

NCES DOVE UPDATE

DATA ON VOCATIONAL EDUCATION

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



REPORT ON THE CCD PROJECT

NCES data on vocational teachers provide information on some of the most important resources for delivering vocational education—instructors and the instructional practices they use. Currently, the main source of national data on vocational teachers—the *Schools and Staffing Survey* (SASS)—is limited somewhat in its capacity to provide comprehensive data on these resources.

This limitation is due to the fact that SASS relies on the NCES *Common Core of Data* (CCD) to select the schools whose teachers will be surveyed. For those states in which vocational education is offered through a separate system, such as area vocational schools, information on these institutions is often not included in the CCD. Thus, to the extent that these separate institutions are not included in the CCD, vocational schools and teachers are likely to be under-represented in SASS. (Students who attend these institutions are incorporated into NCES data sets through their “home” school enrollments and are generally not under-counted.) At the 2001 DOVE TRP meeting, we agreed to address this issue.



PROJECT ACTIVITIES

Supported by funding from the Office of Vocational and Adult Education (OVAE), DOVE TRP members and staff from NCES, the National Association of State Directors of Career and Technical Education Consortium (NASDCTEC), and MPR Associates worked with the states to determine whether the 1999–2000 CCD omitted any vocational schools or similar institutions. (The 1999–2000 data were the latest public data available at that time.) The involvement of the NASDCTEC was key to attaining a high response rate. The Consortium’s ability to explain the purpose of the project and its importance to vocational education increased our response count from 33 to 50 states. Each state director of vocational education was asked to review the list of their state’s schools and, if any were missing, to send a list of missing vocational schools to MPR Associates *as well as* to their state CCD coordinator so that these schools could be added to the 2001–02 CCD.



RESULTS

As a result of the data collection effort, a list of 456 potentially missing schools were submitted from 29 states. MPR forwarded a list of these schools to CCD staff who reviewed it to see whether any of the schools were already reported on the CCD or on the Integrated Postsecondary Education Data System (IPEDS). (IPEDS institutions are not included in the CCD.) The CCD staff then reviewed each state’s 2001–02 submission when it arrived to verify that the missing schools reported to MPR were included in the state’s formal submission. If they were not, CCD staff sent an e-mail query to the state CCD coordinator to determine the status of these schools.

As listed in the table below, one of several outcomes followed: 1) the newly reported schools were added to the 2001–02 CCD, but not necessarily as vocational schools; 2) certain schools were found to already be included in

the 2000–01 CCD, but may not have been identified as vocational schools; 3) the state CCD coordinator determined that the schools submitted to MPR were out of scope (either because they were listed on IPEDS as post-secondary schools or for other reasons); 4) the CCD state coordinator did not have sufficient time to assess the status of the schools by the reporting deadline, but agreed to research the schools for 2002–03; or 5) the state CCD coordinator did not respond to the NCES inquiries.

Status of proposed schools to be added to the CCD, by state

State	Proposed	Added 2001–02 ¹	Already included 2000–01 ¹	Out of scope ²	Being researched	No response
AZ	51	4	26	21	0	0
AR	18	18	0	0	0	0
CA	58	0	1	57	0	0
GA	5	0	0	0	0	5
ID	13	10	2	1	0	0
IL	25	0	7	17	1	0
IN	14	0	3	0	11	0
LA	17	4	12	0	1	0
MA	6	0	4	2	0	0
MI	6	0	2	3	1	0
MS	7	1	0	0	6	0
MO	11	0	8	0	3	0
NM	16	0	14	1	1	0
OK	60	0	3	53	4	0
SC	44	0	44	0	0	0
TN	10	0	5	0	5	0
TX	24	2	10	3	9	0
WI	55	12	28	0	15	0

¹Not all of these schools were classified as vocational by the state CCD coordinator.

²Postsecondary institutions included in IPEDS were considered to be out of scope.

NOTE: The following states had only one or two proposed additions: CT, KY, MD, MN, NC, OH, OR, PA, and RI. The remaining states reported the existing CCD was complete.



IMPLICATIONS & NEXT STEPS

MPR Associates and NASDCTEC will contact the state directors to advise them of the status of our efforts. CCD staff have offered to follow up on the schools that are being researched for 2002–03 as well as on those for which they received no response from the state CCD coordinator. Additionally, although the goal of this project was not to identify vocational schools as such in the CCD survey, this issue came up repeatedly. To address this issue, CCD staff are considering changing the school type variable on the CCD so that it is no longer mutually exclusive but involves a series of yes/no flags, which will allow staff to identify more schools as vocational schools. CCD staff have asked for our help in this endeavor. Pending the OMB approval process (which includes review from states and other groups) these changes could be made effective as of the 2004–05 school year. Finally, the issue of including IPEDS institutions that also offer secondary vocational education (such as those in Oklahoma) will also be discussed further by CCD staff.

Questions or comments about this publication? Contact Lisa Hudson at 202.502.7358 or Karen Levesque at 510.849.4942.

NCES DOVE website: <http://nces.ed.gov/surveys/dove>

MPR TRP website: <http://voiced.mprinc.com>