



Thank you again for your willingness to contribute to our listening session, which is part of an effort to plan for a potential NLSY26 cohort. We have provided a few topics and background information to help get your thoughts flowing before your session.

#### **Example questions to help you brainstorm before attending the listening session**

- What are the aspects of health and environment that are essential to capture from adolescents to enable life-course research? Why?
- What health and environment trends should the new NLSY26 cohort reflect on?
- What types of sampling and methodology should the potential NLSY26 cohort consider when collecting health and environment data?
- What datasets do you currently use for your physical health, environment, and climate research and why?

#### **Past content and feedback BLS has already received from other stakeholders for a new youth cohort**

1. What has been collected by the NLSY79 and NLSY97 in the past on physical health, environment, and climate?

- Health problems that restrict or prohibit ability to work
- Overall health and chronic health problems
- Preventative health care
- Physical activity and exercise
- Cognitive capabilities
- Respondent characteristics including health and weight, asthma, heart medication, childhood health, head injury
- Source of health insurance
- Sleep

2. General themes from outreach that BLS conducted with Federal agencies & departments.

- Measuring perceived ethnicity
- Measures of brain development and coordination
- Sexual orientation and gender identity measures
- Need to take COVID context into consideration
- Growth of parent opioid use may be important to consider
- Disability and accommodations by employer and school
- Source of health insurance for 18-26 year olds
- Eligibility for and applications to public assistance programs
- Immediate effects of occupational safety events
- Long-term effects of work among teens and young adults
- Experiences of homelessness, unstable housing
- Contextual factors about neighborhood/community-school graduation rate/school quality, community safety/violence, arrest rates, distressed businesses, home ownership rates/home values
  - Subjective measures of neighborhood quality
- Environmental toxin exposure