

# NCES DOVE UPDATE



DATA ON VOCATIONAL EDUCATION

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

In the not too distant future, we will be contacting you about the next meeting of the Technical Review Panel (TRP) on Vocational Education. The meeting will take place here in Washington in April or May 2001. Within the next year, some major NCES surveys pertinent to vocational education will be revised. We plan to use the spring meeting to be proactive in trying to assure that these surveys include all the questions we feel are important for vocational education.



## LATEST NEWS

**New Analyses.** Three new *Stats in Briefs* are being developed. First is an examination of the persistence of workers in college, using data from the Beginning Postsecondary Student (BPS) longitudinal study 1996/98. Second is an examination of the distribution of vocational education offerings, using the Fast Response Survey System (FRSS) data about vocational programs collected from high schools. The third will examine high school programs leading to a vocational credential, also using FRSS data.



## ON-GOING PROJECTS

Preliminary data have been produced for the report on *Trends in Secondary Vocational Coursetaking from 1982 to 1998*. This report uses high school transcript data from 1982, 1990, 1992, 1994, and 1998 to examine how students' participation in vocational education has changed over time. The report looks at credits earned in vocational education overall and in various parts of the vocational curriculum, patterns of vocational coursetaking, the relationship between vocational coursetaking and changes in state high school graduation requirements, and the relationship between vocational and academic coursetaking.

The analysis plan has been developed for the report *Adult Education and Work*. This report will use the 1995 and 1999 National Household Education Survey (NHES) adult education interviews to examine participation in education activities taken mainly for work-related reasons—including apprenticeships, basic skills and English-as-a-second language (ESL) courses, credential programs, and other courses. The report will have three main sections: (1) Overview/description of participation in work-related education; (2) Employer involvement in work-related education (from the employee's perspective); and (3) Occupational patterns of participation, i.e., the differences in participation in work-related education among employees in various occupations.

Analysis plans are being developed for an *ED Tabs* report on the participation of "special population students" in vocational education. This report uses the same transcript data used in the "trends" report described above to address the question: Who participates in vocational education and how has this changed over time? The report will include examinations of educationally disadvantaged students, students in programs non-traditional for their gender, students with disabilities, economically disadvantaged students, limited English proficient (LEP) students, and minority racial/

ethnic groups. This report is a joint project of NCES and the Department's Planning and Evaluation Services, in preparation for the National Assessment of Vocational Education.

The *Education Plans and Programs Paths* report is being revised to more accurately describe the analysis population. This report should be published in early 2001.

The *ED Tabs* report *Occupational Programs at the Secondary and Postsecondary Levels* has entered the NCES review process. This report describes the full set of findings from the fast-response surveys examining vocational education programs in high schools and less-than-four-year postsecondary institutions. Specifically, the report describes vocational education offerings available in schools and postsecondary institutions, as well as the use of skill competencies, student credentialing mechanisms, and, at the high-school level, procedures for defining "vocational completers." Like all *ED Tabs* reports, this report consists mainly of summary tables, with limited textual highlights. If you are interested in serving as a reviewer for this report, please contact Linda Shafer (see contact information below).

## VOCED FAST FACTS

Many "vocational" students go on to college; in 1992, over half (55%) of the high school students who had taken concentrated vocational course-work (completed three or more credits in a single occupational program area) enrolled in a postsecondary institution within two years of high school graduation.

SOURCE: Karen Levesque et al., *Vocational Education in the United States: Toward the Year 2000, NCES 2000-029* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, February 2000), page 111 and table 62.



## UPCOMING PUBLICATIONS

Two new publications will be released soon. A *Stats in Brief* report, *Changes in High School Vocational Coursetaking in a Larger Perspective* (NCES 2001-026) will be released by the time you receive this. If you did not receive a copy, you may download it from the DOVE website at <http://nces.ed.gov/surveys/dove/publications.asp>. This *Stats in Brief* compares changes in high school vocational coursetaking from 1982 to 1998 to changes in other types of coursetaking and to changes in the labor market over roughly the same period.

The second publication is a report on *Labor Market Outcomes of Non-College-Bound High School Graduates* (NCES 2001-031). A copy of this report may be ordered from EDPubs (1-877-433-7827); it can also be downloaded from the DOVE website.