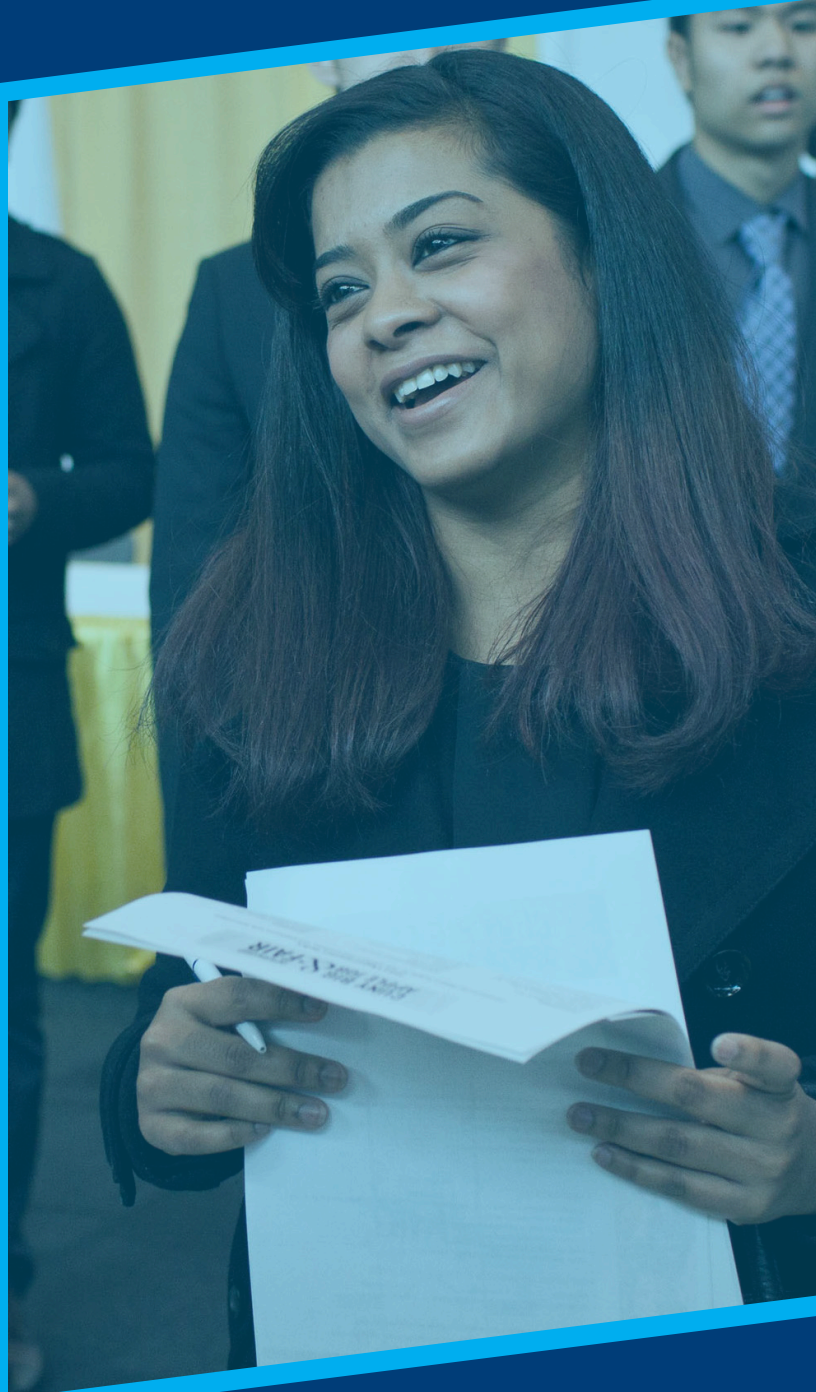


PATHWAYS TO HIGH-QUALITY JOBS FOR YOUNG ADULTS

TECHNICAL APPENDIX



October 2018

PATHWAYS TO HIGH-QUALITY JOBS FOR YOUNG ADULTS

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I. NATIONAL LONGITUDINAL SURVEY OF YOUTH 1997

Our study is based on an analysis of the National Longitudinal Survey of Youth 1997 cohort (NLSY97). We used these data to identify the employment, training, and educational experiences that predict having a good job in adulthood for those who experience disadvantage

in adolescence. The NLSY97 is an ongoing, nationally representative panel study of youth who were born between 1980 and 1984. A total of 8,984 youth ages 12 to 18 were interviewed in Round 1 (1997-98). The retention rate of the survey is very high with approximately 80 percent (n=7,103) of Round 1 respondents also responding in Round 17. Respondents were between the ages of 30 and 36 at the time of interview in Round 17.¹³²

TABLE A1

Demographic characteristics of full NLSY97 sample (N=8,984)

	Unweighted N	Unweighted Percentage	Weighted N	Weighted Percentage
Gender				
Male	4,599	51.19%	9,945,147	51.32%
Female	4,385	48.81%	9,433,306	48.68%
Race/ethnicity				
White, non-Hispanic	4,406	49.20%	12,893,738	66.80%
Black, non-Hispanic	2,333	26.05%	2,980,438	15.44%
Hispanic	1,899	21.20%	2,485,722	12.88%
Other, non-Hispanic	318	3.55%	943,439	4.89%
Highest degree earned by age 27				
Drop out or GED	1,865	23.00%	3,497,083	20.20%
High school diploma	3,754	46.29%	7,721,281	44.61%
Post-secondary degree	2,491	30.72%	6,089,856	35.18%

Note 1: Missing data on a characteristic will result in Ns that do not add up to 8,984.

Note 2: Percentages may not add to 100 due to rounding.

Source: Child Trends analysis of NLSY97 data

II. ANALYTIC SAMPLE

Given that our outcome of interest was job quality in adulthood, we restricted our sample to those who had a job around age 29. First we assessed employment status at age 29. If data were missing or if respondent was not employed at age 29, we used data from when the respondent was age 30. If there were missing data or the respondent was not employed at age 30, we assessed employment status at age 31. The resulting sample of respondents employed at either age 29, 30, or 31 is 6,216. Additionally, given that our study focused on youth who were disadvantaged in adolescence, we further restricted our sample to those who

were identified as being disadvantaged in Round 1, or Round 2 if Round 1 data were missing.

To determine whether NLSY97 respondents were disadvantaged in adolescence, we used a combination of four life circumstances:

1. family income at less than or equal to 200 percent of the Federal Poverty Line (FPL);
2. neither parent has any post-secondary education;
3. respondent is born to a teen mother (mother was aged 19 years old or younger at first birth); and
4. receipt of public assistance.

TABLE A2

Results of chi-square test of differences between the analytic sample and those missing data

	Sample excluded due to missing data (N=1,106)		Analytic sample (N=3,928)			
	N	%	N	%	Chi- square value	P-value
Gender						
Male	625	56.51%	2,056	52.34%	6.0219	0.014
Female	481	43.49%	1,872	47.66%		
Race/ethnicity						
White, non-Hispanic	516	47.17%	1,516	38.62%	47.2983	0.00
Black, non-Hispanic	253	23.13%	1,214	30.93%		
Hispanic	270	24.68%	1,081	27.54%		
Other, non-Hispanic	55	5.03%	114	2.90%		
Highest degree earned by age 27						
Drop out or GED	162	25.80%	983	25.60%	1.4942	0.474
High school diploma	314	50.00%	2,005	52.21%		
Post-secondary degree	152	24.20%	852	22.19%		

Note 1: Ns and percentages in this table are unweighted.

Note 2: Missing data on a characteristic will result in Ns that do not add up to 1,106 or 3,928.

Note 3: Percentages may not add to 100 due to rounding.

Source: Child Trends analysis of NLSY97 data

TABLE A3

Demographic characteristics of analytic sample (N=3,928)

Characteristics	Unweighted N	Unweighted Percentage	Weighted N	Weighted Percentage
Gender				
Male	2,056	52.34%	4,103,643	53.68%
Female	1,872	47.66%	3,541,436	46.32%
Race/ethnicity				
White, non-Hispanic	1,516	38.62%	4,438,722	58.12%
Black, non-Hispanic	1,214	30.93%	1,501,412	19.66%
Hispanic	1,081	27.54%	1,353,693	17.73%
Other, non-Hispanic	114	2.90%	343,051	4.49%
Highest degree earned by age 27				
Drop out or GED	983	25.60%	1,788,351	23.96%
High school diploma	2,005	52.21%	3,870,549	51.87%
Post-secondary degree	852	22.19%	1,803,715	24.17%
Age at first interview				
12	539	13.72%	1,071,274	14.01%
13	765	19.48%	1,468,385	19.21%
14	754	19.20%	1,454,255	19.02%
15	793	20.19%	1,498,396	19.60%
16	788	20.06%	1,564,323	20.46%
17	282	7.18%	576,689	7.54%
18	7	0.18%	11,756	0.15%
Family structure				
2 biological parents	1,631	41.62%	3,358,485	44.03%
Other family structures	2,288	58.38%	4,269,358	55.97%
Family income				
At or below 200% FPL	2,020	65.61%	3,661,367	59.35%
Above 200% FPL	1,059	34.39%	2,507,962	40.65%
Parent education				
HSD or less	2,926	76.88%	5,548,404	74.63%
More than HSD	880	23.12%	1,886,156	25.37%
Public assistance				
Yes	124	3.19%	207,159	2.73%
No	3,766	96.81%	7,381,373	97.27%
Age of mother at first birth				
19 years old or younger	1,517	38.62%	2,813,957	36.81%
Older than 19	2,411	61.38%	4,831,122	63.19%

Note 1: Missing data on a characteristic will result in Ns that do not add up to 3,928.

Note 2: Percentages may not add to 100 due to rounding.

Source: Child Trends analysis of NLSY97 data

Specifically, data from Round 1 (1997) and Round 2 (1998) were used to create a composite measure of life circumstances. Respondents who experienced one or more of these life circumstances were identified as being disadvantaged.¹³³ Of those who were employed, a total of 3,928 cases were identified as being disadvantaged and are thus included in the analytic sample.

Due to missing data on either the disadvantage indicators in Rounds 1 and 2 of the survey or missing employment status data at ages 29, 30, and 31, 1,106 survey respondents could not be assessed for inclusion in our sample. Results from a chi-square difference test indicate that individuals who were missing data on these variables (and thus excluded from our sample) are more likely to be male and white than those individuals in our analytic sample. No differences were found in relation to educational attainment. Table A2 describes the results of the chi-square test.

Demographic characteristics of the analytic sample (those who were both economically disadvantaged in adolescence and were employed during the outcome window) are presented in Table A3. As can be seen in Table A3, our analytic sample was fairly evenly split between males and females, and just over half of the sample were white non-Hispanic (58 percent), followed by black non-Hispanic (20 percent), Hispanic (any race; 18 percent), and other (4 percent). At baseline, the mean age of respondents was 14.4 (SD=1.5; range 12-18 years-old), nearly 60 percent had family incomes that were at or below 200 percent of the Federal Poverty Line (FPL), only 3 percent were in families that were receiving public assistance, and just under half (44 percent) lived with both biological parents.¹³⁴ Finally, the majority (63 percent) were born to mothers who were older than age 19 at first birth and almost three out of four (75 percent) had parents who did not have any post-secondary education.

III. DATA TRANSFORMATION

Given that the NLSY97 is structured by survey round, we transformed the dataset so that variables could be examined by respondents' age at interview rather than by survey year. This transformation enabled us to examine how age-salient employment, training, and educational experiences during key developmental periods (i.e., adolescence: ages 16-19; emerging adulthood: ages 20-23, and early adulthood: ages 24-27) were associated with job quality in adulthood (ages 29-31).

IV. ANALYTIC STRATEGY

Given that data from all rounds were combined, sampling weights from Round 1 were used to adjust for over sampling. We first conducted descriptives analyses, which included examinations of data quality, including missingness and skew. Due to issues with normality, we square-root transformed predictor variables capturing weeks unemployed at ages 20-23 and 24-27, and the Armed Services Vocational Aptitude Battery (ASVAB) percentile score.¹³⁵ Researchers have found that transforming variables that violate the statistical assumption of univariate normality can help stabilize statistical models and their estimates.¹³⁶ We use Full Information Maximum Likelihood (FIML) with robust standard errors to address issues with missing and non-normal data.¹³⁷

We conducted path analyses using the structural equation modeling program, Mplus, version 7, to investigate what employment, education, and training experiences were related to job quality among our disadvantaged subgroup. We first began with a model that only included demographic control variables (age, gender, race/ethnicity, and ASVAB percentile score). We then went through a model building process, where we tested the significance of associations between employment, education, and training experiences during each age period: adolescence (16-19), emerging adulthood (20-23), and early adulthood

TABLE A4

Summary of the model building process

	Model 1 controls only	Model 2 controls + ages 16-19	Model 3 controls + ages 16-19 + 20-23	Model 4 controls + ages 16- 19 + 20-23 + 24-27	Model 5 controls + ages 16-19 + 20-23 + 24-27+ other
Demographic and control variables					
Female	-	-	-	-	-
Age at time of first interview	+	+	+	+	+
Race/ethnicity (white/other, non-Hispanic is reference group)					
<i>Black, non-Hispanic</i>	-	-	NS	-	NS
<i>Hispanic</i>	+	+	+	+	+
Living with biological parents	+	+	NS		
ASVAB	+	+	+	+	+
Adolescence (16-19)					
Paid internship		NS			
Participation in relationship-focused career and technical education program		+	+	+	+
Participation in non-relationship focused career and technical education program		NS			
Participated in any training program		NS			
Number of weeks worked in the summer (16-18 years)		+	NS		
Numer of weeks worked during the school year		NS			
Freelance work (16-17 years)		NS			
Intensity of school year employment (Never worked is reference group)					
<i>Never worked more than 20 hours per week</i>		NS			
<i>Worked 20+ hours per week at least one year</i>		NS			
<i>Worked 20+ hours per week for more than one year</i>		NS			
Worked during high school (restricted to ages 16-18)		+	+	+	+
Emerging adulthood (20-23)					
Participated in any training program			NS		
Paid internship			NS		
Number of weeks unemployed			-	-	-
Wages at age 23 (\$7.25/hour or less is reference group)					
\$7.26-\$14.99/hour			+	+	+
\$15+ /hour			+	+	+
Early adulthood (24-27)					
Received training certificate/license by age 27				NS	
Participated in any training program				+	+
Number of weeks unemployed				-	-
Highest degree earned by age 27 (No degree/GED is reference group)					
<i>High school diploma</i>				+	+
<i>Post-secondary degree</i>				+	+
Other life experiences					
Married or cohabiting at age 27					+
Ever incarcerated					-
First child by age 19					NS

Note: "+" indicates coefficient is positive and significant, "-" indicates coefficient is negative and significant, "NS" indicates coefficient is not significant, light blue cells indicate that variable was not included in that iteration of the model.

Source: Child Trends analysis of NLSY97 data

(24-27). Following this, we tested the significance between the “other” predictors of interest and job quality (married or cohabiting at age 27, ever being incarcerated, and having a child by age 19).

Although this approach enabled us to test the additive influence of diverse life experiences, the downside is that the considerable number of variables included in the model can reduce the statistical power to detect an effect, as well as lead to overfitting the model to the data and unstable parameter estimates due to non-positive definite covariance matrices. Thus, only predictors with p-values less than .25 from each model were carried over into the next model. Our final model only includes the significant predictors (p value<.05) across each model.

A p-value of less than .25 is a much lower threshold than is typically used to determine significance (e.g., $p < .05$), and indeed, it is lower than the thresholds we use in our final analysis to judge whether results are significant ($p < .05$), but for this intermediate step of model building we judged $p \geq .25$ to be an appropriate cut-off. This is because variables with p-values at or above this cutoff are unlikely to become significant due to parameters being changed in the model (e.g., the addition or removal of variables). In contrast, variables approaching significance, may become significant with changes in model parameters. Thus, to ensure meaningful variables were not dropped from the model, variables with p values $\geq .25$ were retained until the final model.

In our use of path analysis and life course perspective, this research has similarities to the Social Genome Model, an analytical tool designed to simulate the effects of different policies on individuals across the life span. The Social Genome Model is a collaborative effort of the Brookings Institution, Child Trends, and the Urban Institute. Table A4 illustrates our model building process.

V. VARIABLES

Independent Variables

Below, we describe all variables used in our analyses, including variables that appear in the final model and those that do not. The predictors are grouped by the category in which they fall: Education, employment, and training. All variables were developed collaboratively by Child Trends and Brookings. Given that respondents’ educational, employment, and training experiences may be qualitatively different depending on a respondents’ age, variables were coded differently for the developmental period in which they occurred (i.e., ages 16-19, ages 20-24, ages 25-27).

EDUCATION

Independent variables categorized under education include:

- **Highest degree earned.** The date the respondent received a degree (GED, diploma, associate degree, bachelor’s degree, or graduate degree) was used to identify the highest degree attained by age 27. These variables were then recoded into three dummy coded variables: 1) *Dropped out or GED*; 2) *High school diploma*, or 3) *Any post-secondary degree*. In the analyses, *No degree or GED* was used as the reference group.¹³⁸
- **Participation in a career and technical education program.** During rounds in which respondents were enrolled in secondary school, respondents were asked to report whether they participated in a school-to-work training program. There were seven types of programs identified in the NLSY97 data. To create a more parsimonious measure of participation in school-to-work training programs, we created two summary variables. The first summary variable was a dummy coded variable that indicated whether respondents participated in any relationship-based training

program between ages 16-19. School-to-work programs categorized as relationship-based include cooperative education, internship/apprenticeship, and mentoring. The second summary variable is a dummy coded variable that indicated whether respondents participated in any non-relationship-based training programs between ages 16-19. Non-relationship (other) school-to-work programs included career major, job shadowing, school-sponsored enterprise, and tech prep. Relationship-based and non-relationship-based programs were distinguished given the importance of positive relationships in workforce development training programs.¹³⁹

TRAINING

Independent variables categorized under training include:

- Participated in training program.** We created three dichotomous variables which indicated whether respondents reported participation in any training programs (other than career and technical education programs in high school) between the ages of 16-19, 20-23, and 24-27. This variable is based on a self-report item that asks whether the respondent participated in any of the following training programs: adult basic education (pre-GED); apprenticeship; business or secretarial school; community or junior college; correspondence course; formal company training run by employer; GED program; government training; nursing school (LPN or RN); seminar or training program outside of work; seminar or training program at work run by someone other than employer; vocational rehabilitation center; vocational, technical, or trade school; and K-12 school-based training, including ROTC (for Round 1 only). The survey prompts respondents to differentiate occupational training from high school, college, or university degree programs.
- Received training certificate or license.** This variable is based on a self-report item that asks whether the respondent received a certificate or license from their participation in a training program. We generated a dichotomous variable indicating whether the respondent got a certificate or license from at least one training program by age 27.

EMPLOYMENT

Independent variables categorized under employment include:

- Ever worked as a teen (ages 16-18).** The NLSY97 weekly arrays of hours worked was used to create a binary variable indicating whether a respondent worked between the ages of 16-18.
- Number of weeks worked during the summer and number of weeks worked during the school year.** The NLSY97 weekly job status history was used to calculate the total number of weeks the respondent worked in either a civilian or military job across ages 16-18. Per NLS documentation, freelance work was not considered in this category (see below).¹⁴⁰ To explore differences between summer employment and employment during the school year, we created two summary variables: total weeks worked during the summer across ages 16-18 and total weeks worked during the school year across ages 16-18.
- Paid internships.** Two dichotomous variables were created to indicate whether the respondent self-reported having an internship between the ages of 16-19 and 20-23. These variables were based upon the employment history data, which indicated whether each job held was an internship.
- Number of weeks unemployed.** The NLSY97 weekly job status history was also used to calculate the total number of weeks unemployed across the age periods of 20-23 and 24-27.

Respondents were considered unemployed if they reported actively searching for work during a within-job gap or between-jobs gap.

- **Intensity of school year employment.** We calculated how many years an individual worked an average of more than 20 hours per week during the school year, based on reported weekly arrays of hours worked, during ages 16-18. We then developed dummy coded variables to identify whether respondents: 1) never worked (reference group); 2) worked but never worked for more than 20 hours per week; 3) worked 20+ hours per week for one year; or 4) worked 20+ hours per week for more than one year.
- **Freelance work.** Freelance work, as defined by NLS, is a non-employer-based job where the respondent was at least 16 years old and made less than \$200/week.¹⁴¹ Respondents were asked these items in Rounds 1 to 4. We made a dummy to indicate whether the respondent worked a freelance job at either age 16 or 17.
- **Wages.** The self-reported annual income from wages at ages 19, 23, and 27 was used to create dummy coded variables that indicated whether the respondents' income (from wages) was at or below the federal minimum wage (\$7.25/hour), above the federal minimum wage but below \$15.00 per hour (\$7.26-\$14.99/hour), and \$15+ per hour. Cutoffs were then created for each of these categories that were based on the total income a person would earn if they worked full time. Specifically, those with annual wages less than \$15,080 were coded as having wages at or below minimum wages, those with annual wages between \$15,081-\$31,199 were coded as having wages above minimum wage but below \$15/hour, and those with annual wages greater than or equal to \$31,200 were coded as having wages of \$15+ per hour. In the analysis, wages at or below minimum wage was the reference group.

OTHER

Independent variables categorized under other include:

- **Ever incarcerated.** A dichotomous variable was created to indicate whether the respondent had been incarcerated as of the last interview date (never incarcerated was the reference group).
- **Married or cohabiting.** We created a variable using a self-report item to indicate whether the respondent was married and/or cohabiting at age 27 (not married or cohabiting was the reference group).
- **First birth by age 19.** We created a binary variable that identifies individuals who reported having their first child by age 19 (not having a child/giving birth to first child at age 19 or older was the reference group).

CONTROL VARIABLES

In addition to the above-mentioned independent variables, we also included demographic controls known to be associated with employment outcomes.

DEMOGRAPHIC

Demographic control variables include the following:

- **Age.** Participant's age at first interview (1997-98) was coded as a continuous variable.
- **Gender.** Gender was dummy coded and male was selected as the reference group.
- **Race/ethnicity.** Race/ethnicity was coded as white/other non-Hispanic (reference group), black non-Hispanic, or Hispanic. White non-Hispanic was combined with other non-Hispanic given the small sample size of the other non-Hispanic group and the lack of significant

differences between white non-Hispanic, and other non-Hispanic groups on the outcome variable.

- **Cognitive ability.** Percentile scores from the Armed Services Vocational Aptitude Battery (ASVAB) in 1999 were used to control for respondents' cognitive ability. The variable accounts for participant scores on four of the ASVAB subtests (Mathematical Knowledge, Arithmetic Reasoning, Word Knowledge, and Paragraph Comprehension). It also controls for score differences due to age by giving percentile scores within three-month age groups.
- **Family structure.** This variable indicates whether or not the respondent had both biological parents in their home in Round 1 (1997). Living in an alternative family structure was the reference group.

VI. DESCRIPTIVE RESULTS

Descriptives of the continuous variables in the analyses are presented in Table A5, below. On average, individuals from our analytic sample worked 16 weeks in the summer between ages 16-18 years old and they worked a total of 45 weeks across the school year. We also see that unemployment in age ranges 20-23 and 24-27 were very similar with a mean score of 12 weeks, but had a much wider standard deviation in the older age group.

In Table A6, we see the descriptives from the categorical predictors included in our analyses. We found that a little over one quarter of our analytic sample (28 percent) indicated participating in a relationship-focused CTE program, with slightly more, 33 percent, participating in non-relationship focused programs. A small percentage of individuals indicated having an internship from 16-19

TABLE A5

Descriptive statistics of continuous variables

	Unweighted					Weighted				
	Mean	SD	Median	Min	Max	Mean	SD	Median	Min	Max
Dependent Variable										
Good Job Index	4.64	1.88	5	0	8	4.72	1.86	5	0	8
Independent Variables										
Number of weeks worked summer, ages 16-18	14.41	10.69	12	0	36	15.60	10.65	15	0	36
Number of weeks worked during the school year, ages 16-18	41.10	32.99	37	0	121	45.16	33.48	43	0	121
Number of weeks unemployed, ages 20-23	13.73	21.37	4	0	160	12.27	19.86	3	0	160
Number of weeks unemployed, ages 24-27	13.39	24.07	1	0	174	12.22	22.96	0	0	174
Control Variables										
ASVAB	38.18	26.78	33.21	0	100	43.02	27.42	39.82	0	100

Source: Child Trends analysis of NLSY97 data

Descriptives of categorical predictors with valid percentages

Variable	Unweighted		Weighted	
	Frequency	Percent	Frequency	Percent
Participated in relationship-focused career and technical education program, ages 16-19				
Yes	1,026	27.89%	1,971,271	27.58%
No	2,653	72.11%	5,176,859	72.42%
Participated in other career and technical education program, ages 16-19				
Yes	1,185	32.21%	2,351,477	32.90%
No	2,494	67.79%	4,796,653	67.10%
Worked, ages 16-18				
Yes	3,252	95.73%	6,451,997	96.57%
No	145	4.27%	229,038	3.43%
Work intensity during the school year				
Did not work	452	12.50%	720,075	10.24%
Worked less than 20 hours per week	2,004	55.41%	3,869,090	55.00%
Worked more than 20 hours per week for one year	930	25.71%	1,923,741	27.34%
Worked more than 20 hours per week for two or more years	231	6.39%	522,221	7.42%
Freelance work, ages 16-17				
Yes	801	32.63%	1,669,473	34.96%
No	1,654	67.37%	3,105,266	65.04%
Paid internship, ages 16-19				
Yes	80	2.34%	155,961	2.35%
No	3,338	97.66%	6,479,756	97.65%
Paid internship, ages 20-23				
Yes	43	1.25%	104,286	1.56%
No	3,399	98.75%	6,591,254	98.44%
Participated in training program, ages 16-19				
Yes	1,012	25.96%	1,996,966	26.31%
No	2,887	74.04%	5,592,800	73.69%

Variable	Unweighted		Weighted	
	Frequency	Percent	Frequency	Percent
Participated in training program, ages 20-23				
Yes	1,215	31.52%	2,358,106	31.45%
No	2,640	68.48%	5,139,092	68.55%
Participated in training program, ages 24-27				
Yes	1,232	32.00%	2,368,056	31.66%
No	2,618	68.00%	5,110,518	68.34%
Received training certificate/license by age 27				
Yes	1,381	36.05%	2,693,923	36.22%
No	2,450	63.95%	4,742,920	63.78%
Wages at age 23				
\$7.25/hour wage or less	1,494	54.47%	2,825,701	52.16%
\$7.26-\$14.99/ hour wage	965	35.18%	1,980,611	36.56%
\$15/hour wage	284	10.35%	611,540	11.29%
Ever incarcerated				
Yes	362	9.24%	724,710	9.51%
No	3,555	90.76%	6,895,662	90.49%
Married or cohabiting at age 27				
Yes	1,881	50.32%	3,928,059	54.18%
No	1,857	49.68%	3,321,655	45.82%
First birth by age 19				
Yes	554	15.45%	915,003	13.21%
No	3,031	84.55%	6,012,000	86.79%

Note 1: Missing data on a characteristic will result in Ns that do not add up to 3,928.

Note 2: Percentages may not add to 100 due to rounding.

Source: Child Trends analysis of NLSY97 data

TABLE A7

Share of analytic sample (n=3,928) receiving scores of 0, 1, or 2 on job quality indices

Score	Unweighted percentage			Weighted percentage		
	0	1	2	0	1	2
Weekly work hours	11.14%	13.26%	75.60%	10.78%	13.42%	75.81%
Wages	29.34%	45.46%	25.21%	27.09%	45.15%	27.76%
Job satisfaction	31.55%	30.39%	38.07%	30.07%	31.73%	38.20%
Benefits	14.95%	49.95%	35.10%	14.66%	48.84%	36.50%

Note: Percentages may not add to 100 due to rounding.

Source: Child Trends analysis of NLSY97 data

(2.4 percent) and 20-23 (1.6 percent). About one third of our sample, 35 percent, indicated having a freelance job between ages of 16 and 17 years old. Training programs were popular with 26 percent of 16-19 year olds, 31 percent of 20-23 year-olds, and 32 percent of 24-27 year-olds participating in at least one training program. Thirty-six percent of respondents indicated that they received a certificate from a training program by age 27. Finally, ten percent of our sample reported having been incarcerated at least once, more than half of our sample were married or cohabiting at age 27 (54 percent), and 13 percent had their first child by age 19.

The weighted and unweighted share of our analytic sample that scored a 0, 1, or 2 for each job quality indicator is provided in Table A7.

VII. SIGNIFICANT PREDICTORS

After applying our analytic strategy, we were left with 15 significant predictors of having a good job by age 29. Table A8 (on page 59) provides the coefficients, standard errors, and p-values of the predictors included in the final model.

TABLE A8

Final model results

	Standardized			Unstandardized		
	Coefficient	SE	P-Value	Coefficient	SE	P-Value
Female	-0.124	0.018	<.001	-0.466	0.067	<.001
Age at time of first interview	0.097	0.017	<.001	0.118	0.02	<.001
Race/ethnicity (white/other (NH) is reference group)						
Black, non-Hispanic	-0.026	0.018	0.14	-0.125	0.084	0.139
Hispanic	0.048	0.015	0.002	0.234	0.076	0.002
ASVAB	0.095	0.023	<.001	0.076	0.018	<.001
Participated in relationship-based Career and Technical training, ages 16-19	0.043	0.014	0.003	0.178	0.06	0.003
Worked during high school, ages 16-18	0.036	0.015	0.018	0.368	0.155	0.018
Number of weeks unemployed, ages 20-23	-0.077	0.024	0.001	-0.056	0.017	0.001
Wages at age 23 (\$7.25/ hour or less is the reference group)						
\$7.26-\$14.99/hour	0.093	0.022	<.001	0.362	0.085	<.001
\$15+ /hour	0.112	0.022	<.001	0.665	0.129	<.001
Participated in a training program, ages 24-27	0.091	0.019	<.001	0.366	0.076	<.001
Number of weeks unemployed, ages 24-27	-0.096	0.024	<.001	-0.064	0.016	<.001
Highest degree earned by age 27 (no diploma or have a GED is reference group)						
High school diploma	0.065	0.022	0.004	0.244	0.084	0.003
Post-secondary degree	0.204	0.022	<.001	0.891	0.098	<.001
Ever incarcerated	-0.087	0.021	<.001	-0.556	0.13	<.001
Married or cohabiting, age 27	0.066	0.018	<.001	0.247	0.066	<.001

Note 1: ASVAB is a measure of cognitive ability.

Note 2: The following variables were square-root transformed: weeks unemployed at ages 20-23 and 24-27, and ASVAB.

Source: Child Trends analysis of NLSY97 data

VIII. NON-SIGNIFICANT PREDICTORS

TABLE A9

Non-significant predictors

Variable	Age(s) / Age Window(s)
Live with biological parents	At time of first interview
First birth	By age 19
Number of weeks worked in the summer	16-18
Number of weeks worked during school year	16-18
Intensity of work during school year	16-18
Freelance work	16-17
Participated in an “other” career and technical education program	16-19
Participated in any training programs	16-19, 20-23
Received training certificate	By age 27
Paid internship	16-19, 20-23

Source: Child Trends analysis of NLSY97 data

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