaska, or Hawaii; 2.5% were born in Puerto Rico; and 7% were born in another country.
As shown in Figure 2 left, the majority (67%) never spoke a language other than English at home, while 4% spoke another language at home more than half the time, and 5% spoke a language other than English at home all the time. These self-report data were very similar to data collected in the 1990 census.

Adolescents seldom have reliable knowledge of family income or socioeconomic status; therefore, an indirect measure such as whether a student receives free or reduced-cost school lunches was used as an alternative indicator of household resources. One in five students reported receiving free or low-cost school lunches, while an additional 7% stated they didn't know. These self-report data are consistent with statistics collected by the state.

Youth Development Series – Causes and Correlates
http://ojjdp.ncjrs.org/ccd/oview.html

The Causes and Correlates projects all use a similar research design. All of the projects are longitudinal investigations involving repeated contacts with youth during a substantial portion of their developmental years. In each project, researchers conduct individual, face-to-face interviews with

inner-city youth considered at high risk for involvement in delinquency and drug abuse. Multiple perspectives on each child's development and behavior are obtained through interviews with the child's primary caretaker and, in two sites, through interviews with teachers. In addition to interview data, the studies collect extensive information from official agencies, including police, courts, schools, and social services.

Denver Youth Survey: http://ojjdp.ncjrs.org/ccd/oview.html

The Denver Youth Survey is based on a random sample of households in high-risk neighborhoods of Denver, CO. The survey respondents include 1,527 children and youth (806 boys and 721 girls) who were 7, 9, 11, 13, or 15 years old in 1987 and who lived in 1 of the more than 20,000 households randomly selected from disadvantaged neighborhoods with high crime rates. Interviews with the youth and one caretaker were conducted annually from 1988 to 1992; this process resumed in 1995 and will continue through 1999. The project has a high rate of retention, with completion rates of 91 to 93 percent in the first 5 years and a constant 80-percent rate for 1995-98.

Pittsburgh Youth Study: http://ojjdp.ncjrs.org/ccd/oview.html

The Pittsburgh Youth Study began with a random sample of boys in the first, fourth, and seventh grades of the Pittsburgh, PA, public school system. Information from the initial screening was used to select the top 30 percent of boys with the most disruptive behavior. This group of boys, together with a random sample of the remaining 70 percent who showed less disruptive behavior, became the sample for the study. The sample contains approximately 500 boys at each grade level, for a total of 1,517 boys. Each student and a primary caregiver were interviewed at 6-month intervals for the first 5 years of the study; teacher ratings of the student were also obtained. The middle sample (fourth grade) was discontinued after seven assessments. The youngest sample (first grade) and oldest sample (seventh grade) are currently being interviewed at annual intervals, with totals of 16 and 14 assessments, respectively. The study has been highly successful in retaining participants, with a retention rate of at least 85 percent for each assessment.

Rochester Youth Development Study: http://ojjdp.ncjrs.org/ccd/oview.html

The Rochester Youth Development Study sample consists of 1,000 students (729 boys and 271 girls) who were in the seventh and eighth grades of the Rochester, NY, public schools during the spring semester of the 1988 school year. Males were oversampled because they are more likely than females to engage in serious delinquency and students from high-crime areas were oversampled based on the assumption that they are at greater risk for offending. This project is a 12- wave prospective panel study in which members of the sample and one of their parents were interviewed at 6-month intervals from 1988 to 1992 and at annual intervals from 1994 to 1996. At the end of wave 12, in spring 1997, 846 of the initial 1,000 subjects were re-interviewed (a retention rate of 85 percent); the retention rate for parents was 83 percent.

Washington Healthy Youth Survey: **http://www3.doh.wa.gov/HYS** (data available)

The survey was administered in October, 2002 to students in grades 6, 8, 10 and 12 in public schools statewide. The survey methods were approved by the Washington State Institutional Review Board. Participation was voluntary for schools, parents and students. Within participating schools, prior to administration, parents and students were notified about the survey and given an opportunity to refuse participation. Also, immediately before administration, any student could decline to participate, and those students who made this choice were provided with an alternative activity chosen by the school. Students that chose to participate could skip any question that they preferred not to answer. All responses were anonymous. The survey was conducted during class time and took one class period. In order to include a large number of items, there were two forms (A and B) of the survey for students in grades 8, 10 and 12. These two forms were interleaved so that half of the students in each classroom received each form. Forms A and B contained about 30 identical questions called "core" questions. Form C was for grade 6.

Forms A and B each had a set of relatively sensitive items (e.g., asking about school harassment, dating violence, and relationships with parents) called "tear-off questions" that were on a separate, perforated "tear-off" sheet at the end of the questionnaires. Schools were provided the opportunity to choose whether to administer these questions or tear off these sheets prior to administration. The test administrator (usually the teacher) described the survey, explained that it was voluntary and offered an alternative activity. If students chose to participate, they were asked to remove a perforated, scannable form from the survey booklet and to mark their responses on this form. They were also given written instructions and a resource list with telephone numbers they could call if they had questions or concerns about issues arising from the survey. When they were through, the scannable sheets and used questionnaires were placed in an envelope and returned to the contract for scanning. The survey was available in four languages other than English. All schools were provided with Spanish language survey materials and administration directions. Survey materials were available in Russian, Korean, and Vietnamese upon request. Translated survey materials included a parent letter, a one-page survey information sheet, and camera-ready copies of forms A, B, and C. The survey coordinators duplicated the translated survey materials locally and provided them to the students. Students read the translated survey but responded on the regular answer sheet to preserve student anonymity. For this reason, it is not possible to know how many students used a translated survey. There were 41 requests for Russian materials, 20 requests for Korean materials, 17 requests for Vietnamese materials, and 21 requests for multiple languages. Six requests were made for languages that were not available: Chinese, Japanese, Arabic, and Punjabi.

NECASA 2002 Substance Abuse Prevention Student Survey:
http://www.ctprevention.com/necasa/index.html (data available)

In October of 1999, Northeast Communities Against Substance Abuse (NECASA) was awarded a four-year grant from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) for the Drug-Free Communities Support Program Funds. In order to be able to assess the goals of the grant, baseline data needed to be developed specific to the 21 towns and communities that make up the Northeast Region of Connecticut. Baseline data and ongoing data will be conducted through the use of surveys on ninth and tenth graders, about the prevalence of alcohol, tobacco, and other drug use among youth. At present, youth and other community substance abuse surveys are not conducted on a regular basis, and the surveys conducted typically do not present results specific to the NECASA region or it districts.

For baseline measurement, at least 100 students in each high school within each of the five districts (50-75 students in both 9th and 10th grades) will participate. A total of 1,500 students total, in the NECASA region, are expected to take the survey by the end of the four-year grant. Each school should send a letter to parents to inform them of their child's participation in the survey and give

parents an opportunity to refuse permission for their child to participate. A sample letter will be provided that can be transferred to school stationary. Student participation is completely voluntary. Students who chose not to participate should be told to sit quietly at their desks during survey administration. The questionnaire will be anonymous and confidential. Students will be instructed not to write their names or other identifying information on the forms and all data will be coded numerically. All reports will be based on aggregate data and individual student responses will be unknown.

Nationwide Survey of Youth (Oregon State): http://oregonstate.edu/dept/pol_sci/pgre/gyan.htm (some data available)

Results for this survey are based on telephone interviews conducted between May 20 to June 18, 2000. The survey was designed by personnel from *The Global Youth Action Network* (GYAN) and the *Program for Governmental Research and Education*, O*regon State University*. Funding for the survey was provided by *The Pew Charitable Trusts* as part of a national program to develop a National Youth Platform.

The nationwide random digit dial survey resulted in a total sample of 806 sixteen to twenty-five year old respondents. The telephone survey was implemented through the University of Oregon Survey Research Laboratory's computer-aided telephone interviewing system (CATI). As with all opinion and attitude survey efforts, the wording of questions, respondent misinterpretation, and other difficulties associated with implementing survey research efforts can result in some error or unintended bias beyond that attributable to the size of the samples employed.

The sample for the GYAN survey represents a random digit dialing-generated sample of telephone numbers selected from telephone exchanges in the United States. The random digit aspect of the sample is used to avoid "listing" bias, and provides proportional representation of both listed and unlisted residential household numbers.

The calls made to households were staggered over times of the day and days of the week in order to maximize the likelihood of making personal contact with potential respondents. In each contacted household, interviewers asked to speak with the person 16 to 25 years of age who most recently celebrated a birthday. If a person in the 16-25 year old category lived in the household but was not at home at the time of the initial call, up to thirty callbacks were used to make the survey contact and conduct the interview. Terminated interviews were considered refusals, and they were not included in the analyses. It should be noted that this survey includes only households in the United States that contain a telephone. In the various tables presented in this report, responses may occasionally total to 101% or 99% due to rounding error

Several findings concerning younger citizens deserve special attention:

Attention to Civic Affairs: While seventy percent of youth reported that they "rarely" or "sometimes" talked about politics while growing up, 40 percent say they "often" talk about politics or current events with family and friends now. Youth are most likely to pay "a lot of attention" to national politics and government (26%), followed by local politics (23%), and then state politics (15%).

Trust: Youth trust local government more than the national government or state government to make the best decisions.

Important Issues for the Country: According to youth, the top issues facing the country are education (20%), foreign policy, war, and defense (16%), poverty and homelessness (16%), guns and gun control (12%), drugs and alcohol (11%), crime (10%), and violence (10%).

Important Issues for Youth: The top issues facing youth (16 to 25 years) include drugs and alcohol abuse (41%), education and college funding (33%), employment and jobs (15%), and violence (10%).

Issues of Personal Importance: When asked which issues were most important to themselves, 91 percent of respondents said education, followed by funding for college (80%), family issues and values (78%), violence (76%), crime (75%), job availability (70%), HIV virus and AIDS (69%), the environment (67%), and health care (65%).

- Participation: Fifty-four percent of the respondents (18 years of age and older) are currently registered to vote and 53 percent of these youth say they will "definitely vote" in the upcoming presidential election.
- Methods to Encourage Voting: Youth believe that more people would vote if they could do it over the internet or World Wide Web (86%), if they could vote at work or school (93%) or if they could vote by mail (66%). If there were better candidates, 77% said more people would vote, while 91% said more people would vote if candidates addressed issued more important to the public.

Lynchburg Youth Survey: http://unitedwaycv.org/Resources/youthsurvey.html

Results from the 1999 and 2001 national YRBS are presented in this report for comparison to 1999 and 2002 Lynchburg high school results.1 The 1999 and 2001 national school-based surveys employed a three-stage cluster sample design to produce nationally representative samples of students in grades 9-12 in public and private schools in the 50 states and the District of Columbia. A weighting factor was applied to each student record to adjust for non-response and for varying probabilities of selection. In the 1999 national survey, 15,349 questionnaires were completed in 144 schools, and in 2001, 13,627 were completed in 150 schools.

Lynchburg City Schools (LCS) was responsible for administering the survey and for the dissemination of the results**.** Classroom teachers had the overall responsibility for administering the surveys. An additional group of individuals were trained in the survey administration procedures to substitute in the event of the absence of a teacher. Survey administration standards and procedures were established, and administration standards designed to protect the confidentiality of participants and the quality of the data collected.

LCS contacted parents before the survey was administered. Parents were informed of the purposes of the survey and their permission for participation was requested in a flyer handed out at registration. Passive permission was required in 1999 (parents had to send back a signed parent permission slip if they did not give permission for their child to participate), and active permission was required in 2002 (parents had to send back a signed parent permission slip if they gave permission for their child to participate). All survey administrators were required to sign a pledge of confidentiality and to read a provided introduction and instructions script.

The Lynchburg Youth Surveys for middle and high school students were conducted with students in the 6th, 9th and 12th grades on October 27, 1999, and October 16, 2002. Demographic information from both surveys is presented in a table on the next page. About the same percentage of 6th graders participated in the two years, but smaller percentages of 9th and 12th graders participated in 2002. Although the subset of students who participated cannot be considered a random sample of enrolled students, the overall response rates are sufficiently high to consider the results generally representative of the Lynchburg City 6th, 9th, and 12th graders.

Arizona Youth Survey: **http://acjc.state.az.us/pubs/120302_AZYouthSurvey.pdf**

This report describes the findings of a survey of 8th, 10th, and 12th grade students in the state of Arizona. The survey was sponsored by the Arizona Criminal Justice Commission. Arizona Revised Statute §41-2416 requires that the Arizona Criminal Justice Commission (ACJC) conduct a statewide survey to "measure both the attitudes and the actual prevalence and frequency of substance abuse by children and adults."

The Arizona Youth Survey was administered in January and February of 2002. School principals and teachers were provided detailed instructions for administering the survey. Students' anonymity was emphasized and facilitated through the provision of blank cover sheets to conceal answers while completing the survey. Upon completion, all surveys were returned and electronically scanned by an outside vendor, the Southwest Prevention Center at the University of Oklahoma.

Not all Arizona students participated in the survey. Some students individually chose not to participate, some students' parents refused to give consent for them to participate, and some students were absent on the day the survey was administered. A weighted sample of 12,909 surveys was selected from the total survey pool. This is a very high completion rate for a school survey and resulted in an adequate number of students for analysis.

What Will it Take: Making Headway on Our Most Wrenching Problems – Pew Partnership for Civic Change: **http://www.pewtrusts.com/pdf/vf_pew_partnership_take.pdf** (data included)

The project is based on telephone interviews with 1,002 randomly selected adults and 201 nonprofit executives. It explores the extent to which hunger, affordable housing, neighborhood safety, illiteracy, and public education are viewed as problems within communities throughout the country. The interviews were conducted between January 29 and February 19, 2003. The sample of telephone exchanges used for the general population surveys was selected by a computer from a complete list of working exchanges in the 48 contiguous states. The exchanges were chosen so as to insure that each region would be represented in proportion to its population. The last four digits in each telephone number were randomly generated by a computer and screened to limit calls to residences. This procedure provided access to both listed and unlisted residential numbers. At least eight attempts were made to complete interviews at every sampled telephone number. The calls were placed on different days and at different times of the day to maximize the chances of reaching a respondent. In each contacted household, interviewers first asked how many people living in the household were eighteen years or older. If the answer was "one," the interviewer asked to speak with that person. If the answer was "two" or more, the interviewer asked to speak with the person who had the most recent birthday. If the selected person was not at home, an appointment was made to call back. The systematic respondent selection process has been shown to produce samples that closely mirror the total adult population in terms of age and gender.

The Children of Immigrants Longitudinal Study (http://cmd.princeton.edu/cils.shtml CILS)

CILS is a longitudinal study designed to study the adaptation process of the immigrant second generation which is defined broadly as U.S.-born children with at least one foreign-born parent or children born abroad but brought at an early age to the United States. The original survey was conducted with large samples of second-generation children attending the 8th and 9th grades in public and private schools in the metropolitan areas of Miami/Ft. Lauderdale in Florida and San Diego, California. The first survey, conducted in 1992, had the purpose of ascertaining baseline information on immigrant families; children's own demographic characteristics; language use; self-identities; and academic attainment. The total sample size was 5,262. Respondents came from 77 different nationalities, although the sample reflects the most sizable immigrant nationalities in each area. Thus, the largest concentrations include Cubans, Haitians, Nicaraguans, and West Indians in South Florida and Mexicans, Filipinos, Vietnamese, Laotians, and Cambodians in California. The sample is evenly divided by sex, year in school (8th, 9th) and birth status (foreign-born/U.S.-born). Fifty-four percent of the interviews were conducted in Miami/Ft. Lauderdale and 46 percent in San Diego. Three years later, corresponding to the time in which respondents were about to graduate from high school, the first follow-up survey was conducted. Its purpose was to examine the evolution of key adaptation

outcomes – including language knowledge and preferences; ethnic identity; self-esteem; and academic attainment – over the adolescent years. The survey also sought to establish the proportion of second-generation youths who dropped out of school before graduation. This follow-up survey retrieved 4,288 respondents or 81.5 percent of the original sample. Together with this follow-up survey, a parental survey was conducted. For reasons of cost, this survey targeted half of the total universe of parents, selecting them on a random basis. Unlike the student surveys, which were conducted mostly via self-administered questionnaires in school, the parental interviews were conducted face-to-face and mostly at home. The purpose of this interview was to establish directly characteristics of immigrant parents and families and their outlooks for the future – including aspirations and plans for the children. In total, 2,442 parents or 46 percent of the original student sample were interviewed. Their national origins closely resemble, in proportional terms, those of the student sample.

The just-completed second follow-up traced the sample into early adulthood, average age 24, in order to investigate key factual outcomes of the second generation adaptation process, including education, employment and occupational status, income, marital status and ethnicity of spouse, delinquency and incarceration, civic and political participation, and ethnic and racial identities. This follow-up survey succeeded in tracing and retrieving information from 3,564 respondents, representing 68 percent of the original sample and 83 percent of the first follow-up.

National Youth Survey (NYS) Series
http://www.icpsr.umich.edu:8080/ICPSR-SERIES/00088.xml

For this series, parents and youth were interviewed about events and behavior of the preceding year to gain a better understanding of both conventional and deviant types of behavior by youths. Surveys were conducted in the years from 1976-1980 and in 1983 and 1987. Data were collected on demographic and socioeconomic status of respondents, disruptive events in the home, neighborhood problems, education, employment, parental aspirations for youth, labeling, integration of family and peer contexts, attitudes toward deviance in adults and juveniles, parental discipline, community involvement, drug and alcohol use, victimization, pregnancy, depression, use of outpatient services, spouse violence by respondent and partner, and sexual activity. Demographic variables include sex, ethnicity, birth date, age, marital status, and employment of the youths, and information on the marital status and employment of the parents.

PRINCIPAL INVESTIGATOR(S): Elliott, Delbert

FUNDING AGENCY: United States Department of Health and Human Services. National Institute of Mental Health, United States Department of Justice. Office of Juvenile Justice and Delinquency Prevention, and United States Department of Justice. National Institute of Justice.

National Longitudinal Survey of Youth, 1979
http://www.wws.princeton.edu/~kling/surveys/NLSY79.html

The National Longitudinal Survey of Youth 1979 (NLSY79) is a nationally representative sample of 14-22 year olds first surveyed in 1979. As the sample members of the Original Cohorts (begun in 1966) aged, and as new federal legislation expanded employment and training opportunities for youth; this study was started to provide data to replicate earlier studies of labor market experiences of Americans. The surveys also contain a wide range of questions covering educational attainment, training investments, employment history, income and assets, welfare receipts, child-care costs, insurance coverage, health conditions, workplace injuries, alcohol and substance abuse, sexual activity, and marital and fertility histories.

There were three subsamples in the study. The cross-sectional sample was meant to be representative of the non-institutionalized civilian population of American youth (born in 1957 through 1964). The supplemental sample was meant to over-represent civilian Hispanics, Blacks, and economically disadvantaged Whites. The military sample was meant to represent young Americans (born 1957 through 1961) serving in the military, in order to enable civilian/military analyses. All of the "poor white" oversample, and much of the military oversample was eventually dropped. Sample size: 14,574 individuals were selected for interviews in the base year, and of these, 12,686 participated (6,111 in the cross-sectional sample, 5,295 in the supplemental sample, and 1,280 in the military sample). These individuals made up the final NLSY79 sample. 11,914 took the ASVAB in 1980. In 1985, all but 201 randomly selected individuals from the military sample were dropped and, in 1991, the "poor white" portion of the supplemental sample was dropped. In addition, a few members died. As of 1994, the total sample was comprised of 9964 individuals. All questionnaires were administered in person as paper-and-pencil interviews. Groups of five to ten persons were given a paper-and-pencil test at test sites that included hotels, community centers and libraries throughout the U.S. and abroad.

National Longitudinal Survey of Youth, 1997
http://www.wws.princeton.edu/~kling/surveys/NLSY97.html

The NLSY97 is the latest of six national longitudinal surveys of focusing on labor market experiences of American men and women. The NLSY97 was started in 1997, as the NLSY79 matured. The NLSY97 studied adolescents aged 12-16, who were just beginning the school-to-work transition. Data are collected on youths' family background, socio-economic status, community, attitudes towards self, health, fertility, risky behaviors (drug and alcohol use, other criminal activity, sexual behavior and attitudes), peer relationships, program participation, schooling experiences, aptitude and interests, training experiences, and labor market behavior.

The survey is conducted annually. Most round 1 NLSY97 interviews were conducted between January and early October 1997. Several hundred additional respondents were initially interviewed during a re-fielding period between March and May 1998. These respondents were administered the same instrument as those initially interviewed in 1997. Round 2 was fielded in the second half of 1998. *The Screener, Household Roster, and Non-Resident Roster Questionnaire* was administered through computer-assisted personal interview (CAPI). Some *Screener* interviews were conducted by paper-and-pencil interviews or by telephone. All survey instruments were translated into Spanish and bilingual Spanish-speaking interviewers administered the Spanish version to any respondents who requested it. The *Youth Questionnaire* and *Parent Questionnaire* were administered using CATI, as well as audio computer-assisted self-interviewing (ACASI) for the self-administered portions. Parents of siblings completed one interview for each youth in the survey. The *School Survey* was a self-administered scannable instrument which was mailed. If these were not returned, a shorter "critical items" questionnaire was sent. The computer adaptive *Armed Services Vocational Aptitude Battery (CAT-ASVAB) and Interest Finder (I-F)* were administered at test sites such as Sylvan Learning Centers, hotels, community centers, and libraries. The *Household Income Update* was a short paper-and-pencil questionnaire.

The NLSY97 identified 9,806 individuals as eligible to participate in the survey. Of these, 8,984 participated in the survey; these are the final NLSY97 cohort members. The NLSY97 cohort was actually comprised of two sub-samples; the cross-sectional sample and the supplemental sample. The cross-sectional sample consists of 6,748 youths; this sample is meant to be nationally representative of non-institutionalized American youths aged 12-16 in 1997. The supplemental sample

consists of 2,236 Black and Hispanic youths. 7,184 respondents took the *CAT-ASVAB*. 6,124 parents completed interviews. 7,390 schools were included in the *School Survey*; 5,295 participated.

National Education Longitudinal Study 1988
http://nces.ed.gov/surveys/nels88/

A nationally representative sample of eighth-graders was first surveyed in the spring of 1988. A sample of these respondents was then resurveyed through four follow-ups in 1990, 1992, 1994, and 2000. On the self-administered questionnaire, students reported on a range of topics including: school, work, and home experiences; educational resources and support; the role in education of their parents and peers; neighborhood characteristics; educational and occupational aspirations; and other student perceptions. Additional topics included self-reports on smoking, alcohol and drug use and extracurricular activities. For the three in-school waves of data collection (when most were eighth-graders, sophomores, or seniors), achievement tests in reading, social studies, mathematics and science were administered in addition to the student questionnaire.

To further enrich the data, students' teachers, parents, and school administrators were also surveyed. Coursework and grades from students' high school and postsecondary transcripts are also available in the restricted use dataset - although some composite variables have been made available in the public use file.

National Survey of Teens on HIV/AIDS – Kaiser Family Foundation
http://www.kff.org/youthhivstds/3092-index.cfm

The Kaiser Family Foundation's *National Survey of Teens on HIV/AIDS 2000*, a nationally representative survey of teens ages 12-17, is designed to assess attitudes and knowledge about the epidemic among a generation at risk. The survey, released just prior to World AIDS Day, documents teen perspectives about the impact of the epidemic on young people and their own personal concern about becoming infected. It also includes findings about where teens get their information about HIV/AIDS, their information needs, and attitudes toward HIV testing. Key findings include: greater levels of concern expressed by minority teens; many teens would not know where to go get tested for HIV; and teens want more information about HIV/AIDS.

State of Our Nation's Youth - Horatio Alger Association
http://www.horatioalger.com/pdfs/state03.pdf

http://www.horatioalger.com/pubmat/surpro.cfm

The State of Our Nation's Youth analyzes the varying types and levels of family and peer support American youth receive, their outlook on numerous issues from education to social attitudes, and what these students see as the biggest obstacles in their lives as opposed to obstacles perceived by adults and educators**.** The study is based on data from telephone surveys of 1,055 students age 13 to 19 and grades 9 thru 12. A number of questions address such issued as students' confidence in government institutions, reactions to the 9/11 attacks, support of the wars in Iraq and Afghanistan, perceptions of the media, community involvement. The study provides strong data on the adversities adolescents at-risk of today are facing and how to assist these students in overcoming their adversities.

Survey of Student Volunteerism at The University of Texas
http://www.serviceleader.org/new/documents/articles/2003/04/000184.php

This survey was conducted in 2002 by the LBJ School of Public Affairs and examines the extent and characteristics of undergraduate student volunteerism at the University of Texas at Austin. The survey was designed through a collaborative effort of researchers and staff from the RGK Center, Office of Survey Research, Department of Sociology, and University Volunteer Center. The 1,514 respondents were chosen through a random selection of all UT undergraduates enrolled in the spring of 2002. Surveying was done via 20-minute telephone interviews administered by the Office of Survey Research.

Health Behavior in School-Aged Children, 1996: United States
http://www.icpsr.umich.edu:8080/ICPSR-STUDY/03154.xml

Since 1982, the World Health Organization (WHO) Regional Office for Europe has sponsored a cross-national, school-based study of health-related attitudes and behaviors of young people**.** These studies, generally known as Health Behavior in School-Aged Children (HBSC), are based on nationally independent surveys of school-aged children in as many as 30 participating countries. The HBSC studies were conducted every four years since the 1985-1986 school year. The United States was one of three countries chosen to implement the survey out of cycle. The data available here are the results of the United States study from 1996. The HBSC study has two main objectives. The first objective is to monitor health-risk behaviors and attitudes in youth over time to provide background and identify targets for health promotion initiatives. The second objective is to provide researchers with relevant information to understand and explain the development of health attitudes and behaviors through early adolescence. The study contains 209 variables dealing with many types of drugs such as tobacco, alcohol, marijuana, cocaine, inhalants, hallucinogens, and a number of other substances. The study also examines the ease of obtaining drugs, frequency of drug usage, and other health behaviors and their history such as eating habits, family make-up, depression, stealing, fighting, bringing weapons to school, anger management, attention span at school, and opinions about school itself. This study employed a three-stage cluster design in which the school district was the primary sampling unit (PSU) or first stage (sometimes smaller districts were combined as a single PSU), school was the second stage, and classroom was the third stage. The targeted mean in the age groups were 11.5, 13.5, and 15.5 years. The three selected age groups correspond approximately to grades 6, 8, and 10 in the United States. However, the degree of correspondence varied greatly, depending on the frequency with which students were left back (repeated a grade) and the time of year when the survey was administered.

PRINCIPAL INVESTIGATOR(S): World Health Organization

FUNDING AGENCY: United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration, and World Health Organization.

National Survey of Adolescents in the United States, 1995
http://www.icpsr.umich.edu:8080/ICPSR-STUDY/02833.xml

The goal of this study was to test specific hypotheses illustrating the relationships among serious victimization experiences, the mental health effects of victimization, substance abuse/use, and delinquent behavior in adolescents. The study assessed familial and nonfamilial types of violence. It was designed as a telephone survey of American youth aged 12-17 living in United States households

and residing with a parent or guardian. One parent or guardian in each household was interviewed briefly to establish rapport, secure permission to interview the targeted adolescent, and to ensure the collection of comparative data to examine potential non-response bias from households without adolescent participation. All interviews with both parents and adolescents were conducted using Computer-Assisted Telephone Interviewing (CATI) technology. From the surveys of parents and adolescents, the principal investigators created one data file by attaching the data from the parents to the records of their respective adolescents. Adolescents were asked whether violence and drug abuse were problems in their schools and communities and what types of violence they had personally witnessed. They were also asked about other stressful events in their lives, such as the loss of a family member, divorce, unemployment, moving to a new home or school, serious illness or injury, and natural disaster. Questions regarding history of sexual assault, physical assault, and harsh physical discipline elicited a description of the event and perpetrator, extent of injuries, age at abuse, whether alcohol or drugs were involved, and who was informed of the incident. Information was also gathered on the delinquent behavior of respondents and their friends, including destruction of property, assault, theft, sexual assault, and gang activity. Other questions covered history of personal and family substance use and mental health indicators, such as major depression, post-traumatic stress disorders, weight changes, sleeping disorders, and problems concentrating. Demographic information was gathered from the adolescents on age, race, gender, number of people living in household, and grade in school. Parents were asked whether they were concerned about violent crime, affordable child care, drug abuse, educational quality, gangs, and the safety of their children at school. In addition, they were questioned about their own victimization experiences and whether they discussed personal safety issues with their children. Parents also supplied demographic information on gender, marital status, number of children, employment status, education, race, and income.

The study was designed as a telephone survey of American youth between the ages of 12-17 who (1) were living in United States households with telephones, (2) resided with a parent or guardian, and (3) could converse in English or Spanish. All sample selection and interviewing was done by Schulman, Ronca, and Bucuvalas, Inc. (SRBI), a New York-based survey research team. All interviews with both parents and adolescents were conducted using Computer-Assisted Telephone Interviewing (CATI) technology. After determining that the household contained one or more eligible adolescents, interviewers asked to speak to a parent or guardian. One parent or guardian in each household was interviewed briefly to establish rapport, secure permission to interview the targeted adolescent, and to ensure the collection of comparative data to examine potential non-response bias from households without adolescent participation. Parents and guardians were provided the opportunity to call a toll-free number to confirm the authenticity of the study. Whenever possible, adolescents were interviewed immediately following the parent or guardian interviews. Otherwise, appointments were scheduled when possible or blind callbacks at different times of the day or days of the week were made. As an incentive for participation, adolescent participants received a certificate of participation in the "National Survey of Adolescents" and a check for five dollars as compensation for their time.

PRINCIPAL INVESTIGATOR(S): Kilpatrick, Dean G., and Benjamin E. Saunders.

FUNDING AGENCY: United States Department of Justice. National Institute of Justice.

Survey of Parents and Children, 1990: United States
http://www.icpsr.umich.edu:8080/ICPSR-STUDY/09595.xml

This project was designed to assess the well-being, attitudes, and life circumstances of American families. Interviews were conducted with a sample of parents and their children between the ages of 10 and 17. Children were asked questions about their neighborhood and school, such as whether they thought their neighborhood was a good place for children to grow up, whether they liked school, and whether they experienced peer pressure to engage in various behaviors. They were also asked how they spent their time during the summer, whether they could confide in their parents, and whether they often spent time in the house alone. Children who did not reside with their biological parents were asked about frequency and nature of contact with biological parents. Additional questions concerned weekend, after-school, and family activities. Parents were asked similar questions about their children's activities and behavior, as well as questions about their own attitudes and concerns regarding parenting.

The study was based on a national sample of 1,738 parents in the continental United States living with their children. Households with children aged 10 and over were oversampled, as were households with Black and Hispanic children. A sample of 929 children aged 10-17 living in households selected for the study was also interviewed.

PRINCIPAL INVESTIGATOR(S)/FUNDING ORGANIZATION: National Commission on Children

National Survey of Adolescents and Young Adults:
Sexual Health Knowledge, Attitudes and Experiences
http://www.kff.org/youthhivstds/loader.cfm?url=/commonspot/security/getfile.cfm&PageID=14269

Sponsored by the Kaiser Family Foundation, this comprehensive survey examines the factors that shape and inform the knowledge and decision making of young people. It was a nationally representative telephone survey of young people ages 13 to 24. Interviews were conducted with 1,854 young people including an oversample of African Americans, Latinos and Asians in both English and Spanish according to the preferences of the respondent. The final response rate was 55 percent. The survey examines what kinds of pressure young people face to be sexually active and how they handle the pressure; what they know about HIV/AIDS and STDs; what they know and how they feel about contraception and protection; and what sources inform and influence their decision making.

The National Longitudinal Study of Adolescent Health (Add Health)
http://www.cpc.unc.edu/projects/addhealth/

http://www.cpc.unc.edu/lifecourse/adhealth.html

Add Health is a school-based study of the health-related behaviors of adolescents in grades 7 to 12. It has been designed to explore the causes of these behaviors, with an emphasis on the influence of social context. That is, Add Health postulates that families, friends, schools, and communities play roles in the lives of adolescents that may encourage healthy choices or may lead to unhealthy, self-destructive behavior. Data to support or refute this theory were collected in surveys of students, parents, and school administrators. A third wave of the study was designed to explore the transition from adolescence into young adulthood. Add Health has been funded by the National Institute of Child Health and Human Development (NICHD) and 17 other federal agencies. Field work for Waves I and II was conducted by the National Opinion Research Center of the University of Chicago. Wave III field work was conducted by the Research Triangle Institute (RTI).Wave I was conducted from

September 1994 to December 1995. Wave II was conducted from April to August, 1996. A sample of 80 eligible high schools was selected. All of the students in grades 7-12 in these schools were eligible to participate in the study. 90,118 in-school adolescent questionnaires were completed. A subset of eligible students (not limited to those who had completed in-school questionnaires) was selected for the in-home sample. About 5,000 participants in the in-home component had not completed an In-school Questionnaire. There were in fact several in-home subsamples; the core sample, and various over-samples, including ethnic, disabled, and sibling over-samples. Ultimately, 20,745 in-home interviews were completed in Wave I, and 14,738 in-home interviews were completed in Wave II. (Some respondents were dropped at Wave II.) 17,713 parents answered child specific questions and 17,669 answered parent specific questions (more than one child was interviewed in some households). 164 school administrator questionnaires were returned in Wave I and 125 were completed in Wave I. Wave III was designed to collect data helpful in analyzing the transition between adolescence and young adulthood. To better understand this transition, original Wave I respondents were re-interviewed between August 2001 and April 2002. At Wave III they were between 18 and 26 years of age. The emphasis in Wave III was on the multiple domains of young adult life that individuals enter during the transition to adulthood, and their well-being in these domains: labor market, higher education, relationships, parenting, and community involvement.

Evaluation of the Gang Resistance Education and Training (GREAT) Program in the United States, 1995-1999
http://www.icpsr.umich.edu:8080/ICPSR-STUDY/03337.xml

This study sought to evaluate the effectiveness of the Gang Resistance Education and Training (GREAT) program by surveying five different groups: students in a cross-sectional design (Part 1), law enforcement officers (Part 2), educators (Part 3), parents (Part 4), and students in a longitudinal design (Part 5). Middle school students in the cross-sectional design were surveyed to examine GREAT's short- and long-term effects, and to assess the quality and effectiveness of officer training. Law enforcement officers were surveyed to determine whether their perceptions and expectations of the GREAT program varied depending on sex, race, rank, age, level of education, and length of time working in policing. Data were collected from middle school personnel (administrators, counselors, and teachers) in order to assess educators' attitudes toward and perceptions of the effectiveness of the GREAT program, including the curriculum's appropriateness for middle school students and its effectiveness in delinquency and gang prevention both in the school and in the community. Parents were surveyed to assess their attitudes toward crime and gangs in their community, school prevention programs, the role of police in the school, and their satisfaction with and perceptions of the effectiveness of the GREAT program. The middle school students participating in the longitudinal aspect of this study were surveyed to examine the change in attitudes and behavior, germane to gang activity, over time. Variables for all parts were geared toward assessing perception and attitudes about the police and the GREAT program and their overall effectiveness, community involvement, neighborhood crime, and gang-related activities.

STUDY DESIGN: For Part 1, two ex post facto comparison groups were created to provide for assessment of the effectiveness of the GREAT program. Because the program was designed to be taught in 7th grade, 8th-grade students were surveyed to allow for a one-year follow-up while guaranteeing that none of the participants was currently enrolled in the program. This part of the study focused on a one-year follow-up because measurable program effects should be most apparent over a shorter time span and a later follow-up would present greater tactical difficulties as students dispersed to different schools on the transition to senior high school. One of the prerequisites for site selection was to identify cities in which the GREAT program had been administered during the school year

1993-1994 (when the targeted students were 7th-graders). In 1995, questionnaires were administered to all 8th-graders who were in attendance in purposively selected schools on the specified day. The final sample comprised 5,935 8th-grade students from 315 classrooms in 42 schools. Of the respondents, approximately 45 percent reported they had completed the GREAT program and this group became the treatment group. The remaining respondents who had not completed the GREAT program comprised the comparison group. For Part 2, in order to gauge attitudes of officers with the GREAT program and assess where and when GREAT had been implemented, surveys were mailed to officers who had successfully completed GREAT Officer Training (GOT). Officers had to complete a 40-hour or 80-hour GREAT training session before being allowed to teach the program. These training sessions covered substantive and practical considerations in implementing and administering the program. The ATF coordinated the GOT, and its research staff provided mailing labels of all officers who had completed GOT before July 1999. In August 1999, members of the study's research staff mailed survey packets to approximately 3,900 officers. Along with the survey, each packet consisted of a cover letter explaining the purpose of the evaluation and informing the officers that their responses would be anonymous. The ATF also posted a message on their official Web site encouraging officers to complete and return their surveys. Overall, 1,224 officers returned completed surveys. For Part 3, members of the research team developed a survey instrument, during the summer of 1999, to assess the views of school personnel on a variety of subjects relating to GREAT. Many of the questions included on the questionnaire were incorporated from other questionnaires used in Part 1 and Part 2 to allow for comparison of perceptions across different groups. New questions were also created to address some of the specific concerns about the GREAT curriculum. The survey was reviewed by two school personnel, who offered suggestions for clarity of measurement items. Once schools were selected, the research team identified a contact person at each school who would be willing to distribute and collect the questionnaires, and mail them back to the research office. For their time spent and in order to motivate their efforts, contact persons were monetarily compensated. The principal of each purposively selected middle school was contacted by telephone and the purpose and procedure of the study were explained. Through this initial contact with the principals, individuals acting as contact persons were identified. The contact persons provided an estimate of the number of administrators, teachers, and counselors at their schools, and the appropriate number of questionnaires were mailed to the attention of the contact person along with (1) a letter of explanation of the process to be followed, (2) a completion rate form to be filled out by the contact person, and (3) a consultant fee form so that the contact person could be compensated by the university accounting office. Each questionnaire distributed to school personnel was accompanied by a letter of explanation of the survey's purpose, instructions regarding anonymity and the return of the questionnaire to the contact person, and a ruler as a token of appreciation for answering the survey. Each school was allowed approximately two to three weeks for completion and return of questionnaires. For Part 4, questionnaires were developed by the evaluation team and sent to parents in mid-June 1998 with a cover letter explaining the purpose of the survey and requesting parents' (or guardians') participation. In order to increase response rates, approximately two weeks after the surveys were sent, reminder postcards were sent to non-respondents. Collection of surveys ended in early October 1998. For Part 5, the longitudinal research strategy implemented, with a quasi-experimental research design and assignment of classrooms to treatment, allowed for data collection on two groups of students -- those participating in GREAT and those not participating. Both groups of students had an equal risk for future delinquency and gang involvement. The University of Nebraska Institutional Review Board approved a component of the research design allowing passive parental consent (students were included unless specifically prohibited by parents) during the pre- and post-test data collection. These surveys were conducted two weeks prior to and two weeks following completion of the GREAT program. Active parental consent (students were excluded unless written approval for participation was obtained from parents) was required for the four subsequent annual follow-up surveys. To obtain active parental consent, three

direct mailings were made to parents of survey participants. Included in the mailings were a cover letter, two copies of the parent consent form for student participation, and a business reply envelope. All parents not responding after the second mailing were contacted by telephone. School personnel also cooperated by distributing consent forms and cover letters at school. The results of the active consent process led to an overall retention of 67 percent of the initial sample. At the beginning of the academic year, class lists from all participating classrooms were obtained. Each student appearing on these lists was assigned a uniquely identifiable number to be used throughout the longitudinal data collection phase. These lists contained names of individuals who had moved or failed to enroll for some other reason. Students whose names did not appear on the lists but who were in attendance were added to the list. The pre-tests were administered during the spring of 1995 to 6th- and 7th-graders. Follow-up surveys were administered to the same sample of students annually from 1996-1999.

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Controlling Victimization in Schools: Effective Discipline and Control Strategies in a County in Ohio, 1994
http://www.icpsr.umich.edu:8080/ICPSR-STUDY/02587.xml

The purpose of this study was to gather evidence on the relationship between discipline and the control of victimization in schools and to investigate the effectiveness of humanistic versus coercive disciplinary measures. Survey data were obtained from students, teachers, and principals in each of the 44 junior and senior high schools in a county in Ohio that agreed to participate in the study. The data represent roughly a six-month time frame. Students in grades 7 through 12 were anonymously surveyed in February 1994. The Student Survey (Part 1) was randomly distributed to approximately half of the students in all classrooms in each school. The other half of the students received a different survey that focused on drug use among students (not available with this collection). The teacher (Part 2) and principal (Part 3) surveys were completed at the same time as the student survey. The principal survey included both closed-ended and open-ended questions, while all questions on the student and teacher surveys were closed-ended, with a finite set of answers from which to choose. The three questionnaires were designed to gather respondent demographics, perceptions about school discipline and control, information about weapons and gangs in the school, and perceptions about school crime, including personal victimization and responses to victimization. All three surveys asked whether the school had a student court and, if so, what sanctions could be imposed by the student court for various forms of student misconduct. The student survey and teacher surveys also asked about the availability at school of various controlled drugs. The student survey elicited information about the student's fear of crime in the school and on the way to and from school, avoidance behaviors, and possession of weapons for protection. Data were also obtained from the principals on each school's suspension/expulsion rate, the number and type of security guards and/or devices used within the school, and other school safety measures. In addition to the surveys, census data were acquired for a one-quarter-mile radius around each participating school's campus, providing population demographics, educational attainment, employment status, marital status, income levels, and area housing information. Also, arrest statistics for six separate crimes (personal crime, property crime, simple assault, disorderly conduct, drug/alcohol offenses, and weapons offenses) for the reporting district in which each school was located were obtained from local police departments. Finally, the quality of the immediate neighborhood was assessed by means of a "windshield" survey in which the researchers conducted a visual inventory of various neighborhood characteristics: type and quality of

housing in the area, types of businesses, presence of graffiti and gang graffiti, number of abandoned cars, and the number and perceived age of pedestrians and people loitering in the area. These contextual data are also contained in Part 3.

STUDY DESIGN: Survey data were obtained from students, teachers, and principals in each of the 44 junior and senior high schools in a county in Ohio that agreed to participate in the study. Questionnaires were designed to gather respondent demographics, perceptions about school discipline and control, and perceptions about school crime, including personal victimization and responses to victimization. Respondents were asked to answer all questions in relation to "since the start of the school year." Based on the dates of survey administration, the data represent roughly a six-month time frame. Students in grades 7 through 12 were anonymously surveyed in February 1994. The Student Survey (Part 1) was randomly distributed to approximately half of the students in all classrooms in each school. The other half of the students received a different survey that focused on drug use among students (not available with this collection). The teacher (Part 2) and principal (Part 3) surveys were completed at the same time as the student survey. The principal survey included both closed-ended and open-ended questions while all questions on the student and teacher surveys were closed-ended, with a finite set of answers from which to choose. In addition to the surveys, census data were acquired for a one-quarter-mile radius around each participating school's campus. Also, arrest statistics for the reporting district in which each school was located were obtained from local police departments. Finally, the quality of the immediate neighborhood was assessed by means of a "windshield" survey in which the researchers conducted a visual inventory of various neighborhood characteristics. These contextual data are also contained in Part 3.

National Survey of Weapon-Related Experiences, Behaviors, and Concerns of High School Youth in the United States, 1996
http://www.icpsr.umich.edu:8080/ICPSR-STUDY/02580.xml

This national-level survey of youth was undertaken to gather detailed behavioral and attitudinal data concerning weapons and violence. The research project sought to obtain information from a broad sample of high-school-aged youth to achieve diversity regarding history, cultural background, population size and density, urban and non-urban mix, economic situation, and class, race, and ethnic distributions. Data for the study were derived from two surveys conducted during the spring of 1996. The first survey was a lengthy questionnaire that focused on exposure to weapons (primarily firearms and knives) and violence, and was completed by 733 10th- and 11th-grade male students. Detail was gathered on all weapon-related incidents up to 12 months prior to the survey. The second survey, consisting of a questionnaire completed by 48 administrators of the 53 schools that the students attended, provided information regarding school characteristics, levels of weapon-related activity in the schools, and anti-violence strategies employed by the schools. The student survey covered demographic characteristics of the respondent, family living situations, educational situations and aspirations, drug, criminal, and gang activities, crime- and violence-related characteristics of family and friends, respondent's social and recreational activities, exposure to violence generally, personal victimization history, and possession of and activities relating to firearms and knives. Administrators were asked to provide basic demographic data about their schools and to rate the seriousness of violence, drugs, guns, and other weapons in their institutions. They were asked to provide weapon-related information about the average male junior in their schools as well as to estimate the number of incidents involving types of weapons on school grounds during the past three years. The administrators were also asked to identify, from an extensive list of violence reduction measures, those that were practiced at their schools. Variables are also provided about the type of school, grades taught, enrollment, and size of the community. In addition to the data collected directly from students and

school administrators, Census information concerning the cities and towns in which the sampled schools were located was also obtained. Census data include size of the city or town, racial and ethnic population distributions, age, gender, and educational attainment distributions, median household and per capita income distributions, poverty rates, labor force and unemployment rates, and violent and property crime rates.

STUDY DESIGN: Data for this study were derived from two surveys conducted during the spring of 1996. The first survey was a lengthy questionnaire that focused on exposure to weapons (primarily firearms and knives) and violence, and was completed by 733 10th and 11th-grade male students. Detail was gathered on all related incidents up to 12 months prior to the survey. The second survey, consisting of a questionnaire completed by 48 administrators of the 53 schools that the students attended, provided information regarding school characteristics, levels of weapon-related activity in the schools, and anti-violence strategies employed by the schools. Researchers initially sought to procure lists of 10th and 11th-grade students from which they would choose a sample. In 8 of the 53 schools, project staff were allowed to obtain the lists and choose a sample of 10 percent. They sent each student in the sample a letter describing the study and guaranteeing confidentiality, a copy of the survey, a postage-paid return envelope, and a ticket which, when completed and returned with the survey, granted the respondent eligibility to win one of ten cash prizes of $100 to be awarded through a drawing. Distribution of these student surveys followed Dillman's (1978, 1983) Total Design Method. Two follow-up letters were sent to those who did not respond to the original request. The principals from the remaining 45 participating schools chose to select the 10-percent sample from their rosters themselves, via a prescribed method: The researchers chose a number from one to ten. Principals started with the assigned number and counted down, selecting every tenth student. The principals then forwarded to their students, by mail, the packet described above with cover letters they had written. In a few schools, the administrators worked with the researchers to develop a numbering system by which they could identify and mail a second packet to students who had not responded to the first mailing. The majority, however, did not have the resources to develop a follow-up effort. Most student respondents completed over 95 percent of the items in the survey. All administrators who responded completed the entire administrator's survey. Student and administrator questionnaires were primarily forced-choice. In addition to the data collected directly from students and school administrators, Census information concerning the cities and towns in which the sampled schools were located was also obtained.

Firearms, Violence, and Youth in California, Illinois, Louisiana, and New Jersey, 1991
http://www.icpsr.umich.edu:8080/ICPSR-STUDY/06484.xml

Violence committed by and against juveniles was the focus of this study. Two groups were examined: incarcerated (criminally active) juveniles and students in inner-city high schools, since these youths are popularly considered to engage in and experience violence (especially gun-related violence), to belong to urban street gangs, and to participate in the drug trafficking thought to lead to excessive gun violence. Self-administered questionnaires were completed by 835 male inmates in six correctional facilities and 1,663 male and female students from ten inner-city high schools in California, Illinois, Louisiana, and New Jersey. Data collection took place during January through April of 1991. To maximize response rates, inducements of five dollars were offered to the inmates, Spanish-language versions of the questionnaire were provided to inmates who preferred them, and personal interviews were conducted with inmates whose reading skills were less than sufficient to complete the questionnaire on their own. In four schools, principals permitted the inducements to be offered to students to participate in the study. As with the inmate survey, a Spanish-language version of the questionnaire was provided to students who preferred it. The questionnaires covered roughly the

same core topics for both inmates and students. Items included questions on socio-demographic characteristics, school experiences, gun ownership, gun use for several types of firearms, gun acquisition patterns, gun-carrying habits, use of other weapons, gang membership and gang activities, self-reported criminal histories, victimization patterns, drug use, alcohol use, and attitudes concerning guns, crime, and violence. In both questionnaires, the majority of the items covered firearms knowledge, acquisition, and use. The remaining items in the inmate survey primarily covered criminal behavior and, secondarily, victimization histories. In the student survey, these priorities were reversed.

STUDY DESIGN: Efforts were concentrated on incarcerated (criminally active) juveniles and students in inner-city high schools, since these youths are popularly considered to engage in and experience violence (especially gun-related violence), to belong to urban street gangs, and to participate in the drug trafficking thought to lead to excessive gun violence. Self-administered questionnaires were completed by 835 male inmates in six correctional facilities and 1,663 male and female students from ten inner-city high schools in the United States. Data collection took place during January through April of 1991. Respondents were told that the research sought information about what they knew about guns in their neighborhoods and peer groups, as well as information about their personal knowledge and experience. In all cases, students and inmates were assured that their participation in the study was voluntary and anonymous. Respondents were also asked to sign a form attesting that they understood the subject of the study and that their participation was entirely voluntary. For the inmate survey, administrators announced the study to wards in each of the smaller facilities' dormitories and to those in about half of the larger facilities' dormitories. To maximize response rates, inducements of five dollars were offered to the inmates, Spanish-language versions of the questionnaire were provided to inmates who preferred them, and personal interviews were conducted with inmates whose reading skills were less than sufficient to complete the questionnaire on their own. In all cases, groups of 10 to 20 inmates completed the questionnaire at a time. Average completion time for the survey was less than one hour. In some schools, the survey was administered to groups of 20 to 30 students at a time. In others, the survey was given to larger assemblies of 100 to 200 students. In four schools, principals permitted inducements of five dollars to be offered to the students to participate in the study. As with the inmate survey, a Spanish-language version of the questionnaire was provided to students who preferred it.

The Youth Risk Behavior Surveillance System
http://www.cdc.gov/nccdphp/dash/yrbs

The YRBSS includes national, state, and local school-based surveys of representative samples of 9th through 12th grade students. These surveys are conducted every two years, usually during the spring semester. The national survey, conducted by CDC, provides data representative of high school students in public and private schools in the United States. The state and local surveys, conducted by departments of health and education, provide data representative of the state or local school district. The YRBSS was developed in 1990 to monitor priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States. These behaviors, often established during childhood and early adolescence, include tobacco use, unhealthy dietary behaviors, inadequate physical activity, alcohol and other drug use, sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection, and behaviors that contribute to unintentional injuries and violence. The YRBSS was designed to determine the prevalence of health risk behaviors and assess whether health risk behaviors increase, decrease, or stay the same over time. The design of the surveys examines the co-occurrence of health risk behaviors. In addition, the scale of the surveys is designed to provide comparable national, state, and local data, and to provide comparable data among subpopulations of youth. Also its

longitudinal character is intended to monitor progress toward achieving the objectives and other program indicators of Healthy People 2010, an inter-agency government initiative setting national health objectives designed to identify the most significant preventable threats to health and to establish national goals to reduce these threats. The Youth Risk behavior Surveillance System also includes the College Health Risk Behavior Survey and the National Alternative High School Youth Risk Behavior Survey.

National College Health Risk Behavior Survey (NCHRBS)

The National College Health Risk Behavior Survey (NCHRBS) was conducted in 1995. The purpose of the NCHRBS is to monitor a broad range of priority health-risk behaviors among college students: behaviors that contribute to unintentional and intentional injury; tobacco use; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases (STD), including human immunodeficiency virus (HIV) infection; unhealthy dietary behaviors; and physical inactivity. The NCHRBS is the first national survey to measure health-risk behaviors among college students across these six important areas of behaviors. The NCHRBS also helps measure progress toward achieving 28 national health objectives (5) related to health behaviors of college students and two national health objectives related to the availability and characteristics of health promotion programs on college campuses. The 1995 NCHRBS used a two-stage cluster sample design to produce a nationally representative sample of undergraduate college students aged greater than or equal to 18 years. The first-stage sampling frame contained 2,919 primary sampling units (PSUs), consisting of 2- and 4-year colleges and universities. From the 2,919 colleges and universities, 74 4-year institutions and 74 2-year institutions were selected from 16 strata formed on the basis of the relative percentage of black and Hispanic students in the institutions. The colleges and universities were selected with probability proportional to undergraduate enrollment size. Overall, 136 (92%) of the 148 selected institutions participated in the survey. The second sampling stage consisted of a simple random sample drawn from a list of the full- and part-time undergraduate students aged greater than or equal to 18 years enrolled in the 136 participating colleges and universities. Differential sampling rates were used to ensure sufficient numbers of black and Hispanic students in the sample. After allowing for assumed student non-response and ineligibility rates, 56 students were targeted in each 4-year institution and 72 students were targeted in each 2-year institution. A total of 8,810 students were selected and 7,442 were determined to be eligible for the study. Of those eligible, 4,838 (65%) completed the questionnaire. The overall survey response rate was 60%. Data from 4,609 undergraduate college students aged greater than or equal to 18 years were used in this report. Data were edited for inconsistency, and a weighting factor was applied to each student record to adjust for the school sampling weight, the school non-response adjustment factor, the student sampling weight, and the student non-response adjustment factor. Information on the total number of students by race/ethnicity, sex, and institution type (2-year versus 4-year) was used to post-stratify the sample. For each adjustment class (i.e., a particular race/ethnicity, sex, and institution type), the post-stratification adjustment factor was the ratio of the known national value to the sample estimate of that value. The final overall weights were scaled so that the weighted count of students was equal to the number of cases for that year. The scaling factor was the ratio of the number of respondent cases to the sum of the weights for those students. SUDAAN was used to compute 95% confidence intervals (6). The NCHRBS data are representative of undergraduate college students aged greater than or equal to 18 years in 2- and 4-year colleges and universities in the United States. The NCHRBS questionnaire was developed by CDC, in collaboration with representatives from colleges and universities, relevant national organizations, and other federal agencies. The questionnaire, designed for self-administration, consisted of a booklet that could be scanned by a computer; the booklet contained 96 multiple-choice questions and was sent by mail to students in the sample. English and Spanish versions were available.

Responses to the questionnaire were both voluntary and confidential. Data collection was initiated in January 1995 and completed by June 1995.

The National Alternative High School Youth Risk Behavior Survey (ALT-YRBS)

Approximately 2.0% (280,000) of all high school students are enrolled in the nation's 1,390 alternative high schools, which serve students who are at risk for failing or dropping out of regular high school and students who have been removed from their regular high school because of drug use, violence, or other illegal activity or behavioral problems. The national Alternative High School Youth Risk Behavior Survey (ALT-YRBS) is one component of the YRBSS and is the first national survey to measure health-risk behaviors among students at alternative high schools. The 1998 ALT-YRBS used a three-stage cluster sample design to produce a nationally representative sample of students in grades 9-12 in the United States who attend alternative high schools. The target population consisted of 1,390 secondary schools in the 50 states and the District of Columbia. These schools included public, private, and Catholic schools that had designated themselves as alternative and a) contained at least one of the grades 9-12, b) were not a school within another school, and c) served students at risk for not graduating from regular high schools. Small schools, which make up less than 1.0% of the total enrollment of all alternative high schools, and vocational schools were excluded. The first-stage sampling frame included 121 primary sampling units (PSUs) consisting of groups of alternative high schools in close geographic proximity. From the 121 PSUs, 48 were selected without replacement, with probabilities proportional to school enrollment size and the relative percentage of black and Hispanic students in the PSU. For the second stage of sampling, 142 schools were selected with probability proportional to school enrollment size. To enable separate analysis of data for black and Hispanic students, schools with substantial numbers of black and Hispanic students were sampled at higher rates than all other schools. For the third stage of sampling, classes were randomly selected within each school, so that each student had an equal chance of being selected. A weighting factor was applied to each student record to adjust for non-response and for the varying probabilities of selection, including those resulting from the oversampling of black and Hispanic students. Numbers of students in other racial/ethnic groups were too low for meaningful analysis in this report. The weights were scaled so that a) the weighted count of students was equal to the total sample size and b) the weighted proportions of students in each grade matched national population proportions for students at alternative high schools. To compute 95% confidence intervals (CI), Software for Survey Data Analysis (SUDAAN) was used (9). The 95% CIs were used to determine differences among subgroups at the p less than 0.05 level. Significant differences among prevalence estimates were reported for the main effect of sex, the main effect of race/ethnicity, the interaction effect of sex within race/ethnicity, the interaction effect of sex within grade, the interaction effect of race/ethnicity within sex, and the interaction effect of grade within sex. Differences were considered statistically significant if the 95% CIs did not overlap. The national data are representative of students in grades 9-12 in public and private alternative high schools in the 50 states and the District of Columbia that serve students who are at high risk for failing or dropping out of regular high school and students who have been removed from their regular high school because of drug use, violence, or other illegal activity or behavioral problems. A total of 8,918 students completed questionnaires in 115 schools. Of these schools, five (6.0% of students) served pregnant teenagers, 13 (8.0% of students) served adjudicated students, 17 (13.0% of students) served students with emotional or behavioral problems, and 80 (74.0% of students) served multiple types of student populations. Thirteen (11.0% of students) of the 115 schools were residential facilities, one (1.0% of students) contained both residential and day treatment programs, and 101 (87.0% of students) were nonresidential. The school response rate was 81.0%, and the student response rate was 81.9%, resulting in an overall response rate of 66.3%. After weighting, male students represented 55.7% of the sample; white** students, 42.7%; black students, 20.8%; and Hispanic

students, 25.7% (Table 1). Students in grade 9 represented 14.8% of the responses, students in grade 10 represented 20.5%, students in grade 11 represented 30.4%, and students in grade 12 represented 31.7%. The age of students ranged from less than or equal to 12 years (0.3%) to greater than or equal to 21 years (0.6%), with a mean age of 16.8 years. Survey procedures were designed to protect the students' privacy by allowing for anonymous and voluntary participation. Students completed the self-administered questionnaire in their classrooms during a regular class period, recording their responses directly onto a computer-scannable booklet. The questionnaire contained 88 multiple-choice questions. Local parental permission procedures were followed before survey administration.

National Survey of Family Growth
http://www.nichd.nih.gov/about/cpr/dbs/res_national5.htm

The National Survey of Family Growth (NSFG), sponsored by the National Center for Health Statistics, United States Department of Health and Human Services, is a multipurpose survey based on personal interviews with a national sample of women 15-44 years of age in the civilian non-institutionalized population of the United States. Its main function is to collect data on factors affecting pregnancy and women's health in the United States. NSFG surveys were conducted in 1973 (Cycle I), 1976 (Cycle II), 1982 (Cycle III), 1988 and 1990 (Cycle IV), and 1995 (Cycle V). Future surveys are anticipated to include data from interviews with men as well as women. The NSFG supplements and complements the data from the National Vital Statistics System on births, marriage and divorce, fetal death, and infant mortality. It is also a significant part of the Centers for Disease Control and Prevention's public health surveillance for women, infants, and children -- particularly in regard to contraception, infertility, childbearing, and teenage pregnancy. Topics covered in the series include the number of children women have had and the number they expect to have in the future, intended and unintended births, first sexual intercourse and partners, marriage, cohabitation, impaired fecundity, sterilization operations, breastfeeding, maternity leave, child care, adoption, stepchildren, foster children, health insurance coverage, family planning, and health conditions and behavior, including smoking by women 15-44 years of age, HIV testing, pelvic inflammatory disease, and sex education. Cycle IV (1990): The NSFG Cycle IV interviews covered the respondent's pregnancy history, past and current use of contraception, ability to bear children, use of medical services for family planning, infertility, and prenatal care, marital history, and associated cohabiting unions. Data on occupation and labor force participation and on a wide range of social, economic, and demographic characteristics are also presented. Cycle IV adds questions about AIDS and cohabitation and asked detailed questions on adoption and sexually transmitted diseases. The survey was conducted via personal interviews with a multistage area probability sample of 7,969 women aged 15-44 irrespective of marital status in the non-institutional population of the conterminous United States. Interviews were conducted with 3,201 Black women and 4,768 women of other races. The NSFG Cycle V interviews have been divided into two files. The Respondent File (Part 1) contains one record for each woman in the survey, while the Interval File (Part 2) contains one record for each completed pregnancy experienced by a woman in the survey. An interval can be defined as any of the following: the time between a first intercourse at last contact (in 1988) and a pregnancy that ended after last contact, or the time between a pregnancy that ended before last contact and one that was in progress at the time of the interview. Part 1 offers data on the respondent's marital history, education, family background, sex education, births and pregnancies, first sexual intercourse, sterilizing operations, contraceptive history, family planning services, infertility services, births intended and unexpected, adoption, sexually transmitted diseases/AIDS, religion, race/ethnicity, employment/occupation, income, and insurance. Part 2 supplies data on

outcomes of pregnancies and other pregnancy-related information, use of birth control methods during intervals, and "wantedness" of pregnancies.

The National Surveys of Adolescent Males (NSAM)
http://www.nichd.nih.gov/about/cpr/dbs/res_national3.htm#socio

The National Surveys of Adolescent Males (NSAM) consist of four household-based surveys: a three-wave, longitudinal study conducted between 1988 and 1995 and a 1995 new cohort survey. The survey followed young men from adolescence, the period of initiation of sexual activity and other risk behaviors, through young adulthood. In 1988, a nationally representative sample of 1,880 never-married, non- institutionalized males ages 15 to 19 living in the contiguous United States was surveyed. The original sample of 1,880 males was drawn as a multistage area probability sample that oversampled for Blacks and Hispanics. The study's primary objective was to determine adolescent males' behaviors, education and knowledge concerning human sexuality, contraception, and sexually transmitted diseases. Wave 1 data were collected between April and December 1988. The primary mode of data collection was face-to-face interviews. Extensive personal histories of sexual activity and contraception use were gathered, as well as respondents' personal perceptions of the various costs and benefits of contraceptive use and fathering children. Information on school attendance and recent employment history were also included. All waves of the NSAM cover similar topics, with varying degrees of emphasis and reference time-periods. Wave 2 of NSAM, which is also referred to as the Follow-up Survey of Young Men (FSAM), was conducted between November 1990 and March 1991, when respondents were generally between the ages of 17 and 22. Of those respondents that participated in Wave 1, the follow-up rate was 89 percent (N=1,676). Data collection procedures were similar to that of Wave 1, with the use of face-to-face interviews and self-administered questionnaires. Waves 1 and 2 assessed a total of 1,816 variables across a total of 1,880 cases. The 1988 old cohort and 1995 new cohort surveys drew a nationally representative, multistage area probability sample that oversampled for Blacks and Hispanics. The primary mode of data collection was face-to-face interviews and the most sensitive topics were assessed with confidential, self-administered questionnaires (SAQ). The interviewer-administered questionnaire included detailed sexual and contraceptive histories, attitudes about sexuality, contraception, and fatherhood, and general demographic information. The self-administered portion focused on sensitive areas such as drug use and high-risk sexual activity (e.g., anal intercourse). The 1995 new cohort SAQ was administered in two modes: (a) audio computer-assisted self-interview (A-CASI) or (b) paper and pencil instrument (PAPI). In 1995 urine specimens were taken from respondents over age 18 and tests for Chlamydia trachomatis (chlamydia) or Neisseria gonorrhoeae (gonorrhea) were completed in cooperation with CDC. This project provides unique, nationally representative data about the prevalence of two serious STDs, linked with detailed behavioral and demographic data about risk factors. This research effort may change the state of the art for both behavioral and epidemiological surveys for STDs and merits timely and careful analyses and publication of findings.

The National Health and Social Life Survey (NHSLS)
http://ssdc.ucsd.edu/ssdc/icp06647.html

The purpose of this study was to collect extensive information on the sexual experiences and other social, demographic, attitudinal, and health-related characteristics of adults in the United States. Social background information was collected on cohabitational (including married) partners and sexual partners in the year before the survey. Both social and sexual data were collected on up to two of the respondents' most recent sexual partners in the 12 months preceding the survey. Major areas of investigation include sexual experiences such as number of sexual partners in given time periods,

frequency of particular practices, and timing of various sexual events. The data cover childhood and adolescence, as well as adulthood. Other topics in the survey relate to sexual victimization, marriage and cohabitation, and fertility. Respondents were also queried about their physical health, including history of sexually transmitted diseases. Respondents' attitudes toward premarital sex, the appeal of particular practices such as oral sex, and levels of satisfaction with particular sexual relationships were also studied. Demographic items include race, education, political and religious affiliation, income, and occupation.

Multistage area probability sample was designed to give each household an equal probability of inclusion. Two samples were obtained: a cross-sectional sample (3,159 cases), and an oversample (273 cases) intended to increase the number of Blacks and Hispanics in the study. Overall response rate was 78.6 percent of the 4,369 eligible respondents selected for inclusion in the study. Data was collected through personal interviews and self-administered questionnaires.

PRINCIPAL INVESTIGATOR(S): Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels.

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The National Study of Youth and Religion
http://www.youthandreligion.org/

The National Study of Youth and Religion is a research project being conducted at the University of North Carolina, Chapel Hill under the direction of Dr. Christian Smith, Professor in the Department of Sociology. This 4-year project, funded by Lilly Endowment, Inc., began in August 2001 and will continue until August 2005. This project is designed to enhance understanding of the religious lives of American adolescents and will include a national telephone survey of youth and their parents, as well as in-depth interviews with a sub-sample of these youth. What follows is a more detailed description of the goals and design of the National Study of Youth and Religion. The purpose of the proposed project is to research the shape and influence of religion and spirituality in the lives of American adolescents; to identify effective practices in the religious, moral, and social formation of the lives of youth; to describe the extent and perceived effectiveness of the programs and opportunities that religious communities are offering to their youth; and to foster an informed national discussion about the influence of religion in youth's lives, in order to encourage sustained reflection about and rethinking of our cultural and institutional practices with regard to youth and religion.

RESEARCH DESIGN

This research project is designed to accomplish three major tasks at once. The first is to collect quantitative data on a "big-picture," macro scale, in order to be able to make convincing representative national claims about youth and religion. Second, to collect in-depth, qualitative data in order to help us better understand the texture and meanings of the lived experiences of youth, to sensitively interpret the quantitative data, and to generate "grounded" theories about the influences of religion in youth's lives. Third, this project is designed to maintain contact with the youth we sample, to track changes in

their lives over time, in order to be able through longitudinal analysis to make claims about the causal effects of religion in youth's lives. Our research design package achieves all three of these objectives by combining a national telephone survey of 3,200 American youth and parents with 250 personal, in-depth interviews with a sub-sample of our surveyed youth, all of whom we will maintain contact with over time to make possible a second wave survey of our sample in late 2005. This approach unites the best in quantitative and qualitative methods, and cross-sectional and longitudinal research to produce the strongest possible research findings.

Pilot Interviews
During the planning stages of this project, the research team conducted 30 pilot interviews with youth in the Durham and Chapel Hill, NC area. Interviews were conducted with youth ranging in age from 12 to 18 years from a variety of religious and racial backgrounds. These pilot interviews were helpful in providing an early opportunity to learn about issues that are important to youth and how they talk about these matters in their own language. They also helped the research team identify logistical and content-oriented refinements to the research design.

Telephone Survey
The project will field a national survey starting in early summer of 2002. We will employ a random-digit-dial telephone survey method with in-house subject randomization, in order to sample nationally-representative households with youth ages 13-17 present. In an effort to reach minority populations, the survey will over-sample Jewish households and be made available in a Spanish language version for non-English respondents. Each completed case will consist of one 40-minute survey with one 13-17 year old youth randomly chosen within the household, and one 20-minute survey with one of the youth's parents (to collect family, neighborhood, and school data that the youth may not know about). We expect that the survey effort will achieve a total of 3,200 completed cases.

In-Depth Interviews
During the Summer of 2003 trained interviewers will conduct a total of 250 personal interviews with youth around the U.S. The interviewees will be sampled primarily from among our survey respondents, for follow-up, in-depth discussions about their religious, spiritual, family, and social lives. One of the great strengths of this proposed sampling procedure (sampling interview subjects from survey respondents-a unique method rarely employed by "mixed-methods" studies) is the ability to directly link the survey and interview answers, both to prepare better for the interview by studying survey responses, and to understand better the survey responses in light of the interview results. Interview subjects will also be sampled by religion, race, and geographical region of residence to reflect our national survey sample on these demographic traits.

Longitudinal Survey Tracing
Second wave longitudinal surveys provide uniquely valuable data for understanding the causal effects of religion and other factors in social life, since they enable us to study the effects of variables measured in the first wave on diverse outcomes. These outcomes play themselves out over time and can only be observed in the second wave survey. This project will employ proven methods for maintaining regular post-survey contact with our survey respondents in order to maintain the option of conducting a second-wave, longitudinal telephone survey with our survey respondents in 2005, three years after the first wave survey.

NBES (National Black Election Study) Survey:
http://webapp.icpsr.umich.edu/cocoon/ICPSR-STUDY/09954.xml

The University of California conducted a survey in 1996 to collect data concerning the political attitudes and preferences of the Black electorate. The study included results from post and pre-election components. Telephone samples were taken at random from over 1,216 respondents. Questions regarding party identification, political interest, and preferences and choices for president were asked. In addition, respondents were matched to their congressional districts and asked to evaluate their House representatives. Also included were questions regarding social and political values, perceptions and evaluations of candidates and groups, opinions on questions of public policy, participation in political life, race and gender issues, economic matters, quality of life, government spending, and religion and church politics. Demographic information on respondents included sex, age, education, marital status, income, and occupation and industry.

1993 National Black Politics
http://webapp.icpsr.umich.edu/cocoon/ICPSR-STUDY/02018.xml

This study was designed to provide information on attitudes and opinions regarding a number of issues of importance to Black Americans. Topics included the performance of President Bill Clinton, the economic condition of Black Americans, and what respondents thought ought to be done to improve the condition of Black people. Questions regarding Black women and their role in the Black community were also asked. In addition, the role and extent of religion in Black politics was investigated. Respondents also provided information about their political self-identification and their community and political involvement, as well as their feelings toward various political leaders, political groups, and national policies. Demographic information on respondents includes sex, age, education, marital status, income, and occupation and industry. The survey was conducted by telephone interviews selected randomly from a list of households located in census blocks with 50 percent or more Black households.

NASS National Final/ November 14-19, 1998
http://www.stateofthevote.org/survey/questionnaire.pdf

The National Association of Secretaries of State (NASS) commissioned *The Tarrance Group* and *Lake, Snell, Perry & Associates* to conduct bipartisan research to reexamine the profile of our youngest citizens. The research included both quantitative and qualitative components--a telephone survey and six focus groups, respectively. The national telephone survey was conducted November 14 –19, 1998, among 1,005 youth, ages 15 to 24. The focus groups consisted of six groups of 18 to 24 year olds, divided by education levels and voting history. The focus groups were conducted in three major cities: Baltimore, Maryland (November 19, 1998); Salt Lake City, Utah (December 7, 1998); and Des Moines, Iowa (December 8, 1998). In Baltimore and Salt Lake City, two sessions of focus groups were conducted. The first sessions in each city consisted of 18 to 24 year olds who were non-voters in the November 1998 elections and non-college educated; and the second sessions consisted of 18 to 24 year old non-voters who were college educated. In Des Moines, the first session was a group of 18 to 24 year old non-voters, and the second was a group of 18 to 24 year old voters. In the following report, key findings from the research are divided into six sections in which we: 1) re-assess the problem of young people's declining public engagement; 2) identify youth concerns and examine young people's apolitical approach to volunteerism; 3) measure the lack of information that contributes to their disengagement; 4) assess the socialization that shapes young people's experience; 5) examine youth views on government, politics and democracy; and finally 6) discuss strategies and messages for change.

Circle 2004 National Youth Survey:
http://www.civicyouth.org/PopUps/youth_survey_2004_questionairre.pdf

The Center for Information and Research on Civic Learning and Engagement (CIRCLE), in collaboration with the Center for Democracy and Citizenship at the Council for Excellence in Government, released a survey of 1,000 Americans between the ages of 15 and 25. The survey was conducted by Democratic pollsters Lake Snell Perry & Associates and Republican pollsters The Tarrance Group. Questions were administered by phone using professional interviewers. New questions added to the 2004 survey primarily focused on youth attitudes towards political campaigning on the Internet and other news sources. Another main focus was the civic attitudes of young people towards policy issues related to gay/lesbian/transgender rights.

ICPSR Latino National Political Survey: **http://webapp.icpsr.umich.edu/cocoon/ICPSR-STUDY/06841.xml**

The Inter-university Consortium for Political and Social Research (ICPSR) administers the Latino National Political Survey for 1989-1990 in order obtain information about the political attitudes and behaviors of Mexican, Puerto Rican and Cuban Latino groups in the United States. A geographic Latino population coverage rate of at least 85 percent was desired for this study. Variables cover the respondent's family history, organizational memberships, political participation, voting practices, preferences on policy issues, views toward political parties and political candidates/leaders, political behavior, sources of political information such as the media, feelings about political trust and efficacy, perceptions of the relationship between government and Latino groups, and degree of concern about international issues and social problems. Demographic variables include sex, age, ethnicity, marital status, education, education of parents and spouse, parental status, religious preference, employment status, occupation, home ownership, military service, country of origin, and citizenship.

Kaiser Family Foundation Generation M: Media in the lives of 8-18 year olds:
http://www.kff.org/entmedia/entmedia030905pkg.cfm

In 2004 the Kaiser Family Foundation conducted the Generation M study in order to examine media use in young people ages 8 to 18 years old. The survey was given to a nationally representative sample of more than 2,000 3rd through 12th graders who completed detailed questionnaires, including nearly 700 self-selected participants who also maintained seven-day media diaries. The study explored the students access to media ranging from newspapers, magazines, books television, DVD's and videotapes, vide games, movies, radio, MP3s, CDs and tapers, computers, and the Internet. The sample was obtained using a stratified, two-stage national probability sample. Questions accessed accessibility to media, social media environment and amount of media exposure.

The Multidimensional Sexual Self-Concept Questionnaire (MSSCQ)
http://www4.semo.edu/snell/scales/MSSCQ.HTM

The Multidimensional Sexual Self-Concept Questionnaire (MSSCQ; Snell, 1995) is an objective self-report instrument designed to measure the following 20 psychological aspects of human sexuality: (1) sexual-anxiety, defined as the tendency to feel tension, discomfort, and anxiety about the sexual aspects of one's life (items 1, 21, 41, 61, 81); (2) sexual self-efficacy, defined as the belief that one has the ability to deal effectively with the sexual aspects of oneself (items 2, 22, 42, 62, 82); (3) sexual-consciousness, defined as the tendency to think and reflect about the nature of one's own

sexuality (3, 23, 43, 63, 83); (4) motivation to avoid risky sex, defined as the motivation and desire to avoid unhealthy patterns of risky sexual behaviors (e.g., unprotected sexual behavior) (items 4, 24, 44, 64, 84; (5) chance/luck sexual control, defined as the belief that the sexual aspects of one's life are determined by chance and luck considerations (items 5, 25, 45, 65, 85); (6) sexual-preoccupation, defined as the tendency to think about sex to an excessive degree (items 6, 26, 46, 66, 86); (7) sexual-assertiveness, defined as the tendency to be assertive about the sexual aspects of one's life (items 7, 27, 47, 67, 87); (8) sexual-optimism, defined as the expectation that the sexual aspects of one's life will be positive and rewarding in the future (items 8, 28, 48, 68, 88); (9) sexual problem self-blame, defined as the tendency to blame oneself when the sexual aspects of one's life are unhealthy, negative, or undesirable in nature (items 9, 29, 49, 69, 89); (10) sexual-monitoring, defined as the tendency to be aware of the public impression which one's sexuality makes on others (items 10, 30, 50, 70, 90); (11) sexual-motivation, defined as the motivation and desire to be involved in a sexual relationship (items 11, 31, 51, 71, 91); (12) sexual problem management, defined as the tendency to believe that one has the capacity/skills to effectively manage and handle any sexual problems that one might develop or encounter (items 12, 32, 52, 72, 92); (13) sexual-esteem, defined as a generalized tendency to positively evaluate one's own capacity to engage in healthy sexual behaviors and to experience one's sexuality in a satisfying and enjoyable way (items 13, 33, 53, 73, 93); (14) sexual-satisfaction, defined as the tendency to be highly satisfied with the sexual aspects of one's life (items 14, 34, 54, 74, 94); (15) power-other sexual control, defined as the belief that the sexual aspects of one's life are controlled by others who are more powerful and influential than oneself (items 15, 35, 55, 75, 95); (16) sexual self-schemata, defined as a cognitive framework that organizes and guides the processing of information about the sexual-related aspects of oneself (items 16, 36, 56, 76, 96); (17) fear-of-sex, defined as a fear of engaging in sexual relations with another individual (items 17, 37, 57, 77, 97); (18) sexual problem prevention, defined as the belief that one has the ability to prevent oneself from developing any sexual problems or disorders (items 18, 38, 58, 78, 98); (19) sexual-depression, defined as the experience of feelings of sadness, unhappiness, and depression regarding one's sex life (items 19, 39, 59, 79, 99); and (20) internal-sexual-control, defined as the belief that the sexual aspects of one's life are determined by one's own personal control (items 20, 40, 60, 80, 100).

The Multidimensional AIDS Anxiety Questionnaire
http://www4.semo.edu/snell/scales/MAAQ.htm

To better understand the public's reaction to AIDS, a multidimensional self-report measure of anxiety experienced about AIDS was developed, the Multidimensional AIDS Anxiety Questionnaire (MAAQ; Snell & Finney, 1996; Finney & Snell, 1989). Factor analysis indicated that the MAAQ items correspond to five concepts concerned with AIDS anxiety: (1) AIDS-related anxiety manifested as physiological arousal, (2) AIDS-related anxiety manifested as fear, (3) AIDS-related anxiety manifested as cognitive worry, (4) AIDS-related anxiety manifested as sexual inhibition, and (5) AIDS-anxiety manifested as discussion inhibition.

2004 National Survey of Latino Politics and Civic Participation
http://www.kff.org/kaiserpolls/upload/The-2004-National-Survey-of-Latinos-Politics-and-Civic-Participation-Summary-and-Chart-Pack.pdf

The National Survey of Latino Politics and Civic Participation is a comprehensive survey that assesses Latino attitudes in the 2004 election year. The third annual survey of Latinos from the Pew Hispanic Center and the Kaiser Family Foundation, the new survey examines political issues and the presidential election campaign, the economy, health care, Iraq and immigration. The survey was

conducted by telephone between April 21 and June 9 2—4 among a nationally representative sample of 2,288 Latino adults 18 years and older, who were selected at random.

National Survey of Adolescents and Young Adults
http://www.kff.org/youthhivstds/loader.cfm?url=/commonspot/security/getfile.cfm&PageID=14269

This comprehensive new survey examines the factors that shape and inform the knowledge and decision making of young people. The report examines what kinds of pressure young people face to be sexually active and how they handle the pressure; what they know about HIV/AIDS and STDs; what they know and how they feel about contraception and protection; and what sources inform and influence their decision making. The survey builds on a nationally representative sample of more than 1,800 young people in three key age groups- young adolescents (ages 13-14), adolescents (ages 15-17), and young adults (ages 18-24)- and representative oversamples of racial and ethnic subgroups.

Youth Survey Question Bank
http://www.globalhealth.org/sources/view.php3?id=404

Development of the bank of questions suitable for use in youth surveys began in 1999, as both the Frontiers and Horizons Programs started work on operations research studies of reproductive health and HIV/AIDS programs for young people in developing countries. It became apparent that it would be useful to consolidate relevant questions in a single, easily accessed source, and to make them available for other researchers. Questions were drawn from a wide array of sources, not only based on the experience of Frontiers and Horizons, but also drawing from studies carried out by researchers worldwide. Questions continue to be added, both to existing categories, and as new topics relevant to young people emerge. Users may select questions free of charge as they develop new data collection instruments, modifying them as appropriate for local conditions.

Kaiser Family Foundation Seventeen Sex Smarts
http://www.kff.org/entpartnerships/seventeen_surveys.cfm

The Kaiser Family Foundation has teamed up with *seventeen*, the nation's top teen magazine, to create *SexSmarts*, a campaign to provide young people with information and resources on sexual health issues. The on-going campaign, begun in 2000, addresses a range of topics from decision making about sex, including how to say no, to the real facts on HIV and other sexually transmitted diseases (STDs). It includes special articles in the magazine, a monthly column and resources at seventeen.com, and other consumer education materials. Under the partnership, seventeen (a HEARST magazine) and Kaiser also survey teens quarterly about their knowledge and attitudes about sex and sexual health. These nationally representative survey snapshots help to frame the SexSmarts campaign, and the results are distributed to thousands of media and youth advocates nationwide.

National Survey of Family and Households
http://www.nichd.nih.gov/about/cpr/dbs/res_national4.htm

This survey solicits basic demographic and economic information, life history information (including family of origin, marriage, and cohabitation experience), marital interactions, parenting, family time use, health and psychological well-being, attitudes towards cohabitation, sibling relationships, divorce, child custody, child support arrangements following divorce, and step-

parenting. The population of focus is non-institutionalized U.S. families and households. The survey had a sample of 13,008 in the 1987-88 run, and 10,008 in the 1992-94 one. A third wave of re-interviews with parent-child dyads is planned.

PRINCIPAL INVESTIGATORS: Larry L. Bumpass, Ph.D., and James A. Sweet, Ph.D.

National Health and Nutrition Examination Survey
http://www.cdc.gov/nchs/nhanes.htm

The National Health and Nutrition Examination Surveys are conducted by the Division of Health and Nutrition Examination Surveys (DHANES) is one of the survey divisions at the CDC's National Center for Health Statistics (NCHS). DHANES is responsible for planning, operations, informatics, analysis, and reporting activities related to the family of health and nutrition examination surveys. These surveys range from the capstone cross-sectional National Health and Nutrition Examination Survey, to longitudinal studies, and more recent efforts with community based studies.

The National Health and Nutrition Examination Survey, as well as the National Health Examination Surveys and the Hispanic Health and Nutrition Examination Survey provide data from direct examination, testing, and measurement of national samples of the civilian noninstitutionalized population. This data is the basis for (1) estimates of the medically defined prevalence of specific diseases in the United States and the distribution of the population with respect to physical, physiological, and psychological characteristics and (2) analysis of relationships among the various measurements without reference to an explicit finite universe of persons.