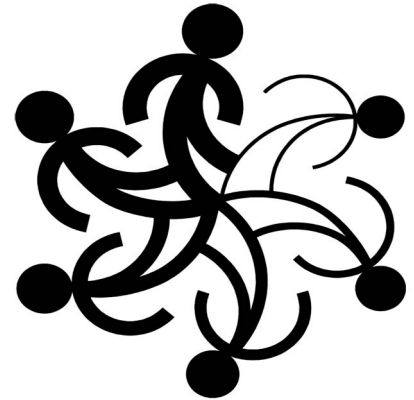




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National Longitudinal Survey of Children: Overview of Survey Instruments

Overview of Survey Instruments for 2000/01 Data Collection, Cycle 4



2000/01



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Statistics Canada
Special Surveys Division

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Note of appreciation

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Introduction

The purpose of this document is to describe the content and design of Cycle 4 (2000/01) of the National Longitudinal Survey of Children and Youth (NLSCY). This document builds on the information presented in the previous NLSCY Overviews for Cycles 1, 2 and 3.

The NLSCY has been conducted in partnership by Human Resources Development Canada (HRDC) and Statistics Canada. Statistics Canada is responsible for data collection, while HRDC has provided overall direction to the survey. Both agencies have played a role in funding, development of survey content, research and dissemination of findings.

In addition, HRDC and Statistics Canada continue to benefit from the advice and contribution of a variety of interested partners. Provincial and territorial governments are kept informed of progress and their representatives provide valuable input.

The HRDC and Statistics Canada have relied heavily on advice provided by HRDC's Expert Advisory Group on Children and Families, a multi-disciplinary group of Canadian and international experts in child development. They are consulted on survey design, survey questions and research priorities, and are responsible for much of the original research that is conducted using the survey data. Additional experts are consulted as required.

For further information on the National Longitudinal Survey of Children and Youth (NLSCY), enquiries should be directed to:

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This is a companion report to the two documents containing the survey questionnaires, **National Longitudinal Survey of Children and Youth: Survey Instruments for 2000/01 Data Collection, Cycle 4, Books 1 and 2**, Catalogue no. 89F0077XPE for both. Copies of these documents are available on request.

These are available on the **Statistics Canada website** at www.statcan.ca \Our Products and Services. Find "Downloadable Publications (free)", and catalogue number 89-566-XIE for the article "Growing up with Mom and Dad? The intricate family life courses of Canadian children"; see 89F0077XIE and 89F0078XIE for the survey instruments and overviews.

Acknowledgements

The National Longitudinal Survey of Children and Youth (NLSCY) is the responsibility of a joint team of staff in the Applied Research Branch, Human Resources Development Canada, the Special Surveys Division, Statistics Canada and the Centre for Education Statistics, Statistics Canada.

The NLSCY team would like to thank all those who so generously contributed their time and expertise to the development of the survey, including members of the Expert Advisory Group on Children and Families (see Appendix A for a complete list of members), the federal NLSCY Interdepartmental Committee, subject matter specialists and provincial and territorial officials.

The team would also like to acknowledge the continuing cooperation of the responding children and families, and the work of the survey interviewers and the Statistics Canada Regional Office staff.

Background

The National Longitudinal Survey of Children and Youth (NLSCY) is a long-term study conducted in partnership by Human Resources Development Canada (HRDC) and Statistics Canada. The primary objective of the NLSCY is to monitor the development and well-being of Canada's children from infancy to adulthood.

The NLSCY follows a representative sample of Canadian children from birth to 11 years of age into adulthood, with data collection occurring at two-year intervals. The first collection of information (cycle 1) took place in the winter and spring of 1994/95. In addition to following the original longitudinal panel of children, now aged 6 to 17 years in cycle 4, the survey has continued to add and follow new sample to cover children aged 0 to 5 years. As with cycle 3 (1998/99), a cross-sectional sample of five-year-olds was also interviewed in cycle 4.

Much of the information in the NLSCY is collected from parents on behalf of their children by means of a household interview. Additional information is collected using questionnaires completed by the child's teacher and principal. Children aged 10 and older complete a separate written questionnaire in the home. Finally, the NLSCY includes direct measures of achievement: interviewers administer a receptive vocabulary test for children aged 4 to 6; a short test of mathematics/computation skills to children in grades 2 and above, as well as a test of early writing and numeracy skills for children aged 4 to 5 years.

Cross-sectional data from cycles 1 to 3 are available on a public use microdata file (PUMF); no PUMF was created for cycle 4. Statistics Canada retains a master microdata file from which tabulations can be requested. Other options for access to the longitudinal data include remote data access and the Statistics Canada research data centres.

Objectives

The primary objective of the National Longitudinal Survey of Children and Youth (NLSCY) is to monitor the development and well-being of Canada's children over the long term, as they grow from infancy to adulthood. More specifically, the objectives of the NLSCY are:

- to determine the prevalence of various biological, social and economic characteristics among children and youth;
- to identify factors that put the development of children and youth at risk;
- to support understanding of the determinants of outcomes of child development and well-being in a Canadian context;
- to understand the multiple pathways taken from childhood to young adulthood which lead to different outcomes; and,
- to provide this information to policy and program officials for use in developing effective policies and strategies to help young people live healthy, active and rewarding lives.

The National Longitudinal Survey of Children and Youth Design

Survey methodology - sample

The National Longitudinal Survey of Children and Youth (NLSCY) is a probabilistic survey developed to provide information on Canadian children and youth. To produce reliable estimates that respond to the expressed needs of the clients, a representative sample of children and youth was selected. This section describes the sample selection method and size.

The National Longitudinal Survey of Children and Youth target populations for Cycle 4

Because the NLSCY has both longitudinal and cross-sectional estimation goals, it has several different target populations.

Longitudinal target populations

Children aged 0 to 11 in 1994/95:

In cycle 1, in 1994/95, a sample of children aged 0 to 11 was selected. In cycle 4, those children were between the ages of 6 and 17. Sample reductions were made in the sample in cycle 2. As a result, only part of the sample is being followed longitudinally. Children dropped between cycles 1 and 2 can be regarded as cycle 1 cross-sectional children. It is important to note that, longitudinally, this cohort still represents children aged 0 to 11 in 1994/95, who were aged 6 to 17 in 2000/01. This cohort will be followed until the children reach the age of 25.

Children aged 0 and 1 in 1996/97:

In cycle 2, in 1996/97, a longitudinal sample of children aged 0 and 1 was selected. About 2,000 children aged 0 and 2,000 children aged 1 were selected. In cycle 4, those children were aged 4 and 5 years. Hence this cohort represented children aged 0 and 1 in 1996/97. This cohort has been followed for only three cycles (2 through 4).

Children aged 0 and 1 in 1998/99:

In cycle 3, in 1998/99, a longitudinal sample of children aged 0 and 1 was selected. About 2,000 children aged 0 and 8,000 children aged 1 were selected. In cycle 4, those children were aged 2 and 3 years and represent children aged 0 and 1 in 1998/99. They will be surveyed for the last time in cycle 5.

Cross-sectional target population

The NLSCY cross-sectional estimate, in cycle 4, covers children aged 0 to 17 on January 1st, 2001. The user should note, however, that this cross-sectional sample is made up of various components:

- 1) The children between 6 and 17 years come from the longitudinal sample selected for cycle 1.
- 2) The four-year-olds and some five-year-olds are from the sample of 0- and 1-year-olds selected in cycle 2.
- 3) The rest of the five-year-olds are from an additional sample of five-year-olds that was selected in cycle 4 in order to produce more precise estimates for that age.
- 4) The two- and three-year-olds are from the sample of 0- and 1-year-olds selected in cycle 3.
- 5) The sample of children aged 0 and 1 were newly selected in cycle 4.

It should be noted that cycle 4 is the last cycle for which data for all ages are available with no interruption. Starting in cycle 5 there will be no six- and seven-year-olds on the sample file, since the children aged 0 and 1 introduced in cycle 2 will no longer be part of the survey, which represents a gap in the population of children covered by the survey.

In addition, the coverage of the cross-sectional sample is deteriorating over time. As mentioned earlier, children aged 6 to 17 in the sample were selected in 1994, and no updated sample was added to reflect changes in the population during that period.

Sample selection

The cycle 4 sample consists of several distinct parts. To help the user to understand the current composition of the cycle 4 sample, we should explain briefly how the sample was selected and how it has changed since cycle 1.

A brief history of the sample selection for Cycles 1 to 4

Cycle 1

Cohort 1

In cycle 1, in 1994, the initial strategy involved selecting children aged 0 to 11 in each of Canada's ten provinces. The objective was to be able to produce reliable provincial estimates by age group. The children were then to be followed until they reached the age of 25. Several frames were used to select the initial sample. Households with children in the target population (ages 0 to 11) were selected from the old-design Labour Force Survey (LFS), from the new-design LFS, from the National Population Health Survey (NPHS) outside Quebec and from the NPHS in Quebec. A total of 22,831 responding children made up our longitudinal sample. A breakdown of this total is provided in the Cycle 1 User Guide.

Cycle 2

Cohort 1

Sample reductions were made between cycles 1 and 2 on the longitudinal cohort. First, the children from the NPHS in and outside Quebec were dropped. Then, to reduce the response burden on households with several eligible children, the number of children selected was limited to two per household. Some children were dropped from the sample. 16,903 children remained in our longitudinal sample. These children, all cycle 1 respondents, were selected for cycle 2 of the survey.

Cohort 2

A new initiative was introduced to the main survey in cycle 2: Understanding the Early Years (UEY). This new initiative focussed on a sample of children aged 0 and 1 to be followed until the age of 5. Two sources were used for the sample: first, we selected children from the LFS; then we added the siblings of cycle 1 longitudinal children who were already in our sample. A total of 4,153 children were included in our second longitudinal cohort (our first UEY cohort).

Sample Buy-in

Following a request for additional sample, we also added a sample specifically for New Brunswick. The LFS was used for this sample as well. In all, 549 households were selected for a total of 480 responding children. These children were selected for cross-sectional estimation purposes and were not intended to be followed in subsequent cycles.

Cycle 3

Cohort 1

In cycle 3, we had the opportunity to try and convert cycle 2 non-respondents. The same initial sample as in cycle 2 was used, except for deceased children (12), duplicate cases (3), children who were the wrong age for the survey (3), households that were not traceable in cycle 2 (2), households that had moved permanently out of the country (52), children on Indian reserves (1) and households that were adamant refusals (112) as recorded in cycle 2. In all, we excluded 185 Cohort 1 children from cycle 3, for a longitudinal sample of 16,718.

Cohort 2

Responding children from cycle 2 as part of the UEY initiative should all have been in the cycle 3 sample. Unfortunately, an error in assigning cases to interviewers reduced the sample by 164 children. In all, 2,506 of the 2,670 children selected from the LFS were in the cycle 3 sample. Similarly only responding siblings of cycle 1 longitudinal children were contacted. A total of 1,483 children made up the second part of the Cohort 2 longitudinal sample.

Cohort 3

The UEY initiative continued in cycle 3 with a new sample of children aged 0 and 1. To meet the new analytical goals, it was determined that precise estimates were needed for this age group; a sample of about 10,000 aged 0 and 1 year would be selected. As well, precise estimates were required for five-year-olds in cycle 3. Since the number of children aged 1 year, selected in cycle 1, was not large enough to meet the analytical goals, an additional sample of five-year-olds was chosen in cycle 3.

The LFS is not large enough, however, to provide a sample in one year of 10,000 children aged 0 and 1. Typically, the LFS generates about 2,000 children aged 0 and 2,000 one-year-olds. Consequently, an additional sampling frame was needed to procure the sample of 10,000 children. A sample was selected using the Birth Registry of the Vital Statistics Database, Health Statistics Division, Statistics Canada. We selected 2,000 children aged 0 from the LFS and 8,000 one-year-olds from the Birth Registry.

We also used the Birth Registry to select the new sample of five-year-olds. About 7,000 five-year-olds were thus selected in cycle 3 to meet the analytical goals of the UEY.

Cycle 4

Cohort 1

Regarding the children introduced in cycle 1, some had been responding since the beginning of the survey; others had not responded at some point during the next two subsequent cycles. Others responded in the first two cycles but not in the third, some had responded in cycles 1 and 3 but not in the second, and, some had responded in the first cycle but refused in cycles 2 and 3. The NLSCY strategy was to try to re-interview as many of the initial cohort as possible. However, it became inefficient to contact households that were unlikely to cooperate. It was therefore decided to exclude households after two consecutive cycles of non-response. There were 518 such households excluded.

There were also hard refusals (473), deceased children (7), children who had moved away permanently out of the country (79) and children who had not responded in cycle 2 and had moved temporarily in cycle 3 (8). Those children were also considered to be non-respondents for two consecutive cycles. In all, 1,086 children were dropped from the longitudinal sample for cohort 1, leaving a total of 15,632 selected children.

Cohort 2

The children introduced in cycle 2 are now 4 and 5 years old. Cycle 4 is the last contact cycle for these children. First, to correct the error that occurred in cycle 3, we added the 164 omitted children to the sample. We also attempted to convert non-respondents from the previous cycle. Only 38 children from the LFS were dropped from the cycle 4 sample. The reasons for dropping them were age (2), death (2), permanent move out of the country (13) and hard refusal (21). A total of 2,632 original children from the LFS were included in the cycle 4 sample.

For the siblings of children introduced in cycle 1, the situation was more complicated. We had decided in cycle 2 to limit the number of children surveyed per household to two. However, the addition of siblings contravened that rule for many cases. Consequently, for households in which two children were already being surveyed, we excluded their younger sibling. This reduced the sample by 484 children. In addition we excluded seven cases that had permanently moved out of the country, 13 hard refusals and one death. A total of 978 siblings of cycle 1 longitudinal children remained in the sample for cycle 4.

Cohort 3

For children introduced in cycle 3, only respondents were contacted for cycle 4. A total of 1,735 original children from the LFS (one hard refusal was excluded) were contacted again in cycle 4, along with 6,383 children selected using the Birth Registry (seven hard refusals were excluded).

Cohort 4

The sample of children aged 0 and 1 was selected from the LFS for cycle 4. In all, 5,031 children were chosen. As in the previous cycle, there were not enough five-year-olds introduced in cycle 2 to meet the analytical goals. The Birth Registry was used once again to select a supplemental sample of 4,399 children.

Sample sizes in Cycle 4

The number of responding children in cycle 4 is shown by age and province in the following tables. Note that some children are purely cross-sectional and others are purely longitudinal. Among the children who were cross-sectional only, there was the top-up of five-year-olds introduced in cycle 4. Examples of children who were longitudinal only are children introduced in a previous cycle that had died or moved outside the country. These children were no longer in the target population for the cross-sectional sample, but longitudinally, they still represented the children of the year in which they were selected.

Table 1: Number of Children in the Sample by Age, Cycle 4

Age	Number of Children
0 ¹	2,358
1 ¹	2,673
2	3,154
3	4,963
4	1,627
5 ²	6,255
6 ³	1,979
7	1,928
8	1,368
9	1,329
10	1,285
11	1,183
12	1,090
13	1,091
14	1,151
15	1,101
16	1,173
17	1,081
Total	36,789

1. For children aged 0 and 1, the sample is a household sample. More than one child of the same age (twins) may be selected.
2. The sample of five-year-olds consists of 1,856 children selected in cycle 2 and 4,399 children selected from the Birth Registry in cycle 4.
3. The sample of six-year-olds consists of 1,852 children selected in cycle 1 and 127 children selected in cycle 2.

Table 2: Number of Children in the Sample by Province, cycle 4

Province	Number of children
Newfoundland and Labrador	2,168
Prince Edward Island	1,246
Nova Scotia	2,718
New Brunswick	2,517
Quebec	6,312
Ontario	9,046
Manitoba	2,928
Saskatchewan	2,954
Alberta	3,661
British Columbia	3,218
Outside the 10 provinces	21
Total	36,789

Data Collection

Data for cycle 4 of the National Longitudinal Survey of Children and Youth (NLSCY) were collected between the fall of 2000 and the spring of 2001. They were collected in two main settings: households and schools.

Household Collection

The survey combines computer-assisted interviewing methods and the use of paper questionnaires. Depending on the composition of the household and the nature of the required components, the interview was conducted partly or completely by telephone and/or field visit. This section provides a brief description of the “collection tools” or the “survey instruments”, in other words the computer-assisted and paper questionnaire components used in NLSCY collection.

Entry/Exit Component

The first part of the interview was used to prepare a list of all household members, determine their relationships, gather tracing information and record basic demographic characteristics such as sex, date of birth, marital status, relationships between household members and dwelling information.

The Person Most Knowledgeable (PMK) about the child was also identified in this component. This was done once the information about the relationships between household members had been collected.

Child Component

A child component was created for each selected child between 0 and 17 years of age.

The PMK answered the child component questions. The PMK was usually the child’s mother, but it could also be the father, a step-parent or an adoptive parent who lived in the same dwelling. Only the PMK or his/her spouse was permitted to answer the questions in this component.

At the end of this component, the respondent was asked to provide the name, address and telephone number of two people (friends, relatives) who would be able to help us trace the family in two years, when the survey will be repeated.

For the children in primary school (up to 11 years of age, excluding those in kindergarten), in preparation for data collection in the schools, the PMK was asked to consent to the collection of information from the child’s teacher and school principal.

List of subjects covered

Education
Health
Medical and biological information
Mother’s work after the child’s birth
Child’s development
Temperament
Literacy
Communication
Activities
Behaviour
Positive behaviour
Sleep habits
Motor and social development

Relationships
Parenting
Expectations (Aspirations)
Socio-demographic characteristics

Note: For households in which the only child selected was in the ages 16 and 17 subgroup and was living with his/her parents, only two subjects were covered: Expectations (Aspirations) and Socio-demographic characteristics. If the child was no longer living with his/her parents, the component was not created.

Adult Component

An adult component was created for the PMK and his/her spouse or partner. Only the PMK or his/her spouse was permitted to answer the questions in this component. There was never more than one adult component per household, even if more than one child was selected in the household.

List of subjects covered

Education
Labour force
Income
Health
Family functioning
Neighbourhood safety
Social support
Socio-demographic characteristics

Note: For households in which the only child selected was in the ages 16-17 subgroup and was living with his/her parents, only four subjects were covered in the Adult Component: Education, Labour force, Income and Socio-demographic characteristics. If the child was no longer living with his/her parents, this component was not created.

Adolescent Component

This component was added to the interview in cycle 4. It was used only for 16- and 17-year-olds. The adolescent was the only person permitted to answer the questions in this component, whether he/she was living in the family home or not. This component was followed by a self-administered questionnaire and a pencil-and-paper cognitive test.

List of subjects covered

Education
Labour force
Income
Health
Activities

Peabody Component (Peabody Picture Vocabulary Test, revised – PPVT-R)

The revised Peabody Picture Vocabulary Test (PPVT-R) was used to assess the child's level of receptive vocabulary. It was administered to each selected child between 4 and 6 years old and to children aged 7 or over who were not yet in Grade 2. After obtaining the parent's oral consent, the interviewer asked the child the Peabody component questions directly.

Number Knowledge Component

This component was added to the interview in cycle 4. It is a direct measure that assesses the child’s understanding of the concept of quantities and of the system of whole numbers. This component was administered to children aged 4 and 5 years. After obtaining the parent’s oral consent, the interviewer asked the child the Number Knowledge component questions directly.

Control Screen Component

A control screen was created for each questionnaire or paper form required, to remind the interviewer to administer the appropriate child or adolescent questionnaire. Information (identification code, given name, etc.) was also transcribed from the screen to the paper questionnaire, and the questionnaire’s sequence number was entered in the computer.

Ages and Stages Questionnaires

Parents of children aged 3 to 71 months were asked to complete the section of the booklet that corresponded to the selected child’s age in months. Five development measures were assessed in the questionnaire: communication skills, gross motor skills, fine motor skills, problem-solving skills, and personal and social development. Each booklet contained specific sections for each age group.

“Who am I?” Questionnaire

The “Who am I?” was added in cycle 4 to evaluate the developmental level of children aged four and five years olds. The interviewer gives the child a booklet to complete with tasks such as copying shapes and writing numbers, letters and sentences.

Mathematics Test (computation exercise)

The mathematics test is an objective indicator of the child’s academic performance in mathematics. It was administered to children in Grade 2 or above, ranging in age from 7 to 15. It consisted of a set of nine booklets of varying levels of complexity. The level was determined by the child’s grade.

Level	Usually used for Grade
2	2
3	3
4	4
5	5
6	6
7	7 (Secondary 1 in Quebec)
8	8 (Secondary 2 in Quebec)
9-10	9 (Secondary 3 in Quebec) (Secondary 1 in Manitoba) 10 (Secondary 4 in Quebec) (Secondary 2 in Manitoba) (Level I in Newfoundland and Labrador)

In previous cycles, the mathematics tests were administered as part of the school collection. To reduce the amount of work that teachers were required to do for this survey, and to avoid disrupting classroom activities at the end of the school year, it was decided to administer the test at home rather than at school.

To minimize the impact of this decision on the length of the household interview, it was decided to administer only the mathematics test and drop the math and reading skills indicator questions. The indicator was a placement test to determine what level of math test should be administered. Instead, the level was determined on the basis of the child's grade.

Self-complete Questionnaires – ages 10 to 11, 12 to 13, 14 to 15 and 16 to 17

The children and the adolescents between 10 and 17 years of age completed a paper questionnaire on various aspects of their lives. For the ages 10 to 15 subgroup, the child was given the questionnaire during the interview and asked to complete it himself/herself. To ensure confidentiality, the child placed the completed questionnaire in an envelope, sealed the envelope and gave it to the interviewer. For the ages 16 and 17 subgroup, the questionnaire was mailed out in advance and was to be completed before the interview. If the questionnaire had not been completed before the interview, the adolescent had to complete it during the interview, seal it in an envelope and give it to the interviewer.

The self-complete questionnaires consisted of a set of four booklets, one for each of the four age groups. The table below shows the subjects covered by each age-group and section in the booklet. The questions for each subject were different for each age group. The booklets are reproduced in Book 2 of the "National Longitudinal Survey of Children and Youth, Cycle 4 Survey Instruments 2000/01".

Subject	Section in the booklet			
	10 to 11 Booklet 20	12 to 13 Booklet 21	14 to 15 Booklet 22	16 to 17 Booklet 23
Friends and family	A	A	A	A
School	B	B	B	-
About me	C	C	C	B
Feelings and behaviour	D	D	D	C
My parents	E	G	G	E
Puberty	F	H	H	F
Smoking, drinking and drugs	G	F	F	D
Activities	H	E	E	-
Dating	-	H	H	G
Health	-	H	H	F
Work and money	-	I	I	-
Decision-making	-	-	-	H

Cognitive Test for 16- and 17-year-olds

The test was administered on a paper questionnaire to be completed by the adolescent. It covered reading and mathematics. Two versions of the test were developed based on aptitude. Each booklet contained 18 questions designed to measure mathematical aptitude. The mathematics questions dealt with the use of mathematics in everyday activities, such as interpreting graphs and spatial diagrams and solving equations in order to make decisions.

List of Components and Questionnaires for Each Age Group and Interview Type

Children Aged 0 to 3 Years

Interview type	Components	Approximate length of interview
Telephone	Entry/exit	75 minutes
	Adult	
	Child	
	Ages and stages questionnaire and its Control Screen component	

Children Aged 4 to 6 Years

Interview type	Components	Approximate length of interview
Telephone and field interview	Entry/exit	140 minutes
	Adult	
	Child	
	Peabody component	Children aged 4 to 6 years
	Number Knowledge Component	Children aged 4 and 5 years
	Ages and Stages questionnaire and its Control Screen component	Children aged up to 71 months
	"Who am I?" booklet and its Control Screen component	Children aged 4 and 5 years

Children Aged 7 to 9 Years

Interview type	Components		Approximate length of interview
Telephone and field interview	Entry/exit		83 minutes
	Adult		
	Child		
	Peabody component	if in Grade 1 or below	
	Mathematics test and its Control Screen component	if in Grade 2 or above	

Children and Adolescents Aged 10 to 15 Years

Interview type	Components		Approximate length of interview
Telephone and field interview	Entry/exit		90 minutes
	Adult		
	Child		
	Mathematics test and its Control Screen component	if in Grade 2 or above	
	Self-complete Questionnaire and its Control Screen component		

Adolescents Aged 16 to 17 Years

Interview type	Components		Approximate length of interview
Telephone and field interview	Entry/exit		105 minutes
	Adult	Only if adolescent lives with parents	
	Child		
	Adolescent		
	Self-complete Questionnaire and its Control Screen component		
	Cognitive test for 16 and 17-year-olds and its Control Screen component		

Households in which all the selected children were aged 3 or under

The computer-assisted interview and the paper questionnaire on Ages and Stages were completed by telephone since neither the child nor the parent's consent and signature were required for questionnaire administration. The interview was conducted in two stages. During the initial call, the interviewer completed the computer-assisted interview and determined which version of the Ages and Stages questionnaire should be used. The interviewer told the respondent that a questionnaire would be mailed to him/her, and made an appointment to call one or two weeks later to collect the responses.

Households in which the selected children were aged 4 or over

The first few components of the computer-assisted interview were completed by telephone; the rest of the interview, which had both computer-assisted and paper components, had to be completed during a field visit. Between the initial call and the field visit, the parents of the 4 and 5 year subgroup also received the appropriate version of the Ages and Stages questionnaire by mail so that they could complete it before the interviewer's visit.

Information kit

Before the collection period, Statistics Canada's regional offices mailed an information kit on the survey to all parents and 16- and 17-year-olds. Along with their information kit, the 16- and 17-year-olds received a Self-complete Questionnaire, which the interviewer was to collect at the time of the field visit.

School collection

This phase of data collection took place in the schools between April and June 2001.

For children in the sample who were attending school at a level higher than kindergarten and aged 15 or less, the PMK was asked to consent to the collection of information from the child's teacher and principal. School collection involved three questionnaires, which were mailed out to the principals. The teachers

and principal were asked to complete the questionnaires and mail them back to Statistics Canada in the envelopes provided. If a child had more than one teacher, the package was to be given to the current teacher who knew the child best, preferably a language or math teacher.

Teacher's questionnaire

Two questionnaires were developed, a first one for cases where the child had one teacher for the basic academic subjects and a second one for cases where the child had different teachers for the basic academic subjects. These questionnaires dealt with the child's academic performance and behaviour at school, the teacher's methods of instruction and the atmosphere in the classroom.

Principal's questionnaire

This questionnaire collected information about the teaching methods used in the school, the availability of educational resources, and the social atmosphere in the school. Hence, the Principal's Questionnaire was about school policies and the educational environment and not about a specific child.

Data Release

Public Use Micro Data File (PUMF)

Although there is no public use micro data file (PUMF) for cycle 4 of the National Longitudinal Survey of Children and Youth (NLSCY), there is a PUMF available for cycles 1 to 3. Each microdata file includes NLSCY public use data and accompanying documentation.

In order to ensure respondent confidentiality, a longitudinal file is not available to the public. In addition, certain variables are not available on the PUMF. Those wishing access to suppressed or longitudinal data can do so by either remote access or through custom tabulations.

Remote Data Access

Through remote access, researchers can have access to suppressed data by submitting programs to run on the NLSCY data set at Statistics Canada. A “dummy” research file will be made available to researchers to check the logic and syntax of their programs. Researchers will transmit their programs electronically to Statistics Canada via the INTERNET, which will then be moved into the Department’s internal, secure environment. Next, the code would be processed on a computer, the results vetted for confidentiality, and sent back to the client. It should be noted that the onus is with the user to submit retrieval programs which are correct and tested. Statistics Canada will review results only for confidentiality concerns and will not make any assessment whatsoever as to whether or not the submitted program has worked properly.

Remote data access is available on a cost recovery basis. For further information on remote data access, please refer to contact information at the beginning of this document.

Custom Tabulations

Statistics Canada retains a master microdata file from which specific microdata files and personalized tabulations can be requested; please contact nlscy@statcan.ca.

Appendix A Expert Advisory Group on Children and Families for Cycle 4 of the National Longitudinal Survey of Children and Youth

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Appendix B Collection in the Yukon, Northwest Territories and Nunavut, Cycle 4

Statistics Canada carried out the North Component in conjunction with the statistics bureaus from the Yukon and the Northwest Territories. Similar data were collected in the provinces and the territories, however different collection methods were used. The content differed slightly as well.

Design - The North Component of Cycle 4

The initial sample design of the National Longitudinal Survey of Children and Youth (NLSCY) in the North was integrated with the National Population Health Survey (NPHS) in order to help alleviate response burden. The target population of the integrated sample included household residents living in private occupied dwellings located in the territories, with the exclusion of residents of Indian reserves, full-time members of the Canadian Armed Forces and residents of institutions. Also, persons living in unorganized areas were excluded from the target population.

The split of the Northwest Territories into two new territories, Nunavut in the east and the Northwest Territories in the west, which took place in 1999, also had to be considered. Note that, after the partition of Nunavut, the remaining political entity continued with the name “Northwest Territories”.

In cycle 4, no new households were added to the sample. Only the children who responded to the survey in cycle 3 were included in the sample.

Responding Longitudinal Sample Sizes by Territory, Cycles 1, 2, 3 and 4

Territory / Region	Cycle 1		Cycle 2		Cycle 3		Cycle 4	
	Number of Households	Number of Children	Number of Households	Number of Children	Number of Households	Number of Children	Number of Households	Number of Children
Yukon								
Whitehorse	481	765	274	430	260	404	239	373
Medium Sized Communities	82	126	42	69	38	55	37	53
Native Communities	19	36	3	6	3	5	3	5
Mixed Communities	38	65	15	25	16	26	12	19
Non-native Communities	37	67	13	24	11	21	11	21
Yukon Total	657	1,059	347	554	328	511	302	471
Northwest Territories including Nunavut, Total	724	1,345	609	1,120	532	933	183	307
Northwest Territories								
Inuvik	74	139	59	105	48	83	41	74
Fort Smith	123	224	100	175	84	146	64	111
Yellowknife	131	210	98	158	83	132	68	109
Total	331	573	257	438	215	361	173	294
Nunavut								
Baffin	181	358	154	303	139	263
Keewatin	127	244	116	227	106	185
Kitikmeot	91	170	82	152	72	124
Total	399	772	352	682	317	572
Total, All territories	1,384	2,404	956	1,674	860	1,444	485	778

Note: Data for Nunavut are not included in the release file for cycle 4, therefore the counts are marked not applicable (...) in this table. However, 13 children sampled in 10 households for cycle 1 (1994/95) who responded from what is now Nunavut, were resident in the new Northwest Territories in cycle 4; they were interviewed as part of sample for the Northwest Territories.

Responding Sample Sizes by Age, Cycle 4

For cycle 4, no new children and youth were introduced to the sample.

Age	Yukon Territory	Northwest Territories
0	0	0
1	0	0
2	59	9
3	58	14
4	43	29
5	62	39
6	52	27
7	45	40
8	49	60
9	52	49
10	59	47
11	51	42
12	58	41
13	54	35
14	46	43
15	53	31
16	47	41
17	48	39
Total	836	586

Overall Response Rates, Cycle 4

In cycle 4, a respondent is defined as a child or adolescent who has at least one of the following complete components: adult component, child or adolescent component (depending on the age of the respondent).

Of the children and adolescents who participated in the survey in cycle 3, excluding those in Nunavut, 87% responded in cycle 4. This rate is slightly higher than rates from previous cycles.

Cross-sectional Response Rates, Cycle 4

Territory	Number of Children in Sample	Number of Respondents	Cross-sectional Response Rate %
Yukon	932	836	89.7
Northwest Territories	702	586	83.5
Nunavut	694	230	33.1
Total	2,328	1,652	71.0

Appendix C Labour Force Survey

Survey Coverage

The Labour Force Survey (LFS) is a monthly household survey carried out by Statistics Canada in approximately 59,000 households throughout the country. The LFS is used to produce monthly estimates of employment, unemployment and not in the labour force. Information on variables such as industry and occupation of employment, educational attainment, ethnic origin, and country of birth is obtained. Approximately 97% of the population 15 years of age and over is covered in the survey. Excluded from the LFS are the residents of the Yukon, Northwest Territories and Nunavut, persons living on Indian Reserves, full-time members of the Canadian Armed Forces, and inmates of institutions, such as chronic care hospitals, prisons and child residential treatment facilities. Civilian members of the Armed Forces' households and native people living "off-reserve" are captured by the survey.

Sample Design

The Labour Force Survey employs a stratified, multistage probability sample¹ design based on an area frame in which dwellings (residences) are the sampling units. All eligible individuals who occupy one of the selected dwellings are part of the LFS sample. For design purposes, each province of Canada constitutes an independent sample and is divided into two parts composed of large cities and rural areas plus small urban centres. Through stratification, these parts are broken down into clusters of dwellings, e.g., city blocks, from which dwellings are selected.

It should be noted that, at the time of sample selection, no information is known about the persons living within a selected dwelling, who are collectively known as a household. It is the dwelling, not the household, that is chosen for the sample. If the household moves, whoever is living in the dwelling at the time of the interview is included in the sample.

Each dwelling is retained in the LFS sample for six consecutive months and no substitution of dwellings takes place in the event that information cannot be obtained from a dwelling. The entire sample is divided into six representative parts or rotation groups. Each rotation group contains some 9,000 households, representing about 17,000 individuals. The rotation of dwellings in the sample is carried out so that one-sixth of the sample is changed each month. In other words, each month one-sixth of the dwellings, having completed the six month stay in the sample, are replaced by new dwellings in the same or a similar area.

Dwellings which are currently in the sample are referred to as the active sample. Dwellings which are no longer part of the sample are called rotates out.

The LFS sample frame was redesigned to incorporate new elements; the new frame was phased in as of October 1994. Some of the National Longitudinal Survey of Children and Youth (NLSCY) longitudinal sample was drawn from the "old" frame and some from the "new."

LFS Collection Methodology

Data collection for the LFS is carried out during the week following the LFS reference week, which is normally the week containing the 15th day of the month; thus collection is usually the third week of the month. Statistics Canada interviewers, who are employees hired and trained to carry out the LFS and other household surveys, contact each of the dwellings in the sample, through personal or telephone interviews, to obtain the required information. The interviews are carried out using computer assisted personal interviewing (CAPI).

1. A detailed description of the LFS design is available in the Statistics Canada publication entitled *Methodology of the Canadian Labour Force Survey*, Catalogue no. 71-526-XPB.

Each interviewer contacts approximately 75 designated dwellings per month, one-sixth of which will be "new" dwellings. Each of these "new" dwellings is visited personally by the interviewer, who collects information for all household members from one knowledgeable and responsible member. Subsequent interviews may be conducted by telephone provided the knowledgeable and responsible member agrees to this procedure. Currently, approximately 85% of the LFS interviews after the first month are conducted by telephone.

Using the Labour Force Survey Frame for the National Longitudinal Survey of Children and Youth

One advantage of using the LFS survey frame for other surveys is that each rotation group of the LFS provides a sample capable of producing representative statistics for Canada and each province. In addition, the household composition information collected for the LFS is available to select a sample. Furthermore, LFS interviewers are available to do surveys when they are not working on the LFS and are familiar with the CAPI collection methodology. Because of these factors, the LFS frame was chosen for selecting the longitudinal sample for the first cycle of the NLSCY. A similar procedure was used for the second cycle in selecting the cross-sectional and supplementary samples.

Depending on the level of reliability required, the budget and the available collection capacity, from one to six rotation groups can be surveyed in a non-LFS collection week. This capacity can be expanded by the addition of dwellings which have rotated out prior to the survey reference month. In theory, this approach can be used to augment a survey's sample infinitely. In practice, however, a combination of cost and statistical reliability limit the additional "take" to roughly three times the regular LFS sample, which is about 15 rotation groups. With regard to the NLSCY, nine rotation groups were used for the first cycle to cover all age groups. For the second cycle, six rotation groups were used for the first collection period and four for the second period to cover the 0 and 1 year olds from the cross-sectional sample and the 2 to 5 year olds from the supplementary sample. A combination of active rotation groups and rotates out was used.

The LFS Household Record collects basic demographic information such as age, sex, marital status, educational attainment, economic family association and relationship to head of economic family for all members of all households identified in selected dwellings. The age data from this file is used to facilitate the selection of dwellings with children for the NLSCY. For the third cycle, this alleviates much of the need to screen dwellings to determine if children under two or under six (in the case of the supplementary sample) reside in them.

Appendix D National Longitudinal Survey of Children and Youth, content of Cycle 4 (September 2000 to June 2001)

The following survey instruments are included:

Computer-assisted interview (CAI) with parents (in the home)

Self-complete questionnaires (for 10 to 11, 12 to 13, 14 to 15, and 16 to 17 year olds in the home - paper and pencil)

Teacher's Questionnaire (for a school environment where the child has one teacher for the basic academic subjects)

Teacher's Questionnaire (for a school environment where the child/adolescent has different teachers for the basic academic subjects)

Principal's questionnaire

The following instruments are referenced but not included:

Peabody Picture Vocabulary Test - Revised (for 4 to 6 year olds in the home)

Who Am I? (for 4 and 5 year olds in the home)

Number Knowledge (for 4 and 5 year olds in the home)

Mathematics Computation Exercise (for those in Grades 2 to 10, in the home)

Cognitive Test (for 16- and 17-year-olds) in the home