



## **ELS:2002 and NELS:88 Announcement for July 2009 Database Training Seminar**

**Using Education Longitudinal Study of 2002 (ELS:2002)  
and National Education Longitudinal Study of 1988 (NELS:88)  
for Research and Policy Discussion**

**Monday, July 13, through Wednesday, July 15, 2009  
Washington, DC**

The National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education, will sponsor two 2½-day advanced studies seminars on the use of longitudinal education databases for research and policy studies in 2009. Both seminars—this one in July and the other in August—will cover the same material, focusing specifically on the Education Longitudinal Study of 2002 (ELS:2002) and the National Education Longitudinal Study of 1988 (NELS:88) databases. The design of these studies permits the examination of education, work, and the socialization of youth in the United States, and the influences of schools, teachers, community, and family in promoting growth and positive outcomes.

This seminar is open to researchers, education practitioners, and policy analysts from state and local education agencies and professional associations, as well as advanced graduate students and faculty members from colleges and universities nationwide.

### **OVERVIEW**



**Education Longitudinal Study of 2002 (ELS:2002).** Beginning with a 10<sup>th</sup> grade cohort in the spring 2002, ELS:2002 provides longitudinal data about the critical transitions experienced by young people as they complete high school, enroll in college or enter the workforce, and embark on their careers. Data were collected from students and their parents, teachers, school librarians, and high school administrators as well as from existing school records such as high school transcripts. Cognitive tests in mathematics and reading were administered in the base year and mathematics tests in the first follow-up. First follow-up data were collected in the spring of 2004, when most survey respondents were seniors, and second follow-up data were collected in the spring of 2006, when many survey respondents were enrolled in college.

The following are examples of research issues that can be addressed with ELS:2002:

- students' academic growth in the last 2 years of high school;
- the transition from high school to college, starting while in high school;
- colleges applied to, aid offers, and colleges attended in the first two years after high school;
- financial aid received to attend college and employment when in college
- the process of dropping out of school, as it occurs from 10<sup>th</sup> grade on;
- school experiences and academic performance of minority students;
- students' pursuit of the study of mathematics and science;
- transitions to work for non-college students, spells of employment and unemployment, and earnings; and
- trend analyses with previous longitudinal studies (NLS-72, HS&B, and NELS:88).

For more information about ELS:2002 and a list of available publications that can be downloaded or ordered, visit the study website (<http://nces.ed.gov/surveys/els2002>).



**National Education Longitudinal Study of 1988 (NELS:88).** Beginning with an 8<sup>th</sup>-grade cohort in 1988, NELS:88 provides longitudinal data about the critical transitions experienced by young people as they develop, attend school, and embark on their careers. Data were collected from students, school administrators, teachers (in mathematics, science, social studies, and reading), and parents. Cognitive tests (math, science, reading, and social studies) were administered during the base year (1988), first follow-up (1990), and second follow-up (1992). In addition, data were obtained from existing school records, such as high school and college transcripts. The third follow-up data were collected in 1994. All dropouts were retained in the study. A fourth follow-up was conducted in the year 2000, when many of the sample members had completed a bachelor's degree.

NELS:88 can be used to address the following research issues in addition to those that can be addressed with ELS:2002:

- students' academic growth from the 8<sup>th</sup> through 12<sup>th</sup> grades;
- the transition from 8<sup>th</sup> grade to high school;
- the process of dropping out of school, as it occurs from 8<sup>th</sup> grade on;
- the role of the school in helping the disadvantaged; and
- features of effective schools.

For more information about NELS:88 and a list of available publications which can be downloaded or ordered, visit the study website (<http://nces.ed.gov/surveys/nels88>).

## **PURPOSE AND EXPECTED OUTCOME**

The overall goal of this seminar is to provide researchers with opportunities to gain access to some of the most comprehensive education resources in the nation, and to use ELS:2002 and NELS:88 data in substantive research. The seminar will include both lecture and hands-on instruction. Specifically, the seminar will include the following topics and activities:

- an overview of ELS:2002 and NELS:88 sample designs, data components, and coverage;
- methodological and technological issues relevant to data use;
- instruction and practice on how to analyze longitudinal data; and
- hands-on experience in analyzing research issues posed by the participants.

At the conclusion of the seminar, participants will be asked to make a 5-minute presentation that summarizes analyses that the participant conducted during the seminar. This presentation will include a clear specification of study issues, rationale for the study, study approach (specifications of population, variables, design weights used, etc.), and preliminary analyses (using ELS:2002 and NELS:88).

## QUALIFICATIONS

Participants attending the seminar should have a solid understanding of statistical methods, be experienced in using personal computers, and be proficient in the use of SPSS or SAS statistical software packages. Participants will be expected to know how to perform basic SPSS or SAS procedures, including recoding data and running descriptive analyses (e.g., frequency distributions, cross-tabulations, means). Applicants will be evaluated on the following criteria:

- significance of the proposed research and potential benefit from participation in the seminar;
- consistency of the proposed research agenda with the data available in ELS:2002 or NELS:88;
- experience in educational research; and
- knowledge and skills in statistical analyses and the use of statistical computer packages. (Please see the attached application form for specific questions pertaining to your level of experience.)

## FINANCIAL SUPPORT

There is no fee to attend the seminar. NCES will provide training materials as well as computers for hands-on practice. NCES will also pay for transportation, hotel accommodations, and a fixed per diem for meals and incidental expenses during the training seminar.

## LOCATION

This seminar will be held in Washington, DC, on **Monday, July 13, 2009, through Wednesday, July 15, 2009**. Accepted applicants will be sent information about both the meeting and lodging arrangements.

## REGISTRATION INFORMATION AND APPLICATION INSTRUCTIONS

If you are interested in attending the seminar, please complete and return the following documents:

1. The application form.
2. A copy of your resume.
3. A 1- to 2-page statement, clearly describing your research study and how the study can be furthered by your participation in the seminar.
4. A letter of recommendation from your faculty advisor if you are a graduate student.

Your proposed research study should include specifications of issues, rationale, and study approach. Space is limited for the seminar. Only complete applications will be considered, and only two applicants from the same organization or institution can be accepted.

All applications should be received no later than **June 1, 2009**. Applications will be reviewed and selected candidates will be informed by **June 8, 2009**. Selected candidates will receive the seminar agenda and information about travel arrangements.

Applications should be returned to: Patricia Jackson  
Synergy Enterprises, Inc.  
8757 Georgia Avenue, Suite 1440  
Silver Spring, MD 20910  
E-Mail: [pjackson@SEIservices.com](mailto:pjackson@SEIservices.com)

Contact Patricia Jackson through e-mail at [pjackson@SEIservices.com](mailto:pjackson@SEIservices.com) or by telephone at (240) 485-1700, if you have any questions regarding this seminar.

**NOTE: Applicants are allowed to attend no more than two NCES sponsored training seminars within a 6-year period.**



**APPLICATION**  
**ELS:2002 and NELS:88**  
**July 2009 Database Training Seminar**  
**National Center for Education Statistics (NCES)**  
**U.S. Department of Education**  
**July 13-15, 2009**  
**Washington, DC**

Dr.     Mr.     Ms.

NAME:

(please type or print clearly)

AFFILIATION:

TITLE/POSITION:

MAILING ADDRESS:

CITY:

STATE:

ZIP CODE:

TELEPHONE:

FAX:

E-MAIL:

**Computer Statistical Software Experience:**

**All participants must have at least 2 years of SPSS or SAS experience.**

Software	Level of experience			
	Extensive (proficient in aggregating, merging, recoding, weighting, and analysis)	Some (familiar with recoding and many analysis procedures)	Very little (simple descriptive procedures and recoding)	None
SPSS (Windows)				
SAS (Windows)				

**Please answer the following:**

1. Do you have experience recoding variable values in SPSS or SAS?       yes       no
2. Have you used weights in your analysis using SPSS or SAS?       yes       no
3. Have you run statistical analyses using SPSS or SAS?       yes       no

**Area of Research Interest:**

Please attach a clearly written description of your research interest and how that can be furthered through the use of NCES data (1–2 typewritten pages). Be as specific as possible. If you are a graduate student, a letter of recommendation from your faculty advisor must be included with your application.

Complete applications should be submitted no later than **June 1, 2009**. Space is limited for this seminar. Applications will be reviewed and selected candidates will be notified by **June 8, 2009**.

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