

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* website (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2007 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: 10, prepared for this year's volume, appear on the following pages, and all 14, including indicators from previous years, appear on the Web (see Website 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 enrollment rates are reported by age groups, 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 education.

The indicator in the first subsection compares rates of enrollment in formal education programs across age groups in the population. Looking at trends in the enrollment rates of individuals provides a perspective on the engagement in education of the U.S. population at different points in the life cycle and over time.

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. Elementary and secondary education provides knowledge and skills that prepare students for further learning and productive member-

ship in society. Because enrollment at the elementary and secondary levels is mandatory in most states until at least age 16, and in a number of states it is either 17 or 18, changes in enrollment are driven primarily by shifts in the size and composition of the school-age population, as well as by shifts in the type of schooling students attend, such as private schools and homeschooling. 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. Adult education includes formal education activities in which adults participate to upgrade their work-related skills, to change careers, or to expand personal interests.

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, one indicator that appears in this volume shows the number and prevalence of children with disabilities, and a second indicator shows the racial and ethnic distribution of elementary and secondary public school students.

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/coe/list/index.asp>.

All Ages

Enrollment Trends by Age

Between 1970 and 2005, enrollment rates increased among those between ages 18 and 34, the period when individuals typically enroll in postsecondary education. For those ages 18–19, the enrollment rate increased from 48 to 68 percent.

Changes in the number of students enrolled can stem from fluctuations in population size or shifts in enrollment rates. This indicator examines the enrollment rates of individuals ages 3–34 to identify changes in enrollment behavior, which may reflect changes in attendance requirements, the perceived value or cost of education, or the time taken to complete degrees.

Between 1970 and 2005, the enrollment rate of children ages 3–4 (the typical preschool ages) increased from 20 to 54 percent. While some of this increase may reflect changes in the data collection method in 1994,¹ the rate of preschool attendance had already doubled before then (see supplemental table 1-1). The enrollment rate of children ages 5–6 (the typical kindergarten² or 1st-grade ages) increased from 90 percent in 1970 to 96 percent in 1977 and has since remained roughly level. Because state law requires youth ages 7–13 to enroll in elementary or secondary education, their enrollment rate has been very high (between 98 and 99 percent) over the past 35 years. The maximum compulsory age of school attendance varies by state between ages 16 and 18; that may be reflected in the lower enrollment rates for 14- to

17-year-olds (between 93 and 97 percent) compared with those for 7- to 13-year-olds (Education Commission of the States 2005b).

Youth ages 18–19 are typically transitioning into postsecondary education or the workforce. Between 1970 and 2005, the enrollment rate for these youth increased at the elementary/secondary level (from 10 to 18 percent) and at the postsecondary level (from 37 to 49 percent), raising the overall rate of 18- to 19-year-olds from 48 to 68 percent. This overall rate for 2005 is up from 61 percent of students in this age group in 2000.

Adults ages 20–34 who are enrolled in school are usually enrolled in postsecondary education. Between 1970 and 2005, the enrollment rate of young adults, ages 20–24, increased from 22 to 36 percent, up from 32 percent in 2000. Within this age group, the enrollment rate of those ages 20–21 increased from 32 to 49 percent, and the enrollment rate of those ages 22–24 increased from 15 to 27 percent. Among the older age groups, the enrollment rate increased from 8 to 12 percent for those ages 25–29 and from 4 to 7 percent for those ages 30–34 during this period.

¹ Beginning in 1994, new procedures were used to collect preprimary enrollment data. As a result, data from before 1994 may not be comparable to data from 1994 or later.

² As of April 2005, there were 36 states or jurisdictions that did not require kindergarten attendance; however, most mandate that school districts offer kindergarten programs (Education Commission of the States 2005a).

NOTE: Includes enrollment in any type of public or private school, nursery school, kindergarten, elementary school, high school, college, university, and professional school. Attendance may be on either a full-time or part-time basis and during the day or night. Excludes homeschooled students and enrollment in less-than-2-year postsecondary institutions. See supplemental note 2 for more information on the Current Population Survey (CPS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2006* (NCES 2007-017), table 7, data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2005.

FOR MORE INFORMATION:

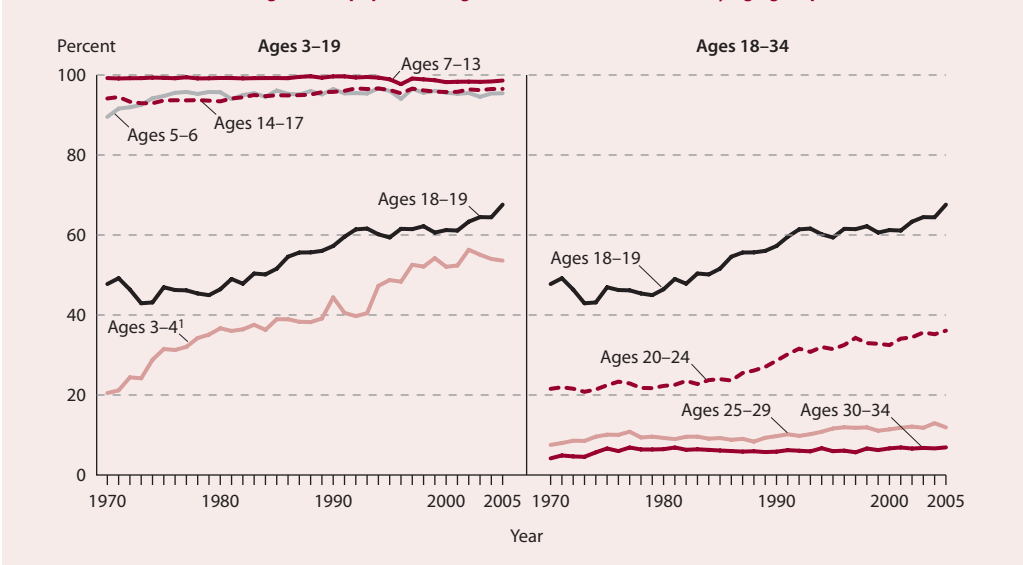
Supplemental Note 2

Supplemental Table 1-1

Education Commission of the States 2005a, 2005b



ENROLLMENT RATES: Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2005





Preprimary Education

Enrollment in Early Childhood Education Programs

The percentage of children ages 3–5 who attended center-based early childhood care and education programs rose from 53 percent in 1991 to 60 percent in 1999 and then decreased to 57 percent in 2005.

Center-based early childhood care and education programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs. The percentage of preprimary children ages 3–5 who attended center-based programs increased from 53 percent in 1991 to 60 percent in 1999, before decreasing to 57 percent in 2005 (see supplemental table 2-1).

Some groups of young children had higher rates of participation in center-based programs than others during this period. For example, in each of the years observed, a greater percentage of nonpoor children ages 3–5 participated in center-based programs than did poor children. The difference in rates of participation between children from poor and nonpoor families was 13 percentage points in 2005 (47 vs. 60 percent).

In addition, for all years observed, a greater percentage of Black and White children than Hispanic children participated in center-based programs. In 2005, some 66 percent of Black children and 59 percent of White children participated in such programs, compared with 43

percent of Hispanic children. White and Hispanic nonpoor children were more likely than their poor peers to participate in center-based programs in 2005, while no measurable difference was found between poor and nonpoor Black children.

Differences were also found by child's age, mother's education, and mother's employment for all years observed. Enrollment rates in center-based programs were higher for older children (ages 4 and 5) than for children age 3. Sixty-nine percent of children ages 4 and 5 attended such programs, compared with 43 percent of children age 3. For all years observed, a greater percentage of children whose mothers had a bachelor's or higher degree participated in center-based programs than did children whose mothers had some college, a high school diploma, or less than a high school diploma. For all years observed, a greater percentage of children with mothers who worked (either full time or part time) were enrolled in center-based programs than were children with mothers who were not in the labor force.

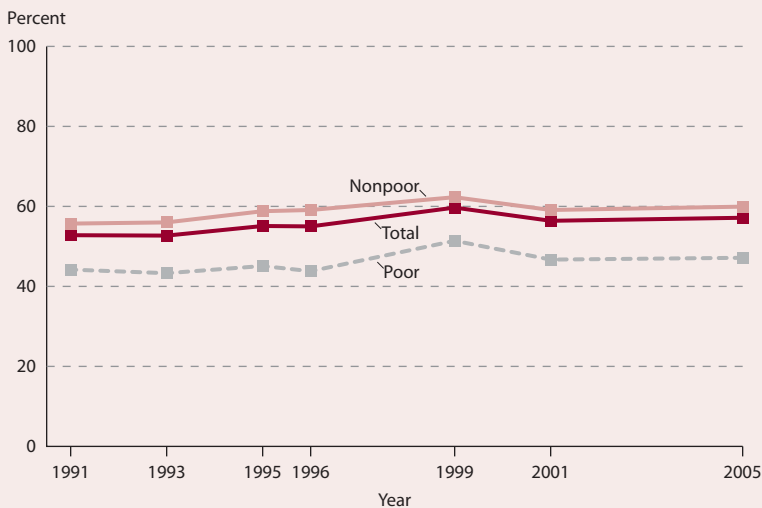
NOTE: Estimates are based on children who have not yet entered kindergarten. *Poor* is defined to include families below the poverty threshold; *nonpoor* is defined to include families whose incomes are at or above the poverty threshold. See supplemental note 1 for more information on poverty.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, and Early Childhood Program Participation Survey of the 1995, 2001, and 2005 NHES.



FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Table 2-1
NCES 2006-039

PREPRIMARY ENROLLMENT: Percentage of preprimary children ages 3–5 who were enrolled in center-based early childhood care and education programs, by poverty status: Various years, 1991–2005



Elementary/Secondary Education

Past and Projected Public School Enrollments

Public elementary and secondary enrollment is projected to increase to 53 million in 2016. The South is projected to experience the largest increase in enrollment.

In 2007,¹ about 50 million students are expected to be enrolled in public schools. Of these students, 34.6 million will be enrolled in prekindergarten (preK) through 8th grade and 15.0 million will be enrolled in grades 9 through 12.

After declining during the 1970s and early 1980s to 39.4 million in 1985, public school enrollment in grades preK–12 increased in the latter part of the 1980s, throughout the 1990s, and through the early 2000s, and is projected to reach an estimated 49.6 million in 2007 (see supplemental table 3-1). Total public school enrollment is projected to set new enrollment records each year from 2007 through 2016 (53.3 million).

Enrollment trends in grades preK–8 and 9–12 have differed over time as students move through the public school system. For example, enrollment in grades preK–8 decreased throughout the 1970s and early 1980s, while enrollment in grades 9–12 decreased in the late 1970s and throughout the 1980s. Public school enrollment in grades preK–8 is projected to increase to 34.6

million in 2007 and to reach 37.9 million in 2016. Enrollment in grades 9–12 is projected to increase to 15.0 million in 2007 and to decrease through 2011 before increasing to a high of 15.4 million in 2016.

Since 1965 the southern region has had the largest share of public enrollment in the United States. The regional distribution of students in public schools, however, has not remained static. In 1965, the proportion of public elementary and secondary enrollment in the South was 33 percent and is projected to increase to 37 percent in 2007. While the share of enrollment in the West was 18 percent in 1965, it is projected to increase to 24 percent in 2007. In contrast, the share of enrollment in the Midwest was 28 percent in 1965 and is projected to decrease to 22 percent in 2007. The share of national enrollment in the Northeast was 21 percent in 1965 and is projected to decrease to 17 percent in 2007. Between 2008 and 2016, the share of public school enrollment in grades preK–12 is projected to decrease slightly in the Northeast and Midwest, increase in the South, and remain steady in the West.

¹ All estimates are from the fall of the referenced year.

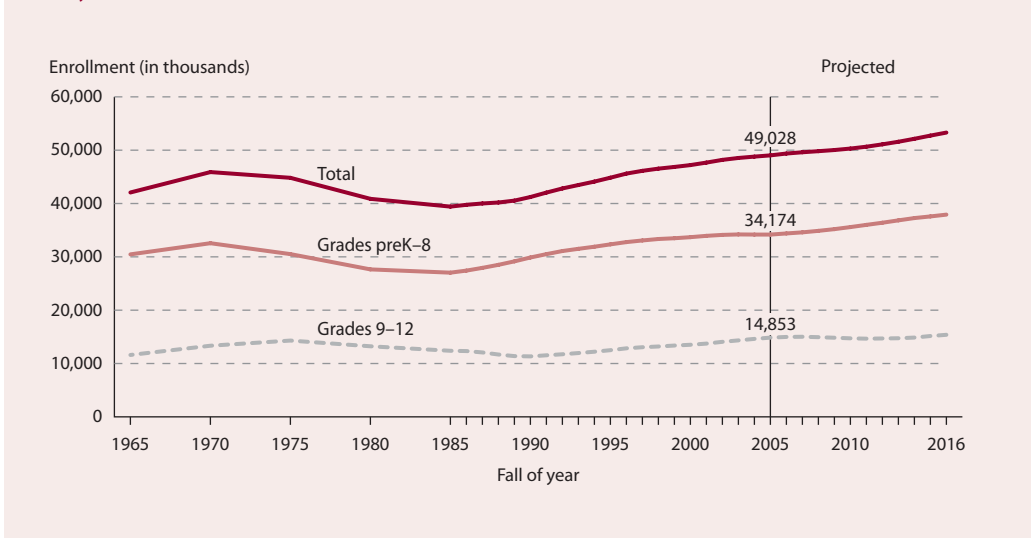
NOTE: Includes kindergarten and most prekindergarten enrollment. Data for years 2000, 2003, and 2004 were revised and may differ from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), table 36; Hussar, W. (forthcoming). *Projections of Education Statistics to 2016* (NCES 2007-038), tables 1 and 4; Snyder, T., and Hoffman, C.M. (1995). *State Comparisons of Education Statistics: 1969–70 to 1993–94* (NCES 95-122), tables 10, 11, and 12; and table ESE65, retrieved May 22, 2007, from <http://nces.ed.gov/surveys/AnnualReports/historicaltables.asp>; data from U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 to 2004–05 and *Statistics of Public Elementary and Secondary School Systems*, various years, 1965–66 to 1985–86.

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



SCHOOL ENROLLMENT: Public school enrollment in prekindergarten through grade 12, by grade level, with projections: Various years, fall 1965–2016





Elementary/Secondary Education

Trends in Private School Enrollments

The number of private school students enrolled in kindergarten through grade 12 increased from 1989–90 through 2001–02 and then declined in 2003–04, while the percentage enrolled in private schools remained near 10 percent.

Between 1989–90 and 2001–02, private school enrollment in kindergarten through grade 12 increased from 4.8 million to 5.3 million students. By 2003–04, enrollment had declined to 5.1 million students (see supplemental table 4-1).

The distribution of students across different types of private schools also changed between 1989–90 and 2003–04. Although Roman Catholic schools continue to have the largest share of total private school enrollment, the percentage decreased from 55 to 46 percent because of the decline in the percentage of students enrolled in parochial schools (i.e., run by a parish, not by a diocese or independently). On the other hand, the percentage of students enrolled in Conservative Christian schools increased from 11 to 15 percent. In addition, there was an increase in the percentage of students enrolled in nonsectarian private schools, from 13 to 18 percent. This change in distribution from Roman Catholic to other religious and nonsectarian private schools occurred at both the elementary and secondary levels.

Overall, while the number of students enrolled in private schools was higher in 2003–04 than

in 1989–90, the percentage of all students attending private schools remained around 10 percent (see supplemental table 4-2). Private school students as a percentage of all students differed by region of the country. In 2003–04, private school enrollment accounted for 13 percent of the total Northeast enrollment, higher than the percentage for the Midwest (11 percent), the South (9 percent), and the West (8 percent).

The student composition of private schools differed from that of public schools and varied, among private schools, by community type. In 2003–04, a greater proportion of students enrolled in private schools than in public schools were White (76 vs. 58 percent), and a smaller proportion were Black (9 vs. 16 percent) and Hispanic (9 vs. 19 percent) (see supplemental table 4-3 and *indicator 5*). In addition, the distribution of students in private schools differed by community type. Within central cities, 31 percent of private school students enrolled were minority students, compared with 20 percent within urban fringe/large towns and 11 percent within rural communities.

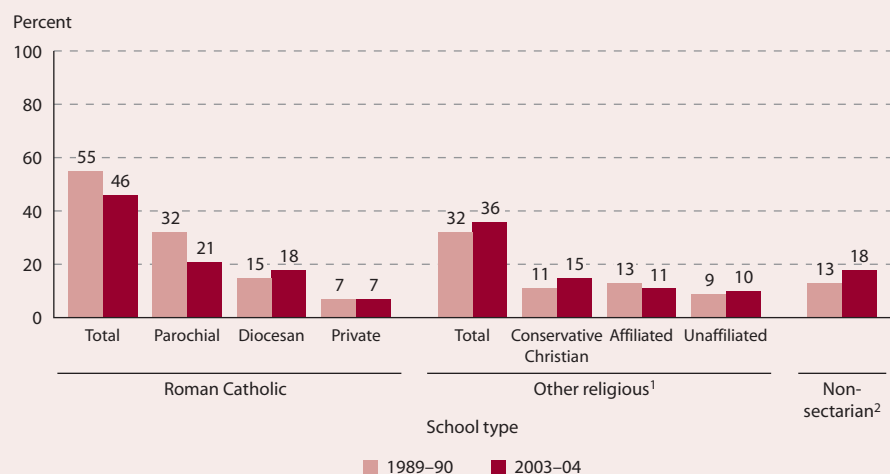
¹ Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least one of four associations—Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those with membership in one of 12 associations—Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, Southern Baptist Association of Christian Schools—or indicating membership in “other religious school associations.” Unaffiliated schools are those that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

² Nonsectarian schools do not have a religious orientation or purpose.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1989–90 and 2003–04.

PRIVATE SCHOOL ENROLLMENT: Percentage distribution of private school students in kindergarten through grade 12, by school type: 1989–90 and 2003–04



FOR MORE INFORMATION:
 Supplemental Notes 1,3
 Supplemental Tables 4-1,
 4-2,4-3
 NCES 2006-319

Elementary/Secondary Education

Racial/Ethnic Distribution of Public School Students

The percentage of racial/ethnic minority students enrolled in the nation's public schools increased between 1972 and 2005, primarily due to growth in Hispanic enrollments.

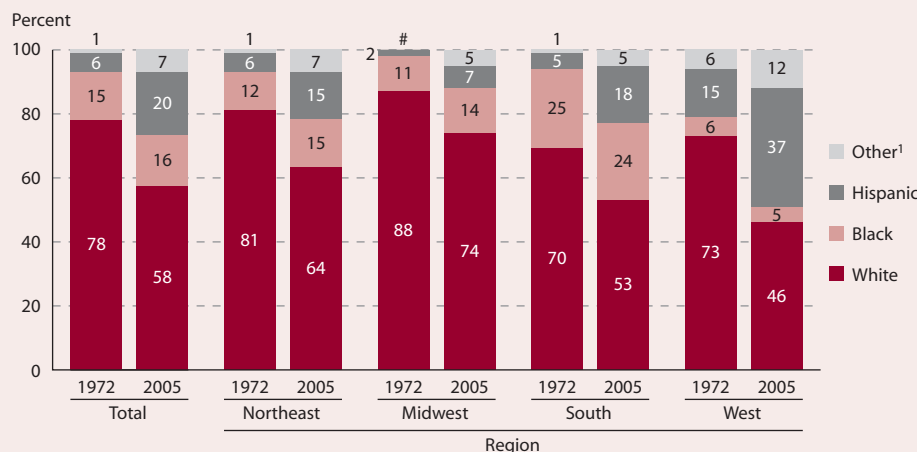
The shifting racial and ethnic composition of enrollment in U.S. public schools is one aspect of change in the composition of school enrollment. This indicator looks at the changes that occurred in the racial and ethnic distribution of public school students in kindergarten through 12th grade between 1972 and 2005.

Forty-two percent of public school students were considered to be part of a racial or ethnic minority group in 2005, an increase from 22 percent of students in 1972 (see supplemental table 5-1). In comparison, the percentage of public school students who were White decreased from 78 to 58 percent. The minority increase largely reflected the growth in the proportion of students who were Hispanic. In 2005, Hispanic students represented 20 percent of public school enrollment, up from 6 percent in 1972. The proportion of public school students who were Hispanic increased more than the proportion of students who were Black or who were members of other minority groups. For example, in 2005, Black students made up 16 percent of public school enrollment compared with 15 percent in 1972. Hispanic enrollment measurably surpassed Black enrollment for the first time in 2002. Together,

Asian (4 percent), Pacific Islander (0.2 percent), and American Indian/Alaska Native (0.7 percent) students and students of more than one race (3 percent) made up 7 percent of public school enrollment in 2005, compared with 1 percent combined in 1972.

The distribution of minority students in public schools differed by region, though minority enrollment generally grew in all regions between 1972 and 2005 (see supplemental table 5-2). Throughout this period, the South and West had larger minority enrollments than the Northeast and Midwest, and the Midwest had the smallest minority enrollment of any region. In the West, beginning in 2003, minority enrollment exceeded White enrollment. In 2005, minority students accounted for 54 percent of public school enrollment in the West, compared with 46 percent for White students. In the South and Midwest, however, Black enrollment continued to exceed that of Hispanics. In 2005, students of more than one race were a larger percentage of total public school enrollment in the West than in any other region.

MINORITY ENROLLMENT: Percentage distribution of the race/ethnicity of public school students in kindergarten through 12th grade, by region: Fall 1972 and 2005



Rounds to zero.

¹In 1972, "Other" includes all students who did not identify themselves as White, Black, or Hispanic. In 2005, "Other" includes Asian students, Pacific Islander students, American Indian/Alaska Native students, and students of more than one race.

NOTE: Race categories exclude persons of Hispanic ethnicity. Figures include all public school students enrolled in kindergarten through 12th grade. See supplemental note 2 for more information on the Current Population Survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972 and 2005.

FOR MORE INFORMATION:

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



Elementary/Secondary Education

Language Minority School-Age Children

The number of children ages 5–17 who spoke a language other than English at home more than doubled between 1979 and 2005.

Between 1979 and 2005, the number of school-age children (ages 5–17) who spoke a language other than English at home increased from 3.8 million to 10.6 million, or from 9 to 20 percent of the population in this age range (see supplemental table 6-1). An increase is also evident during the more recent period of 2000 to 2005 (18 to 20 percent). Among school-age children who spoke a language other than English at home, the total number of children who spoke English with difficulty increased from 1.3 million (or 3 percent of all 5- to 17-year-olds) to 2.9 million (or 6 percent) between 1979 and 2000, and did not measurably change from 2000 to 2005. However, these children have continued to decrease over time as a proportion of those who spoke another language at home, from 34 percent in 1979 to 31 percent in 2000 to 27 percent in 2005.

In 2005, the majority of school-age children who spoke a language other than English at home spoke Spanish (see supplemental table 6-2). The next largest number of children speaking a language other than English at home spoke other Indo-European¹ languages, followed by Asian/Pacific Islander² languages and then

other languages. Those who spoke Spanish or an Asian/Pacific Islander language at home were more likely to speak English with difficulty (28 percent for both) than were those who spoke other Indo-European languages (21 percent) or other languages at home (19 percent).

The percentages of school-age children who spoke a non-English language at home varied by race/ethnicity, citizenship, and poverty status in 2005. Among school-age children, relatively more Hispanic children spoke a language other than English at home (69 percent), followed by Asians (64 percent), then Pacific Islanders (31 percent), American Indians/Alaska Natives (17 percent), persons of more than one race (9 percent), Whites (6 percent), and Blacks (5 percent). The percentage of non-U.S. citizens who spoke a language other than English at home (90 percent) was higher than the percentages of naturalized U.S. citizens (64 percent) and U.S.-born citizens (16 percent) who did so. Higher percentages of poor (30 percent) and near-poor (29 percent) 5- to 17-year-olds spoke a non-English language at home than did nonpoor 5- to 17-year-olds (14 percent).

¹ An Indo-European language other than Spanish (e.g., French, German, Portuguese, etc.).

² Any native language spoken by Asians or Pacific Islanders, which linguists classify variously as Sino-Tibetan, Austroasiatic, or Austronesian languages.

NOTE: Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child 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. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. Spanish-language versions of both the CPS and the American Community Survey (ACS) were available to respondents. *Poor* is defined to include families below the poverty threshold, *near-poor* is defined to include families at 100–199 percent of the poverty threshold, and *nonpoor* is defined to include families at 200 percent or more than the poverty threshold. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement, and American Community Survey (ACS), 2000–05.



FOR MORE INFORMATION:
Supplemental Notes 1, 2, 3
Supplemental Tables 6-1, 6-2
NCES 2004-009

Federal Interagency Forum
on Child and Family Statistics
2005

LANGUAGE MINORITY: Percentage of 5- to 17-year-olds who spoke a language other than English at home and who spoke English with difficulty: Selected years, 1979–2005



Elementary/Secondary Education

Children With Disabilities in Public Schools

The number and percentage of youth receiving special education services have increased nearly every year since 1976–77. From 1976–77 through 2005–06, the percentage receiving services for a specific learning disability increased threefold.

The Individuals with Disabilities Education Act (IDEA), first enacted in 1975, mandates that youth with disabilities are provided a free and appropriate public school education. Data collection activities to monitor compliance with IDEA began in 1976.

Since the inception of IDEA, the number and percentage of youth ages 3–21 enrolled in public schools receiving special education services have increased nearly every year (see supplemental table 7-1). In 1976–77, some 3.7 million youth were served under IDEA, and these youth made up 8 percent of total public school enrollment. By 2005–06, some 6.7 million youth received IDEA services, corresponding to 14 percent of total public school enrollment. Among these students served under IDEA in 2004–05, about 1 percent were American Indian/Alaska Native, 2 percent were Asian/Pacific Islander, 20 percent were Black, 16 percent were Hispanic, and 60 percent were White (U.S. Department of Education 2006).¹

Among youth ages 3–21, specific learning disabilities were the most prevalent disability and had the largest increase in percentage of the population served (see supplemental table 7-2). Specific learning disabilities involve one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. From 1976–77 through 2005–06, the percentage of youth 3–21 receiving special education services for a specific learning disability increased threefold (from 2 to 6 percent of enrolled youth). In comparison, the prevalence of speech or language impairments remained fairly constant with variations of less than 1 percentage point between 1976 and 2005.

¹ Data presented in source document only. Detailed enrollment data by race/ethnicity are not yet available beyond 2004–05. Race categories exclude persons of Hispanic ethnicity.

² A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

³ Other disability types include mental retardation, emotional disturbance, hearing impairments, orthopedic impairments, other health impairments, visual impairments, multiple disabilities, deaf-blindness, autism, traumatic brain injury, and developmental delay. Note the nature of disabilities within this category are diverse; they are included together here to represent cases contributing to the total not otherwise presented in this graph due to relatively low prevalence in the population.

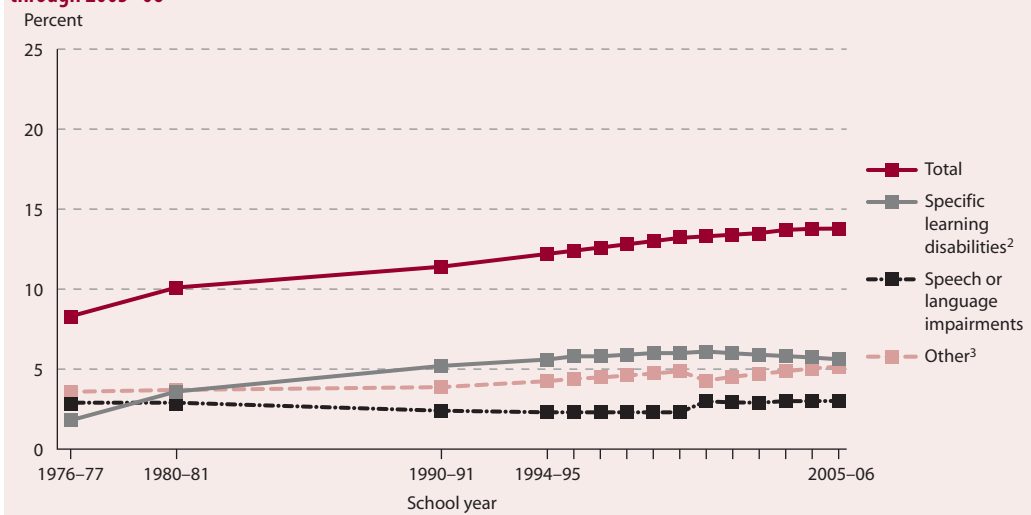
NOTE: Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects their academic performance and as in need of special education and related services. The total is the percentage of youth receiving special education services through IDEA in early education centers and public schools in the 50 states and the District of Columbia and in Bureau of Indian Affairs (BIA) schools through 1993–94. Beginning in 1994–95, enrollment numbers and percentages exclude BIA schools. See supplemental note 8 for more information about the student disabilities presented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP). (2006b). *26th Annual (2004) Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, vols. 1 and 2; data from OSERS, OSEP, Data Analysis System (DANS), 1976–2005. Retrieved September 22, 2006 from 2006b <http://www.ed.gov/about/reports/annual/osep/2004/introduction.html> and <https://www.ideadata.org/index.html>.

FOR MORE INFORMATION:
 Supplemental Note 8
 Supplemental Tables 7-1, 7-2
 U.S. Department of
 Education 2006c



STUDENTS WITH DISABILITIES: Percentage of youth ages 3–21 in early education centers or public schools receiving services under the Individuals with Disabilities Education Act (IDEA), by primary disability type: Selected years, 1976–77 through 2005–06



Undergraduate Education

Past and Projected Undergraduate Enrollments

Women are projected to make up 60 percent of undergraduate enrollment in 2016.

Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased over the past three and a half decades. Enrollments are projected to continue increasing through 2016, albeit at a slower rate than from 1995 to 2005. These increases have been accompanied by changes in the proportions of students who are female, students who attend full time, and students who attend 4-year institutions (see supplemental table 8-1). The number of students enrolled part time and full time, the number of students at 2- and 4-year institutions, and the number of male and female undergraduates are all projected to reach a new high each year from 2006 through 2016.

Since 1970, women's undergraduate enrollment increased more than three times as fast as men's and surpassed men's enrollment in 1978. Women made up 42 percent of undergraduate enrollment in 1970, some 50 percent in 1977, and 57 percent in 2005. From 2006 to 2016, both men's and women's undergraduate enrollments are projected to increase, but less than they did from 1995 to 2005. Women's undergraduate enrollment is projected to continue growing faster than men's enrollment, and women are projected to make up 60 percent of enrollment in 2016.

Undergraduate students are more likely to be enrolled full time than part time, a pattern that is expected to continue. In the 1970s, part-time undergraduate enrollment increased more than five times as fast as full-time undergraduate enrollment. During the 1980s, growth slowed for both groups, while from 1995 to 2005 full-time enrollment grew more than three times as fast as part-time enrollment. Full-time undergraduate enrollment is expected to continue growing more rapidly than part-time enrollment through 2016.

Over the past 36 years, undergraduate enrollment has been larger at 4-year institutions than at 2-year institutions. During this period, enrollment at 2-year institutions rapidly increased in the 1970s (by 82 percent vs. 14 percent for 4-year institutions), slowed in the 1980s and 1990s, and fluctuated from 2000 through 2005. Aside from a slowing in the early 1990s, enrollment has grown fairly steadily at 4-year institutions since 1970. Between 2006 and 2016, enrollment at 4-year colleges is expected to grow more rapidly than enrollment at 2-year colleges (17 vs. 12 percent).

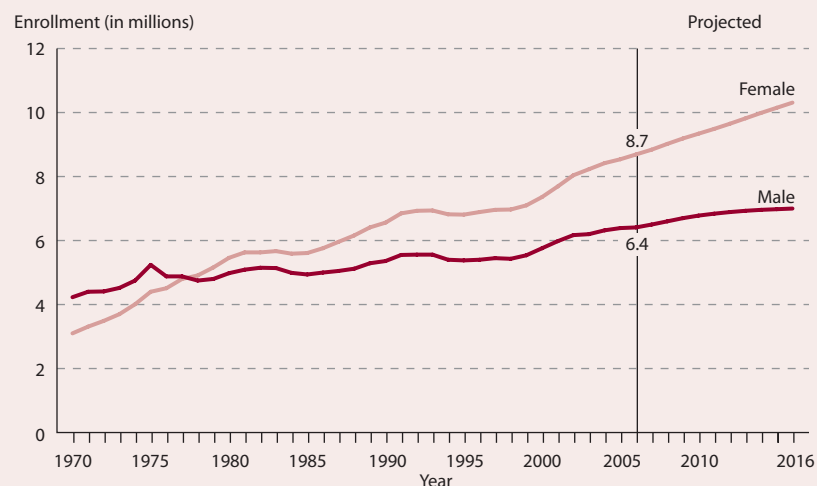
NOTE: Projections are based on data through 2005 and middle alternative assumptions concerning the economy. For more information, see NCES 2007-038. See supplemental note 3 for more information on the Integrated Postsecondary Education Data System (IPEDS). See supplemental note 9 for more information about the classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), table 190, and Hussar, W. (forthcoming). *Projections of Education Statistics to 2016* (NCES 2007-038), table 19; data from U.S. Department of Education, NCES, 1970–1985 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys; and 1986–2005 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99), and Spring 2001 through Spring 2006.



FOR MORE INFORMATION:
Supplemental Notes 3, 9
Supplemental Table 8-1

UNDERGRADUATE ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions with projections, by sex: Fall 1970–2016



Graduate and Professional Education

Trends in Graduate/First-Professional Enrollments

Enrollment in graduate and first-professional programs increased from 1976 to 2005. Female enrollment increased by a larger percentage than did male enrollment during this period for both types of programs.

Enrollment in graduate programs increased 64 percent between 1976 and 2005 (from 1.3 to 2.2 million), and 18 percent between 2000 and 2005 (see supplemental table 9-1). First-professional program enrollment increased 38 percent between 1976 and 2005 (from 244,000 to 337,000), and 10 percent between 2000 and 2005. Increases in both graduate and first-professional enrollments are projected to continue, with graduate enrollment reaching more than 2.6 million and first-professional enrollment reaching 440,000 by 2016.

Enrollment trends differ by sex in graduate and first-professional programs. More men than women attended both program types in 1976. Since then, female enrollment in graduate programs has increased 112 percent (from 619,000 to 1.3 million in 2005), while male enrollment fluctuated but increased 23 percent overall (from 714,000 to 877,000). In the more recent period from 2000 to 2005, female graduate enrollment increased 22 percent and male graduate enrollment increased 13 percent. Females represented 46 percent of total graduate enrollment in 1976, some 50 percent in 1984, and 60 percent in 2005. Between 1976 and 2005, female enrollment in first-professional programs increased 207 percent

(from 54,000 to 167,000), while male enrollment fluctuated but had an overall decrease of 11 percent (from 190,000 to 170,000). Between 2000 and 2005, first-professional enrollment increased 17 percent for females and 4 percent for males. Women are projected to have exceeded 50 percent of total first-professional enrollment for the first time in 2006.

Minorities experienced enrollment gains between 1976 and 2005. In 1976, minorities represented 10 percent of total graduate enrollment, compared with 23 percent in 2005 (see supplemental table 9-2). Minority enrollment in graduate programs increased 269 percent during this period (from 134,000 to 496,000), while White enrollment increased 28 percent (from 1.1 to 1.4 million). Among minorities, enrollments for Hispanics and Asians/Pacific Islanders have seen the greatest growth overall, but Blacks had the largest increase in the more recent period of 1995 to 2005. In first-professional programs, minority enrollment grew by 331 percent (from 21,000 to 91,000), compared with an 8 percent growth in White enrollment (from 220,000 to 238,000).

¹ Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other published tables. Race categories exclude persons of Hispanic ethnicity.

NOTE: See supplemental note 3 for more information on the Integrated Postsecondary Education Data System (IPEDS). See the glossary for definitions of minority and first-professional degree. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), tables 191, 192, and 210, and Hussar, W. (2006). *Projections of Education Statistics to 2016* (NCES 2007-038), tables 20 and 21; data from U.S. Department of Education, NCES, 1976 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey; and Integrated Postsecondary Education Data System (IPEDS), Spring 2006.

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 9
Supplemental Tables 9-1, 9-2



GRADUATE/FIRST-PROFESSIONAL ENROLLMENT: Graduate and first-professional enrollment in degree-granting institutions in 1976 and 2005 and percentage increase between the two years, by sex and race/ethnicity

Characteristic	[Enrollment in thousands]					
	Graduate enrollment			First-professional enrollment		
	1976	2005	Percent change	1976	2005	Percent change
Total	1,333	2,186	64	244	337	38
Sex						
Male	714	877	23	190	170	-11
Female	619	1,309	112	54	167	207
Race/ethnicity ¹						
White	1,116	1,429	28	220	238	8
Total minority	134	496	269	21	91	331
Black	78	233	197	11	26	133
Hispanic	26	131	396	5	18	289
Asian/Pacific Islander	25	118	383	4	45	995
American Indian/ Alaska Native	5	13	162	1	2	97
Nonresident alien	72	262	262	3	8	163

Adult Learning

Participation in Adult Education

The percentage of the population age 16 or older participating in adult education increased from 1995 to 2001 and then declined in 2005. Work-related courses and personal interest courses were the most popular forms of adult education in 2005.

Adult education activities are formal activities including basic skills training, apprenticeships, work-related courses, personal interest courses, English as a Second Language (ESL) classes, and part-time college or university degree programs. This indicator examines the participation rates for adult education activities of individuals age 16 or older.

Overall participation in adult education among individuals age 16 or older increased from 40 percent in 1995 to 46 percent in 2001 and then declined to 44 percent in 2005 (see supplemental table 10-1). In 2005, among the various types of adult education activities, individuals age 16 or older participated most in work-related courses (27 percent), followed by personal interest courses (21 percent), part-time college or university degree programs (5 percent), and other activities (3 percent).

Participation rates varied by sex, age, race/ethnicity, employment/occupation, and education in 2005 (see supplemental table 10-2). For example, a greater percentage of females than males participated in personal interest courses (24 vs. 18 percent) and work-related activities (29 vs. 25 percent). Individuals ages 16–24 had a higher overall participation rate in adult education activities than their counterparts age 55 or older. Blacks and Whites had higher rates of overall participation in adult education than their Hispanic peers. Among those employed in the past 12 months, the overall participation rate in adult education was higher for those in a professional or managerial occupation (70 percent) than for those employed in service, sales, or support jobs (48 percent) or those in trade occupations (34 percent). In addition, the overall participation rate in adult education for individuals with a bachelor's degree or higher was greater than for those individuals who had some college or less education.

¹ Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

NOTE: Estimates exclude persons who were attending elementary or secondary school, on active duty in the U.S. Armed Forces, or institutionalized. Estimates include part-time participation in college or university degree programs and vocational or technical diploma programs. Full-time participation for all or part of the year in a degree or diploma program was not counted as an adult education activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 1995, 1999, and 2005 National Household Education Surveys Program (NHES) and Adult Education and Lifelong Learning Survey of the 2001 NHES.



FOR MORE INFORMATION:
Supplemental Notes 1,3
Supplemental Tables 10-1,
10-2

ADULT EDUCATION: Percentage of population age 16 or older who participated in adult education activities, by type of activity: Selected years, 1995–2005

