

## **Section 1**

# *Participation in Education*



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## Section 1: Web Site Contents

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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 2000–2004 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 of *The Condition of Education* report trends in enrollments across all levels of education. There are 14 indicators in this section: 7, prepared for this year's volume, appear on the following pages, and all 14, including indicators from previous years, appear on the web (see Web Site Contents on the facing page for a full list of the indicators). Enrollment is a key indicator of the scope of 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 our nation's students.

The indicators in this section are organized into an overview section, in which enrollments are reported by age group, and a series of subsections organized by level of the education system. These levels are preprimary education, elementary and secondary education, undergraduate education, graduate and professional education, and adult learning. Adult learning includes formal education activities in which adults participate to upgrade their work-related skills, to change careers, or to expand personal interests.

The indicators in the first subsection compare rates of enrollment in formal education programs across age groups in the population and examine the extent to which changes in the enrollment of an age group are due to shifts in the group's enrollment rate and its population size. Population size fluctuates due to changes in birth rates, immigration, and other factors. Looking at trends in the enrollment rate of individuals in various age groups over time provides a perspective on how the role of education changes during the course of their lives.

Participation in center-based early childhood care and education programs, such as Head Start, nursery school, and prekindergarten, helps to prepare children for elementary school

or serves as child care for working parents. One new indicator on the following pages shows enrollments in the prekindergarten programs of public schools, and another earlier indicator, which appears on the web, shows trends in the rate of enrollment among 3- to 5-year-olds in center-based programs.

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 are driven primarily by shifts in the size of the school age population. 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 postsecondary education, as well as the size of college-age populations. Graduate and professional enrollments form an important segment of postsecondary education, allowing students to pursue advanced coursework in a variety of areas.

Some of the indicators in the subsections provide information about the background characteristics of the students who are enrolled and, in some cases, how these students are distributed across schools. For example, an indicator that appears on the web site shows the family characteristics of 5- to 17-year-olds, and another in this volume shows the concentration of enrollments in high-poverty and high-minority schools.

The indicators on participation in education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coellist/index.asp>.



# All Ages

## Enrollment Trends, by Age

Between 1970 and 2002, the enrollment rate increased among those ages 18 and above, when they are typically enrolled in postsecondary education. For example, the enrollment rate of those ages 20–21 increased from 32 percent in 1970 to 48 percent in 2002.

Changes in enrollment have implications for the demand for educational resources. Enrollments change due to fluctuations in population size and rates of enrollment. A shift in the rate of enrollment implies a change in the enrollment behavior of the population, which, in turn, may reflect changes in the perceived value of formal education or the time taken to complete degrees. Between 1970 and 2002, the enrollment rate of adults ages 18–34 increased (see supplemental table 1-1). After increasing from 1970 to 1977, the enrollment rate of youth ages 5–6 has remained stable. Among youth ages 7–13 and ages 14–17, enrollment rates were very high and remained stable. Among youth ages 3–4, the enrollment rate increased between 1970 and 2002, though that may be partly due to changes in the method of collecting these data.

Among youth ages 5–17, enrollment in elementary and secondary education is generally compulsory. As a result, the enrollment rate for these age groups is very high, with increases or decreases in the enrollment count reflecting fluctuations in the population. Public elementary and secondary enrollment declined in the 1970s

and early 1980s before increasing to an all-time high in 2002 (indicator 4).

At ages 18–19, youth are moving from secondary to postsecondary education or into the workforce. The enrollment rate among youth ages 18–19 increased from 48 percent in 1970 to 63 percent in 2002. Among youth in this age group, there has been an increase in the percentage enrolled in elementary/secondary education (from 10 to 18 percent) and the percentage enrolled in postsecondary education (from 37 to 45 percent).

Among those ages 20–34, when most people who are enrolled are in postsecondary education, both the enrollment rate and the enrollment count increased from 1970 to 2000 (indicator 6). The enrollment rate of adults ages 20–24 increased from 22 percent in 1970 to 34 percent in 2002. The enrollment rate also increased among older adults, ages 25–34, when most people have typically finished postsecondary education. Between 1970 and 2002, the enrollment rate of those ages 25–29 increased from 8 percent to 12 percent, and the enrollment rate of those ages 30–34 increased from 4 to 7 percent.

<sup>1</sup>Beginning in 1994, new procedures were used to collect preprimary enrollment data. As such, numbers before 1994 may not be comparable to 1994 or later numbers.

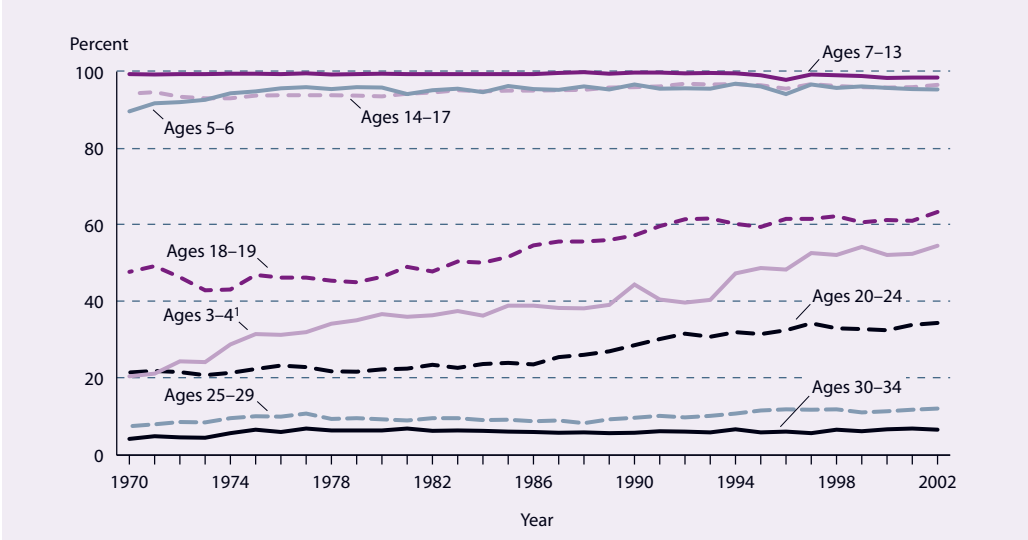
NOTE: Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Enrollments in “special” schools, such as trade schools, business colleges, or correspondence schools, are not included. Data are based upon sample surveys of the civilian noninstitutional population. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. See supplemental note 2 for more information.

SOURCE: U.S. Department of Education, NCES. (forthcoming). *Digest of Education Statistics 2003* (NCES 2004–024), table 6. Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1970–2002.

FOR MORE INFORMATION:  
Supplemental Notes 2, 8  
Supplemental Table 1-1



**EDUCATION ENROLLMENT: Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2002**





# Preprimary Education

## Prekindergarten in U.S. Public Schools

*Thirty-five percent of public elementary schools had prekindergarten programs in 2000–01, serving over 800,000 children. Schools in the Southeast were more likely to have any prekindergarten programs and full-day programs than schools in other regions.*

Participation in early childhood programs, such as prekindergarten, helps prepare children for school. In 2000–01, some 19,900 public elementary schools, or about 35 percent of all public elementary schools, offered prekindergarten classes (see supplemental table 2-1). Thirteen percent of public elementary schools offered full-day only classes, 19 percent offered half-day only classes, and 3 percent offered both full- and half-day classes. Schools in the Southeast were more likely than schools in other regions to offer prekindergarten classes. The majority of prekindergarten class offerings in the Southeast were full-day classes, while the majority of class offerings in the Northeast, Central, and West regions were half-day classes. Public schools with large enrollments (as defined by 700 or more students) and schools in central cities were more likely than schools with other enrollment sizes and in other locales to offer prekindergarten classes.

The greater the percentage of minority students enrolled in a school, the greater was the likelihood of the school having prekindergarten programs—from 27 percent of schools with less than 10 percent minority enrollment to

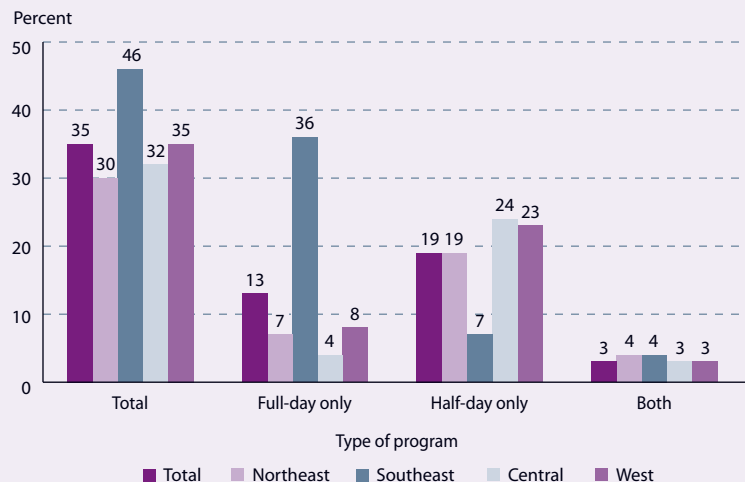
51 percent of schools with 75 percent or more minority enrollment. In addition, as the percentage of children eligible for free or reduced-price lunch increased, so did the percentage of schools offering prekindergarten—from 21 percent of low-poverty schools (less than 15 percent of children eligible for the school lunch program) to 51 percent of high-poverty schools (75 percent or more of children eligible).

There were 822,000 children in prekindergarten classes in public schools in 2000–01 (see supplemental table 2-2). The majority (68 percent) were 4 years old. Sixty-one percent of children in prekindergarten were eligible for free or reduced-price lunch. Among children in prekindergarten classes, 39 percent were in high-poverty public schools and 11 percent were in low-poverty schools. White children represented 81 percent of students in prekindergarten classes in low-poverty public schools, compared with 4 and 8 percent for Black and Hispanic students. Conversely, White children made up 22 percent of students in high-poverty schools, compared with 36 and 39 percent for Black and Hispanic children, respectively.

NOTE: Detail may not sum to totals because of rounding. Survey includes special education and regular elementary and combined schools. Public elementary school is defined as a school with a lowest grade less than or equal to grade 3 and a highest grade less than or equal to grade 8. Combined school is defined as containing both elementary and secondary grades (e.g., K–12 or 1–9). *Supplemental note 1* identifies the states in each region.

SOURCE: Smith, T., Kleiner, A., Parsad, B., and Farris, E. (2003). *Prekindergarten in U.S. Public Schools: 2000–2001* (NCES 2003–019), tables 2 and 3 and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), “Survey of Classes That Serve Children Prior to Kindergarten in Public Schools: 2000–2001,” FRSS 78, 2001.

**PREKINDERGARTEN PROGRAMS: Percentage of public elementary schools with prekindergarten classes, by type of program and region: 2000–01**



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



# Elementary/Secondary Education

## Trends in Full- and Half-Day Kindergarten

*Enrollment among 4- to 6-year-olds in kindergarten increased from 1977 to 2001. During this period, the proportion of students enrolled in full-day kindergarten increased and by 1995 was larger than the proportion enrolled half day.*

Total enrollment in kindergarten among children ages 4–6 increased from 3.2 million in 1977 to 4 million in 1992, before decreasing to 3.7 million in 2001 (see supplemental table 3-1). Similarly, the percentage of 4- to 6-year-olds attending kindergarten rose from 1977 to 1992, before declining to 31 percent in 2001. Age 5 was the most common age to be enrolled in kindergarten. Seventy-three percent of all 5-year-olds were enrolled in kindergarten in 2001, compared with 7 percent of 4-year-olds and 13 percent of 6-year-olds (see supplemental table 3-2).

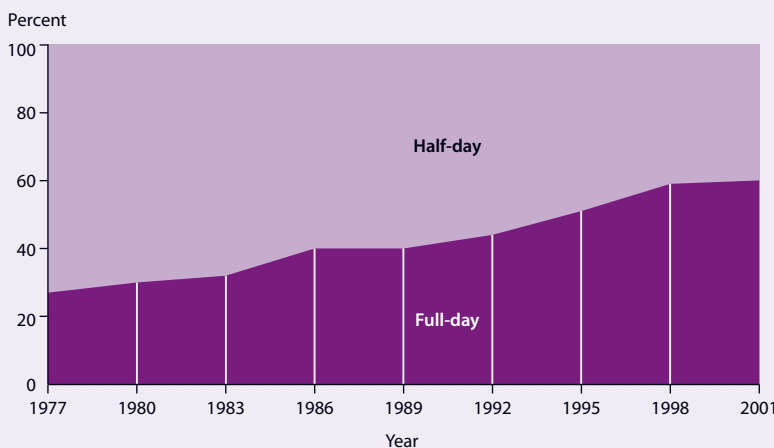
Between 1977 and 2001, a shift occurred in the type of kindergarten attended. In 1977, a higher percentage of children attended a half-day than a full-day program (73 vs. 27 percent). By 1995, this distribution had reversed, and in 2001, 40 percent of children ages 4–6 enrolled in kindergarten attended half day, compared with 60 percent attending full day.

In 2001, full-day kindergarten was generally more common than half-day kindergarten throughout different segments of the popula-

tion. There were some differences in attendance patterns by subgroups, however. For example, children ages 4–6 enrolled in kindergarten in the South were more likely to attend full-day kindergarten (78 percent) than children in the Northeast, Midwest, and West (60, 53, and 43 percent, respectively). Children in the West were the only group in which a higher proportion was enrolled in half-day than in full-day kindergarten (57 vs. 43 percent).

In addition, in 2001, Black kindergartners (76 percent) were more likely than their White (56 percent), Hispanic (60 percent), and Asian/Pacific Islander (57 percent) peers to be enrolled in full-day programs. Children in families with incomes less than \$50,000 were more likely to attend full-day kindergarten than children with higher family incomes. The type of school attended was also related to children’s enrollment. Sixty-eight percent of children ages 4–6 enrolled in private kindergartens attended a full-day program, compared with 59 percent of children in public kindergartens.

**KINDERGARTEN ENROLLMENT: Percentage distribution of children ages 4–6 enrolled in kindergarten, by type of program: October selected years 1977–2001**



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, selected years 1977–2001, previously unpublished tabulation (December 2003).

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





# Elementary/Secondary Education

## Past and Projected Elementary and Secondary School Enrollments

*Public elementary and secondary enrollment is projected to increase to 49.7 million in 2013. The West will experience the largest increase in enrollments.*

Rising immigration—the total 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 48.0 million in 2003 (see supplemental table 4-1). Enrollment is projected to be 48.2 million in 2004. Public enrollment for prekindergarten through grade 12 is projected to increase to an all-time high of 49.7 million in 2013. Public enrollment in prekindergarten through grade 8 is projected to decrease from 2003 through 2005 and then to increase through 2013, whereas public enrollment in grades 9 through 12 is projected to increase through 2007 and then to decrease.

The South has had larger enrollments than other regions in the United States over the past 35 years. During that time, the regional distribution of students in public schools changed, with the West and South increasing their share

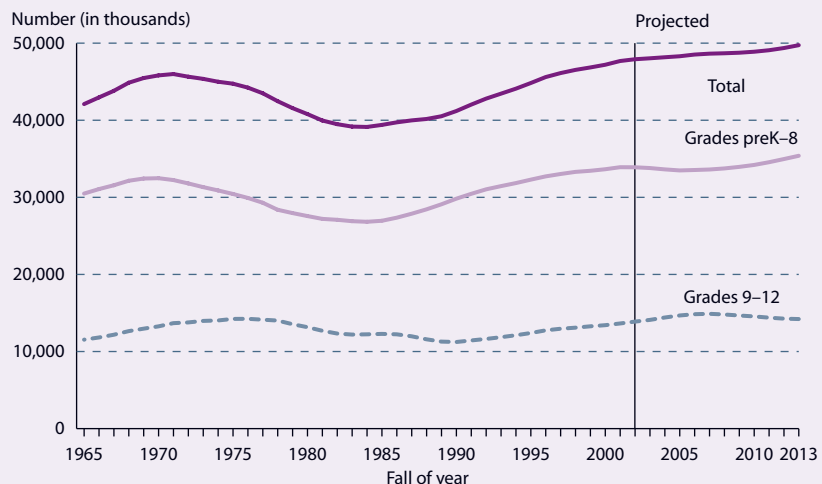
of total enrollment. Between 2003 and 2013, the West's share of total public enrollment will continue to increase. Over this period, public enrollment in prekindergarten through grade 12 is expected to decrease in the Northeast, to remain relatively stable in the Midwest, to increase from 17.3 million to 17.9 million in the South, and to increase from 11.6 million to 13 million in the West.

Private school enrollment for kindergarten through grade 12 increased from 4.7 million in 1989–90 to 5.1 million in 1999–2000 (see supplemental table 4-2). 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 kindergarten through grade 12 was highest in the South in 1999–2000, although the proportion of students enrolled in private schools compared with the total elementary and secondary enrollment in the region was higher in the Northeast and Midwest. Despite experiencing increases, the West had the fewest students and the smallest proportion of students in private schools in 1999–2000.

NOTE: Includes kindergarten and most prekindergarten enrollment.

SOURCE: U.S. Department of Education, NCES. (2003). *Projections of Education Statistics to 2013* (NCES 2004–013), tables 1 and 4 and (forthcoming) *Digest of Education Statistics 2003* (NCES 2004–024), table 37. Data from U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–2001 and "Statistics of Public Elementary and Secondary School Systems," various years.

**SCHOOL ENROLLMENT: Public elementary and secondary enrollment in prekindergarten through grade 12 (in thousands), by grade level, with projections: Fall 1965–2013**



FOR MORE INFORMATION:  
Supplemental Notes 1, 3  
Supplemental Tables 4-1, 4-2  
Schmidley 2001  
NCES 98-039





# Elementary/Secondary Education

## Concentration of Enrollment by Race/Ethnicity and Poverty

*Black and Hispanic 4th-graders are more likely than White 4th-graders to be in schools with high levels of students from low-income families and less likely to be in schools with low levels of students from low-income families.*

Eligibility for the free or reduced-price lunch program provides a proxy measure of low-income family status. Forty percent of 4th-graders were eligible for the program in 2003, including 70 percent of Black students, 71 percent of Hispanic students, and 23 percent of White students (see supplemental table 5-1). This reflects a larger percentage of Black and Hispanic than White 4th-graders from low-income families in 2003.

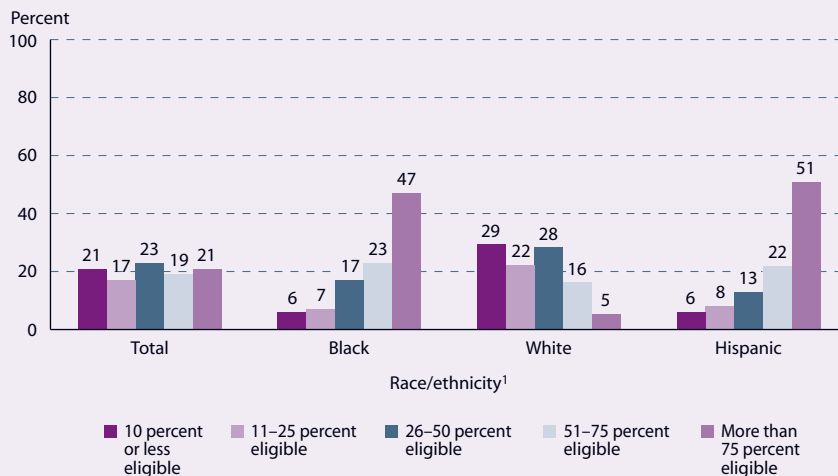
In addition to being more likely than White students to be from low-income families, Black and Hispanic students are more likely to be concentrated in high-poverty schools. As the proportion of Black and Hispanic students increases, so does the proportion of students in the school eligible for school lunch. For example, 6 percent of Black and Hispanic 4th-graders were in the lowest-poverty schools (those with 10 percent or less of the students eligible) in 2003, compared with 29 percent of White 4th-graders. In contrast, 47 percent of Black and 51 percent of Hispanic students were in the highest-poverty schools (those with more than 75 percent of the students eligible), compared with 5 percent of White students. Thus, Black and Hispanic 4th-

graders were more likely than White 4th-graders to attend schools with a majority of students from low-income families in 2003.

This situation also exists when taking into account the school's location. In 2003, Black and Hispanic 4th-graders were more likely than White 4th-graders to be eligible for the school lunch program in schools in central cities, urban fringe, and rural areas. In addition, within each location, Black and Hispanic students were more likely than White students to be concentrated in the highest-poverty schools. For example, within central city schools, 61 percent of Black and 64 percent of Hispanic students were in the highest-poverty schools, compared with 12 percent of White students.

In addition to being enrolled in schools with larger concentrations of students from low-income families, Black and Hispanic 4th-graders likely attend schools with high minority enrollment. For instance, 38 percent of Black and 39 percent of Hispanic 4th-graders attended schools in which 90 percent or more of the students were minorities in 2003 (see supplemental table 5-2).

**POVERTY CONCENTRATION: Percentage distribution of 4th-graders by the percentage of students in the school eligible for free or reduced-price lunch, by race/ethnicity: 2003**



<sup>1</sup>Black includes African American and Hispanic includes Latino. Racial categories exclude Hispanic origin.

NOTE: Detail may not sum to totals because of rounding. The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (January 2004).

FOR MORE INFORMATION:

Supplemental Notes 1, 4  
Supplemental Tables 5-1, 5-2

NCES 2003-008

NCES 2003-034





# Undergraduate Education

## Past and Projected Undergraduate Enrollments

*In the next 10 years, undergraduate enrollment in 4-year institutions is projected to increase at a faster rate than in 2-year institutions and women's enrollment is expected to increase 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 2004 to 2013 (see supplemental table 6-1).

In the past, more undergraduate students were enrolled full time than part time in degree-granting 2- and 4-year 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, the rate of full-time undergraduate enrollment increased, while part-time undergraduate enrollment remained fairly

constant. In the next 10 years, full-time undergraduate enrollment is expected to increase at a faster rate than part-time enrollment.

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 next 10 years. 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 more than in the 1990s, but women's undergraduate enrollment is projected to grow at a faster rate.

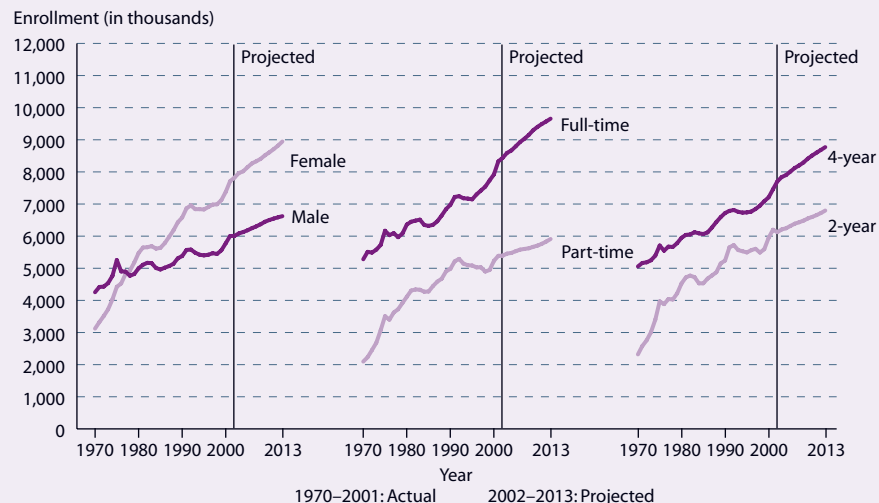
NOTE: Projections are based upon the middle alternative assumptions concerning the economy. For more information, see NCES 2004–013. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2003–060, pp. 509–512.

SOURCE: U.S. Department of Education, NCES. (forthcoming). *Digest of Education Statistics 2003* (NCES 2004–024), table 187 and (2003) *Projections of Education Statistics to 2013* (NCES 2004–013), 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 1987–2001 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:87–01).



FOR MORE INFORMATION:  
Supplemental Notes 3, 8  
Supplemental Table 6-1

**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 1970–2013**





# Adult Learning

## Adult Participation in Work-Related Learning

Forty percent of adults ages 16 and above participated in adult education for work-related reasons in 2002–03. Educational attainment was positively associated with such participation.

In an age of rapid economic and technological change, work-related adult education can provide benefits for individuals and for society as a whole. People enroll in adult education courses and activities to learn new skills, to maintain and enhance existing skills, and to make themselves more productive and marketable.

In 2002–03, 40 percent of all persons ages 16 and above who are no longer in elementary or secondary school participated in some work-related adult education (see supplemental table 7-1). Adults were most likely to report taking formal work-related courses<sup>1</sup> and college or university degree programs for work-related reasons (33 and 9 percent of all persons ages 16 and above, respectively). Educational attainment was positively associated with participating in adult education for work-related reasons: those with higher levels of education were more likely to report taking adult education. Adults in professional or managerial occupations (70 percent) were more likely than adults in service, sales, or support (49 percent) or in trades (32 percent) to participate in adult education for work-related reasons. Asian/Pacific Islander adults (49 per-

cent) were more likely than White, Black, and Hispanic adults to take any work-related adult education activity. White and Black adults (41 and 39 percent, respectively) were more likely than their Hispanic peers (31 percent) to participate in any adult education.

Business or industry was the most common provider of work-related adult education, with 51 percent of participants involved in activities provided by business or industry in 2002–03 (see supplemental table 7-2). The next most common providers of work-related adult education were colleges/universities or vocational/technical schools (21 percent), government agencies, and professional or labor associations/organizations (19 percent each).

Among those taking formal work-related courses, 30 percent of adults took between 9 and 24 classroom hours, 27 percent took 8 hours or fewer, and 26 percent took 41 hours or more in 2002–03 (see supplemental table 7-3). A smaller proportion, 18 percent, took between 25 and 40 classroom hours.

# Rounds to zero.

<sup>1</sup>Formal work-related courses include training, workshops, seminars, courses, or classes taken for work-related reasons.

NOTE: The survey population includes civilian, noninstitutionalized individuals ages 16 and above who are not enrolled in elementary or secondary school. The survey defined work-related adult education as both formal and informal learning activities that are done for reasons related to work. Formal types of work-related adult education may include apprenticeships, formal work-related courses (e.g., training, workshops, or seminars), college or university degree or certificate programs for work-related reasons, and vocational/technical programs for work-related reasons. This analysis excludes informal learning (e.g., brown bag demonstrations, conferences, or self-paced study). Percentages of individual activities do not sum to the overall participation rate because individuals may have participated in multiple activities.

SOURCE: Kleiner, B., Carver, P., Hagedorn, M., and Chapman, C. (forthcoming). *Participation in Adult Education for Work-Related Reasons: 2002–2003* (NCES 2004–063), tables 1, 2, 3, and 4. Data from U.S. Department of Education, NCES, Adult Education for Work-Related Reasons Survey of the 2003 National Household Education Surveys Program (NHES) (AEWR–NHES:2003).

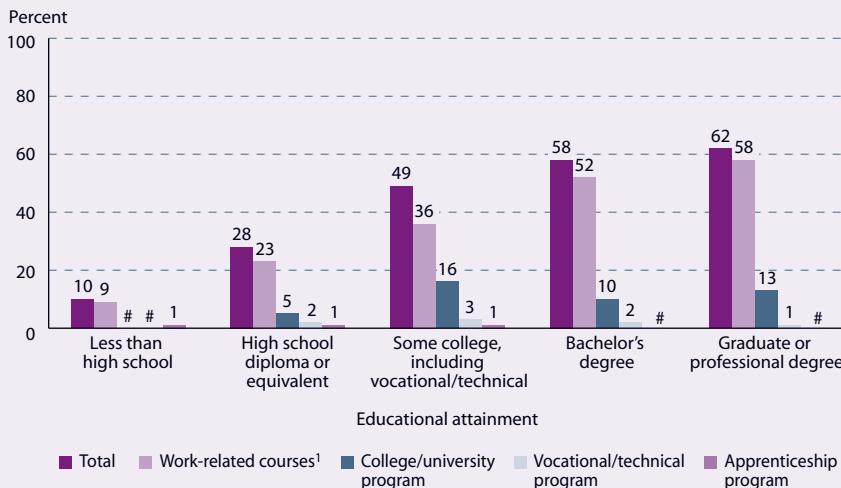
FOR MORE INFORMATION:

Supplemental Notes 1,3

Supplemental Tables 7-1, 7-2,7-3



**ADULT EDUCATION: Percentage of persons ages 16 and above participating in work-related adult education in the past 12 months, by educational attainment and type of activity: 2002–03**



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