

NCES DOVE UPDATE

DATA ON VOCATIONAL EDUCATION

VOL. 3, NO. 4 JANUARY 2002

A QUARTERLY NEWSLETTER FOR THE NCES TECHNICAL REVIEW PANEL (TRP) ON VOCATIONAL EDUCATION



DOVE TRP MEETING

Our next TRP meeting will be held in the spring—in either late May or early June. It will be a two-day meeting. By the end of January, we will be sending you an email requesting your availability on specific dates. Please respond by February 15, so we may select the final dates and begin to make preparations. Based on the feedback we received from the last newsletter, we decided not to coordinate the TRP meeting with the National Assessment of Vocational Education's (NAVE) "impacts" conference. However, as a DOVE TRP member, you will be invited separately to this conference.

Possibilities for discussion at the spring TRP meeting include the following topics. Please let us know if you have any different or additional ideas. Closer to the meeting, we will ask for your feedback on a proposed agenda. Feel free to email comments or ideas at any time to voced-admin@mprinc.com.

The **work groups** that formed after the last TRP meeting will report on their progress and findings. The Common Core of Data (CCD) work group (including Gary Hoachlander, Jay Cummings, Steve Equall, and Kim Green) will discuss steps being taken to improve the coverage of vocational schools in the CCD survey. The National Survey of Postsecondary Faculty (NSOPF) work group (including Gary Hoachlander, Norton Grubb, Ric Hernandez, Charles Hopkins, Kent Phillippe, and Betsy Warner) will share their draft survey "module" tailored for faculty at 2-year institutions. We will also report on progress of The Education Longitudinal Survey (ELS) work group (including Lisa Hudson, Karen Levesque, Sharon Belli, Kim Green, Rob Meyer, and Marsha Silverberg), which will draft questions for the 12th-grade ELS surveys.

We may also present **key findings** from the two main reports that are nearing completion: *Trends in High School Vocational/Technical Course-taking: 1982–1998*, and *Trends in Who Participates in High School Vocational/Technical Education: 1982 to 1998*. We will probably also ask the NAVE to summarize some of their key findings. Other discussion topics may include ongoing analyses: 1) adult participation in work-related education, 2) participation in postsecondary vocational education, and 3) high school vocational education teachers. Another potential topic for discussion is the content and format of the next edition of *Vocational Education in the United States*, due out in 2005. We will need to begin work on that report later this year, and welcome your advice on how to make it most useful and interesting.



LATEST NEWS

The two reports, *Trends in High School Vocational/Technical Course-taking: 1982–1998*, and *Trends in Who Participates in High School Vocational/Technical Education: 1982 to 1998*, are wending their way through the NCES review process and are due out this spring. A few preliminary findings from the *Who Participates* report follow:

- Public high school graduates who were members of disadvantaged groups generally took more vocational/technical coursework and were more likely to concentrate in occupational education than their counterparts who were members of more advantaged groups. These differences were apparent with regard to disability status, grade-point average (GPA), academic coursework completed, grade 9 mathematics completed, and school poverty. One exception was that limited-English-proficient students were generally less likely to participate than English-proficient students.
- However, disadvantaged students represented a minority of all occupational concentrators. In fact, when students were classified into three groups (into low-, moderate-, and high-advantage groups), the majority of occupational concentrators came from moderately advantaged groups. This pattern was apparent with regard to GPA, academic coursework completed, grade 9 mathematics completed, and school poverty. In the cases of disability status and English proficiency, almost all occupational concentrators came from advantaged (rather than from disadvantaged) groups.

VOCED FAST FACTS

Among all 1995–96 beginning postsecondary students, 32 percent did not work while enrolled, 48 percent worked while enrolled and considered themselves a student working to meet expenses, and 20 percent worked while enrolled and defined themselves as an employee who decided to enroll in school. Employees who study were more likely than other students to have first enrolled in a 2-year institution. For example, about three-quarters (73%) of employees who study first enrolled in a 2-year institution, compared to 50 percent of students who work and 35 percent of nonworking students.

SOURCE: 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (Washington, DC: U.S. Department of Education, National Center for Education Statistics).



ONGOING PROJECTS

Two reports are slated for release over the Web in the next month or so. They are *Persistence of Employees Who Pursue College Study (2002–118)* and *Participation Trends and Patterns in Adult Education (2002–119)*. Look for them soon on the NCES Web site at <http://nces.ed.gov>.

NCES and the Office of Vocational and Adult Education (OVAE) are working on a Fast Response Survey System (FRSS) survey about schools' guidance and career counseling programs. The instrument is to be administered in early 2002. Questions focus on guidance programs and services offered, program goals, and in-service offerings for guidance personnel. We will be able to look specifically at career guidance activities and to compare guidance activities in schools that serve different student bodies.