SAID in Graphics, Contest Data Description
Stats in Brief - Education, Employment, and Earnings: Expectations of 2009 Ninth-Graders in 2016 (NCES 2021-056)

This Stats in Brief report is available at: https://nces.ed.gov/pubs2021/2021056.pdf

The full High School Longitudinal Study of 2009 (HSLS:09) data set is restricted. However, many of the variables are in the publicly available version, including those used for most of this report. The data set in your team DropBox is derived from these, but in some cases has had observations with missing variables removed, categories collapsed, and contains only a single weight variable (called Weight). In particular, it contains only the students who answered in the 2016 follow-up that they planned on working at age 30 (see the middle of page 2 in the report).

This data set is not to be used for any research projects as it is missing some information to be used correctly in those circumstances. It is provided here for demonstration purposes.

Figure 2 in the Stats in Brief is based on variable S4EdExpected

Figure 3 in the Stats in Brief is based on variable S4JobIndustry

Figure 4 in the Stats in Brief is based on variables S4EdExpected and S4OCC30EARN

Figure 5 in the Stats in Brief is based on variables S4JobIndustry and S4OCC30EARN

Figure 6 in the Stats in Brief is based on variables S4JOBSECURE, S4JOBBALANCE, S4JOBCONTRIB, S4JOBDECISION, S4LOCATION, and S4JOBTEAMWRK.

Figure 7 in the Stats in Brief is based on variables S4JobIndustry and S4JOBSECURE.

Figure 8 in the Stats in Brief is based on variables S4JobIndustry and S4JOBCONTRIB.

As your data set (including the weights used in constructing the graphs) have been modified, you will not be able to reproduce the values in the graphs exactly, but will be close. There are also additional variables provided in your data set that may be used, as described below.

The Variables

The dataset in your DropBox is derived from the publicly released data from the High School Longitudinal Study of 2009 (HSLS:09). The initial participants were in 9th grade in 2009; most of the variables in your data set are from the second follow up in 2016, with many asking the students to project to their plans for when they are 30. Additional information on this survey and its data can be found at: https://nces.ed.gov/surveys/hsls09/ . The particular notes included in your portion of the data are described below.

S4JobIndustry is derived from the variable X4STU30OCC2. It is the industry classification that the respondents (ninth-graders in 2009) projected during the 2016 follow-up that they would be working in at age 30. The occupations groups are:

Arts and entertainment
Business and management
Education
Healthcare
Military and protective services
Service
STEM
Trades and technical
Other
Don't know.

These were collapsed from the original X4STU30OCC2 variable according to the description in Figure 3 of the Stats in Brief.

S4EdExpected is derived from the variable S4EDUEXP. It is the amount of education that the respondents (ninth-graders in 2009) projected during the 2016 follow-up that they would have at age 30. The educational levels are:

High school diploma, equivalent, or less
Some college
Associate's degree
Bachelor's degree
More than a bachelor's degree
Don't know

High school diploma, equivalent or less includes "Less than high school completion" and "Complete hs diploma, GED, or equivalent" from S4EDUEXP; Some college includes "Start cert or diploma. But not complete", "Complete certificate or diploma", "Start associate's degree: not complete" and "Start bachelor's degree: not complete"; Bachelor's degree includes "Complete bachelor's degree" and "Start master's degree: not complete"; and More than a bachelor's degree includes "Complete master's degree", "Start PhD/MD/JD etc.: not complete", and "Complete PhD/MD/JD etc."

S4OCC30EARN is how much the respondents (ninth-graders in 2009) projected during the 2016 follow-up that they would earn per year in dollars in their expected job at age 30. It appears that some respondents may have answered in terms of per hour. (458 responses – with a total weight of 117,664.8 - are less than $50).

S4JOBSECURE is how important the respondents (ninth-graders in 2009) said during the 2016 follow-up that job security was compared to salary:

Salary may be one part of why people choose a job. Compared to the salary, how important is each of the following to you?

Having job security
1=More important than salary
2=Equally important
3=Less important than salary

S4JOBBALANCE is how important the respondents (ninth-graders in 2009) said during the 2016 follow-up that balancing work and personal life was compared to salary:

Salary may be one part of why people choose a job. Compared to the salary, how important is each of the following to you?

Balancing your work and personal life
1=More important than salary
2=Equally important
3=Less important than salary

S4JOBCONTRIB is how important the respondents (ninth-graders in 2009) said during the 2016 follow-up that contributing to society was compared to salary:

Salary may be one part of why people choose a job. Compared to the salary, how important is each of the following to you?

Making a contribution to society
1=More important than salary
2=Equally important
3=Less important than salary

S4JOBDECISION is how important the respondents (ninth-graders in 2009) said during the 2016 follow-up that being able to decide on how to get work done (aka autonomy) was compared to salary:

Salary may be one part of why people choose a job. Compared to the salary, how important is each of the following to you?

Making your own decisions about how to get your work done
1=More important than salary
2=Equally important
3=Less important than salary

S4LOCATION is how important the respondents (ninth-graders in 2009) said during the 2016 follow-up that geographic location was compared to salary:

Salary may be one part of why people choose a job. Compared to the salary, how important is each of the following to you?

Working in a particular geographic location
1=More important than salary
2=Equally important
3=Less important than salary

S4JOBTEAMWRK is how important the respondents (ninth-graders in 2009) said during the 2016 follow-up that working with a team was compared to salary:

Salary may be one part of why people choose a job. Compared to the salary, how important is each of the following to you?

Working with a team on tasks or projects
1=More important than salary
2=Equally important
3=Less important than salary

S4ParEd is derived from X2PAREDU, the highest level of education achieved by either parent. The educational levels are:

High school diploma, equivalent, or less
Some college
Associate's degree
Bachelor's degree
More than a bachelor's degree
Don't know

High school diploma, equivalent or less includes "Less than high school" and "High school diploma or GED or alternative HS credential" from X2PAREDU; Some college "Certificate/diploma from school providing occupational training; and More than a bachelor's degree includes "Master's degree" and "Ph.D/M.D/Law/other high lvl prof degree.

X4X2SES is a composite variable used to measure a construct for socioeconomic status. It is based on parent/guardians' education and occupation, and family income, with a higher value corresponding to a higher SES. The weighted mean for the sample is near zero (-0.0196) and the weighted standard deviation is 0.7481.

X4HSCOMPSTAT is the respondents (ninth-graders in 2009) high school credential status during the February 2016 follow-up.

1. Diploma
2. GED, other HS equivalence, or certificate of attendance
3. No HS credential

X4LOCALE is the ubanicity of the last attended high school.

1. City
2. Suburb
3. Town
4. Rural

X4REGION is the geographic region of the last attended high school.

1. Northeast
2. Midwest
3. South
4. West

X4ATPRLVLA Indicates the highest credential attained at any institution, or if no credential had been attained, the level of the institution where the respondent was enrolled in February 2016.

1. Attained bachelor's degree
2. Attained associate's degree
3. Attained certificate
4. No degree, enrolled at a 4-year
5. No degree, enrolled at less-than-4-year
6. No degree, not enrolled
7. Never attended college or trade school

X4PSLFSTFB16 Indicates whether respondents were enrolled and whether they were employed full-time, employed part-time, unemployed, or not in the labor force in February 2016. Full-time employment is defined as 35 hours or more per week. Respondents are classified as 'unemployed' if they were not working in February 2016 and were actively looking for work. Respondents who had never held a job after high school are classified as 'unemployed' if they were actively looking for work in February 2016 and 'not in the labor force' if they were not.

1. Enrolled in postsecondary education and employed full-time
2. Enrolled in postsecondary education and employed part-time
3. Enrolled in postsecondary education and unemployed
4. Enrolled in postsecondary education and not in the labor force
5. Not enrolled in postsecondary and employed full-time
6. Not enrolled in postsecondary and employed part-time
7. Not enrolled in postsecondary and and unemployed
8. Not enrolled in postsecondary and not in the labor force

Weight In order to be representative of the target population, weights are used for each observation. The total of the weights (4,123,294) is the estimated number of students who were 9th graders in 2009, that when asked in 2016 intended to be working at age 30.