Labor and Education Data Workshop

2018 Economics JIW

October 10, 2018
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Detailed Guides (“LibGuides”) to Databases and Datasets, Written by Princeton University Librarians

Check here first! Search by topic, variable name, etc.

Click here for link to today’s slides
Micro vs. Macro Data?

Depends On the Unit of Analysis

• **Micro Data**
  • Unit of analysis is an individual (e.g., student, worker), household, school, company

• **Macro Data**
  • Unit of analysis is a country, state, etc.
  • Variables are usually aggregates estimated from Micro Data
Micro Data: Administrative vs. Survey Data

Administrative data
Information collected primarily for administrative (not research) purposes. This type of data is collected by government departments and other organizations for the purposes of registration, transaction, and record keeping, usually during the delivery of a service.

Example: Data collected from Medicaid enrollees

Survey data
Information collected primarily for research or public policy purposes. For instance, to study a particular segment of the population and/or collect information regarding a topic of interest.

Example: Survey of teenagers regarding use of technology
Micro Data Considerations

• Summary Statistics vs. Raw Data

• Documentation
  • Codebook & Skip Patterns
  • Sampling Methods

• Cross-sectional vs. Longitudinal

• Public Use vs. Restricted Use
Summary Statistics vs. Raw Data

• Summary Statistics: Summarizes information about the data (e.g., counts, mean, or median of survey responses)

• Raw Data: This is the Data you will upload to Stata to use in the Econometric Analysis for your JIW.
### Labor Force Statistics from the Current Population Survey

**Series Id:** LNS13000000  
**Seasonally Adjusted:** Yes  
**Series title:** (Seas) Unemployment Level  
**Labor force status:** Unemployed  
**Type of data:** Number in thousands  
**Age:** 16 years and over

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### Raw Micro Data

| I0, Last Name, First Name, City, State, Gender, Student Status, Major, Country, Age, SAT, Average Score (grade), Height (in), Newspaper readership (times/wk) |  |
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| 1. DOE01, JANE01, Los Angeles, California, Female, Graduate, Politics, US, 30, 2263, 67, 61, 5 |  |
| 2. DOE02, JANE02, Sedona, Arizona, Female, Undergraduate, Math, US, 19, 2006, 63, 64, 7 |  |
| 3. DOE03, JOE01, Elmira, New York, Male, Graduate, Math, US, 26, 2221, 78, 73, 6 |  |
| 4. DOE02, JOE02, Lackawanna, New York, Male, Graduate, Econ, US, 33, 1716, 78, 68, 3 |  |
| 5. DOE03, JOE03, Defiance, Ohio, Male, Graduate, Econ, US, 37, 1701, 65, 71, 6 |  |
| 6. DOE04, JOE04, Tel Aviv, Israel, Male, Graduate, Econ, Israel, 25, 1786, 69, 67, 5 |  |
| 7. DOE05, JOE05, Cimarron, South Carolina, Male, Graduate, Politics, US, 39, 1577, 96, 70, 5 |  |
| 8. DOE03, JANE03, Liberal, Kansas, Female, Undergraduate, Politics, US, 21, 1842, 87, 62, 5 |  |
| 9. DOE04, JANE04, Montreal, Canada, Female, Undergraduate, Math, Canada, 18, 1813, 91, 62, 6 |  |
| 10. DOE05, JANE05, New York, New York, Female, Graduate, Math, US, 33, 2041, 71, 66, 5 |  |
| 11. DOE06, JOE06, Hot Springs, Arkansas, Male, Undergraduate, Econ, US, 18, 1797, 82, 67, 3 |  |
| 12. DOE06, JANE06, Santa Ana, California, Female, Graduate, Math, US, 38, 1513, 79, 59, 5 |  |
| 13. DOE07, JOE07, Varna, Bulgaria, Male, Graduate, Politics, Bulgaria, 30, 1637, 79, 63, 4 |  |
| 14. DOE08, JOE08, Moscow, Russia, Male, Graduate, Politics, Russia, 30, 1512, 70, 75, 6 |  |
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| 22. DOE10, JOE10, New York, New York, Male, Undergraduate, Econ, US, 21, 1872, 82, 73, 4 |  |
| 23. DOE13, JANE13, The X, Massachusetts, Female, Graduate, Politics, US, 25, 1767, 89, 68, 6 |  |
| 24. DOE14, JANE14, Beijing, China, Female, Undergraduate, Math, China, 18, 1643, 79, 65, 6 |  |
| 25. DOE11, JOE11, Stockholm, Sweden, Male, Undergraduate, Politics, Sweden, 19, 1919, 88, 64, 4 |  |
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| 30. DOE15, JOE15, Acme, Louisiana, Male, Undergraduate, Econ, US, 19, 1907, 79, 74, 3 |  |
Documentation

Documentation is critical to interpreting data

May include:
- description of the sample
- sample design
- sample universe
- variables
- data restrictions
- questionnaire
- codebook
Survey Questionnaire (CPS)

Figure 5–1. Questions for Employed and Unemployed

1. Does anyone in this household have a business or a farm?

2. LAST WEEK, did you do ANY work for (either) pay (or profit)?
   Parenthetical filled in if there is a business or farm in the household. If 1 is “yes,” ask 2. If 1 is “no” and 2 is “no,” ask 4.

3. LAST WEEK, did you do any unpaid work in the family business or farm?
   \[ \text{If 2 and 3 are both \textit{no}, ask 4.} \]

4. LAST WEEK, (in addition to the business) did you have a job, either full-or part-time? Include any job from which you were temporarily absent.
   Parenthetical filled in if there is a business or farm in the household.
   \[ \text{If 1 is “yes” and 2 is \textit{no}, ask 3.} \]
   \[ \text{If 1 is “no” and 2 is “no,” ask 4.} \]

5. LAST WEEK, were you on layoff from a job?
   \[ \text{If 5 is “yes,” ask 6. If 5 is “no,” ask 8.} \]

6. Has your employer given you a date to return to work?
   \[ \text{If “no,” ask 7.} \]

Skip Pattern
Codebook

ICPSR INTER-UNIVERSITY CONSORTIUM FOR POLITICAL AND SOCIAL RESEARCH

ICPSR 31081


United States Department of Commerce. Bureau of the Census
United States Department of Veterans Affairs

Codebook
# Codebook

**PES8**

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Based upon 153705 valid cases out of 153705 total cases.

- Mean: -0.99
- Median: -1.00
- Mode: -1.00
- Minimum: -3.00
- Maximum: 2.00
- Standard Deviation: 0.17
Sampling Methodology

• **Sample**: a selection of individual cases from a population (universe)

• Read documentation to understand the Sample Definition and Sampling Methodology
  - How was the sample constructed?
  - What is the sample supposed to represent?

• Does this sample reflect a population relevant for your research question?
Caution

Documentation
Typically in the native language

Setup File
This file “sets up” the data file for reading and analysis via statistical software. Older data files and datasets from other countries may not include setup files. Princeton’s data consultants are able to assist with setup file creation.
Cross-sectional vs. Longitudinal

Cross-sectional Study:  
*One-time* survey of particular respondents  
(can run over time, with *same questions* asked of *different people*)

Longitudinal (panel) Study:  
*Same group* of individuals (panel)  
surveyed on multiple occasions over a period of time
“Wave” of Study

Wave = The interviewing period of the survey (e.g., 2000 U.S. Census, 2010 U.S. Census)

• May be comprised of the same group of people (panel) or different people (cross-section)

• Panel Study “Wave”: The interviewing period during which the entire panel is surveyed and asked the same questions.

• Cross-sectional “Wave”: Filter variables may be provided to identify which respondents are interviewed during which waves.
Caution

Time lag

Typically 2+ years from data collection to release
Restricted Data vs. Public Use

What type of data tends to be restricted?

- Data collected from protected populations (ex: children, institutionalized individuals)
- Test scores
- Detailed health questions
Restricted Data

• May require LONG wait

• Must request permission which may or may not be granted

• Each country has its own rules
Health and Retirement Study: Eligibility Requirements for Restricted Data Access

2. Outline of Requirements: Researchers may be eligible to receive HRS Restricted Datasets only if and when they meet all of the following requirements:

A. Affiliation with an institution with an DHHS-certified Human Subjects Review Process
B. Current Receipt of Federal Research Funds
   The person(s) primarily responsible for the research project using HRS Restricted Data (the "Restricted Data Investigator" in these documents) must be a current recipient, as a Principal Investigator or Co-Principal Investigator, of research funds from an agency of the United States government.
C. Research Proposal
   Applicants for HRS Restricted Data must provide to HRS staff a short (1-3 page) research proposal, that includes a synopsis (or a full statement, if necessary) of your research goals, and specifies:
   the types of variables from HRS Restricted Datasets you intend to use in your research; and why you believe the unrestricted versions of those variables, if any, are not adequate for your research purposes.
D. Restricted Data Protection Plan
E. Human Subjects Review
   Your institution's Institutional Review Board/Human Subjects Review Committee
F. Agreement for Use of Restricted Data from the Health and Retirement Study
   It is not permitted, for example, for a faculty member to obtain the data for her own research project and then "lend" it to a graduate student to do related dissertation research, even if the graduate student is a Research Staff signatory, unless this use is specifically stated in the Research Plan.

You must either destroy, or return to HRS, all versions of the Restricted Data and data derived from it, regardless of the form in which it exists (tapes, hard disk, diskettes, and other physical media) within 24 months, or such other period as is specified in the approved Research Plan, or upon a demand from HRS.
Public Use Versions of Datasets

Aggregation of some variables to prevent identification of subjects
Caution

Sub-national Micro Data

• Very little available and often restricted

• Geographic boundaries change over time

• City level data often a case study-type or only available for very large cities.
Caution

Cross-national Micro Data Comparisons

• What exists for one country may not exist for another country

• Data generally inconsistent across borders
Data Search Strategies & Sources

• Econlit

• Curated Labor and Education Data Websites – May require registration (e.g. ICPSR, IPUMS, NCES)*

• DSS Website

• Statistical Abstract of the United States

• Government Websites (e.g., census.gov, bls.gov)
Literature Search Tools

- **ECONLIT** – Economics including labor
- **ERIC** or **Education Full Text** – Education
- **ICPSR Bibliography** of Data-related Literature
- **IPUMS Bibliography** of Data-related Literature
- **PSID Bibliography** of Data-related Literature
- Natl. Center for Education Statistics **Publications**
Data References in Literature

Source: “Downward Mobility from the Middle Class: Waking Up from the American Dream” (Sept. 2011 Pew Report)

Data and Definitions

This report draws from the National Longitudinal Survey of Youth (NLSY) 1979 cohort, focusing on youth who were age 14–17 in 1979 and who lived in their parents’ homes in 1979 and 1980. Their economic status was then assessed in 2004 and 2006, when they were between the ages of 39 and 44. The sample is divided into three racial groups: Non-Hispanic whites (including a small number of people who are not white, black or Hispanic); non-Hispanic blacks; and Hispanics.

percentiles. Using the 30th percentile as the lower bound for middle-income status has some appeal—it is around the income level at which most individuals are ineligible for public-assistance programs for low-income families and, as such, the life experiences of those just above and just below the cutoff may be qualitatively different.

A family’s income is adjusted for family size by dividing it by the poverty line for the family. The poverty line measures a family’s needs: it varies by family size and
Data References in Literature

Source: U.S. Multinational Services Companies: Effects of Foreign Affiliate Activity on U.S. Employment

Abstract

This working paper examines the effect that U.S. services firms’ establishment abroad has on domestic employment. Whereas many papers have explored the employment effects of foreign direct investment in manufacturing, few have explored the effects of services investment. We find that services multinationals’ activities abroad increase U.S. employment by promoting intrafirm exports from parent firms to their foreign affiliates. These exports support jobs at the parents’ headquarters and throughout their U.S. supply chains. Our findings are principally based on economic research and econometric analysis performed by Commission staff, services trade and investment data published by the Bureau of Economic Analysis, and employment data collected by the Bureau of Labor Statistics. In the aggregate, we find that services activities abroad support nearly 700,000 U.S. jobs. Case studies of U.S. multinationals in the banking, computer, logistics, and retail industries provide the global dimensions of U.S. MNC operations and identify domestic employment effects associated with foreign affiliate activity in each industry.
Data References in Literature

Taken from “Methodology” section:

We use three econometric models to explore the relationship between foreign activity and domestic employment at U.S. multinational service firms. Our models use data from the Operations of Multinational Companies database prepared by the U.S. Department of Commerce, Bureau of Economic Analysis. The data are aggregated by industry. Our dataset includes 14 service industries\(^\text{13}\) for the years 1999–2008. The following equations illustrate our models. They are modified from models employed by Molnar, Pain and Taglioni.\(^\text{14}\)

1. \(\ln L_{it} = \beta_0 + \beta_1 \ln Y_{it} + \beta_2 \ln W_{i(t-1)} + \beta_3 \ln LF_{it} + \alpha_i + \gamma_t + u_{it}\)
2. \(\ln L_{it} = \beta_0 + \beta_1 \ln Y_{it} + \beta_2 \ln W_{i(t-1)} + \beta_3 \ln S_{it} + \alpha_i + \gamma_t + u_{it}\)
3. \(\ln L_{it} = \beta_0 + \beta_1 \ln Y_{it} + \beta_2 \ln W_{i(t-1)} + \beta_3 \ln FDI_{it} + \alpha_i + \gamma_t + u_{it}\)

\(L\) is the level of domestic employment among U.S. parent companies in service industry \(i\) in year \(t\). \(Y\) and \(W\) are value added\(^\text{15}\) and average wages,\(^\text{16}\) respectively, in industry \(i\) at these U.S. parent firms. The wage variable is lagged by one year. \(LF, S,\) and \(FDI\) are alternative measures of foreign activity: employment at foreign affiliates, affiliate sales, and the U.S. outward investment stock in industry \(i\), respectively.\(^\text{17}\) These measures are highly correlated (table 5). \(\alpha\) represents “fixed effects” that control for unobserved, explanatory factors specific to each industry. \(\gamma\) represents “time fixed effects” to control for factors that are specific to each year. \(\beta_0\) is a constant and \(u\) is the error term. The variables are expressed in natural logarithms to facilitate interpretation of the coefficients. The value added, wage, investment stock, and affiliate sales data are adjusted for inflation.\(^\text{18}\)
No matter what procedure is used, constructing this generational data requires that information on country of birth exists for both respondents and their parents and that some method is available for identifying ethnicity. These requirements are met by the 1940-70 decennial censuses, but, after 1970, generations beyond the first were not distinguished in the censuses. Because of this limitation, other sources had to be used to obtain generational data for the last two decades. Starting in 1994, March Current Population Surveys incorporated a number of changes that made these surveys much more useful for immigration research. In particular, questions were added concerning immigrant status (and that of the parent), the number of years since immigration, and ethnicity. While containing much smaller sample sizes than the decennial census files, these recent CPS innovations make that data useful for the more recent periods. For this research, I use an average of the 1994, 1995, 1996, and 1997 CPSs to represent the mid-1990s and an average of the 1999, 2000, 2001, and 2002 CPSs to represent 2000.
Data and Statistical Services (DSS) Lab

- Lab is located on A-level of Firestone Library.
- The lab is open when Firestone Library is open.
- Assistance is provided according to the staffing schedule posted on the DSS website.
DSS Lab Consultation Schedule

Sep 1-Nov 2  By appt. here
Nov 5-Dec 14  Walk-in, 2-5pm*
Dec 17-Feb 1  By appt. here
Feb 4-May 3  Walk-in, 1-5pm*
May 6-May 14 Walk-in, 2-5pm*
### ILOSTAT

**Country:** Austria

#### Key indicators

- **Population**
- **Labour force**
  - Employment
  - Unemployment
  - Persons outside the labour force
  - Youth
  - Working time
  - Earnings and employment-related income
  - Labour cost
  - Occupational injuries
  - Labour inspection
  - Trade unions and collective bargaining
  - Strikes and lockouts
  - Working poor
  - Rural / urban areas

*The dataset contains annual data collected through the ILO yearly questionnaire, which covers a wide range of topics including decent work indicators. The concepts have been streamlined for purposes of greater comparability.*
Austria

Yearly indicators

The dataset contains annual data collected through the ILO yearly questionnaire, which covers a wide range of topics including decent work indicators. The concepts have been streamlined for purposes of greater comparability.

Population

Labour force

Employment

- by sex and age
- and education
- by sex and status in employment
- and economic activity
- by sex and economic activity - selected ISIC level 2
- by sex and occupation
- by sex and occupation - selected ISCO level 2
- by economic activity and occupation
- by sex and weekly hours actually worked

Number of own-account and contributing family workers

- by sex

Female share of employment

- by economic activity
- by occupation
- in senior and middle management
### Employment by sex and age (Thousands) - Austria

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<td>15+</td>
<td>3104.5</td>
<td>3127.5</td>
<td>3175</td>
<td>3206.4</td>
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<tr>
<td>LFS</td>
<td>Male</td>
<td>15-64</td>
<td>2036.3</td>
<td>2036.4</td>
<td>2062.5</td>
<td>2061.3</td>
<td>2062.6</td>
<td>2010.7</td>
<td>2061.3</td>
<td>1906.6</td>
<td>2095.2</td>
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<td>2208.5</td>
<td>2222</td>
<td>2189.5</td>
</tr>
<tr>
<td>LFS</td>
<td>Male</td>
<td>15-24</td>
<td>2016.6</td>
<td>2019.1</td>
<td>2043.6</td>
<td>2039.4</td>
<td>2042</td>
<td>1991.1</td>
<td>2044</td>
<td>1979.1</td>
<td>2069.6</td>
<td>2117.9</td>
<td>2167.6</td>
<td>2177.6</td>
<td>2137.5</td>
</tr>
<tr>
<td>LFS</td>
<td>Female</td>
<td>15+</td>
<td>262.8</td>
<td>260.3</td>
<td>268.3</td>
<td>254.5</td>
<td>250.1</td>
<td>252.9</td>
<td>256.4</td>
<td>253.1</td>
<td>277.4</td>
<td>284.7</td>
<td>293</td>
<td>294.5</td>
<td>282.6</td>
</tr>
<tr>
<td>LFS</td>
<td>Female</td>
<td>15-64</td>
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<td>1776.3</td>
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<td>1804.8</td>
<td>1743.4</td>
<td>1817.9</td>
<td>1928.2</td>
<td>1915.5</td>
<td>1927.6</td>
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<tr>
<td>LFS</td>
<td>Female</td>
<td>15-24</td>
<td>1572.5</td>
<td>1589.7</td>
<td>1615.1</td>
<td>1622.2</td>
<td>1633.9</td>
<td>1658.5</td>
<td>1684.1</td>
<td>1657.3</td>
<td>1729.2</td>
<td>1780.7</td>
<td>1819.3</td>
<td>1807.8</td>
<td>1892.1</td>
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<tr>
<td>LFS</td>
<td>Female</td>
<td>15-64</td>
<td>1557.1</td>
<td>1574.3</td>
<td>1600.4</td>
<td>1608.7</td>
<td>1619.9</td>
<td>1645</td>
<td>1671.6</td>
<td>1647.2</td>
<td>1716.7</td>
<td>1752.5</td>
<td>1795.6</td>
<td>1842.2</td>
<td>1864.9</td>
</tr>
<tr>
<td>LFS</td>
<td>Female</td>
<td>15-24</td>
<td>241.5</td>
<td>230.5</td>
<td>234.4</td>
<td>222.6</td>
<td>215.6</td>
<td>218.5</td>
<td>217.9</td>
<td>216.0</td>
<td>244.3</td>
<td>248.6</td>
<td>256.8</td>
<td>260.7</td>
<td>257.7</td>
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<tr>
<td>LFS</td>
<td>Female</td>
<td>25+</td>
<td>1331</td>
<td>1351.2</td>
<td>1380.7</td>
<td>1399.6</td>
<td>1418.3</td>
<td>1440</td>
<td>1466.2</td>
<td>1439.7</td>
<td>1484.9</td>
<td>1532.1</td>
<td>1562.5</td>
<td>1607.2</td>
<td>1634.3</td>
</tr>
</tbody>
</table>

Latest available period: 2014

(1) Break in series: Definition(s) revised
Identifying & Finding Data

Statistical Compilations: Education

- *Statistical Abstract of the United States*
- *Digest of Education Statistics* (NCES)
- *Condition of Education* (NCES)
- *Education at a Glance* (OECD)
- *Education Data and Statistics on the Web* (PUL)
Identifying & Finding Data

Government statistical agencies:

- Bureau of Labor Statistics
- National Center for Education Statistics
- Statistical agencies for other countries
Identifying & Finding Data

Data archives:

• **ICPSR** (Interuniversity Consortium for Political and Social Research)

• **UK Data Archive**
ICPSR Comparison of Variables

Job training program, anyone

Question:
At any time last year, did (you/anyone in this household) attend a training program to learn a specific job skill, such as a computer word processing, auto mechanics, nursing, providing child care, or a skill for some other job or vocation?

Response Categories

<table>
<thead>
<tr>
<th>Code</th>
<th>Label</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>1655</td>
<td>0.8</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>83407</td>
<td>40.5</td>
</tr>
<tr>
<td></td>
<td>Missing Data</td>
<td>121377</td>
<td>58.7</td>
</tr>
</tbody>
</table>

Time Period
2006:02–2007:04

CHK R ENR ON-JOB TRN L1 2002

Question:
COMMENT: R participated in on-th-job training.

Response Categories

<table>
<thead>
<tr>
<th>Code</th>
<th>Label</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>-</td>
<td>531</td>
<td>-</td>
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<td>1</td>
<td>-</td>
<td>182</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Missing Data</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Time Period
1997–2003
Data-Planet Statistical Datasets

Welcome to the new Data-Planet Statistical Datasets interface!

USA 1963/1 - 2015/1

Data-Planet™ by Conquest Systems, Inc., Source: Bureau of Labor Statistics
Data-Planet Source & Dataset

Source: Bureau of Labor Statistics

The Bureau of Labor Statistics (BLS) of the United States Department of Labor is the principal fact-finding agency for the federal government in the broad field of labor economics and statistics. The BLS is an independent national statistical agency that collects, processes, analyzes, and disseminates essential statistical data to the American public, the US Congress, other federal agencies, state and local governments, business, and labor. The BLS also serves as a statistical resource to the Department of Labor.


Provides estimates of the civilian noninstitutional population ages 16 or older that are unemployed and looking for full-time work. Estimates are segmented by sociodemographic characteristics. Unemployed persons are all those who:

- \[ \text{Presented by: DATA-PLANET} \]

PUL
Identifying & Finding Data

Data & Statistical Services (DSS) website

• contains subject categories for data sets
Identifying & Finding Micro Data

An example

using the Library’s Research Guides
<table>
<thead>
<tr>
<th>Month</th>
<th>Topics</th>
<th>Years available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td>Housing vacancy</td>
<td>1956-2014</td>
</tr>
<tr>
<td>January</td>
<td>Displaced workers</td>
<td>1984-1992, 2002-2014 (even years)</td>
</tr>
<tr>
<td></td>
<td>(also see February)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Housing tenure/children</td>
<td>1972, 1974-77</td>
</tr>
<tr>
<td></td>
<td>(also see July)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Job finding</td>
<td>1973</td>
</tr>
<tr>
<td></td>
<td>(also see February)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(also see February, May, June, July, Aug, Sept and Nov; also see Aug and Sept (Smoking))</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unbanked/underbanked</td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>(also see June)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unemployment insurance</td>
<td>2005</td>
</tr>
</tbody>
</table>
Retrieving Micro Data

Start here.
Variable documentation on the web site can be filtered to display only material corresponding to chosen datasets (more information on this feature).

Additional data are collected on a semi-regular basis as supplements to the Current Population Survey, which is fielded monthly.

- Displaced Worker

Select samples from the following categories:
- ASEC
- Basic Monthly
- Supplement Topics
  - Computer and Internet Use
  - Displaced Worker
  - Education
  - Fertility
  - Food Security
  - Job Tenure
  - Tobacco Use
- Veterans
- Volunteer
- Voter
- Work Schedules

Select documentation for:
- 2012: Jan
- 2010: Jan
- 2008: Jan
- 2006: Jan
- 2004: Jan
- 2002: Jan
- 2000: Feb
An "X" indicates the variable is available in that dataset.

<table>
<thead>
<tr>
<th>Add to cart</th>
<th>Variable</th>
<th>Variable Label</th>
<th>Type</th>
<th>Jan 12</th>
<th>Jan 10</th>
<th>Jan 08</th>
<th>Jan 06</th>
<th>Jan 04</th>
<th>Jan 02</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DWLOSTJOB</td>
<td>Lost or left job within last 3 years</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWSTAT</td>
<td>Displaced worker status</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWREAS</td>
<td>Reason lost or left job</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWRECALL</td>
<td>Expect to be recalled to lost job within next six months</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWNOTICE</td>
<td>Given notice for loss of job</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWWLASTWK</td>
<td>Years ago last worked at lost job</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWY YEARS</td>
<td>Length of time worked at lost job in years</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWWFULLTIME</td>
<td>Worked full time hours at lost job</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWWAGEL</td>
<td>Hourly wage at lost job</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWWUNION</td>
<td>Member of union or employee association at lost job</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWBEN</td>
<td>Received unemployment benefits</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWEXBEN</td>
<td>Exhausted unemployment benefits</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWHI</td>
<td>Had health insurance at lost job</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWCLASS</td>
<td>Class of worker for lost job</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWIND</td>
<td>Industry for lost job</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWIND1990</td>
<td>Industry for lost job, 1990 basis</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DWOCC</td>
<td>Occupation for lost job</td>
<td>P</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Common Sources of Labor Micro Data
Labor Micro Data

U.S. National-level Longitudinal Surveys:

- **Survey of Income and Program Participation** (SIPP)

- **Panel Study on Income Dynamics** (PSID)

- **National Longitudinal Surveys** (NLS)
From the IR Library LibGuide

National-Level Longitudinal Surveys (United States): Home

Comparing NLS, PSID and SIPP

<table>
<thead>
<tr>
<th></th>
<th>National Longitudinal Surveys (NLS)</th>
<th>Panel Study of Income Dynamics (PSID)</th>
<th>Survey of Income &amp; Program Participation (SIPP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting date</td>
<td>1966</td>
<td>1968</td>
<td>1984 *</td>
</tr>
<tr>
<td>Sample</td>
<td>National, including military</td>
<td>1) National, 2) households at or below 150% poverty line, Latino</td>
<td>National, noninstitutionalized</td>
</tr>
<tr>
<td>Periodicity of interviews</td>
<td>Some biennial, some annual</td>
<td>Annual</td>
<td>Monthly</td>
</tr>
<tr>
<td>Survey design</td>
<td>Longitudinal</td>
<td>Longitudinal</td>
<td>Multistage (panels of 2 1/2 to 4 years duration)</td>
</tr>
</tbody>
</table>
Common Sources of Education Micro Data
From the National Center for Education Statistics:

• National Education Longitudinal Study of 1988 (NELS)
• Common Core of Data (CCD)
• Schools and Staffing Survey (SASS)
• Private School Universe Survey (PSS)
• Integrated Postsecondary Education Data System (IPEDS)
National Center for Education Statistics

Research Design for the NCES High School Cohorts

HS&B: High School and Beyond: 1980
NELS:88: National Education Longitudinal Study of 1988
ELS:2002: Education Longitudinal Study of 2002
HSL:09: High School Longitudinal Study of 2009
BY: Base Year data collection
F1: 1st follow-up data collection
F2: 2nd follow-up data collection
F3: 3rd follow-up data collection
F4: 4th follow-up data collection
F6: 6th follow-up data collection

2013 U - 2013 Update
HST: High School Transcript
PST: Post-secondary transcript
Integrated Postsecondary Education Data System (IPEDS)

---

### My Institutions

<table>
<thead>
<tr>
<th>ID</th>
<th>Institution Name</th>
<th>City</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>180663</td>
<td>University of Alabama at Birmingham</td>
<td>Birmingham</td>
<td>AL</td>
</tr>
<tr>
<td>180698</td>
<td>Amridge University</td>
<td>Montgomery</td>
<td>AL</td>
</tr>
<tr>
<td>180702</td>
<td>University of Alabama in Huntsville</td>
<td>Huntsville</td>
<td>AL</td>
</tr>
<tr>
<td>180724</td>
<td>Alabama State University</td>
<td>Montgomery</td>
<td>AL</td>
</tr>
<tr>
<td>180751</td>
<td>The University of Alabama</td>
<td>Tuscaloosa</td>
<td>AL</td>
</tr>
<tr>
<td>180858</td>
<td>Auburn University Main Campus</td>
<td>Auburn University</td>
<td>AL</td>
</tr>
<tr>
<td>182049</td>
<td>Samford University</td>
<td>Birmingham</td>
<td>AL</td>
</tr>
<tr>
<td>182094</td>
<td>University of South Alabama</td>
<td>Mobile</td>
<td>AL</td>
</tr>
</tbody>
</table>
Also from NCES: Education Longitudinal Study (ELS) of 2002

Overview: Purpose

- Nationally representative, longitudinal study of 10th graders in 2002 and 12th graders in 2004
- Students followed throughout secondary and postsecondary years
- Surveys of students, their parents, math and English teachers, and school administrators
- Student assessments in math (10th & 12th grades) and English (10th grade)
- High school transcripts available for research on course taking

ELS 2002 Focus
- What are students’ trajectories from the beginning of high school into postsecondary education, the workforce, and beyond?
- What are the different patterns of college access and persistence that occur in the years following high school completion

ELS 2002 Data Collection Waves
- Base Year (2002) – Available now
- First Follow-up (2004) – Available now
- High School Transcripts (2005) – Available now (Restricted-use only)
- Second Follow-up (2005) – Available now
- Third Follow-up (2012) – Available now
- Postsecondary Transcripts (2013) – Available now

HIGHLIGHTS

August 2015:
- Public-use ELS:2002 data are now available for analysis using the PowerStats tool in the NCES DataLab.
- Visit the DataLab site to create your own tables and run regressions using ELS data.

April 2015:
- ELS Postsecondary Education Transcript Study data will be released on April 16th, 2015.

February 2015:
- Data files and documentation for the ELS Postsecondary Education Transcript Study are currently being developed.

Expect release of data by mid-2015. Most of these data will require a Restricted-use License to access. If you don’t have one, learn how you can get one here.

November 2014:
- NCES has released online ELS training modules! Click here to view.

November 2014:
- Data preparation and processing for the ELS Postsecondary Education Transcripts are underway. Expect ELS PETs data to be released in mid-2015.
State Departments of Education

Academic Excellence Indicator System

Archives

This website links to AEIS performance reports for every Texas public school and district for 1990-91 through 2011-12. For performance reports beginning in 2012-13, see the Texas Academic Performance Report site.

AEIS 2011-12 • AEIS 2010-11
   AEIS 2009-10 • AEIS 2008-09 • AEIS 2007-08 • AEIS 2006-07
   ACTS 2005-06 • ACTS 2004-05 • ACTS 2003-04
   ACTS 2002-03 • ACTS 2001-02 • ACTS 2000-01 • ACTS 1999-2000
   ACTS 1998-99 • ACTS 1997-98 • ACTS 1996-97
   ACTS 1995-96 • ACTS 1994-95 • ACTS 1993-94


The Multi-year History shows selected AEIS data for schools, districts, and the state.

See About AEIS for a brief description and history of the Academic Excellence Indicator System. We also have answers to Frequently Asked Questions.

AEIS Glossary: Each year a new Glossary is produced for the AEIS, specific to that year. In researching the reports, it is important to refer to the glossary for the year in question. Significant changes in methodology are also addressed in the Frequently Asked Questions page.

School Report Cards for campuses are available through this site. Simply select the AEIS by year. The SRCs are available for every year since the 1997-98 school year. Note that no School Report Card is available for 2011-12.

Comparable Improvement reports are part of the AEIS reports and can be found within the appropriate year for the AEIS report, going back to the 1993-94 school year. Note that there are no Comparable Improvement reports for 2002-03, 2003-04, or 2011-12.