

# Data in Action: New Findings From the National Training, Education, and Workforce Survey (NTEWS)

## Presenters

Juanita Hicks, AIR | Kathleen Murphy, AIR | Perry Gorelik, AIR  
Scott Gibbons, Former Chief Data Officer, U.S. Department of Labor

## Co-Authors

Amy Beller, AIR  
Rachel Baharson, AIR

## Moderator

Daniel Van Sant, The Harkin Institute

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# Agenda

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1. Welcome
2. Introduction to Event Co-Sponsors
  - a. AIR Access ERG
  - b. AIR PROPEL Center
3. National Training, Education, and Workforce Survey (NTEWS)
4. Panel Discussion
5. Closing Remarks

## Perry Gorelik, Chair, Access AIR

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An Employee Resource Group at  
the American Institutes for Research®

- Employee Resource Group (ERG)
- Disability advocacy
- Safe space for support and empowerment
- Learning how people with disabilities are diversified throughout the workforce

## AIR's PROPEL Center

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AIR uses internal funds to support its [PROPEL](#) (Promoting Resilience, Opportunity, and Progress in Employment and Learning) Center.

The PROPEL Center helps to create a stronger workforce by testing and applying proven workforce strategies across different settings, tailored to local conditions and for various groups. To accomplish these goals, PROPEL is focused on four key areas of work:

- [Learning from the Evidence](#) *(These NTEWS analyses are a new initiative in this area.)*
- [Strengthening Community College Partnerships in Workforce Development](#)
- [Expanding Sector Strategies and Effective Sectoral Training](#)
- [Supporting Individuals and Communities in Economic Empowerment](#)

# National Training, Education, and Workforce Survey (NTEWS)

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# What is NTEWS?

NTEWS is uniquely focused on capturing data on the skilled technical workforce and individuals with nondegree credentials. The survey examines a range of variables exploring postsecondary training and credentialing that is not available from other workforce surveys.

- NTEWS is a nationally representative survey of individuals ages 16–75,  $N = 15,700$ .
- Topics include:
  - Educational enrollment and attainment
  - Nondegree credential types (e.g., vocational certificates, occupational licenses)
  - Work experience programs (WEP) (e.g., apprenticeship, internship)
  - Employment characteristics
  - Demographic characteristics

Image source: <https://pixabay.com/photos/metallurgy-welder-welding-factory-2104646/>



## More About NTEWS (1)

NTEWS is uniquely focused on capturing data on the skilled technical workforce and individuals with nondegree credentials. The survey examines a range of variables exploring postsecondary training and credentialing that is not available from other workforce surveys.

- Complements other National Center for Science and Engineering Statistics surveys of the workforce:
  - National Survey of College Graduates
  - Survey of Doctorate Recipients
- 2022 NTEWS was a first-cycle pilot.
  - The data were released in spring 2024.
  - Estimates included in the NTEWS pilot are not official statistics.
  - The published data engage data users and other stakeholders in the survey's development to improve quality for future iterations of the survey.



## More About NTEWS (2)

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- Published pilot tables
  - Career and Technical Education
  - Employment
  - Preparation for Work
  - Training
- <https://nces.ed.gov/surveys/ntews/tables.asp>
- <https://nces.nsf.gov/surveys/national-training-education-workforce/2022#data>

# NTEWS Disability Categories and Sample

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# Disability Categories in the NTEWS

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- The NTEWS has five disability categories.
  - Degree of difficulty seeing, hearing, walking, lifting, and cognition
    - » No difficulty
    - » Slight difficulty
    - » Moderate difficulty
    - » Severe difficulty
    - » Unable to do
- About 7,000 survey respondents reported having some form of limitation.

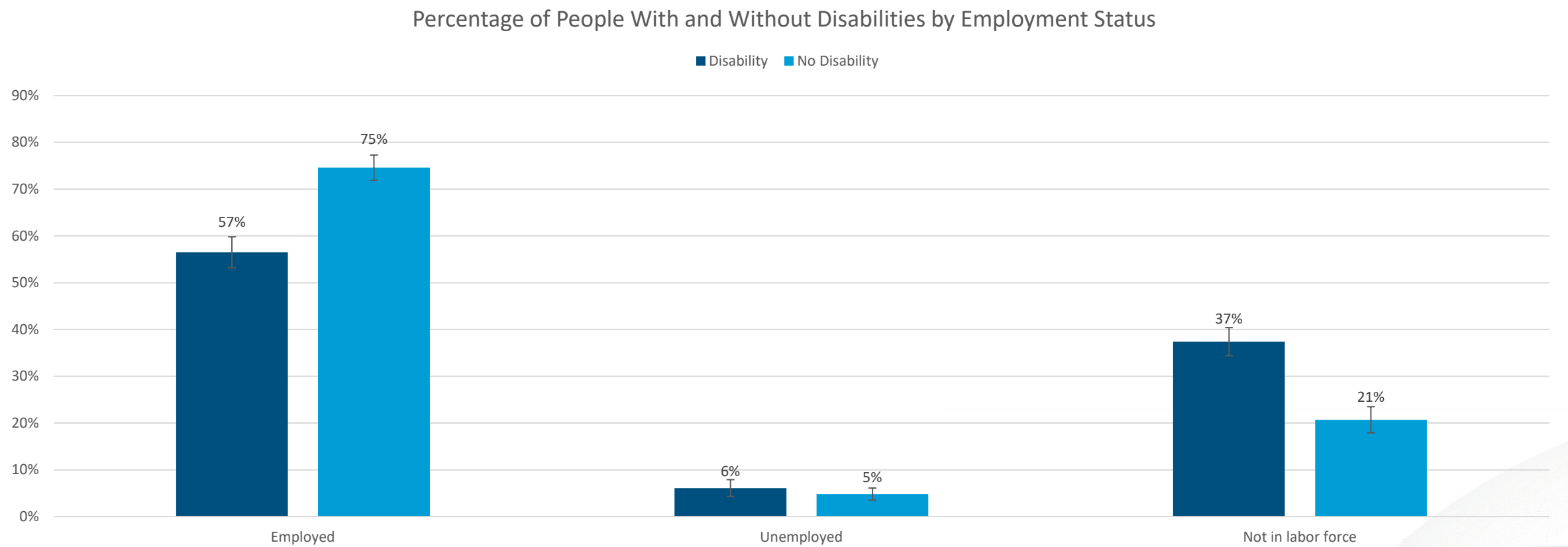
# Research Question 1

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# What is the current employment status of people with a disability compared to people without an identified disability?

Variable: Labor force status

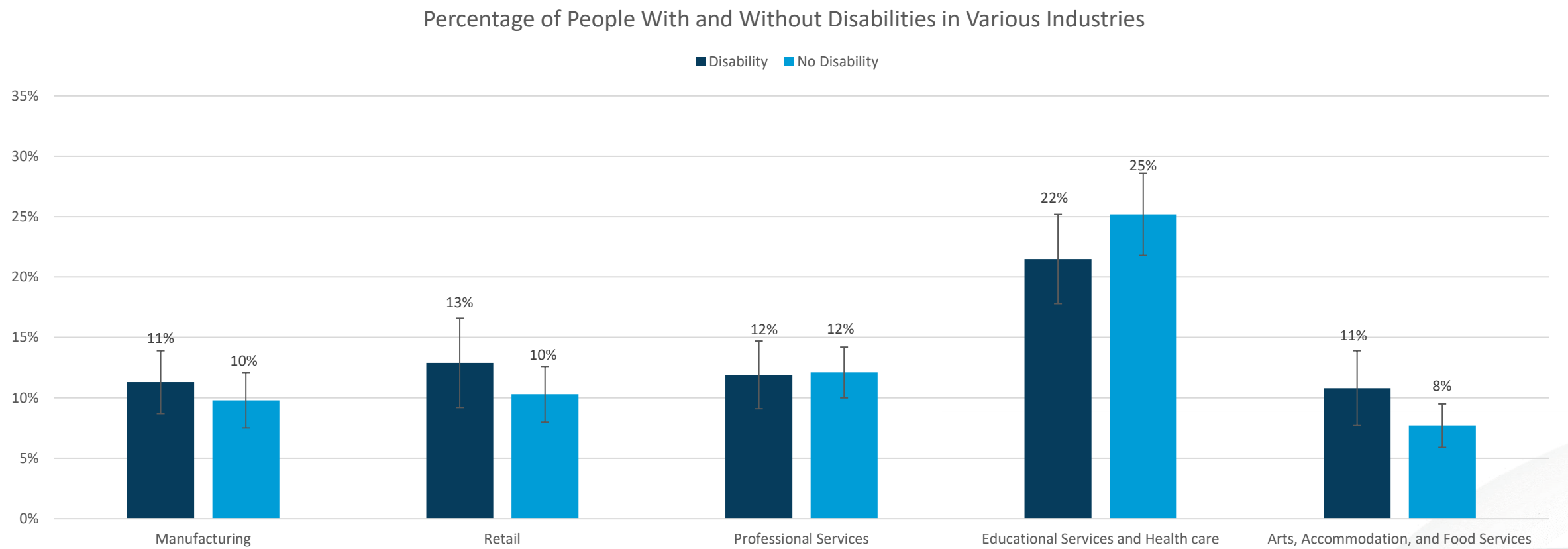


*Note.* Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS employment estimates may differ from employment estimates reported elsewhere due to variations in samples and definitions.

*Source.* Data are from the U.S. Department of Education, National Center for Education Statistics, National Training, Education, and Workforce Survey Pilot (NTEWS), 2022.

# What is the current employment status of people with a disability compared to people without an identified disability?

Variable: Industry



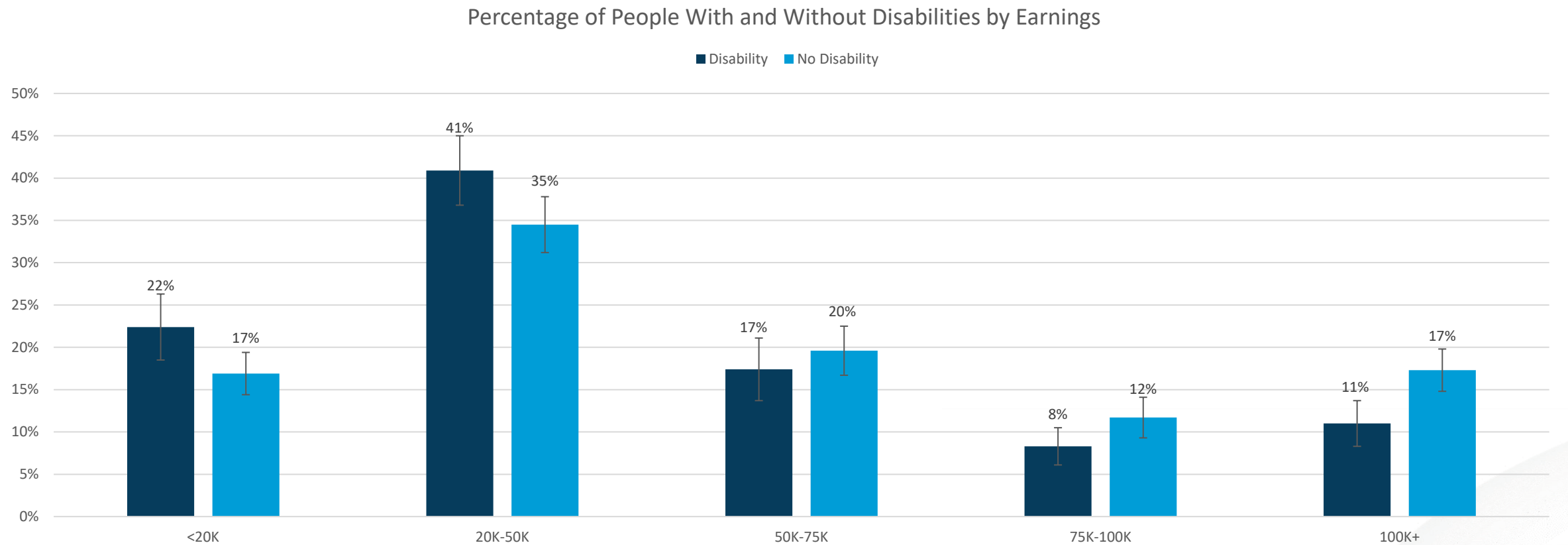
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*Source.* Data are from the U.S. Department of Education, National Center for Education Statistics, National Training, Education, and Workforce Survey Pilot (NTEWS), 2022.



# What is the current employment status of people with a disability compared to people without an identified disability?

Variable: Earnings



*Note.* Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS earnings estimates may differ from earnings estimates reported elsewhere due to variations in samples and definitions.

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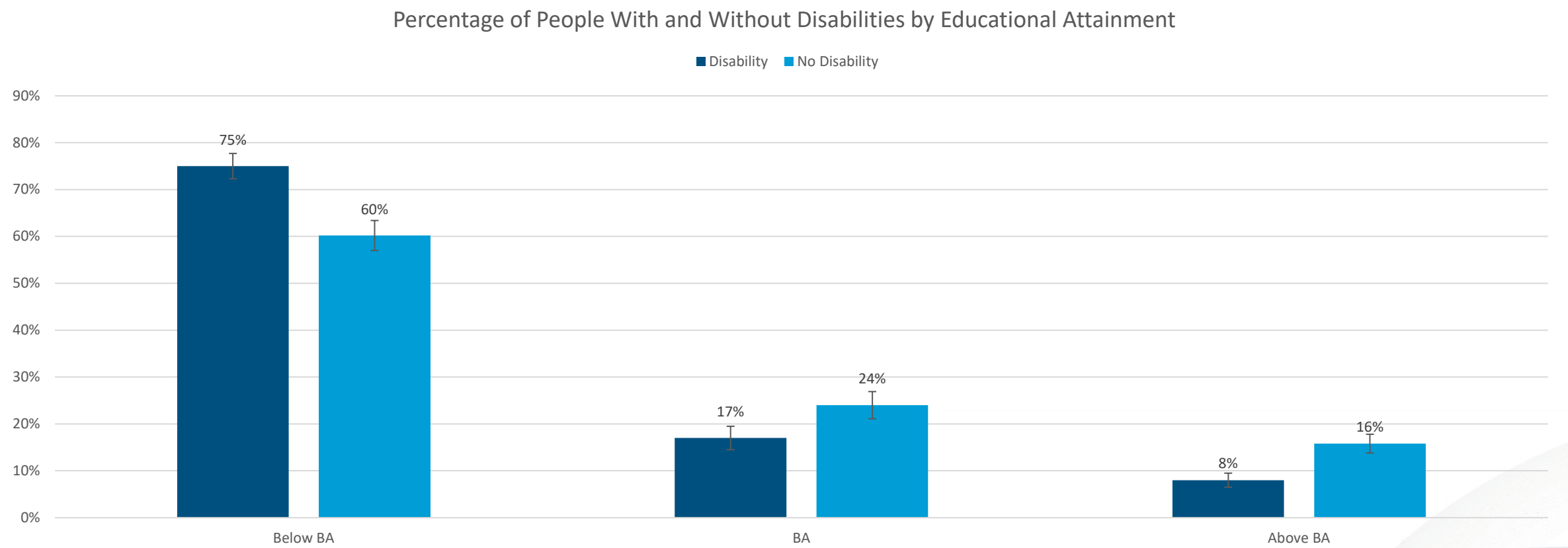
# Research Question 2

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# What is the enrollment status and educational background of people with a disability compared to people without an identified disability?

Variable: Educational attainment (condensed)

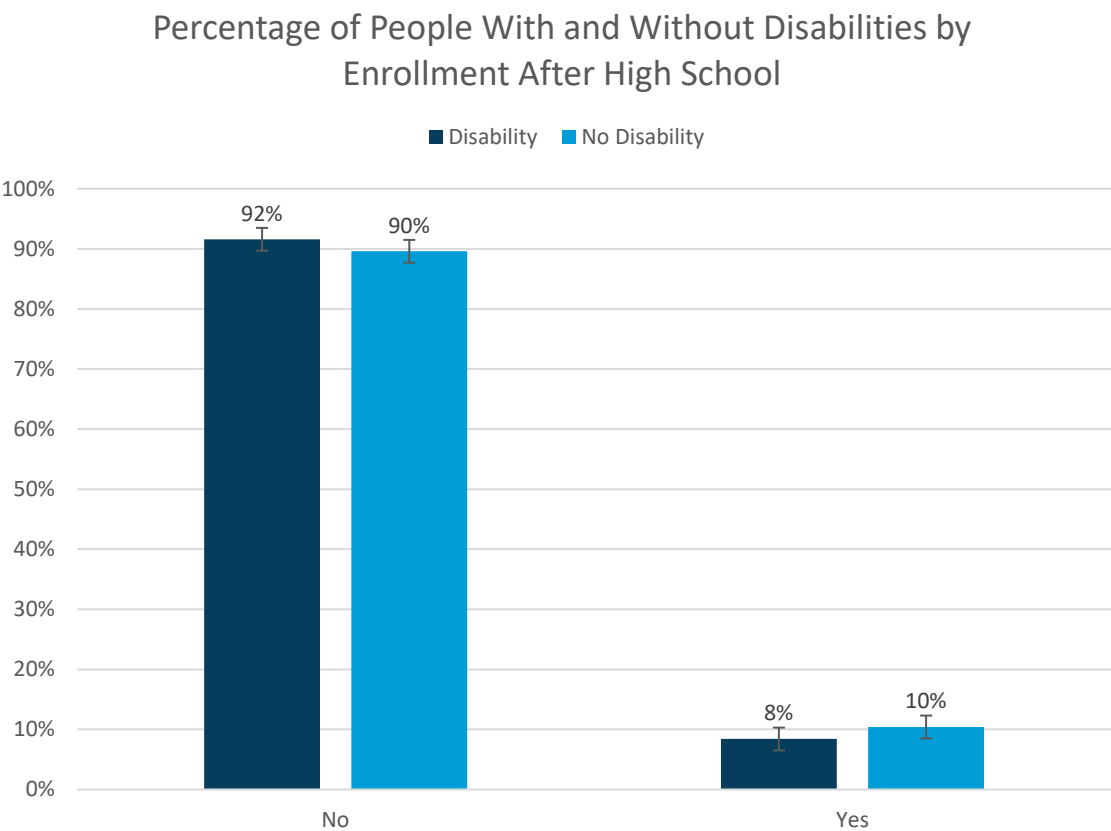


*Note.* Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS educational attainment estimates may differ from educational attainment estimates reported elsewhere due to variations in samples and definitions.

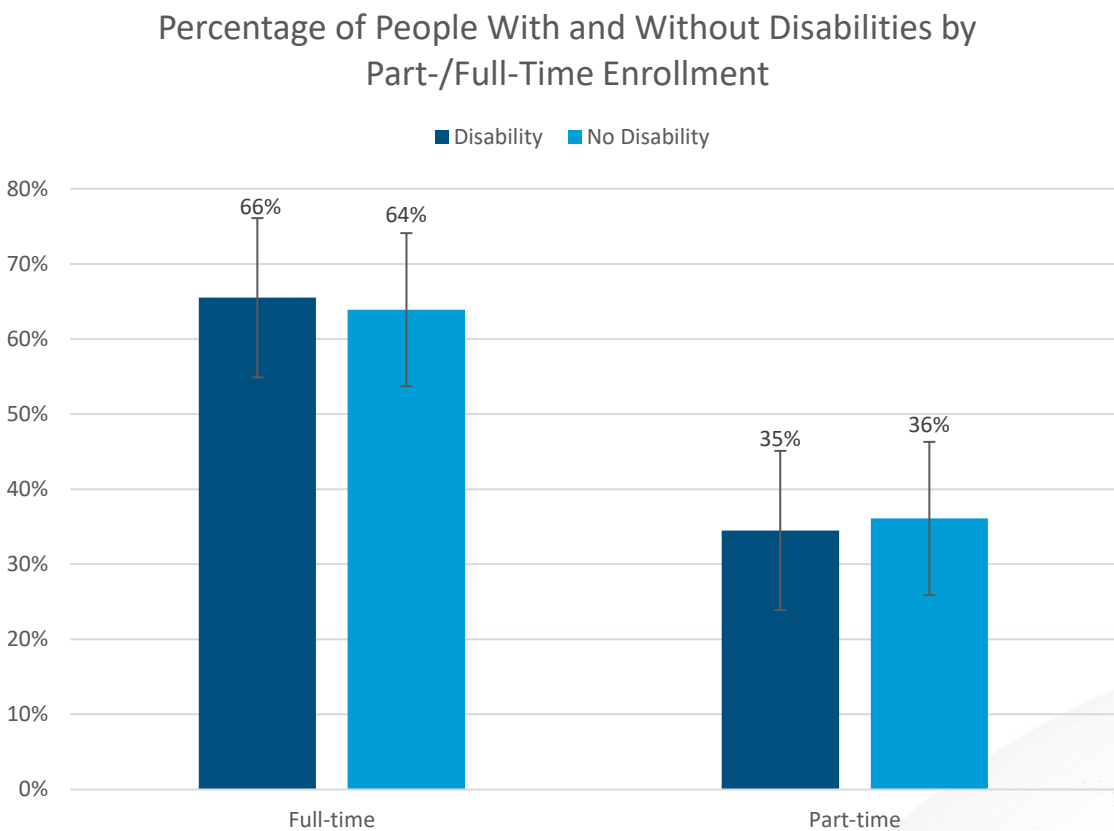
*Source.* Data are from the U.S. Department of Education, National Center for Education Statistics, National Training, Education, and Workforce Survey Pilot (NTEWS), 2022.

# What is the enrollment status and educational background of people with a disability compared to people without an identified disability?

Variable: Current enrollment after high school



Variable: Part-/full-time enrollment

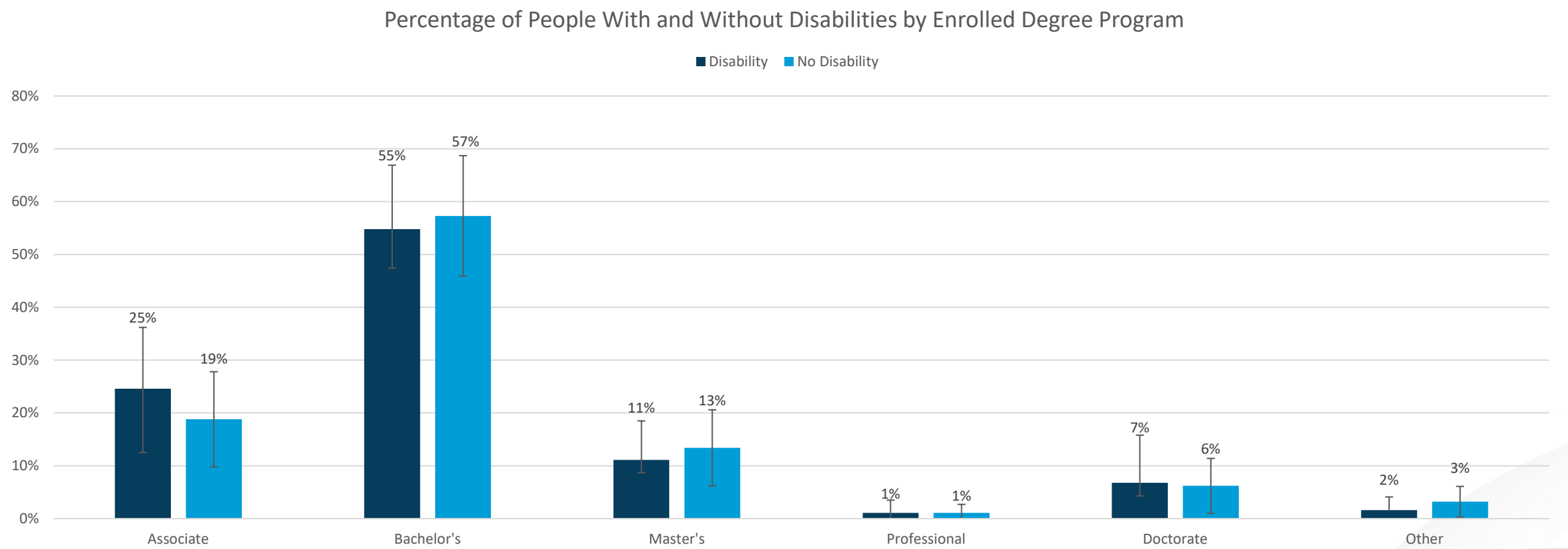


*Note.* Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS enrollment estimates may differ from enrollment estimates reported elsewhere due to variations in samples and definitions.

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# What is the enrollment status and educational background of people with a disability compared to people without an identified disability?

Variable: Enrolled in a degree program

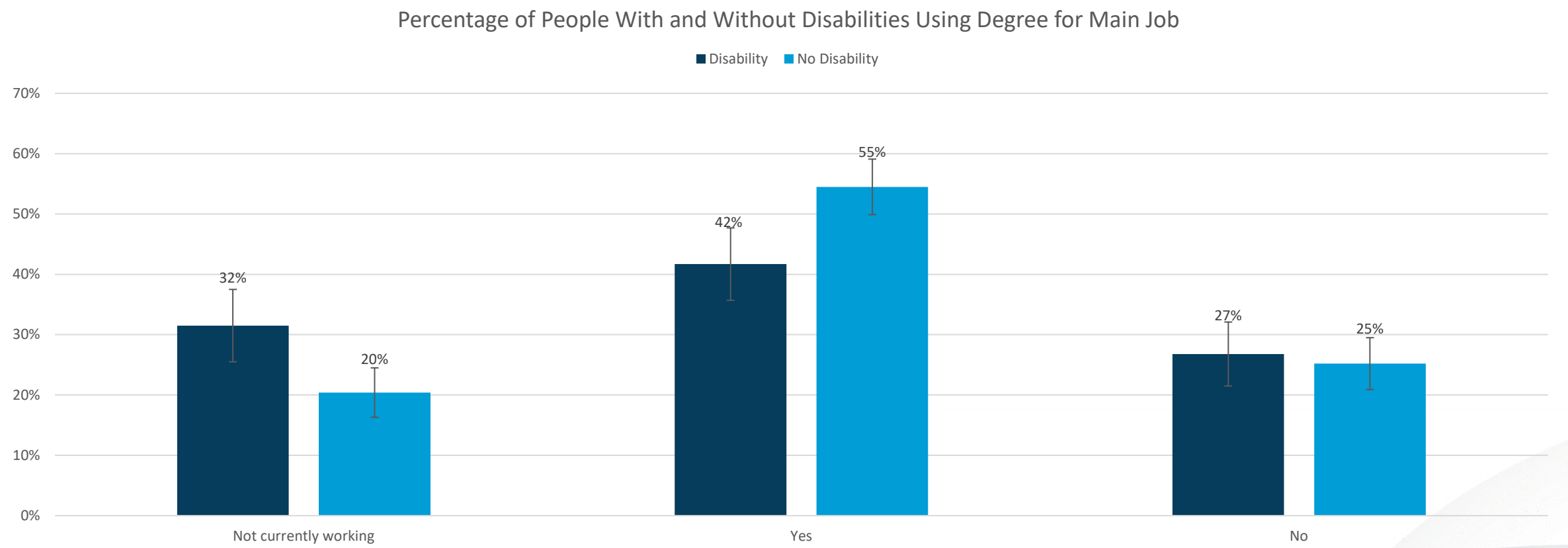


*Note.* Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS degree estimates may differ from degree estimates reported elsewhere due to variations in samples and definitions.

*Source.* Data are from the U.S. Department of Education, National Center for Education Statistics, National Training, Education, and Workforce Survey Pilot (NTEWS), 2022.

# What is the enrollment status and educational background of people with a disability compared to people without an identified disability?

Variable: Degree used for main job



*Note.* Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS degree estimates may differ from degree estimates reported elsewhere due to variations in samples and definitions.

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# Research Question 3

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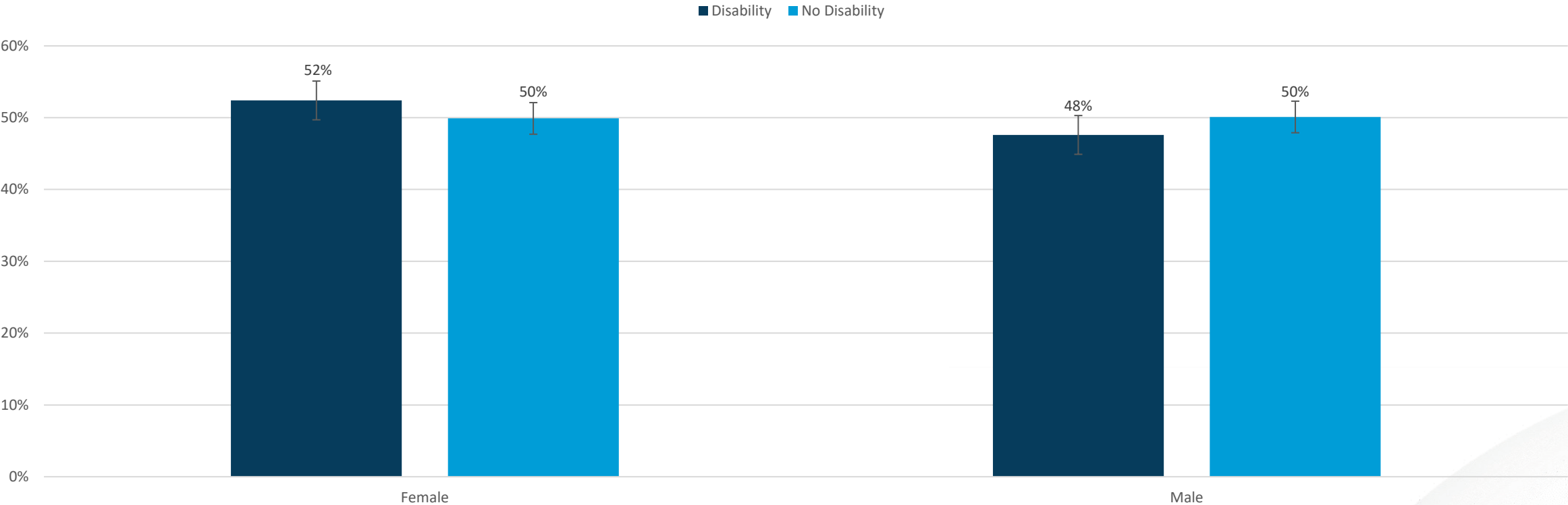




# How do backgrounds compare between people with a disability compared to people without an identified disability?

Variable: Gender

Percentage of People With and Without Disabilities by Gender

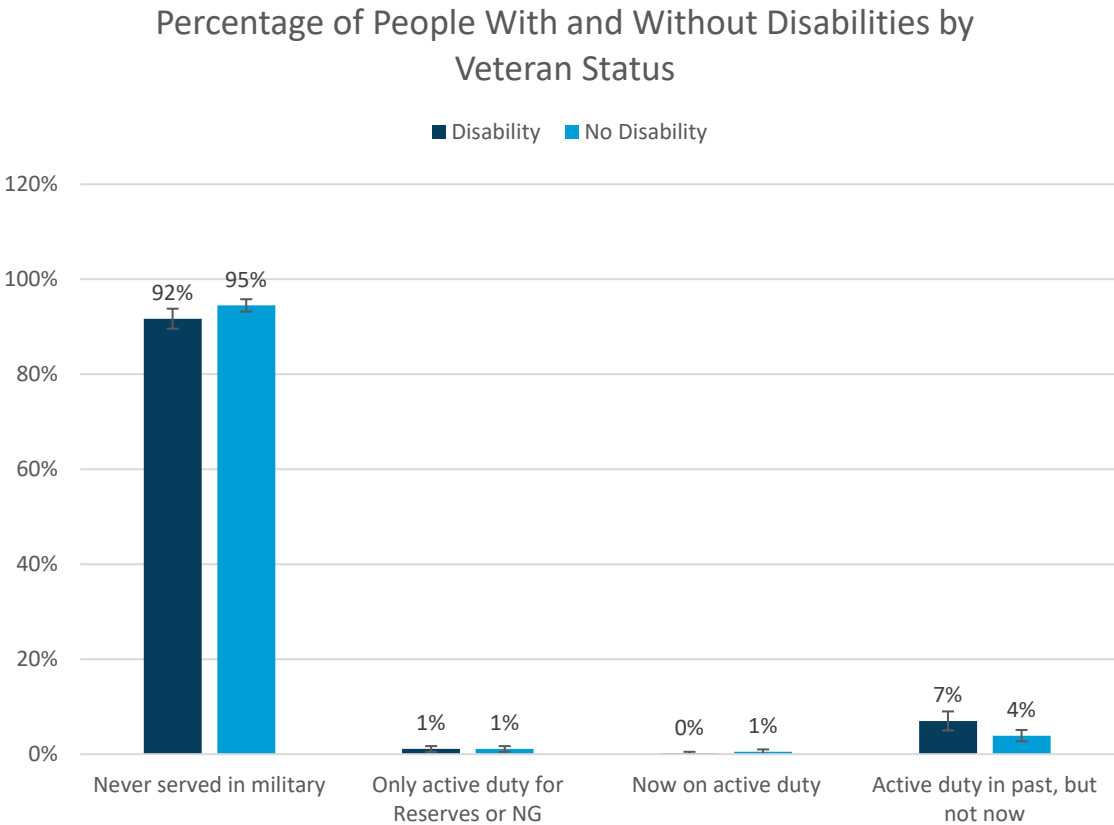


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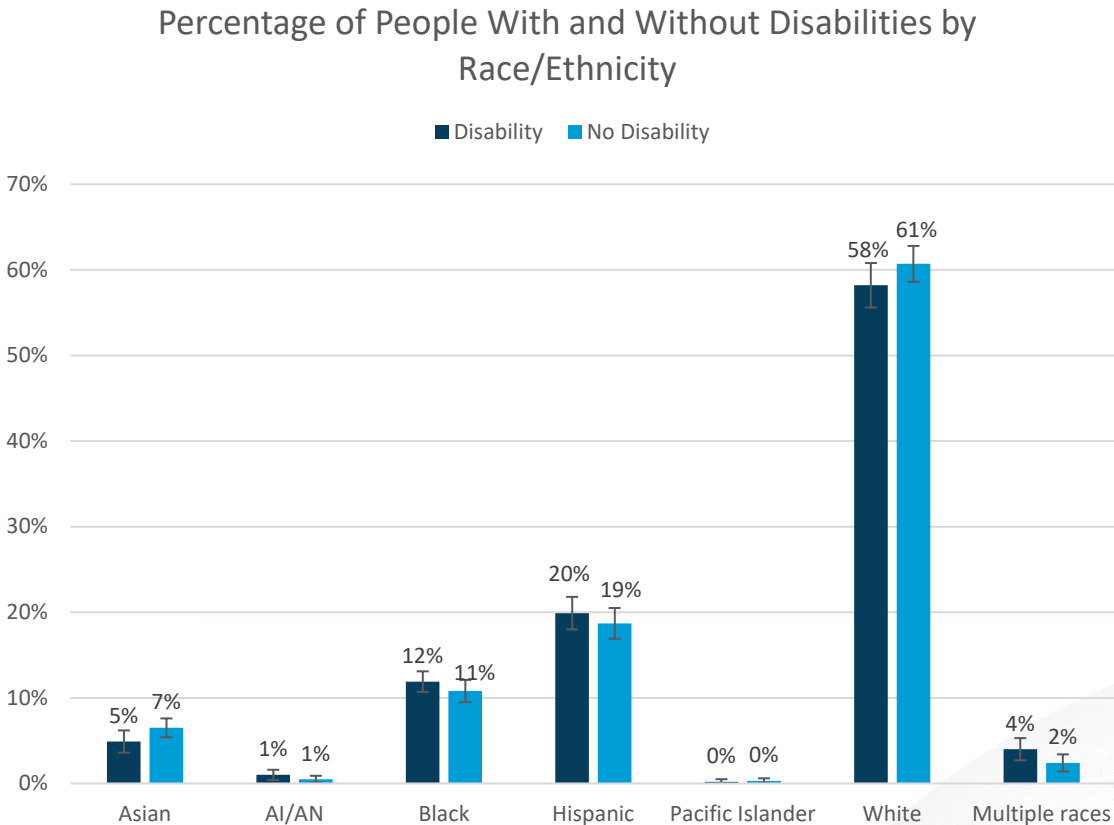
*Source.* Data are from the U.S. Department of Education, National Center for Education Statistics, National Training, Education, and Workforce Survey Pilot (NTEWS), 2022.

# How do backgrounds compare between people with a disability compared to people without an identified disability?

Variable: Veteran status



Variable: Race/Ethnicity



*Note.* Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS veteran and race/ethnicity estimates may differ from veteran and race/ethnicity estimates reported elsewhere due to variations in samples and definitions.

*Source.* Data are from the U.S. Department of Education, National Center for Education Statistics, National Training, Education, and Workforce Survey Pilot (NTEWS), 2022.



# Research Question 4

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# How do vocational certificates and work credentials compare between people with a disability and people without an identified disability?

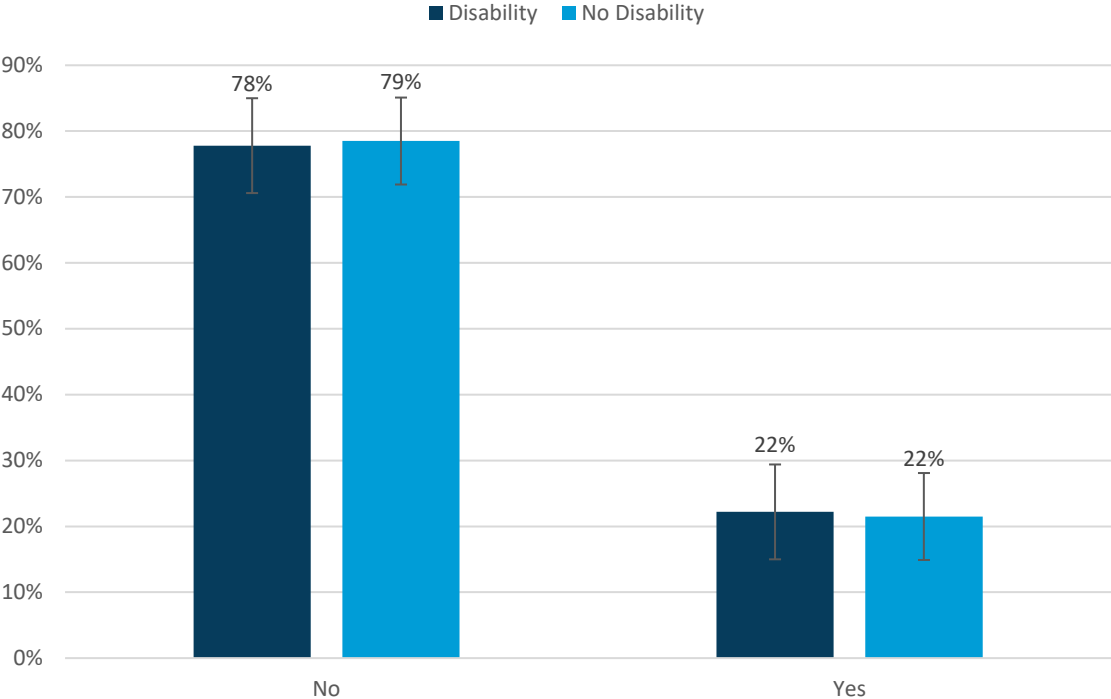
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- Reason for choosing field of study for vocation certificate:
  - Required for current job
  - Required to get a job
  - Do more in current job
  - Earn more money
  - Move up in job
- Reason for choosing most important license or certification:
  - New or emerging field
  - Pursue my passion
  - Exploring interest in new job or field
  - Someone recommended this field of job
  - Free or inexpensive opportunity
  - Other reason

# How do vocational certificates and work credentials compare between people with a disability and people without an identified disability?

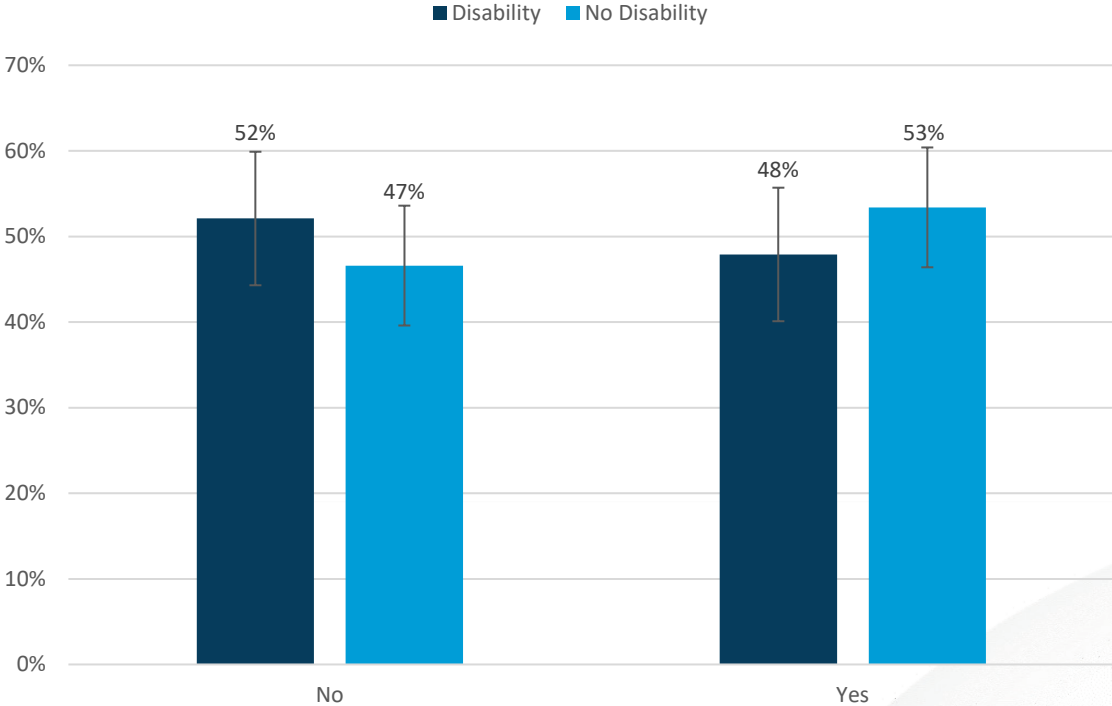
Variable: Required for current job

Percentage of People With and Without Disabilities -  
Vocational Certificate Required for Current Job



Variable: Required to get a job

Percentage of People With and Without Disabilities -  
Vocational Certificate Required to get a Job



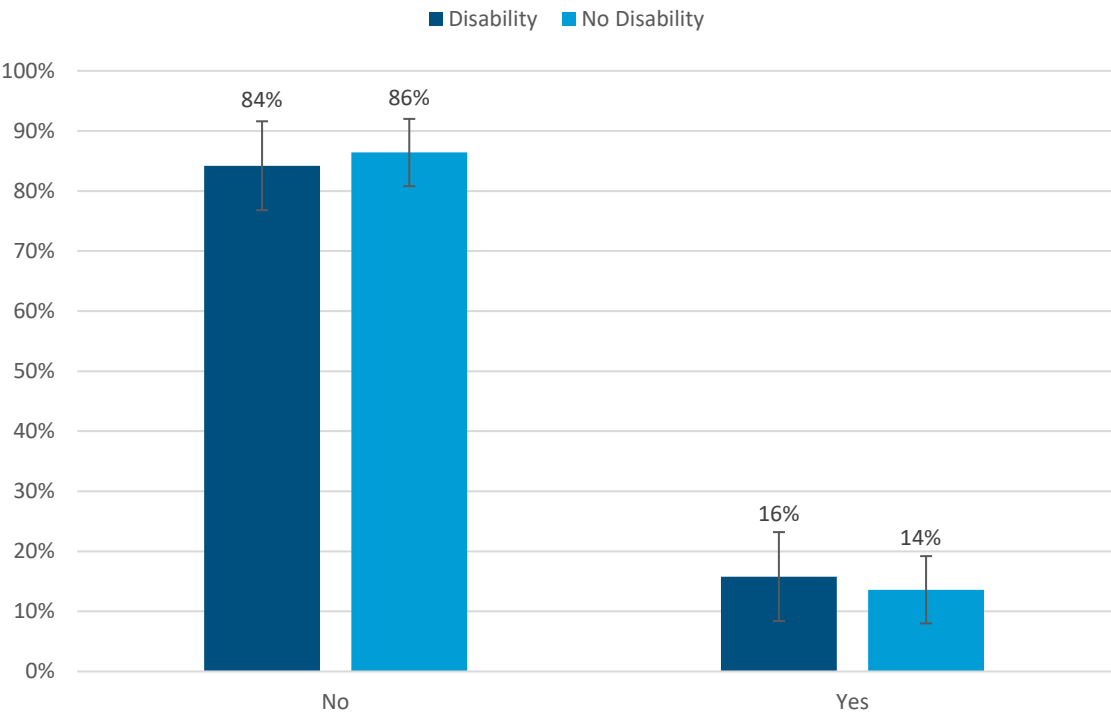
*Note.* Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS reason for getting certification estimates may differ from reason for getting certification estimates reported elsewhere due to variations in samples and definitions.

*Source.* Data are from the U.S. Department of Education, National Center for Education Statistics, National Training, Education, and Workforce Survey Pilot (NTEWS), 2022.

# How do vocational certificates and work credentials compare between people with a disability and people without an identified disability?

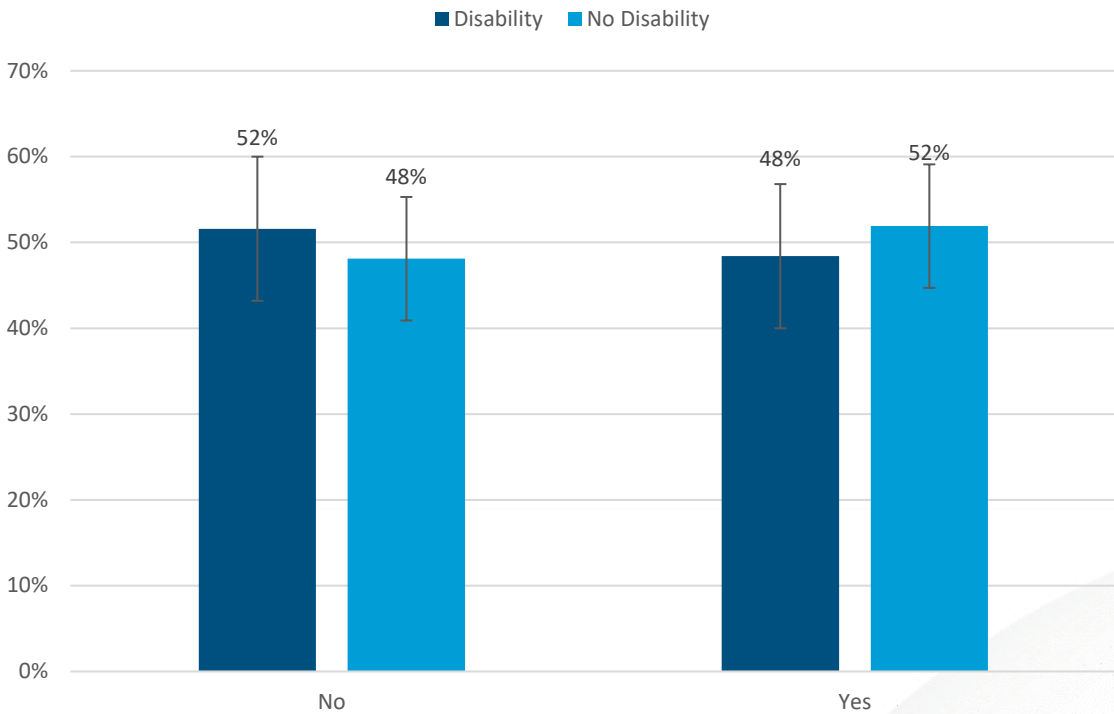
Variable: New or emerging field

Percentage of People With and Without Disabilities - License or Certification for New or Emerging Field



Variable: Earn more money

Percentage of People With and Without Disabilities - Vocational Certificate to Earn More Money



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# Research Question 5

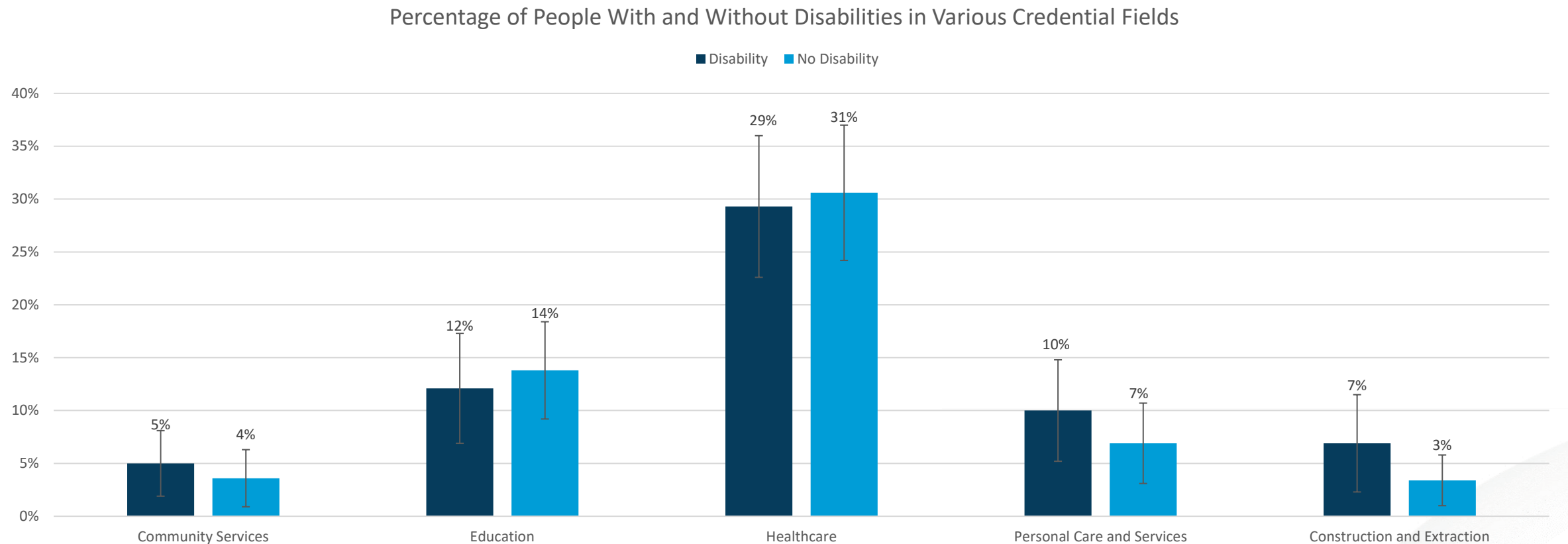
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# How do licenses and certifications (work credentials) compare between people with a disability and people without an identified disability?

Variable: Field of most important credential



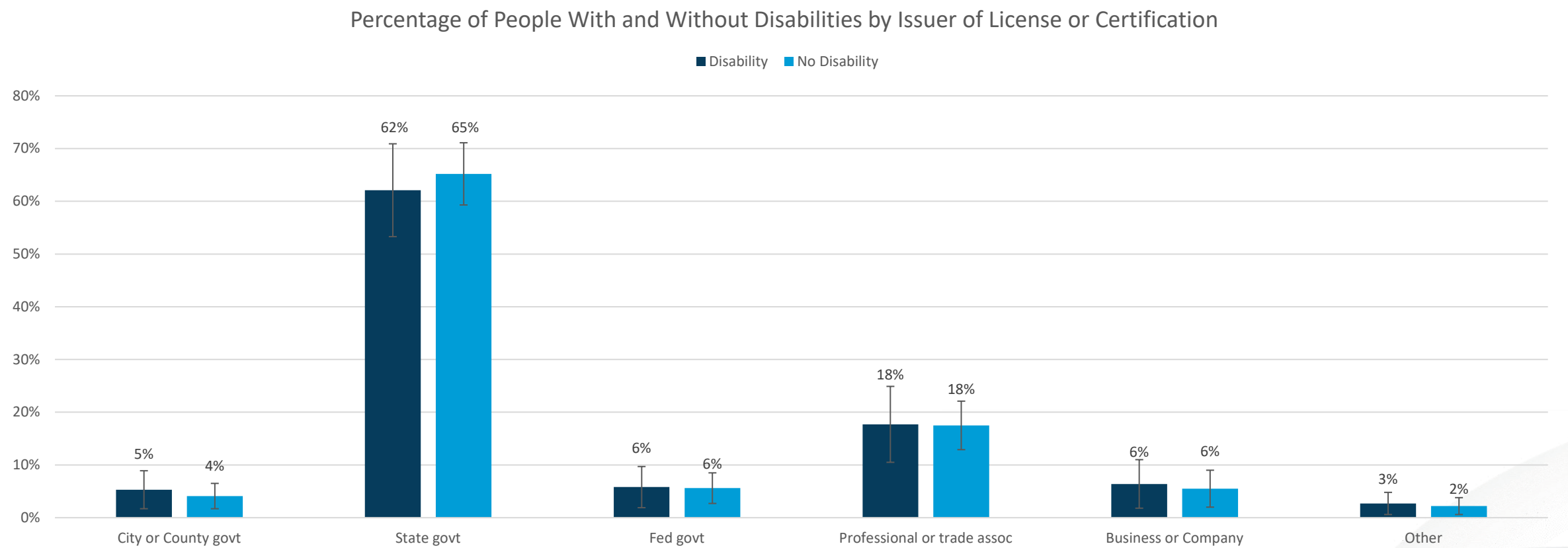
*Note.* Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The credential field estimates may differ from credential field estimates reported elsewhere due to variations in samples and definitions.

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# How do licenses and certifications (work credentials) compare between people with a disability and people without an identified disability?

Variable: Issuer of most important license/certification

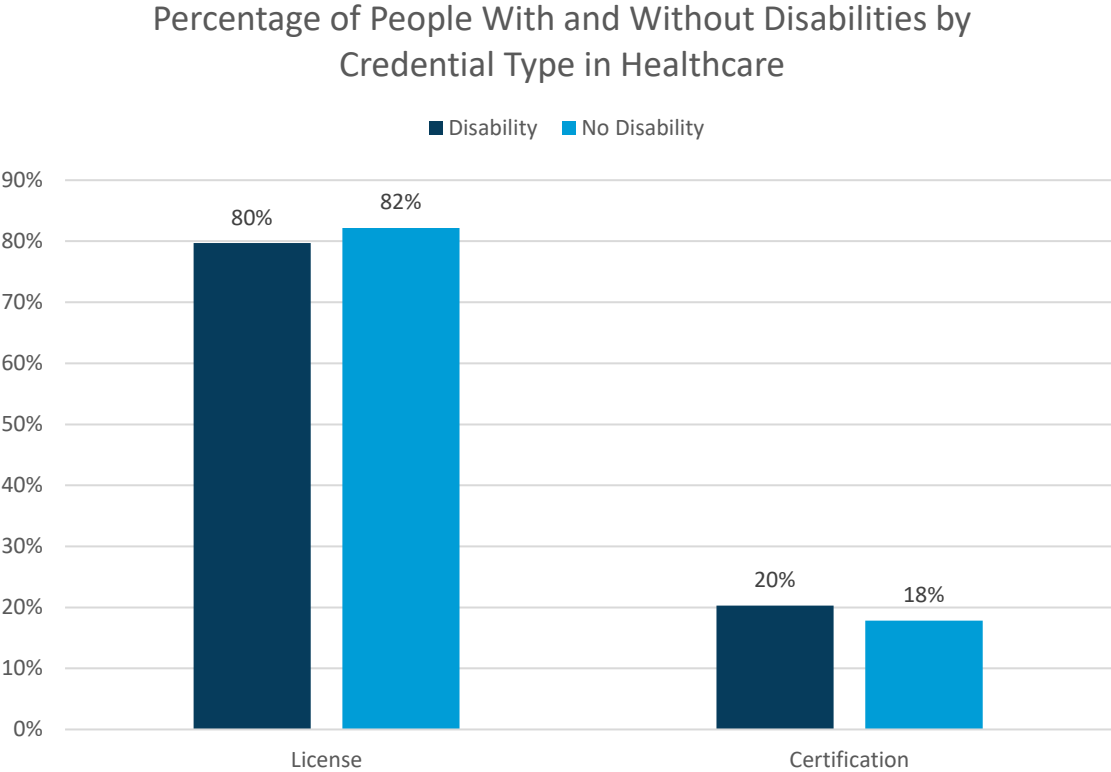


*Note.* Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The license/certification issuer estimates may differ from license/certification issuer estimates reported elsewhere due to variations in samples and definitions.

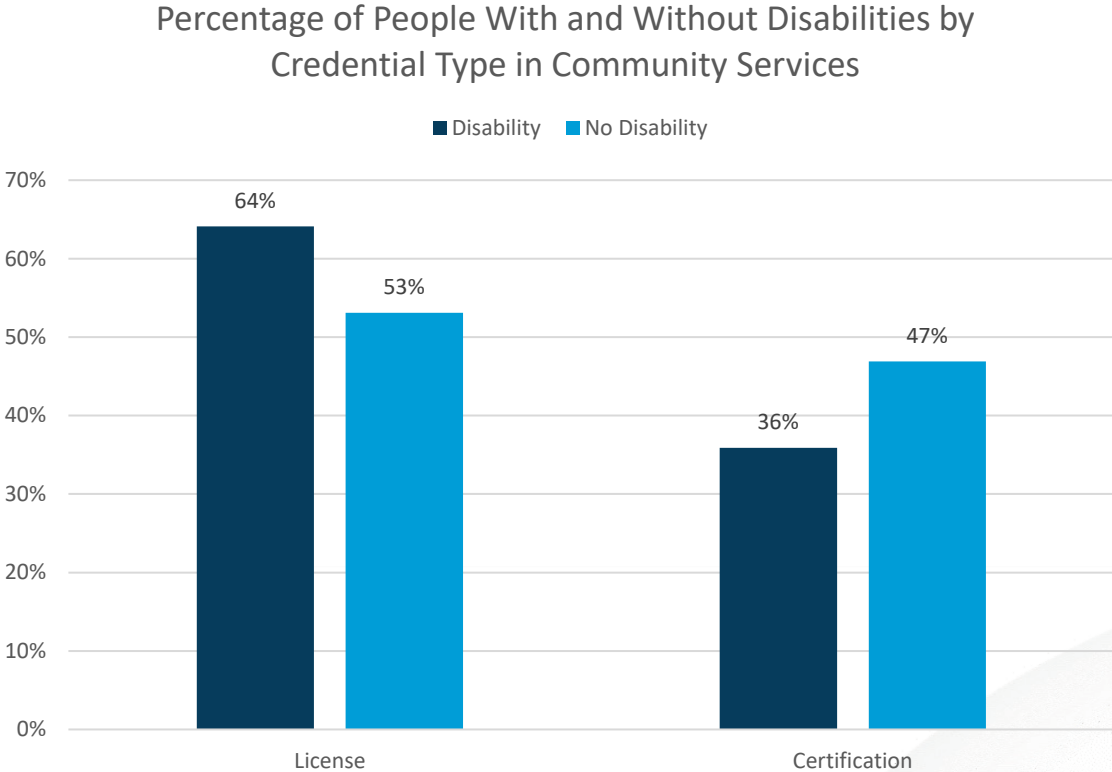
*Source.* Data are from the U.S. Department of Education, National Center for Education Statistics, National Training, Education, and Workforce Survey Pilot (NTEWS), 2022.

# How do vocational certificates and work credentials compare between people with a disability and people without an identified disability?

Variables: License/certification, disability status, credential field (healthcare)



Variables: License/certification, disability status, credential field (community services)



*Note.* Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The license/certification estimates may differ from license/certification estimates reported elsewhere due to variations in samples and definitions.

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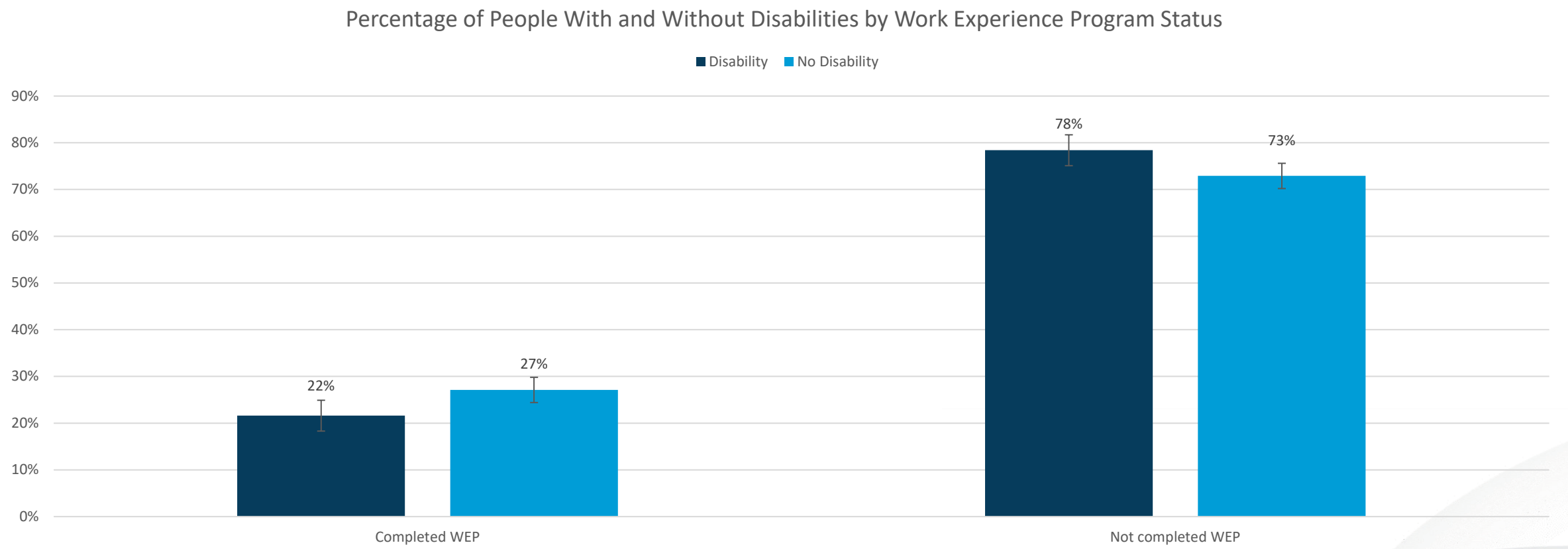
# Research Question 6

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# How do work experience programs (WEPs) compare between people with a disability and people without an identified disability?

Variable: WEP completer

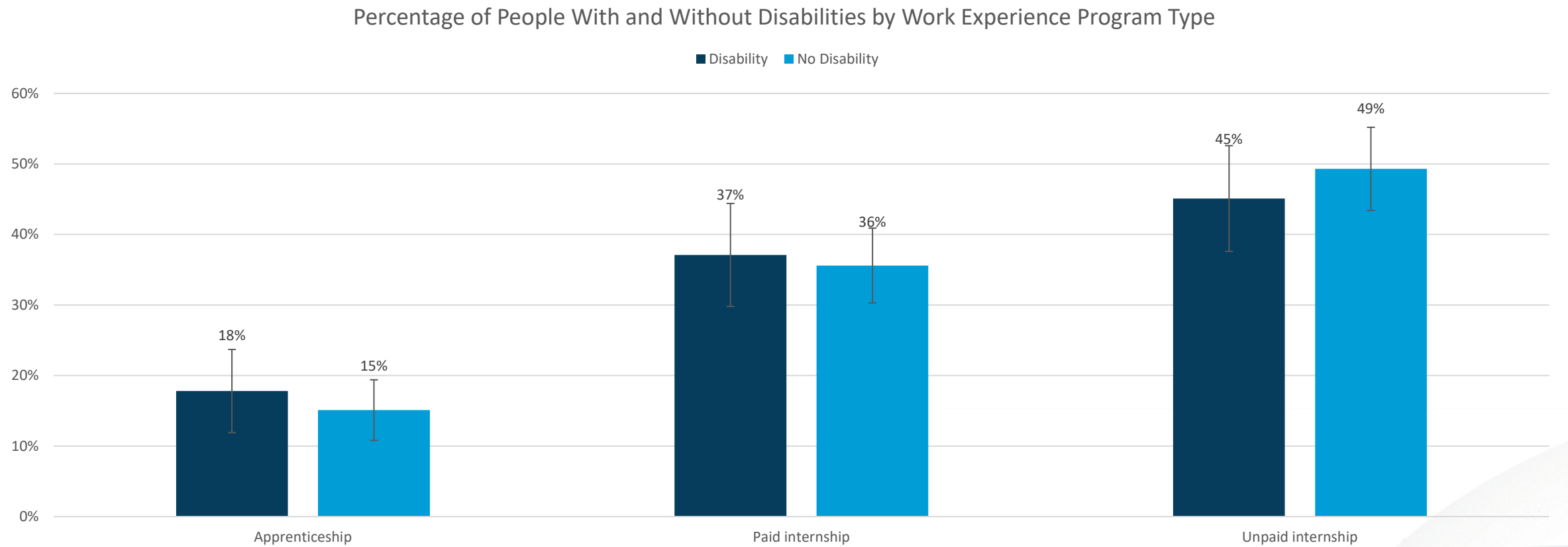


*Note.* Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The work experience program completer estimates may differ from work experience program completer estimates reported elsewhere due to variations in samples and definitions.

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# How do work experience programs (WEPs) compare between people with a disability and people without an identified disability?

Variable: WEP type



*Note.* Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The work experience program type estimates may differ from work experience program type estimates reported elsewhere due to variations in samples and definitions.

*Source.* Data are from the U.S. Department of Education, National Center for Education Statistics, National Training, Education, and Workforce Survey Pilot (NTEWS), 2022.

# Meet the Presenters

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**Daniel Van Sant, MS, JD**  
***Moderator***

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*The Harkin Institute,  
Drake University*



**Perry Gorelik, WAS**  
***Presenter***

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*Chair, Access AIR  
Employee Resource Group*



**Juanita Hicks, PhD**  
***Presenter***

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*Center for  
Process Data, AIR*



**Kathleen Murphy, PhD**  
***Presenter***

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*PROPEL Center, AIR*



**Scott Gibbons, MA**  
***Presenter***

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*PROPEL Center Fellow, AIR  
Former Chief Data Officer,  
U.S. Department of Labor*



## Kathleen Murphy

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Managing Researcher  
kmmurphy@air.org

## Juanita Hicks

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Senior Researcher  
jhicks@air.org