Finding Statistics at the U.S. Department of Education – Transcript of audio

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Hi, everyone. Doing another audio check. We're going to get started and another four minutes. Please feel free to adjust your volume. Good afternoon and welcome to the FDLP Academy webinar. Finding statistics at the U.S. Department of Education. My name is Jaime Hays. With here is my colleague Lara Flint. And our two presenters. Vance Whitesides has worked in various libraries in the D.C. metropolitan area. And has been a reference is made of 2020. With that, I am going to hand over the microphone to Karen. Please take it from here. Karen, you are on mute if you're trying to speak.

I was. I apologize. Thank you, Jaime , first introducing us. We are happy that you're here. Vance will be doing most of the heavy lifting. I just wanted to give a quick introduction to us. I have been the director of the national Library of education since February of 2019. We have been meaning to give this presentation for two years now. We are very excited. And just some quick housekeeping. We have a lot of information to cover today. If you have questions, drop them into the chat. I will try to answer them if I can. I will be monitoring the chat. Anything I can't answer, I will have him address at the end of the presentation. Or we can do follow-up if we are able to answer them at the end of this presentation. So, just a quick agenda quick. Vance is going to give you a quick overview. Some of the of the officers of Ed. He's going to talk about fast facts, the condition of education, and the digest of education statistics. He's going to be talking about two of our data tools. And the elementary secondary information systems. He's going to talk about three different offices that have statistics that you might be interested in. We will give you our contact information. We do love answering questions from the public. We have a mission to support Ed staff as well as the public looking for information about education. With that, I'm going to give it to Vance so he can take control. Let you all know about all of our cool statistics.

Well, good afternoon everyone. The U.S. Department of education or Ed offers a large statistics. These all can be viewed online or downloaded from the Ed website. There is so much data available that is not always easy finding the exact statistics you might need to answer research question or finding out Ed collects the statistics you are looking for. I'm hoping that this presentation will give you a better sense of how and where to find education statistics on the Ed website that you may need for yourself or your library customers. So, let's start with an overview with statistics at Ed. Even though education in the U.S. is responsible primarily of state and local government since 1867, Congress has mandated. Primarily by gathering statistics. Since 2002, that original mission has been carried out by NCS. I will be showing a lot of screenshots. I put the hyperlink to the webpage being discussed at each slide so that when you want later you can go to the page I'm describing on your own browser. NCES . Programs that administer and evaluate the U.S. component of international assessments designed by other institutions. And programs that synthesize and analyze data collected by other programs. The link on the slide will take you to the website that gives you an overview of the major programs at NCES. Most of the NCES programs have their own subsites on the NCES sites that have descriptions of the programs . Products available for viewing online or for downloading. News and updates. And importantly, staff context for questions about the data or special access to data not available online. For example, if you need the most recent math scores, you can go straight to the NCES and find the information in relatively short order. You can finds deaf context ask a question about data that you can or cannot find. Combined the NCES have over 3500 data products and publications going back to February of 1980. These are available at the NCES product page. You can use keywords. Title and product description. You can also limit the publication date range and even the search to a NCES program. The search engine is not terribly sophisticated on

this page. This is a good place to search. Is important to remember that NCES and add do not and cannot collect data. Some of what they collect is not due to the public. NCES have applications that would violate these restrictions. It also makes available to researchers restricted use license procedure that cannot be that made to the general public. Administers these licenses and you are your library can find out more about these licenses by going to this page. Beginning in the 1960s, Congress started passing educational laws that ED start passing programs. And the Institute of education sciences orbit. The three most importance which Karen mentioned our the individuals with disabilities education act section 618. This is conducted by special education programs. There is a civil rights data conduct did by office of civil rights. So come I want to start with NCES by talking about what I call inclusive sources. Three's of these actually. They give you a sampling of NCES's 's statistical offerings. The first of these inclusive surface I would like you to be aware of is the NCES fast facts collection. Or you just want to get oriented to what NCES has on a particular education . Fast facts is organized in the main by topic within educational level. The general categories can be found on the lower half of the fast facts homepage. You could look in the post secondary and beyond section and find 25 fast facts topics including one on HBCUs. When you go to a fast facts page, you will find a text describing key statistics on the topic heard one of the great aspects about fast facts is that these pages include hyperlinks to the statistical sources which can be tables or webpages. Or many paces on other government sites. So, if you find statistic that is relevant to your query, you can go to the source of that statistic and often find more related statistics. After the text, fast facts pages use a list relevant to the topic from the online digestive indication statistic. Which I will talk about shortly. And they will conclude on other relevant online resources. Usually NCES supports from other government websites. Okay. Another inclusive NCES statistical source similar to fast facts is the condition of education which organizes statistics by what NCES describes on key educators. Condition of education is annual. They also have some past editions of the conditions of education. The indicators offer or organize by topic. And they offer links and thing like that. There are different variables also. Subgroups which they describe. Institutions. Series and geography. You can use these links if you like. What I have found is the easiest way to navigate is to go down to the middle of the page under the section explore the current edition and follow the link to the condition of education at a glance. On this page, you'll see a list of the seven major project areas. So, you can see the entire range on one screen. Let me point out that the seven topic is called spotlight. On this like him I've expanded the Spotlight section. You can see it currently has two topics on COVID. One is through K-12 schools and one for post secondary indications. For now, going to show you what the characteristics of children families looks like. If you click the plus sign, you will see a list of statistics given under this indicator and some comparisons that show the percentage change in the most you recent year to the previous year. If you click explore these findings, which is circle there, you'll go to the actual indicators page. You will see a list of to statistics given under this indicator test backup sorry. You will see an introductory paragraph. You will see a series of figures which you can figure. It will take two figures. In case, this is a map showing the families in poverty. Figures like these are the mainstay of statistical presentation. If you want to statistic in a nice graphic, this is a great place to go. All of these figures are easily downloadable. They can use without copyright permission. The figures all have notes in source box below the figure where you can identify the source of data used in the figure and in some cases link directly to reports with more related data. Each of the indicator topics also have supplemental information section at the bottom of the page where you will find links to related tables on the NCES website. See the data source for the figures on the page. In this case, the data for the figures in the characteristics indicator come from the Census Bureau's American community survey. It includes a link that will take you to the survey site where you can find the data and other related reports from the Census Bureau. The last of the NCES inclusive sources and it is perhaps the most important is the digest of education statistics. Which I mentioned earlier. With over 750 tables covering all aspects of education, this is the single most complete source. When you see references or links to tables, it is usually referring you to a table. As you

see, you can view virgins going back to 1990. So, starting in the current version. You get the most recent data. The digest is divided into seven unequal. You can open up the chat to see the tables in two ways. If you press the plus sign, you open the chat which also plus signs to their left. You open any of these up to see the full titles of the tables. Or you can put show all to open up every subchapter and view the title of every chapter. You can see the title of all 784 tables of the digest on one page. Now, say I'm interested in statistics comparing the level of adult women to other nations. I can click show all. Or I could click the plus sign to the right and then click the plus sign to the right of the subchapter heading. Now, with only five tables in the subchapter, it's probably quickest to just read the titles to see if there is a table relevant to my query. Or if I was looking across several subchapters, it's probably easier to use the control F or find feature on your computer and enter a keyword highlight relevant tables. You can use the lengthy and detailed titles of tables in the digest to your advantage. NCES is generally good about listing the variables. I should warn you you will often see other select characteristics in the title of the table. Or a similar phrase. That will leave you no option but to go into the table to see what those select characteristics are. Most of the characteristics are listed. That's what makes the title so long. In this example, I could have control left and sometimes you will have to read the titles. This highlighted four tables in the chapter with as a variable. It has what I'm looking for. An international comparison of the literacy and numeracy rates of adults ages 25 to 65 disaggregated among other variables by . So, if I open up that table, I see the rose are an affable little listing of countries. And that one of the columns was females. The top half of the table gives the stats for literacy. I will see the table for the numeracy rates. You can look at those statistics and I will leave it to you to see how the U.S. stacks up. Draw your own conclusions. Of course, if I go down to the bottom of the table. I might be able to get the complete data underline. In order to, for example, to get the data. For the table is there only -- has them in two different columns. Digest tables don't have hyperlinks. And that the international data came from the program itself. So, if I search my web browser for NCES, I can quickly find the homepage to see what other data offerings are available. Or to find contact information. And if I want the same for the international data, I can search for a page. So, now, I would like to talk about another type of NCES data source which I'm calling comprehensive databases. I call them comprehensive live educational institutions are required to complete the surveys to remain eligible for federal support. Including student loan programs. Including student and staff demographics, curricular offerings, and participation in special programs. There are two databases of this type. And both offer a feature that allows you to select variables and then generate potato to meet your needs. I will start with the integrated postsecondary education data system. IPEDS. IPEDS has a link to find your college where you can look at the statistics on an individual institution or even search for institutions based on selected characteristics. You will want to select the use the data link. There are several options on this page that may be of use to you. A data trend generator for frequently requested statistics. The most powerful tool and then choosing your own variables is the compare institutions feature. It's a wonderful tool for tailoring the IPEDS data to your needs. It is confusing to use at times. I'm going to walk through the creation of a basic table. I have continued providing the links if you were providing this table. To generate a table, IPEDS walks you through three steps. And then put on taps. Select institutions. You can search for individual institutions. Searching by groups is the quickest way to select a large number of higher ED institutions for your table. The easy group feature offers a number of ways to select groups of higher institutions from all 6440 institutions in the database system to choosing institutions from specialty characteristics. So, I'm going to check the tribal college designation under special missions category. Next, IPEDS will search for institutions and give you a list of those institutions. 20 institutions per screen, your list will cover 322 screens. And you can choose to review your list. In my example, I selected tribal college. Then I click the continue button to confirm my list and I move on to the second step. Notice that IPEDS has now put me on the selected variables tab and indicated that I selected 35 institutions. Notice also that IPEDS has ice have selected one variable. This refers to my selection of tribal colleges which

iPad considers my master variable. My master variable is tribal college as registered for the 2021 school year. The box to left of tribal colleges unchecked because IPEDS assumes I don't need my master variable placed as a column that I'm creating. If, for some reason, you wanted a column labeled with an indicator in your list confirming that they are in fact tribal colleges, you would check this box. I'm not checking my master variable as a variable for my table which means I need to select at least one other variable to print out my table. If you know the terminology IPEDS uses, you can search for them one at a time using the search bar. I have found is easier to scan through the variables by category and you could do that by clicking the browser valuable option. In the left column of the slide, you'll see a list of the major categories. For my example, I'm going to guess that my question about Masters and doctoral degree programs is going to fall under institutional characteristics. On the right column or the right side, I put the sub categories that appear when you open up institutional characteristics. Award levels offered seemed like the best choice. Sometimes you have to do some hunting in IPEDS to find the variables you need. You will see IPEDS offers four subcategories under award levels offered that seem relevant to my query about Masters and doctoral programs at tribal colleges. Which one to use? The categorization of variables changes over time. Variables are usually defined by a range of years to which they are applicable. You have to select variables based on the collection years for which you want to align the data. For my example, look at the three most collection years. The third enforced options won't apply. Which is not what I need. Only the second option gives you the variable and the year range that I want. And sure enough, when I opened it up, not only can I check Masters degrees and three types of doctors degrees, you will see I can pick the three most recent years which is what I want. Notice also the small I to left of each variable. This will give you more information on how the data was collected. This tells me that I am only going to get the degree programs I selected. So, I will go ahead and create this table by collecting the screen. And when I do click that last screen continue button, IPEDS shows me another screen with all the variables I have now added to my tribal college master variable. Because I'm pick Masters degree over three years, I have 12 variables. They are already checked. I can click continue on this screen and move on. IPEDS is finally moved me to the step three output tab. It has some fairly explanatory questions on how I would like that output to display. You can always go back and change these. I generally start by looking at the output on the screen before I go straight to downloading the table to my computer. Here's what the screen output looks like for the table I just created. Everything looks the way I expected. I'm going to click the modify report options. Asked IPEDS to download this table to my computer. And here's what the download table looks like. Basically the same as the screen table. Now, I can manipulate the data or reformat it as I like. This is a fairly basic search in IPEDS. There's a lot more data in IPEDS and you can make far more can tables. Be aware, IPEDS has a great help desk . Her answer questions about the data. This site has the contact information circled there. The second NCES comprehensive data tool is the elementary secondary information system or ElSi. Like IPEDS , ElSi offers premade tables, tools, districts and states, and a table generator that is the equivalent to IPEDS tool. ElSi also has a tutorial document on its homepage that explains all its features. There are a number of similarities between IPEDS. I'm not going to go through this in the same detail as I did with IPEDS. I don't want to I do want to point out some major differences. Either state, Census Bureau, statistical area. You can always filter first specific larger levels later. Think of this is asking you what is the finest grain of data you want to see in your table? Public schools and private schools are construed as two different levels. This is because the private school data comes from a different source than a public school data. You will see in the second tab that ElSi ask you to pick your years until you pick your variables. This is sometimes problematic because when you get to the variables, especially if you're looking for recent years, you might see that the data for the variable you selected are not available for all the years you selected. It's easy for ElSi's tab system to make adjustments. You can open up any of the tabs at any point in the table creation process. ElSi locate the variables and offers its columns tab. Two things to be aware of. Some variables change with the level you select. If you have seen a variable

at one level say the district level and decide you want to shift to the school level, it may be that variable is not available on the new level. Second, the organization of variables is reflected on the tables is confusing because there is a certain amount of overlap. Will see that there are three different taps for enrollment. I don't know why this is. Be prepared to open up different tabs and categories to find the variables you need. Finally, be aware that ElSi allows you to filter your level and variables you have selected. When I select district level come I cannot filter for district and select states. Also see that I can filter for agency by name or I.D. number. Because I selected the number of English language learners as variables in the calm selected, ElSi gives a column for these. They often include a greater than less than filter for the numbers that come up in these variables when you create your table. ElSi is populated with data from two programs. The data from public schools including public charter schools comes from the common core of data program. The data for private schools comes from the private school survey program. Both of these programs, like all NCES programs, can help you with questions about the tater or the use of ElSi to access it. So, that wraps up the introduction to national Center for education statistics. Now, I want previously introduce you that come from three other ED offices with important data collections. The first of these that you should know about comes from the office of special education section 618 data collection. Mandated as you might've guessed by the individuals with disabilities education act or idea 16. And in most cases, this means students with IEP's are individual education plans. Currently, the office of special education organizes its ideas section 618 with the tab design. You can navigate to different products by clicking the tab. If you want to view or download already made her static tables, you can click that tab at the top right and then scroll down to view the tables. Or click a category under either part B or part C. Part B refers to ideas that retain to students three through 21. You also see a notice in the middle of the page that informs you that it's migrated its data to the department of education program. If you scroll down, or click a category bar, you can then select a table. Here I am choosing child count and educational environments table 3. Number of students aided six through 21. When you click this table title, you will see that you are taken immediately to the open data platform website which has a very different look. I haven't talked about the open data platform until now because it's the only office that has moved most of its data to this new platform. The odor data plan. Or whether the various entities at ED are going to maintain parallel fights to access their data. Even with, it's easier by starting at the program site. And that's easier to start at the open data platform. Then, when you decided to the open data platform, you're taken to a page for the specific data you selected. You can select to downloaded data by looking at the left column. Here is what the downloaded 2021 table looks like. State numbers of school edge children. If you prefer to download the raw data file instead of static tables, you can click the state level data files tab and use the shortcut tabs to part B or part C. Or scroll down and select your topic. If you select part B child count and educational environments, you will notice that the file you downloaded has much more data in it than other of the static tables. And for the to the right, by . Okay. Let's turn to another important database. The office of civil rights. Since 1968, Congress has mandated that the office for civil rights collect data. Every two years, the CRDC collects a variety of data. To this, it -- most of these categories include data. Most of the tools on the CRDC website are designs. However, the state and national estimations figure found in the left column or at the very bottom of the CRDC homepage come allow you to download statistics with state and national figures. So, if you opened up the 2017 2018 estimations come you will find nine categories with various subcategories. Let's choose preschool discipline under the discipline category. We find six tables. Although the five in the tap include three spread each. So, if you open up the first of the spreadsheet tables, you download the static table on preschool corporal punishment. And you can look at it there. Now, incidentally, if you are wondering why that six table back on this part link also lists corporal punishment, it's because it's a table tabulated preschool corporal punishment and suspensions by states first students served. That's special education students. Sometimes you have to take a look at the table to see what variables you can get. Okay. The office of civil rights also offers the raw data files

with the downloaded table on the homepage. The aware that this is the complete data for each collection year. You will be downloading a very large zip file with many subfolders and files. There's not a lot of explanation in the CRDC raw files. You can find the download link to the CRDC users manual under the additional resources on the left of the homepage. Finally, dedicated staff who will respond to your questions about the data or other data related to that which you can direct to. All right. Last but not least, I want to introduce you to the office of Federal student aid or FSA's data center. The data center is a subsite of student aid gunsight. It is technically not on. And it offers static tables and figures on three major pages. Student aid data page. Federal Sam education load. Now, I have to admit, I don't fully understand the organization of statistics. I recommend searching broadly. For example, if you open the student aid data page, you will see the categories for application volume, reports, default rates, and loan forgiveness reports. You also see a category for title IV program volume by school. And if you go into the title IV program by school section, you will see four categories. And if you open up the campus pace program report, you will find school level data by state. Meanwhile, school data section is divided into a school eligibility and participation section. It contains many tables with school level data. It also has some important statistics not directly related to schools. For example, if you go to the default rate section, you will find data on default statistics by school. You also find a national statistics by private collection agency. The third section. The FF EL program under and guarantee agency reports. It also contains subsection with reports on the ensuring continued access to student loans act which are programs where the federal government buys the FF EL loans from the banks and converts them to direct loans. That is directly from the government. If you need help locating statistics, FSA has contact available not on the data center website. I have put that information on the slide for your convenience. It's their circle. With an email contact. So, one final tip on student aid statistics. If what you are looking for is demographics and other characteristics of under graduate and graduate students, you will probably want to look at the data available from NCES national postsecondary student aid study. This is a broad national survey of grad and undergrad students conducted every four years. Okay. That's the overview of staff at ED. Please remember if you have any questions, we are also available to help you. This is our contact information. We have a number. Or you can email us at ask a librarian at ED.gov. That gives us 15 to 20 minutes for questions. So, I will hand this back to Karen. You can take it from here as you like.

Thanks, Vance. There were two questions in the chat that I wasn't able to answer or didn't know a complete answer. The first one was about the digestive education statistics. Are you aware if it does or if there is data anywhere in our data sources?

I think I have seen some data. That would be in international comparisons of early childhood I think per mailer. What NCES does is it takes limited data. You would probably want to go for the complete statistics internationally to the site itself.

The other question was about if there is homeschool data included in ElSi? I didn't believe so. I did provide some links to the homeschooling fast facts. And a link to the program that provides the data for the two statistics from the digestive education.

Yeah. Not in ElSi. NCES has programs that do survey on homeschooling. It creates reports for that. That's where the statistics for homeschooling would be.

I can do that. We will go back to the contacts eye. Someone did provide the link to the data site in the chat. Thank you, Joseph. That's very much appreciated. That's all the questions I saw from the chat.

There was one earlier that I was able to answer. If there is anymore, we are happy to -- I'm guessing that's right let's see. Lara, if people are able to unmute them selves.

This is Jaime. If you have any more questions, go ahead and enter them in the chat. If you haven't received an answer to your question, please chat it so we can see it again. I want to tell you about a couple of upcoming webinars. April 20th. 2 p.m. to 3 p.m. Eastern. I'm going to put a link to that in the chat box if you are interested in taking a look at that. On April 21st, 2:00 to 3:00, we are going to have the Library of Congress. I will also put a link to that in the chat box if you are interested. My colleague, Lara, has put the satisfaction survey. If you have a few seconds, please fill that out. The survey helps us to -- helps us with programming here. I do see one question has come in. Is there a video recording of the session that will be available? The answer is yes. We will send out an email with all this information. Is that going to be on Monday you think, Lara?

Yeah. I think that will be on Monday.

You will get it on Monday. Lara is also put that in the chat box where that information will be posted as well. All right. I'm not seeing any more questions. So, I want to thank our presenters. Thank you so much for presenting for us. We all learned quite a bit. We appreciate you taking time to present this webinar. Thank you everyone for tuning in. Appreciate it. We will see you at the next FDLP Academy webinar. Thank you. [Event concluded]