

Section 1

Participation in Education



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This List of Indicators includes all the indicators in Section 1 that appear on *The Condition of Education* web site (<http://nces.ed.gov/programs/coe>), drawn from the 2000, 2001, 2002, and 2003 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



Introduction: Participation in Education

The indicators in this section explore trends in enrollments at all levels—a key indicator of scope and access to educational opportunities and a basic descriptor of American education. Changes in enrollment have implications for the demand for educational resources such as qualified teachers, physical facilities, and funding levels required to provide a high-quality education for the nation's students.

To provide a basic descriptor of American education, this section provides past and projected enrollments at the elementary and secondary levels and at the undergraduate and graduate/first-professional levels, as well as the rates of participation in adult education. Elementary and secondary education provides knowledge and skills that prepare students for further learning and productive membership in society. Because enrollment at the elementary and secondary levels is mandatory, changes in enrollment at these levels are driven by shifts in the size of the school-age population, which fluctuates due to changes in birth rates, immigration, and other factors. Postsecondary education provides students with opportunities to gain advanced knowledge and skills either immediately after high school or later in life. Because postsecondary education is voluntary, changes in total undergraduate enrollments reflect fluctuations in enrollment rates and the perceived availability and value of post-

secondary education. Graduate and professional enrollments form an important segment of postsecondary education, allowing students to pursue advanced coursework in a variety of disciplines. Many adults also participate in lifelong learning activities to upgrade their work-related skills, change their careers, or expand their personal interests.

To gauge the scope and access to educational opportunities that exist, this section examines family and student characteristics of school-age children, the concentration of poverty by school district urbanicity, and the enrollment of foreign-born students in postsecondary institutions. These indicators provide additional insight into the makeup of the student body, which is important to fully understanding the educational system.

In addition to the indicators on the following pages, indicators on participation in education from past editions of *The Condition of Education* are available at <http://nces.ed.gov/programs/coe/list/index.asp>, including indicators on enrollment in early childhood education programs and the racial/ethnic distribution of elementary and secondary public school students. A full list of the indicators in this section available online can be found on the previous page.

Elementary/Secondary Education

Past and Projected Elementary and Secondary School Enrollments

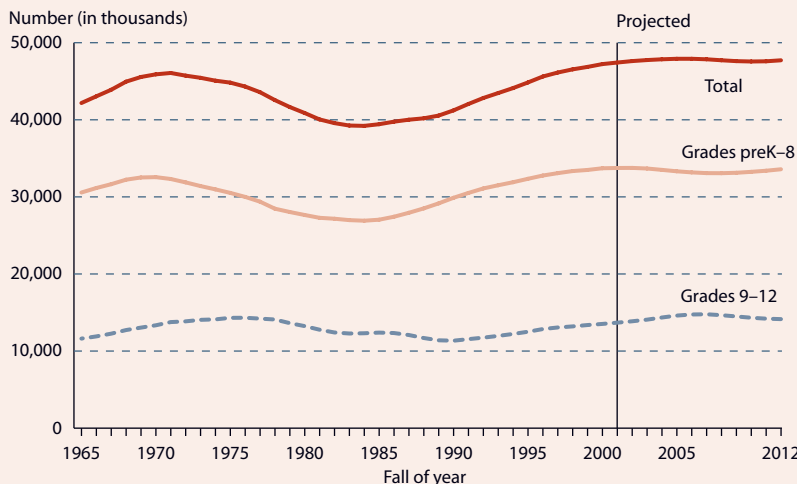
Public elementary and secondary enrollment is projected to reach 47.9 million in 2005, decrease to 47.6 million in 2010, and then increase to 47.7 million in 2012. The West will experience the largest increase in enrollments.

Rising immigration—the immigrant population nearly tripled from 1970 to 2000 (Schmidley 2001)—and the baby boom echo—the 25 percent increase in the number of annual births that began in the mid-1970s and peaked in 1990—are boosting school enrollment. After declining during the 1970s and early 1980s, enrollment in public schools for prekindergarten through grade 12 increased in the latter part of the 1980s and the 1990s, reaching an estimated 47.6 million in 2002. Enrollment is projected to be 47.7 million in 2003. Through the first half of this decade, public enrollment for prekindergarten through grade 12 is projected to increase to an all-time high of 47.9 million in 2005, decrease to 47.6 million in 2010, and then increase to 47.7 million in 2012. Public enrollment in prekindergarten through grade 8 is projected to decrease from 2002 through 2008 and then to increase, whereas public enrollment in grades 9–12 is projected to increase from 2002 through 2007 and then to decrease (see supplemental table 1-1).

The South has had larger enrollments than other regions over the past 30 years. During that time, the regional distribution of students in public schools changed, with the West and South increasing their share of total enrollment. Between 2002 and 2012, the West’s share of total enrollment will continue to increase. Public enrollment in prekindergarten through grade 12 is expected to decrease in the Northeast and Midwest, to remain stable in the South, and to increase from 11.4 million to 12.3 million in the West between 2002 and 2012.

Private school enrollment for grades K–12 increased from 4.7 million in 1989–90 to 5.1 million in 1999–2000. Between these years, enrollment in private schools increased in the South and West, while it remained stable in the Northeast and Midwest. Private school enrollment for grades K–12 was highest in the South in 1999–2000. Despite experiencing increases, the West continues to have the fewest students in private schools (see supplemental table 1-2).

SCHOOL ENROLLMENT: Public elementary and secondary school enrollment in prekindergarten through grade 12 (in thousands), by grade level, with projections: Fall 1965–2012



NOTE: Includes kindergarten and most pre-kindergarten enrollment.

SOURCE: U.S. Department of Education, NCES. (2002). *Projections of Education Statistics to 2012* (NCES 2002-030), table 1 and *Digest of Education Statistics 2001* (NCES 2002-130), table 37. Data from U.S. Department of Education, NCES, Common Core of Data (CCD); "State Nonfiscal Survey of Public Elementary/Secondary Education," 1987–2000 and *Statistics of Public Elementary and Secondary School Systems*, various years.

FOR MORE INFORMATION:

- Supplemental Notes 1, 3
- Supplemental Tables 1-1, 1-2
- Schmidley 2001





Elementary/Secondary Education

Family Characteristics of 5- to 17-Year-Olds

The level of parental education has increased for children in the past 20 years, though the parents of Black and Hispanic children continue to have less education than their White peers.

A child's family environment affects many aspects of that child's life, including achievement in school. From 1979 to 2001, the educational attainment of children's parents increased. The percentage of 5- to 17-year-olds whose parents had at least completed high school increased from 76 percent in 1979 to 88 percent in 2001, and the percentage of children whose parents had a bachelor's degree or higher increased from 19 percent to 31 percent. The parents of Black children had the largest increase in the percentage completing high school or higher, and the parents of White children had the largest increase in the percentage attaining a bachelor's degree or higher. In 2001, the parents of White children were more likely to have completed high school or higher than their Black and Hispanic peers, and the parents of Black children were more likely to have completed high school or higher than the parents of Hispanic children.

The poverty rate of school-aged children in 2001 was about 17 percent, not statistically different from the percentage in 1976, despite changes throughout the period. The percentage of children classified as "nonpoor" (twice the poverty

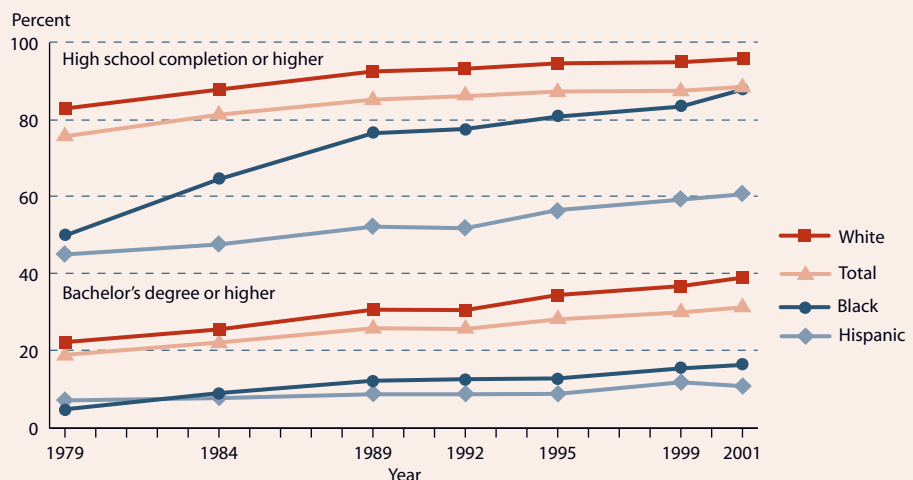
level or more) increased and the percentage classified as "near-poor" (100–199 percent of the poverty level) decreased from 1976 to 2001. There were smaller percentages of Black and White children in poverty in 2001 than in 1976. Black children experienced the largest decline in poverty, from 50 percent in 1976 to 31 percent in 2001. Black and Hispanic children in 2001 were more likely than White children to be impoverished.

The past 25 years have seen a decrease in the percentage of two-parent households, from 83 percent in 1976 to 68 percent in 2001. White and Hispanic children ages 5–17 in 2001 were more likely than their Black peers to be living in a two-parent household. The percentage of children speaking a language other than English at home increased from 8 percent in 1979 to 17 percent in 1999 (the last year for which data are available). This increase is due in part to the increased Hispanic population in the United States: 71 percent of Hispanic children ages 5–17 spoke a language other than English at home in 1999, compared with 4 percent of White and Black children (see supplemental table 2-1).

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. Information on parents' educational attainment is available only for those parents who lived in the same household with their child. See *supplemental note 2* for more information. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Other race/ethnicities are included in the total but are not shown separately.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, various years, previously unpublished tabulation (January 2003).

FAMILY CHARACTERISTICS: Percentage of 5- to 17-year-olds whose parents had at least completed high school or attained a bachelor's degree or higher, by race/ethnicity: Selected years 1979–2001



FOR MORE INFORMATION:
Supplemental Notes 1, 2
Supplemental Table 2-1
NCES 93–699
Grissmer et al. 1994

Elementary/Secondary Education

Concentration of Poverty by School District Urbanicity

Compared with students in other types of communities, students in central cities are more likely to be poor, and students in urban fringe or rural areas within metropolitan areas are less likely to be poor.

Poverty poses a serious challenge to children's access to quality learning opportunities and their potential to succeed in school (NCES 96–184). In 1999 (the most recent year for which data are available on the numbers of children in poverty by school district), 16 percent of all children ages 5–17 lived in households where the annual income in the previous year was below the poverty level (see supplemental table CPV-1).

The concentration of poverty among all school-aged children varies appreciably by the urbanicity of school districts in which they live. In 1999, 24 percent of school-age children in school districts in central cities of large metropolitan areas lived in poverty, followed by 20 percent of children living in school districts in central cities within midsize metropolitan areas. The areas with the lowest concentration of school-age children in poverty (10 percent) were rural areas within metropolitan areas and urban fringes of large metropolitan areas. More school-age children were in poverty in rural areas outside metropolitan areas and in large and small towns than in the urban fringe.

The Midwest had the lowest concentration of school-age children in poverty in 1999, followed by the Northeast, West, and South. The Northeast, Midwest, and West followed the national pattern of higher levels of school-age children in poverty in central cities of large metropolitan areas and lower levels in the urban fringe or rural areas within metropolitan areas. Compared with other types of communities in their regions, the Northeast and Midwest had the largest differences between the percentage of poor children in central cities of large metropolitan areas: both regions had lower levels of school-age children in poverty in the urban fringe, large and small towns, and rural areas than the national level for each type of community. In the South, the concentration of school-age children in poverty was more evenly distributed, with comparable levels of poverty in central cities, large and small towns, and rural areas outside metropolitan areas.

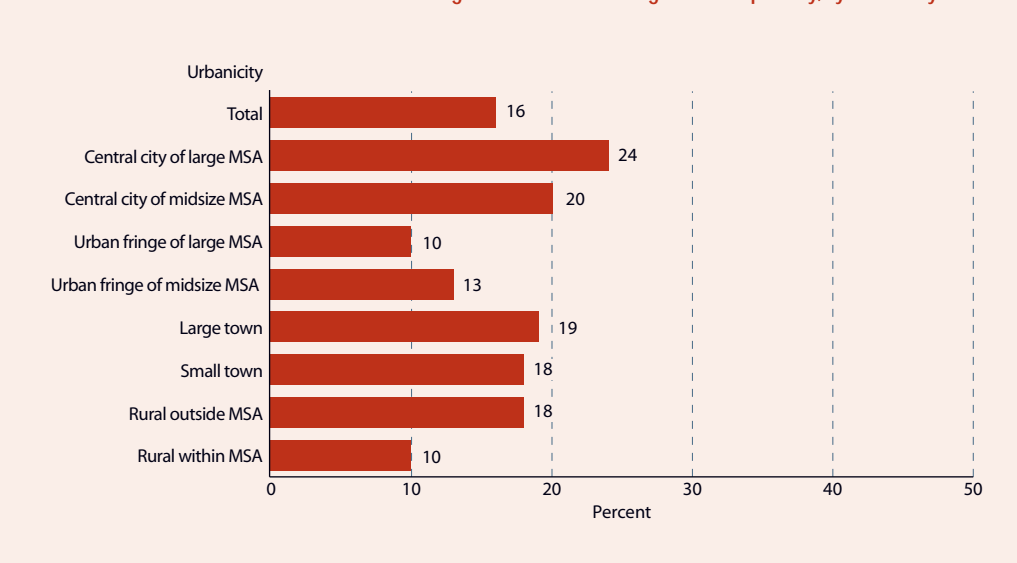
NOTE: MSAs denote metropolitan statistical areas and are geographic areas containing a large population nucleus together with adjacent communities having a high degree of social and economic integration. To define poverty, the Bureau of the Census uses a set of money income thresholds, updated annually, that vary by family size and composition to determine who is poor. If a family's income is less than the family's threshold, then that family, and every individual in it, is considered poor. See *supplemental note 1* for further information on poverty and a definition of urbanicity and the states in each region.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 2000–01 and U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Small Area Income and Poverty estimates, Title I Eligibility Database, 1999.

FOR MORE INFORMATION:
Supplemental Notes 1, 2, 3
Supplemental Table 3-1
NCES 96–184; National
Academy of Sciences 1999



ELEMENTARY AND SECONDARY EDUCATION: Percentage of related children ages 5–17 in poverty, by urbanicity: 1999





Elementary/Secondary Education

Language Minority Students

The number of 5- to 24-year-olds who spoke a language other than English at home more than doubled between 1979 and 1999.

Among significant population changes in the past 20 years has been the growth in the number of 5- to 24-year-olds who were reported speaking a language other than English at home, from 6.3 million in 1979 to 13.7 million in 1999. In 1979, 8 percent of all 5- to 24-year-olds spoke a language other than English at home, compared with 17 percent in 1999. Of those who spoke a language other than English at home in 1979, 2.2 million spoke English with difficulty (i.e., spoke English less than “very well”), compared with 4.5 million in 1999. Three percent of all 5- to 24-year-olds spoke a language other than English at home and spoke English with difficulty in 1979, compared with 6 percent in 1999 (see supplemental table 4-1).

From 1979 to 1999, the population of 5- to 24-year-olds increased by 6 percent. In contrast, the percentage who spoke a language other than English at home increased by 118 percent during this period, and the percentage who spoke a language other than English at home and who spoke English with difficulty increased by 110 percent.

Of those who spoke a language other than English at home in 1999, one-third spoke English with difficulty. Spanish was most frequently spoken by 5- to 24-year-olds who spoke a language other than English at home (72 percent) and by those who spoke English with difficulty (78 percent) (see supplemental table 4-2).

Native-born children who spoke a language other than English at home were more likely than their foreign-born peers to speak English “very well” (78 vs. 49 percent) in 1999. Among native-born children who spoke a language other than English at home, those with native-born parents were more likely than those with foreign-born parents to speak English “very well.” Among foreign-born children who spoke a language other than English at home in 1999, the more recently the child came to the United States, the more likely that child was to report having difficulty speaking English: 74 percent of those who came between 1995 and 1999 spoke English with difficulty, compared with 49 percent of those who came between 1990 and 1994.

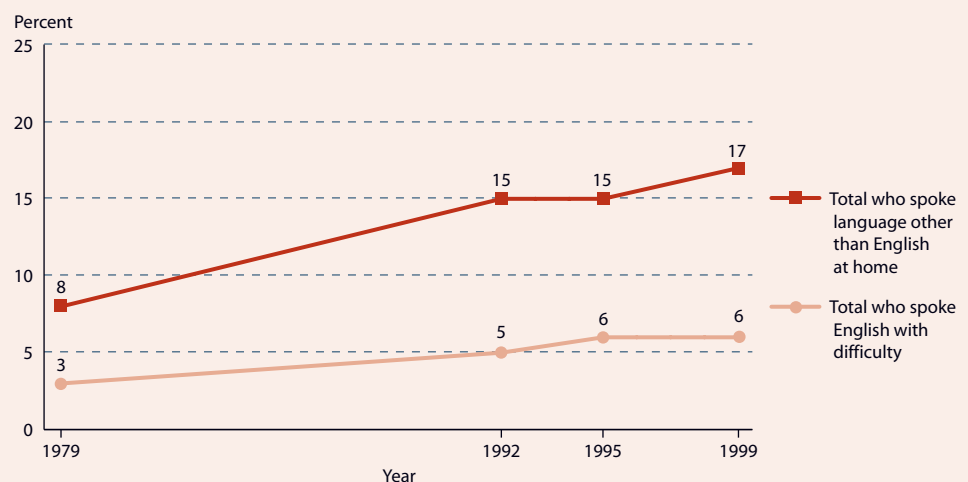
NOTE: Respondents were asked if the children in the household spoke a language other than English at home. If they answered “yes,” they were asked how well they could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 1979 and October 1992, 1995, and 1999, previously unpublished tabulation (December 2002).



FOR MORE INFORMATION:
Supplemental Note 2
Supplemental Tables 4-1,
4-2
NCES 2003-032

LANGUAGE MINORITY: Percentage of 5- to 24-year-olds who spoke a language other than English at home and who spoke English with difficulty: Selected years 1979–99



Undergraduate Education

Past and Projected Undergraduate Enrollments

Unlike the 1980s and 1990s, undergraduate enrollment in 4-year institutions is projected to increase at a faster rate than undergraduate enrollment in 2-year institutions in the next 10 years. Women's undergraduate enrollment is expected to continue increasing at a faster rate than men's.

Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased in the past three decades, and it is projected to increase throughout the next 10 years. These increases have been accompanied by changes in the attendance status of students, the type of institution attended, and the proportion of students who are women. The number of students enrolled both part time and full time, the number of students at 2- and 4-year institutions, and the number of male and female undergraduates are projected to reach a new high each year from 2003 to 2012.

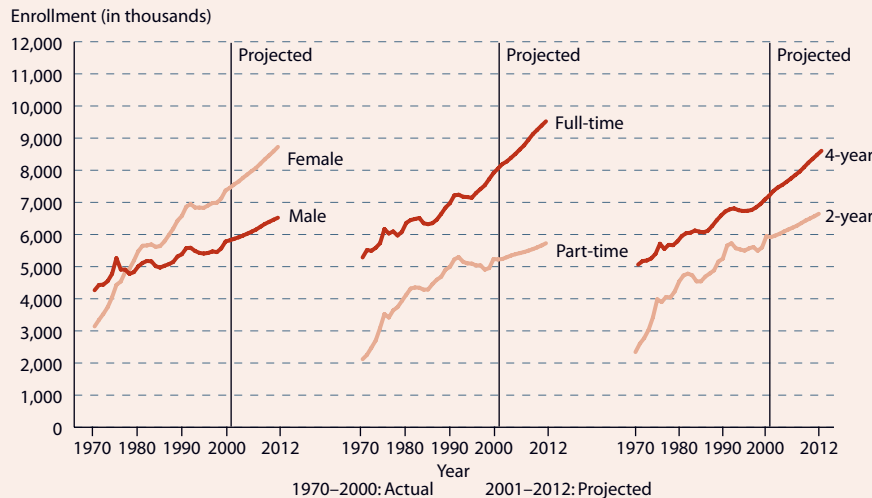
In the past, more undergraduate students were enrolled full time than part time in degree-granting 2- and 4-year postsecondary institutions. This pattern is expected to continue in the future. In the 1970s, part-time undergraduate enrollment increased at a faster rate than full-time undergraduate enrollment, but the majority of students were still enrolled full time. During the 1980s, growth slowed for both groups. In the 1990s, full-time undergraduate enrollment increased at a faster rate, while part-time undergraduate enrollment remained fairly

constant. In the present decade, full-time undergraduate enrollment is expected to increase at a faster rate than part-time undergraduate enrollment (see supplemental table 5-1).

More undergraduate students attended 4-year institutions than 2-year institutions. After strong growth in the 1970s, the rate of increase in undergraduate enrollment at 2-year institutions slowed in the 1980s and slowed still further in the 1990s. However, it is expected to increase again in the present decade. Four-year undergraduate enrollment has increased over the past three decades and is expected to increase at a faster rate than undergraduate enrollment in 2-year institutions in the next 10 years.

In 1978, the number of undergraduate women in degree-granting 2- and 4-year institutions exceeded the number of undergraduate men. Since the 1970s, women's undergraduate enrollment has increased faster than men's. In the next 10 years, men's undergraduate enrollment is projected to increase, but women's undergraduate enrollment is projected to grow at a faster rate.

UNDERGRADUATE ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions (in thousands), by sex, attendance status, and type of institution, with projections: Fall 1970–2012



NOTE: Projections are based on the middle alternative assumptions concerning the economy. For more information, see NCES 2002–030. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2002–130, pp. 509–510.

SOURCE: U.S. Department of Education, NCES. (2002). *Digest of Education Statistics 2001* (NCES 2002–130), table 188, and *Projections of Education Statistics to 2012* (NCES 2002–030), tables 16, 18, and 19. Data from U.S. Department of Education, NCES, 1969–1986 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," and 1987–2000 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:87–00).

FOR MORE INFORMATION:
Supplemental Notes 3, 8
Supplemental Table 5-1



Undergraduate Education

Foreign-Born Students in Postsecondary Institutions

In 1999–2000, 5 percent of undergraduate students in the U.S. were permanent residents and 2 percent were foreign students with a visa, compared with 3 and 9 percent, respectively, of graduate/first-professional students.

The U.S. foreign-born population has nearly tripled since 1970, when it was at its lowest point in the last century (Schmidley 2001). The number of foreign-born students in postsecondary institutions reflects this growth. In 1999–2000, 11 percent of undergraduate students and 17 percent of graduate/first-professional students were foreign born. Eleven percent of both undergraduate and graduate/first-professional students were first-generation students: they were born in the United States but their parents were not (see supplemental table 6-1).

Five percent of the total undergraduate population were foreign-born permanent residents and 2 percent were foreign students with a visa. Three percent of graduate/first-professional students were permanent residents and 9 percent were foreign students with a visa. An additional 4 percent of undergraduates and 5 percent of graduate/first-professional students were foreign-born U.S. citizens. A majority of foreign-born undergraduates came to the United States more than 10 years ago (6 percent of the total postsecondary undergraduate population). Among students who reported the country from which they emigrated,

Asia was the most frequently cited country of origin by both undergraduate and graduate/first-professional foreign-born students.

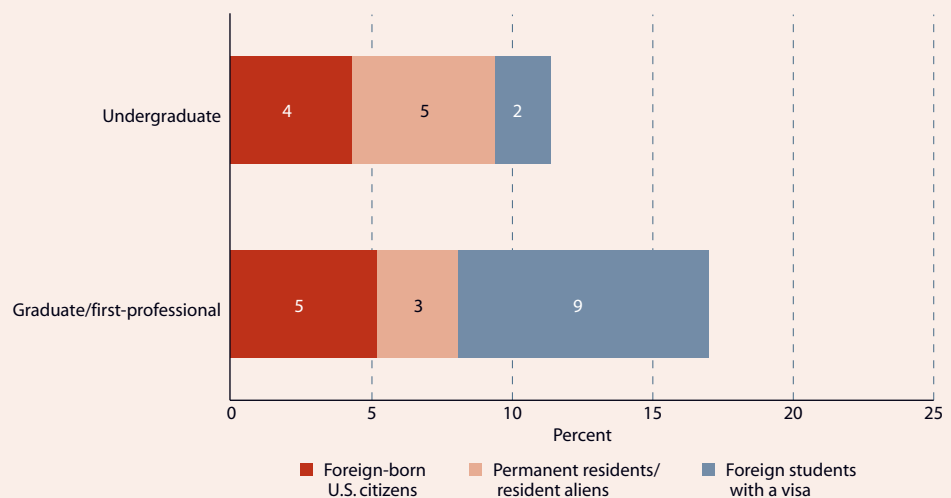
Foreign-born undergraduates in 1999–2000 were more likely than the average undergraduate to be “nontraditional students.” A nontraditional student is one with any of the following characteristics: has delayed enrollment, attends part time, works full time while enrolled, is considered financially independent for purposes of determining financial aid, has dependents other than a spouse, is a single parent, or does not have a high school diploma. In 1999–2000, foreign-born undergraduates were less likely than the average undergraduate to have no nontraditional traits and were more likely to be highly nontraditional (four or more nontraditional traits).

According to the first-generation students who responded, a majority of the parents of undergraduates immigrated before 1975 and a majority of the parents of graduate/first-professional students immigrated before 1965. First-generation undergraduates were less likely than the average undergraduate to be nontraditional students.

NOTE: For information about the classification of postsecondary institutions, see *supplemental note 8*.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000), previously unpublished tabulation (January 2003).

FOREIGN-BORN STUDENTS: Percentage of undergraduate and graduate/first-professional students in the United States who were foreign born, by citizen status and type of degree program: 1999–2000



FOR MORE INFORMATION:
Supplemental Notes 3, 8
Supplemental Table 6-1
NCES 2002–012
Schmidley 2001

Graduate and Professional Education

Trends in Graduate/First-Professional Enrollments

Enrollment in both graduate and first-professional programs increased from 1976 to 2000, with female enrollment increasing faster than male enrollment. The percentage of female graduate students increased from 46 percent in 1976 to 58 percent in 2000.

Graduate and first-professional enrollment in degree-granting institutions increased over the past 25 years. These increases were accompanied by changes in the percentage distribution by sex, enrollment status, and race/ethnicity. Enrollment in graduate programs increased 39 percent, from 1.3 million in 1976 to nearly 1.9 million in 2000, while enrollment in first-professional programs increased 26 percent, from 244,000 to 307,000. In the next 10 years, enrollment at both graduate and first-professional programs is projected to continue to increase, with graduate enrollment at more than 2 million and first-professional enrollment close to 350,000 by 2012 (see supplemental table 7-1).

The enrollment trends differ by sex in graduate and first-professional programs. In 1976, more men than women attended both programs. Since then, female enrollment in graduate programs has increased by 73 percent, while male enrollment has increased by 9 percent. In 1976, females represented 46 percent of total graduate enrollment. In 1984, female enrollment first exceeded male enrollment, and females represented 58 percent of graduate enrollment in 2000. There has been an increase in female first-

professional enrollment: female enrollment has increased by 162 percent since 1976, while male enrollment has decreased by 14 percent. In 1976, women made up 22 percent of first-professional enrollment, compared with 47 percent in 2000.

There have been similar gains in the enrollment of minorities. In the past 25 years, minority enrollment in graduate programs increased 167 percent, while White enrollment increased 13 percent. Enrollments among Hispanics and Asians/Pacific Islanders have seen the greatest growth. Minority enrollment in first-professional programs grew by 271 percent from 1976 to 2000, compared with no growth in White enrollment. Both graduate and first-professional enrollments for nonresident aliens have increased since 1976 (221 and 175 percent, respectively) (see supplemental table 7-2).

For the last 25 years, the majority of graduate students have been enrolled part time. Since 1976, however, there has been an increase of 76 percent in full-time enrollment in graduate programs, compared with a 19 percent increase in part-time enrollment. The majority of first-professional students are enrolled full time.

¹American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: Data include unclassified graduate students. Numbers may differ from those in other NCES publications because of alternative methods of handling those whose race is unknown. Detail may not sum to totals because of rounding. See the glossary for a definition of first-professional degrees.

SOURCE: U.S. Department of Education, NCES, (2003). *Digest of Education Statistics 2002* (NCES 2003-060), tables 189, 190, and 208. Data from U.S. Department of Education, NCES, 1976 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," and 2000 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:00).

FOR MORE INFORMATION:
Supplemental Notes 1, 3, 8
Supplemental Tables 7-1, 7-2



GRADUATE/FIRST-PROFESSIONAL ENROLLMENT: Graduate and first-professional enrollment (in thousands) in degree-granting institutions in 1976 and 2000 and percentage increase between the 2 years, by sex, race/ethnicity, and attendance status

Characteristic	Graduate enrollment			First-professional enrollment		
	1976	2000	Percentage change	1976	2000	Percentage change
Total	1,333	1,850	38.8	244	307	25.5
Sex						
Male	714	780	9.2	190	164	-13.7
Female	619	1,071	73.0	54	143	162.0
Race/ethnicity ¹						
White	1,116	1,259	12.8	220	220	0.0
Total minority	134	359	167.3	21	78	270.9
American Indian	5	10	101.5	1	2	84.4
Asian/Pacific Islander	25	96	291.0	4	37	804.3
Black	78	158	101.2	11	24	110.3
Hispanic	26	95	261.9	5	15	239.0
Nonresident alien	72	232	220.8	3	8	175.2
Attendance status						
Full-time	463	813	75.6	220	274	24.3
Part-time	870	1,037	19.2	24	33	36.8

Adult Learning

Participation in Adult Education

The percentage of the population age 16 and above participating in adult education increased from 1991 to 2001. Work-related courses and personal interest courses were the most popular forms of adult education in 2001.

In an age of rapid economic and technological change, lifelong learning can provide benefits for individuals and for society as a whole. Lifelong learning activities are formal activities including basic skills training, apprenticeships, work-related courses, personal interest courses, English as a Second Language (ESL) classes, and college or university credential programs. Excluding “traditional” students (among 16- to 24-year-olds, full-time participation in a college or university credential program was not counted as an adult education activity), participation in adult education among those age 16 and above increased to 47 percent in 2001 from 34 percent in 1991 and from 42 percent in 1995. Among different types of education activities, the percentage of persons age 16 and above (excluding traditional students) participating in a college or university credential program in 2001 was lower than in 1995 and 1999. The percentage of persons participating in work-related courses in 2001 was greater than in 1995 and 1999 (see supplemental table 8-1).

In 2001, 16- to 24-year-olds (excluding traditional students) had a higher rate of participation in adult

education activities than the rest of the population (age 25 and above). They were less likely to participate in work-related courses but more likely to participate in college or university credential programs, personal interest courses, or other activities, including basic skills training, apprenticeships, or ESL.

Among all persons age 16 and above in 2001 (excluding traditional students), work-related courses were the most prevalent form of lifelong learning (30 percent), followed by personal interest courses (21 percent), college or university credential programs (7 percent), and other activities (4 percent). Females had higher rates of both overall participation and participation in personal interest courses than males in 2001. White and Asian/Pacific Islander persons age 16 and above had higher rates of overall participation than their Black and Hispanic peers. Higher educational attainment was associated with participation in overall adult education activities, work-related courses, and personal interest courses (see supplemental table 8-2).

¹Data for 1991 are not available beyond the overall participation rate.

²Among those ages 16–24, full-time participation for all or part of the year in a college or university credential program or a vocational or technical diploma program was not counted as an adult education activity.

³Includes basic skills training, apprenticeships, and ESL courses.

NOTE: The survey population includes civilian, noninstitutionalized individuals age 16 and above who are not enrolled in elementary or secondary school. See the glossary for a definition of adult education. Percentages for individual activities do not sum to the overall participation because individuals may participate in multiple activities. There were differences in questionnaire structure, wording, and response options in the 1995, 1999, and 2001 NHES questionnaires that could affect the measurement of course participation. The sample includes individuals who do not speak English, and this is likely to affect the participation rates for Hispanics.

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001), and Adult Education Survey of the National Household Education Surveys Program (AE–NHES:1991, 1995, and 1999), previously unpublished tabulation (January 2003).



FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental tables 8-1,
8-2

NCES 2002–119

ADULT EDUCATION: Percentage of population age 16 and above who participated in adult education, by type of activity: 1991¹, 1995, 1999, and 2001

