

Trends in Work-Based Learning Among Respondents With Disabilities: Data From the National Training, Education, and Workforce Survey (NTEWS)

Moderator: Kathleen Murphy, PhD
Presenter: Juanita Hicks, PhD

NIDILRR Grantee Discussants: Jean Winsor, PhD, Hyun Ju Kim, PhD

February 26, 2026

Virtual Meeting/Conference Recording Notice

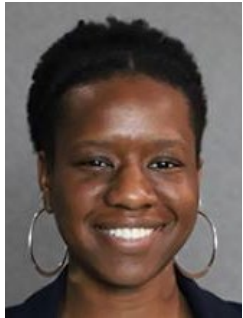
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Agenda

1. Welcome
2. Introductions to Presenters, Discussants, and Organizations Involved
3. National Training, Education, and Workforce Survey (NTEWS)
 - Survey Findings and Discussion
4. Closing Remarks

Meet the Presenters and Discussants



Juanita Hicks, PhD
Presenter

*PROPEL Center and
Center for
Process Data,
AIR*



Kathleen Murphy, PhD
**Moderator and
Presenter**

*PROPEL Center and
Principal Investigator,
KTER Center,
AIR*



Jean Winsor, PhD
Discussant

*Senior Associate,
Institute for
Community Inclusion,
University of
Massachusetts
Boston*



Hyun Ju Kim, PhD
Discussant

*Project Director III,
University of New
Hampshire Institute
on Disability*



Lori Collins, MRC
**KTER Training/TA
Lead**

*Training and
Technical Assistance
Lead, KTER Center,
AIR*

PROPEL and KTER Center Collaboration

Internal funds from AIR support [PROPEL](#) (Promoting Resilience, Opportunity, and Progress in Employment and Learning) Center. PROPEL Center activities include analyses of the National Training, Education and Workforce Survey (NTEWS) data.

The first NTEWS presentation PROPEL offered was [a 2025 observation of National Disability Employment Awareness Month \(NDEAM\)](#), focused on the disability NTEWS subgroup, co-sponsored by the Harkin Institute at Drake University and AIR's Access Employee Resource Group (ERG).

This webinar is designed to raise awareness of these analyses and NTEWS among Center on Knowledge Translation for Employment Research (KTER Center) audiences, as part of KTER's mission to disseminate disability research about employment that is produced by—or of use to—researchers funded by the National Institute on Disability, Independent Living and Rehabilitation Research (NIDILRR), the KTER Center's funder.

National Training, Education, and Workforce Survey

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 (WEPs; e.g., apprenticeship, internship)
- Employment characteristics
- Demographic characteristics

More About NTEWS: Background

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: Publications

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

Disability Categories in the NTEWS

The NTEWS has five disability categories drawn from the Washington Group set of items used in the U.S. Census.

Degree of difficulty seeing, hearing, walking, lifting, and cognition:

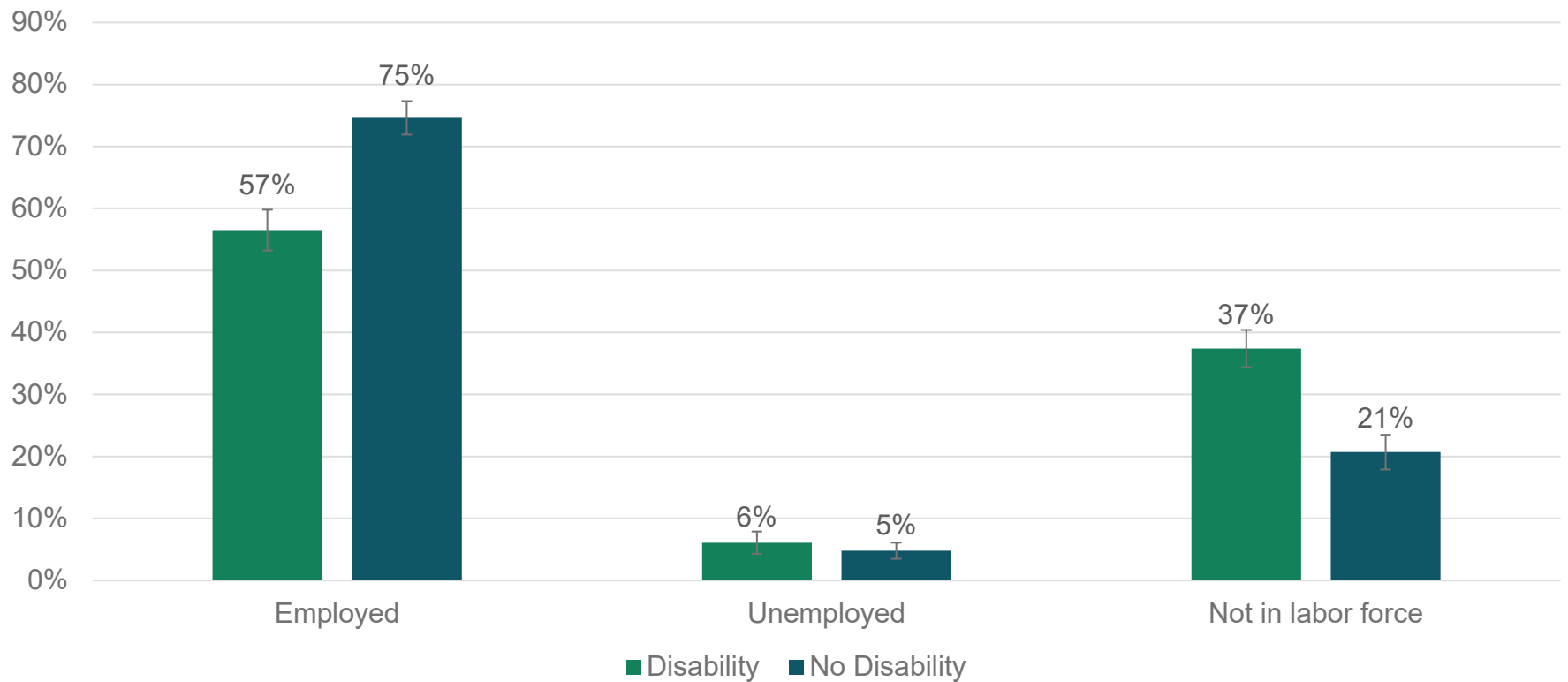
- No difficulty
- Slight difficulty
- Moderate difficulty
- Severe difficulty
- Unable to do

About 7,000 survey respondents reported having some form of limitation.

**Research Question 1:
What is the current employment
status of people with a disability
compared to people without an
identified disability?**

Current Employment: Labor Force Status

Percentage of People With and Without Disabilities by Employment Status

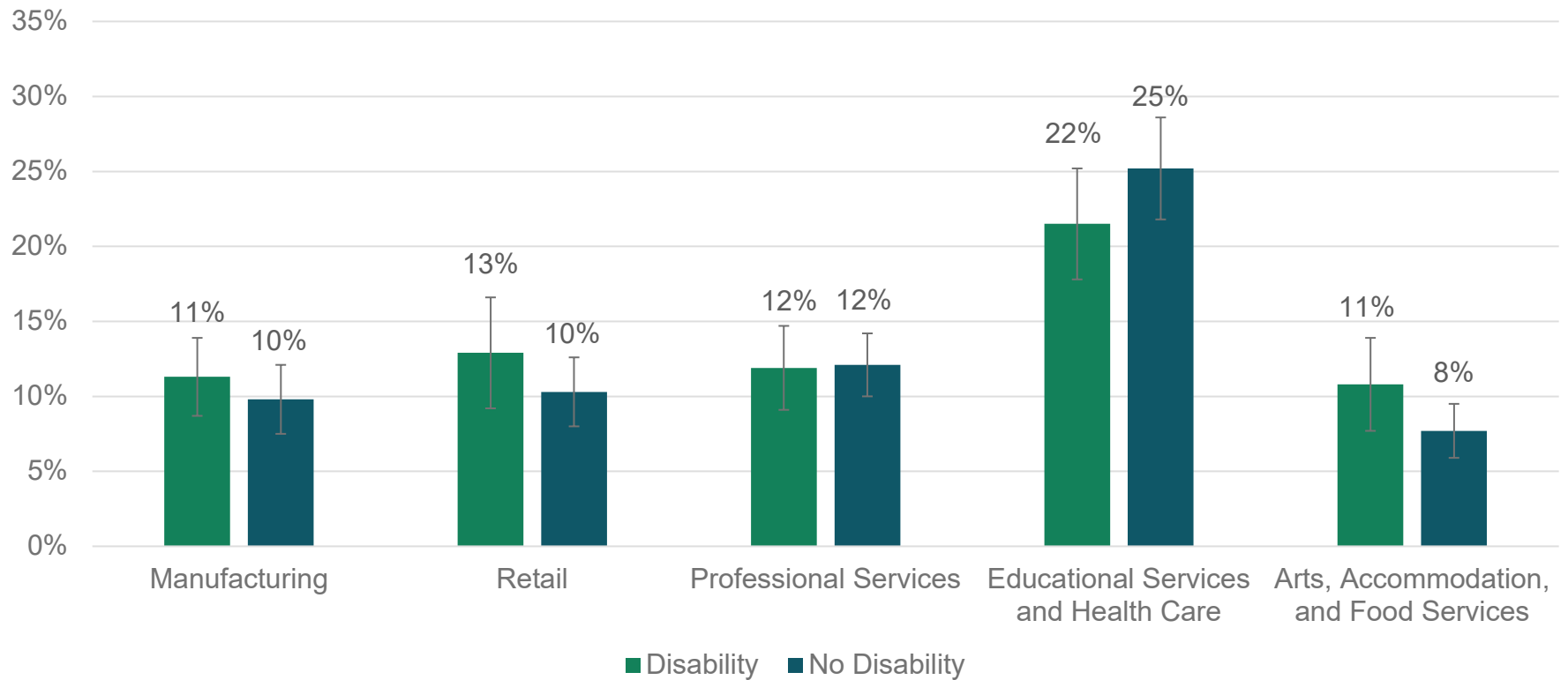


Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS 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, NTEWS Pilot, 2022.

Current Employment: Industry

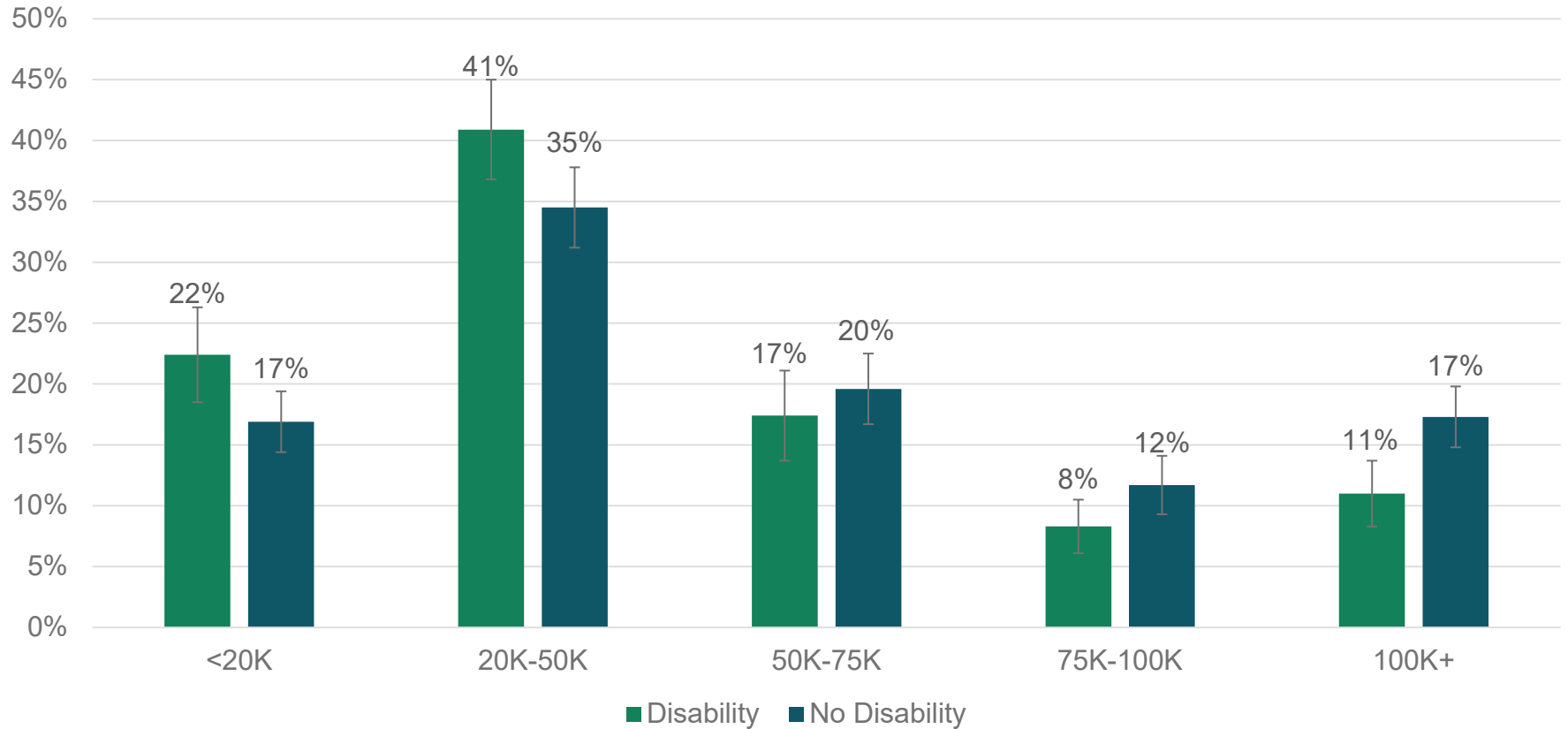
Percentage of People With and Without Disabilities in Various Industries



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 industry estimates may differ from industry 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, NTEWS Pilot, 2022.

Current Employment: Earnings

Percentage of People With and Without Disabilities by Earnings



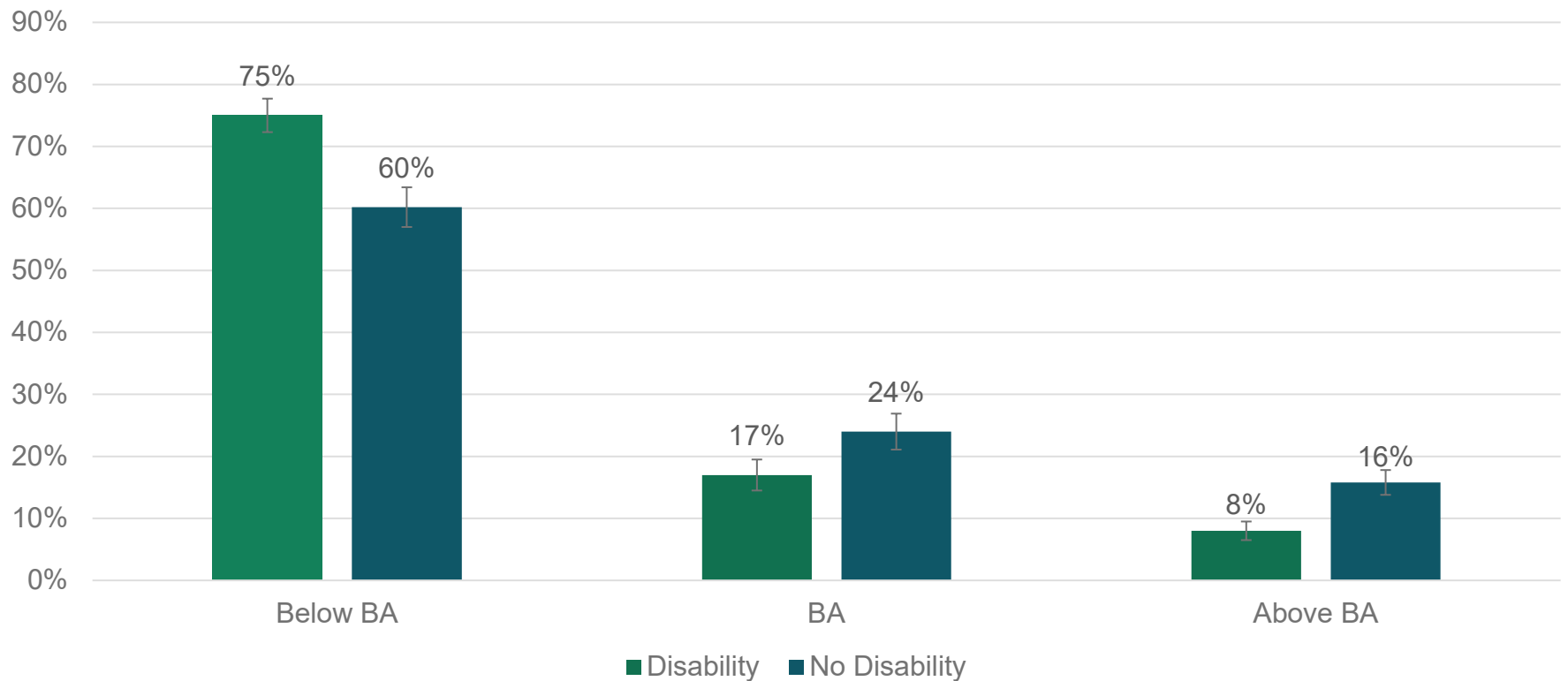
Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS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

Source. Data are from the U.S. Department of Education, National Center for Education Statistics, NTEWS Pilot, 2022.

Research Question 2:
What is the enrollment status and educational background of people with a disability compared to people without an identified disability?

Enrollment and Educational Background: Educational Attainment (condensed)

Percentage of People With and Without Disabilities by Educational Attainment

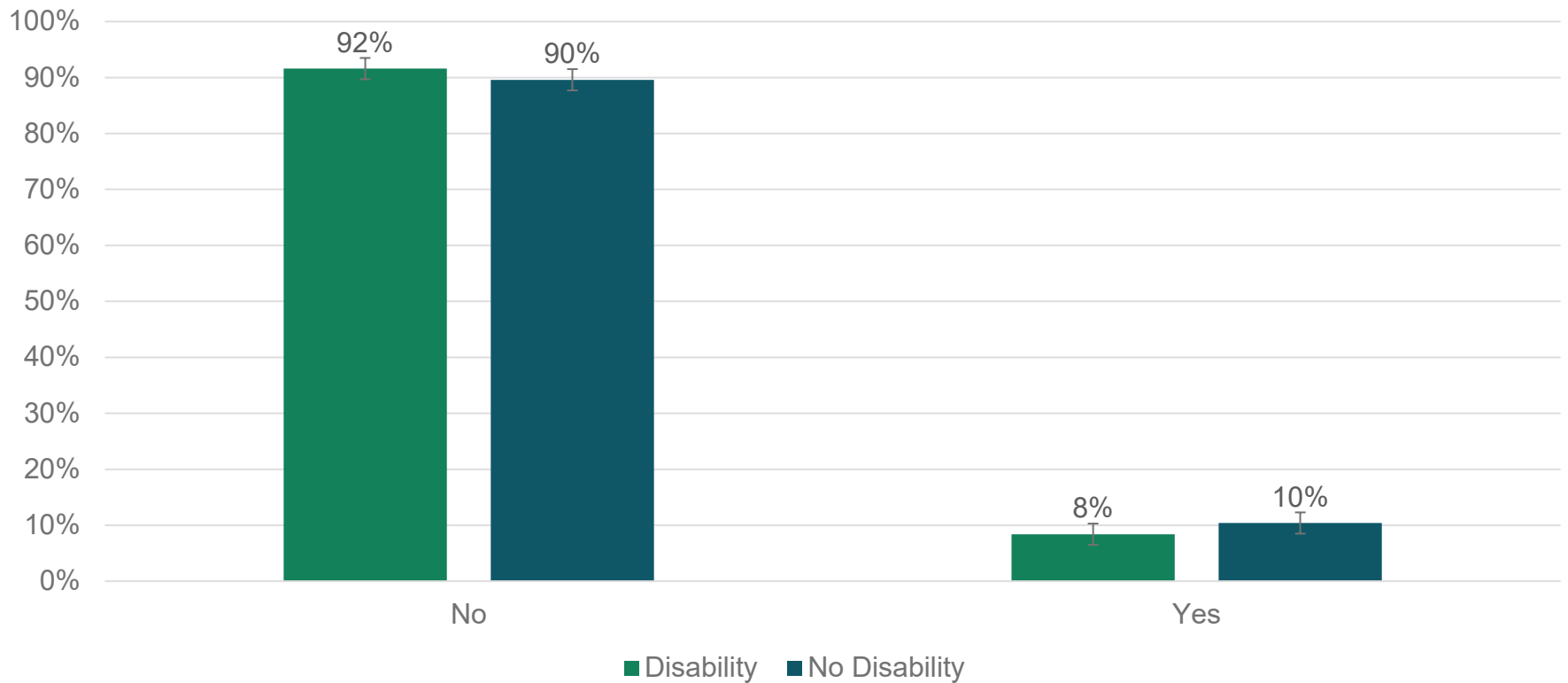


Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS 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, NTEWS Pilot, 2022.

Enrollment and Educational Background: Current Enrollment After High School

Percentage of People With and Without Disabilities by Enrollment After High School

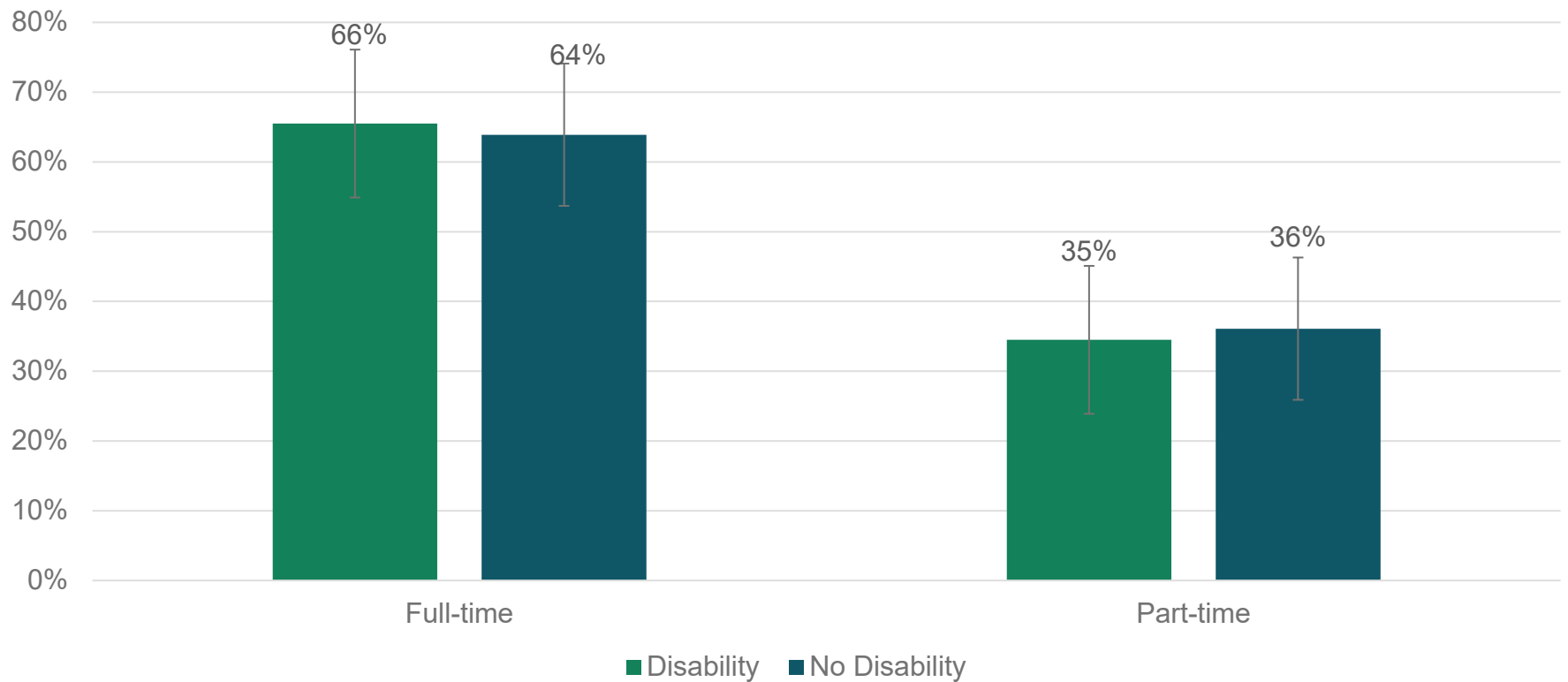


Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS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

Source. Data are from the U.S. Department of Education, National Center for Education Statistics, NTEWS Pilot, 2022.

Enrollment and Educational Background: Part-/Full-Time Enrollment

Percentage of People With and Without Disabilities by Part-/Full-Time Enrollment

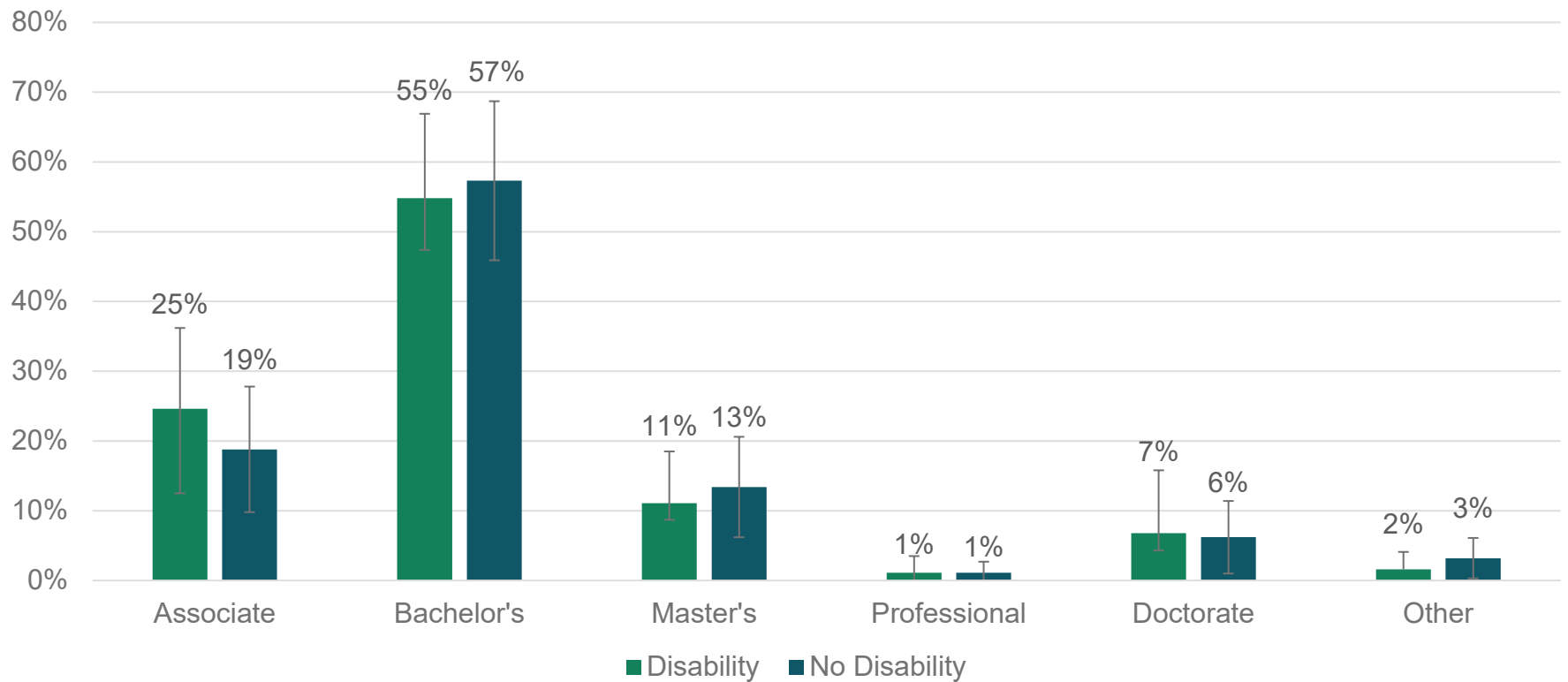


Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS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

Source. Data are from the U.S. Department of Education, National Center for Education Statistics, NTEWS Pilot, 2022.

Enrollment and Educational Background: Enrolled in a Degree Program

Percentage of People With and Without Disabilities by Enrolled Degree Program

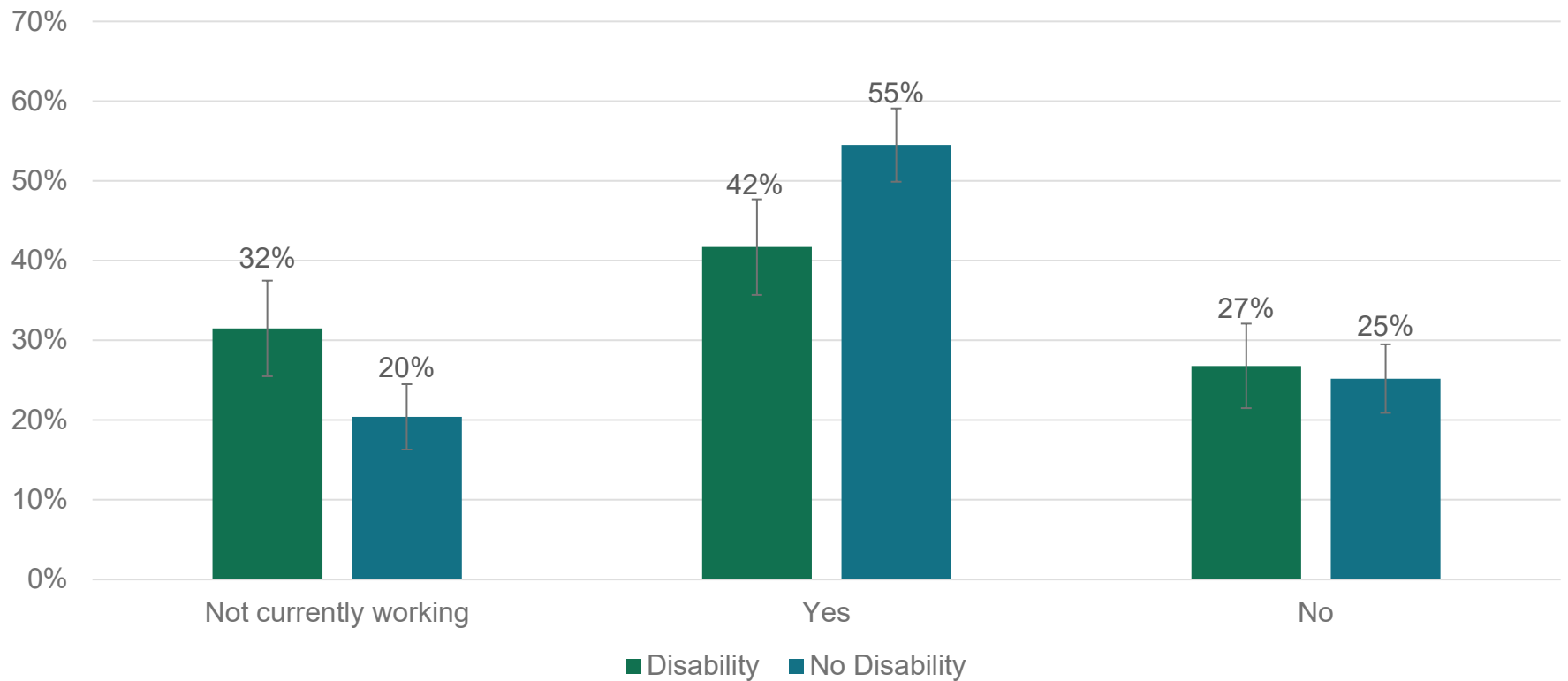


Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS 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, NTEWS Pilot, 2022.

Enrollment and Educational Background: Degree Used for Main Job

Percentage of People With and Without Disabilities Using Degree 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.

Source. Data are from the U.S. Department of Education, National Center for Education Statistics, NTEWS Pilot, 2022.

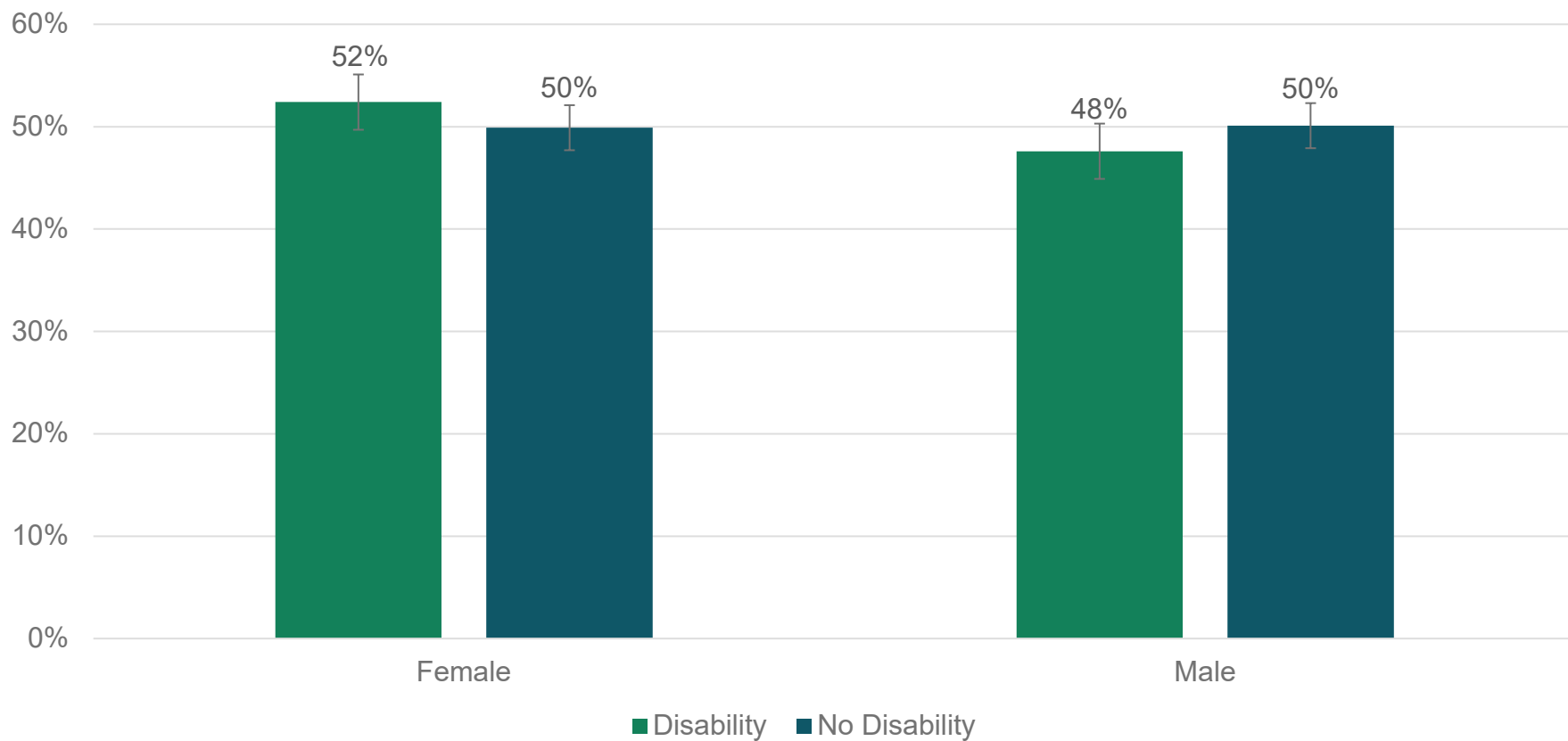
Discussion on Research Questions 1 and 2

Research Question 3:

How do backgrounds compare between people with a disability and people without an identified disability?

Respondent Background: Gender

Percentage of People With and Without Disabilities by Gender

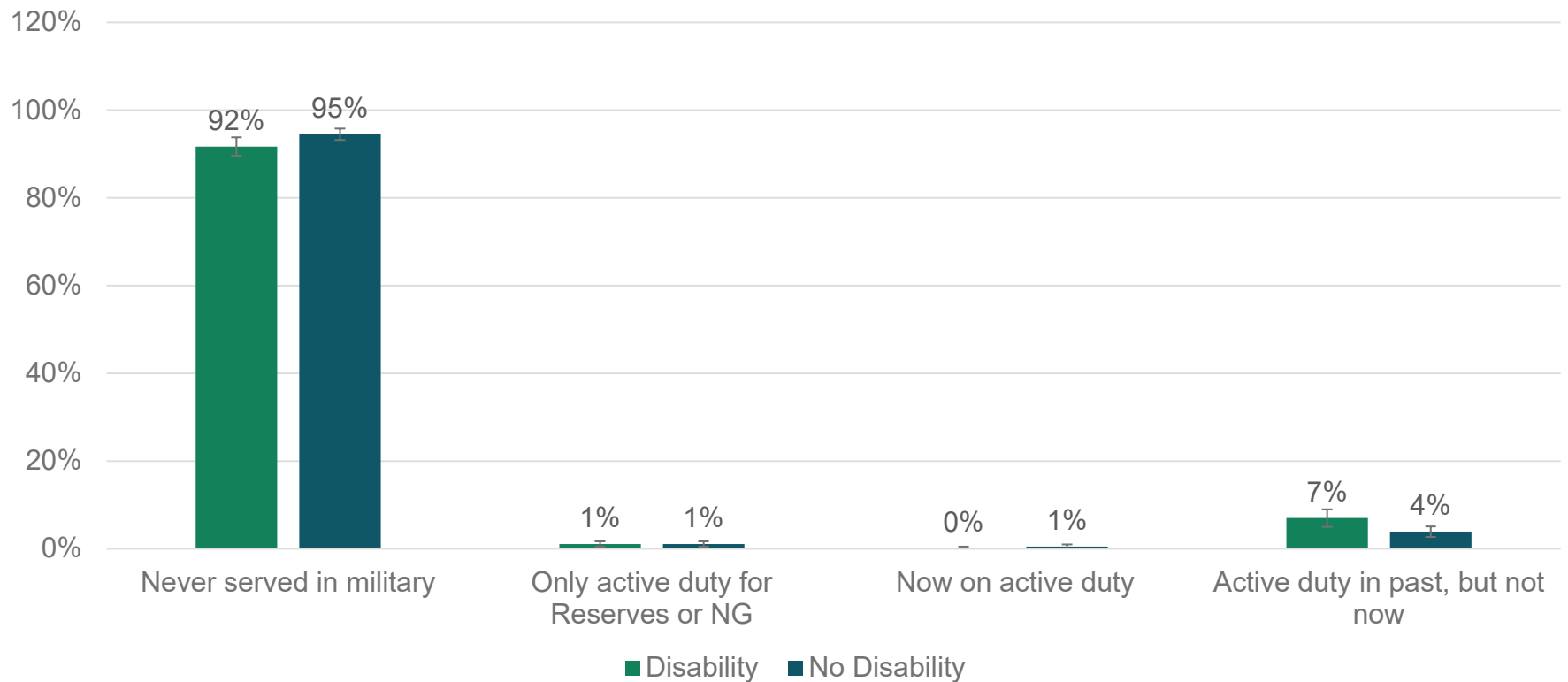


Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS gender estimates may differ from gender 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, NTEWS Pilot, 2022.

Respondent Background: Veteran Status

Percentage of People With and Without Disabilities by Veteran Status

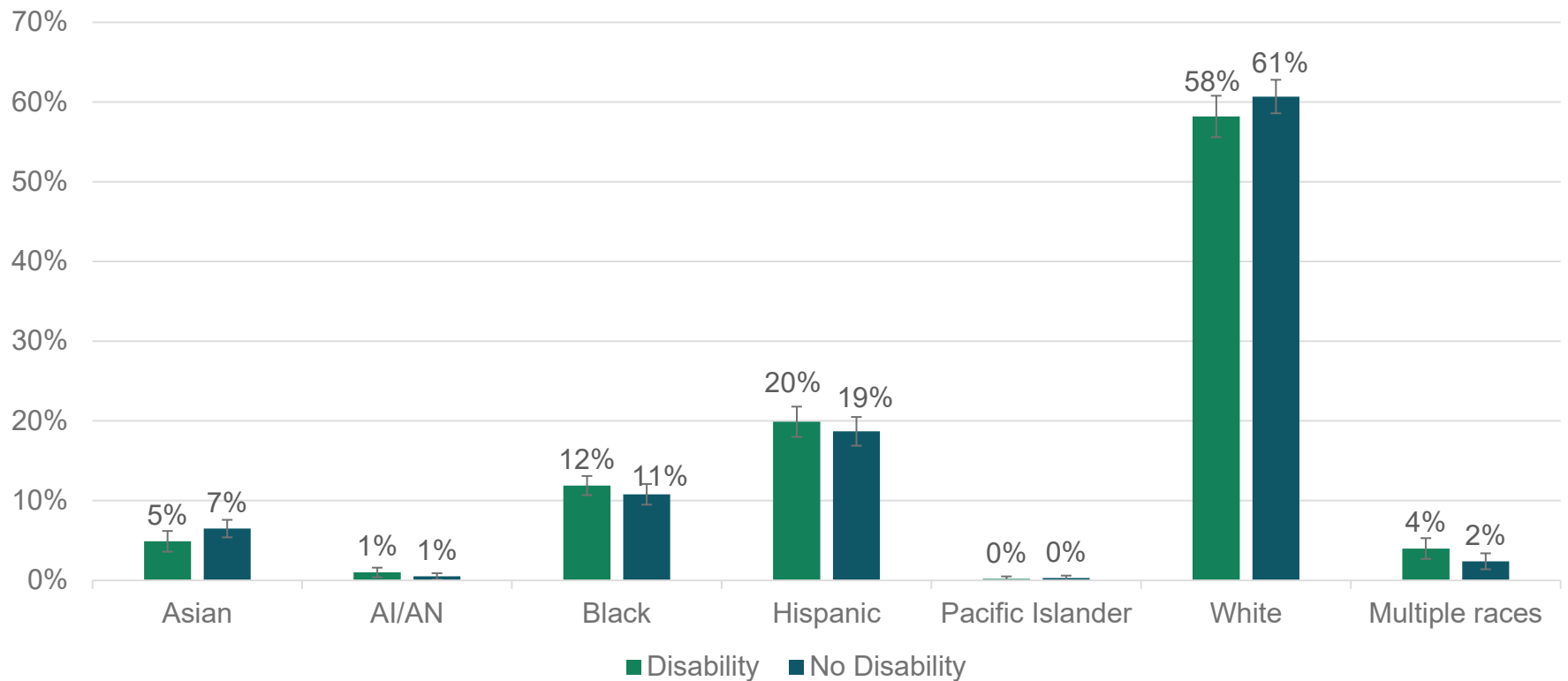


Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS veteran estimates may differ from veteran 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, NTEWS Pilot, 2022.

Respondent Background: Race/Ethnicity

Percentage of People With and Without Disabilities by 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 race/ethnicity estimates may differ from 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, NTEWS Pilot, 2022.

Research Question 4:

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

Vocational Certificates and Work Credentials

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

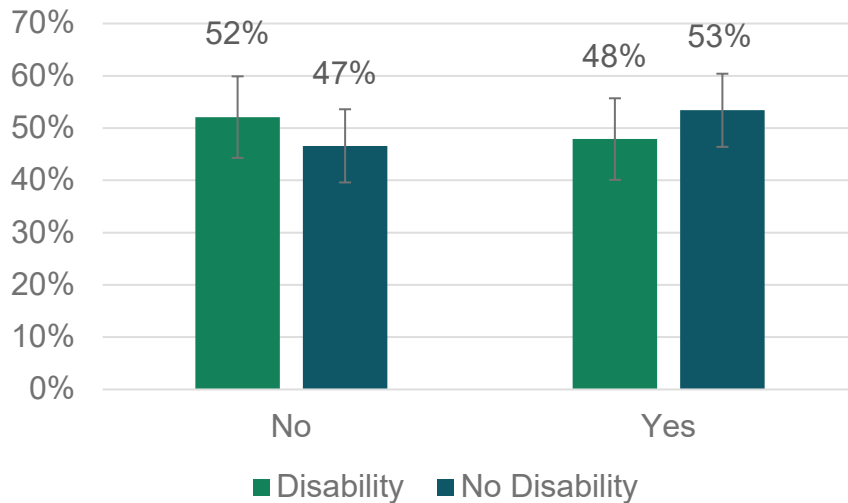
Reason for choosing most important license or certification:

- 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

Vocational Certificates and Work Credentials

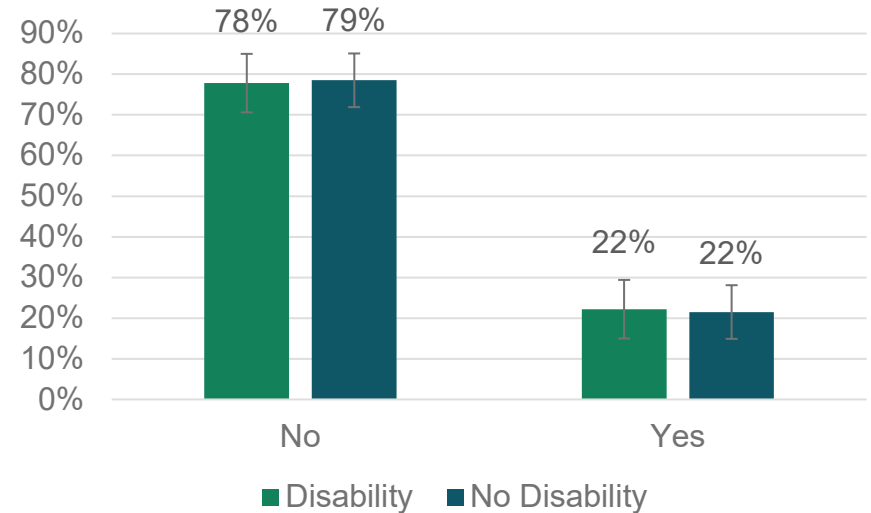
Reason: Required to get a job

Percentage of People With and Without Disabilities—
Vocational Certificate Required to Get a Job



Reason: Required for current job

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



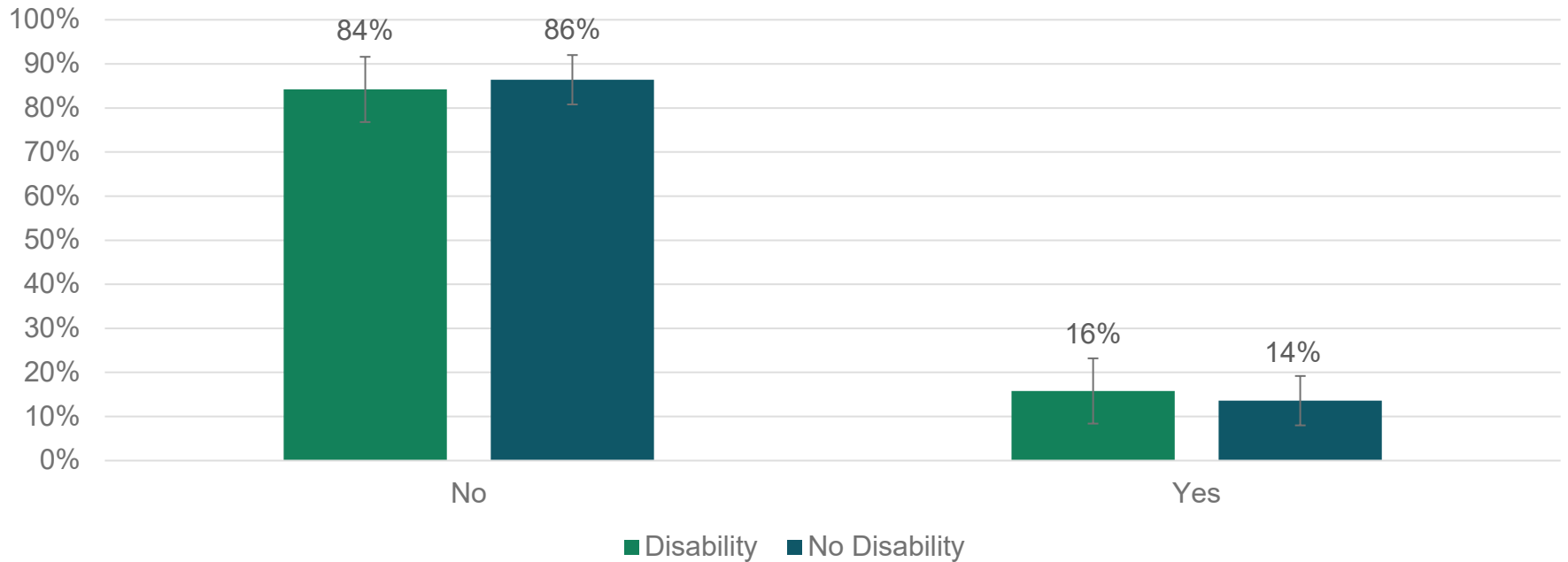
Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS 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, NTEWS Pilot, 2022.

Vocational Certificates and Work Credentials

Reason: New or emerging field

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



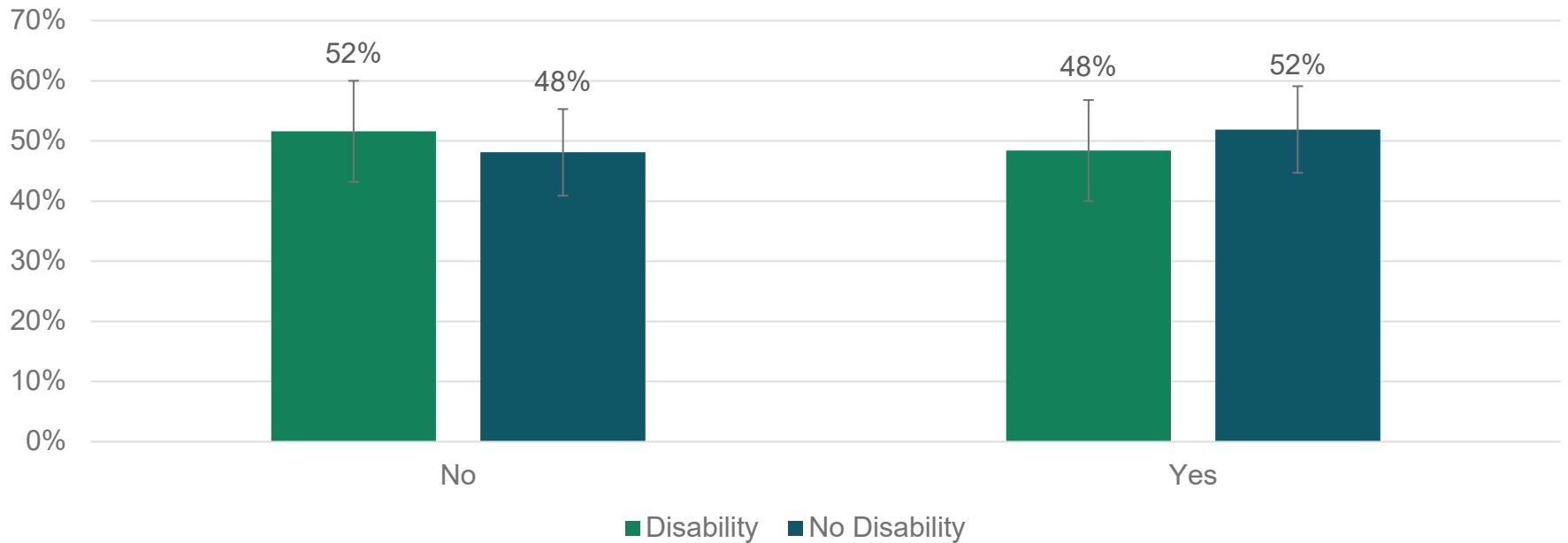
Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The NTEWS 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, NTEWS Pilot, 2022.

Vocational Certificates and Work Credentials

Reason: Earn more money

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



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.

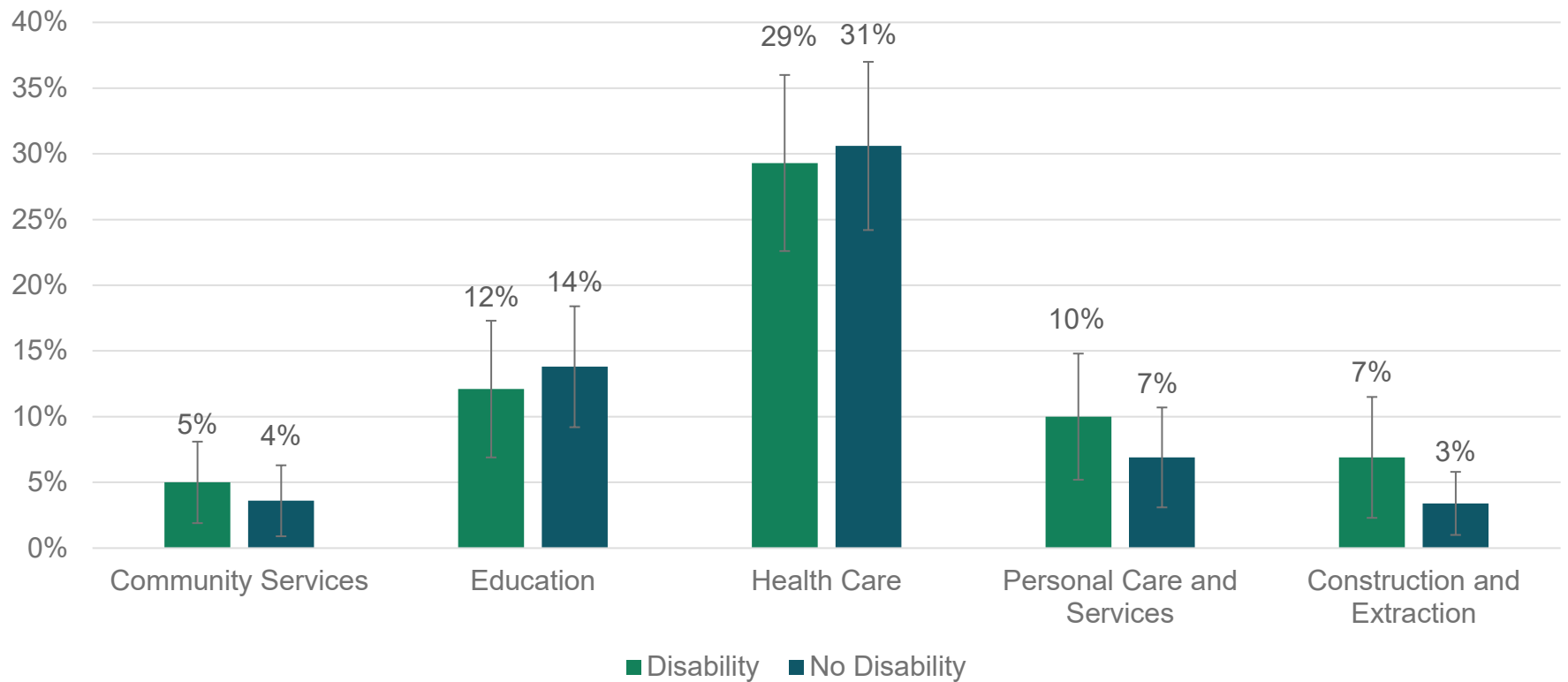
Source. Data are from the U.S. Department of Education, National Center for Education Statistics, NTEWS Pilot, 2022.

Discussion on Research Questions 3 and 4

**Research Question 5:
How do licenses and certifications
(work credentials) compare between
people with a disability and people
without an identified disability?**

Work Credentials: Field of Most Important Credential

Percentage of People With and Without Disabilities in Various Credential Fields

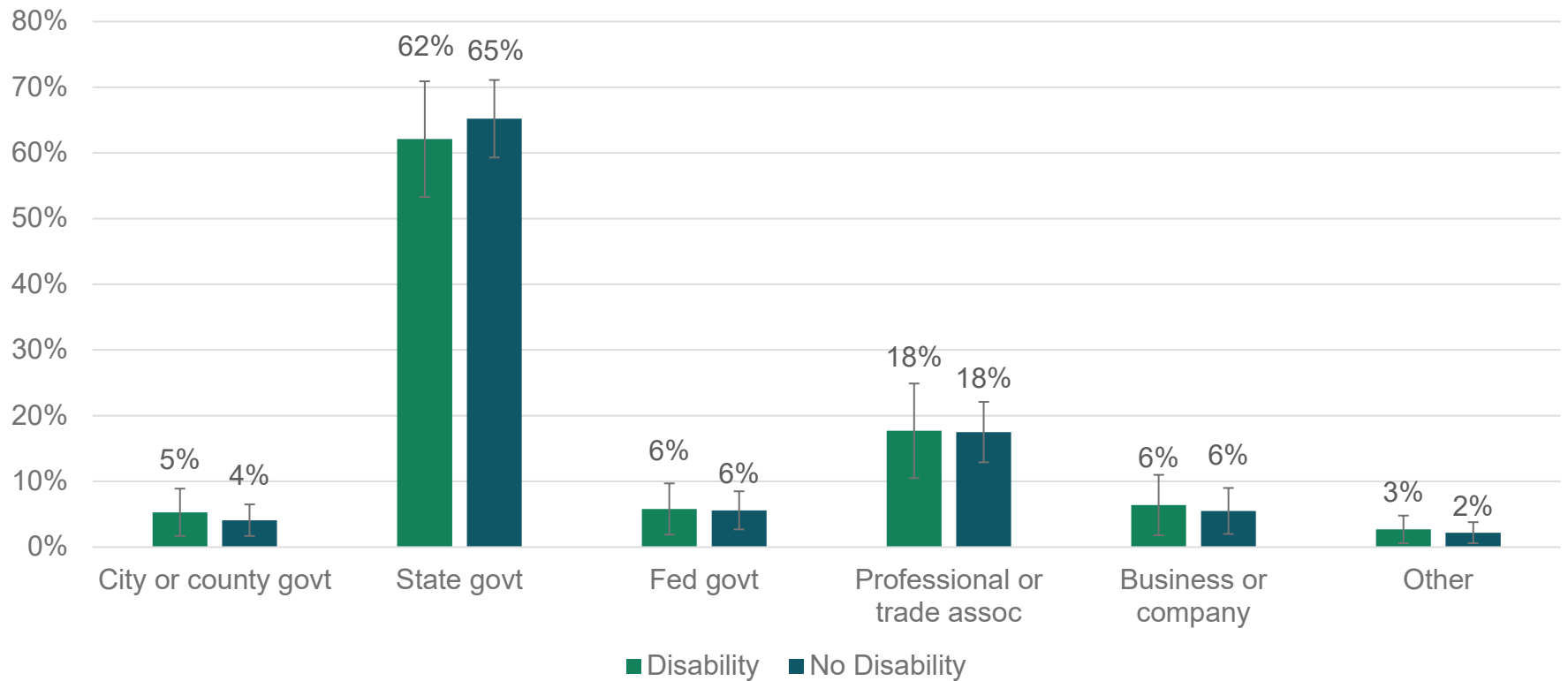


Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The credential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

Source. Data are from the U.S. Department of Education, National Center for Education Statistics, NTEWS Pilot, 2022.

Work Credentials: Issuer of Most Important License/Certification

Percentage of People With and Without Disabilities by Issuer of License or Certification



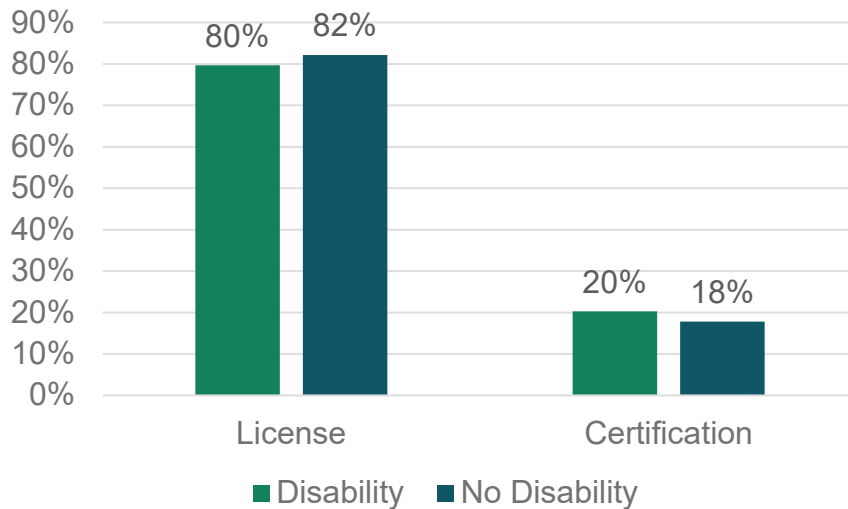
Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The license/certification 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, NTEWS Pilot, 2022.

Work Credentials: Credential Fields

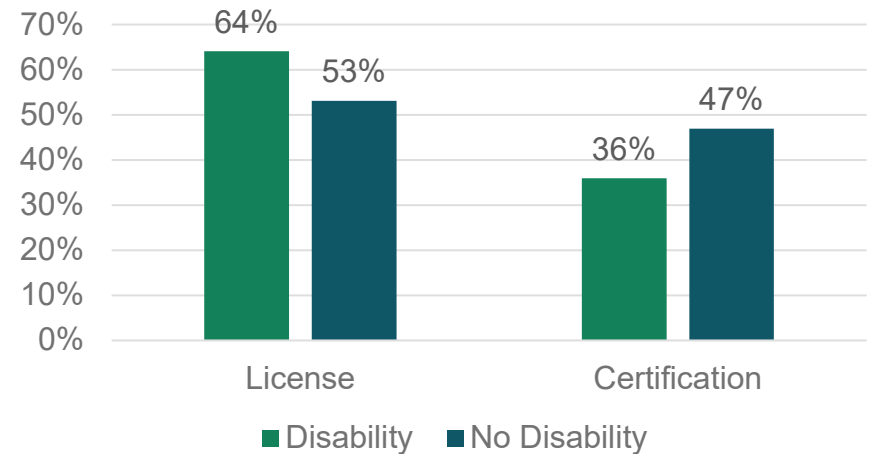
**Variables: License/certification,
disability status,
credential field (health care)**

Percentage of People With and Without Disabilities by Credential Type in Health Care



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

Percentage of People With and Without Disabilities by Credential Type in Community Services



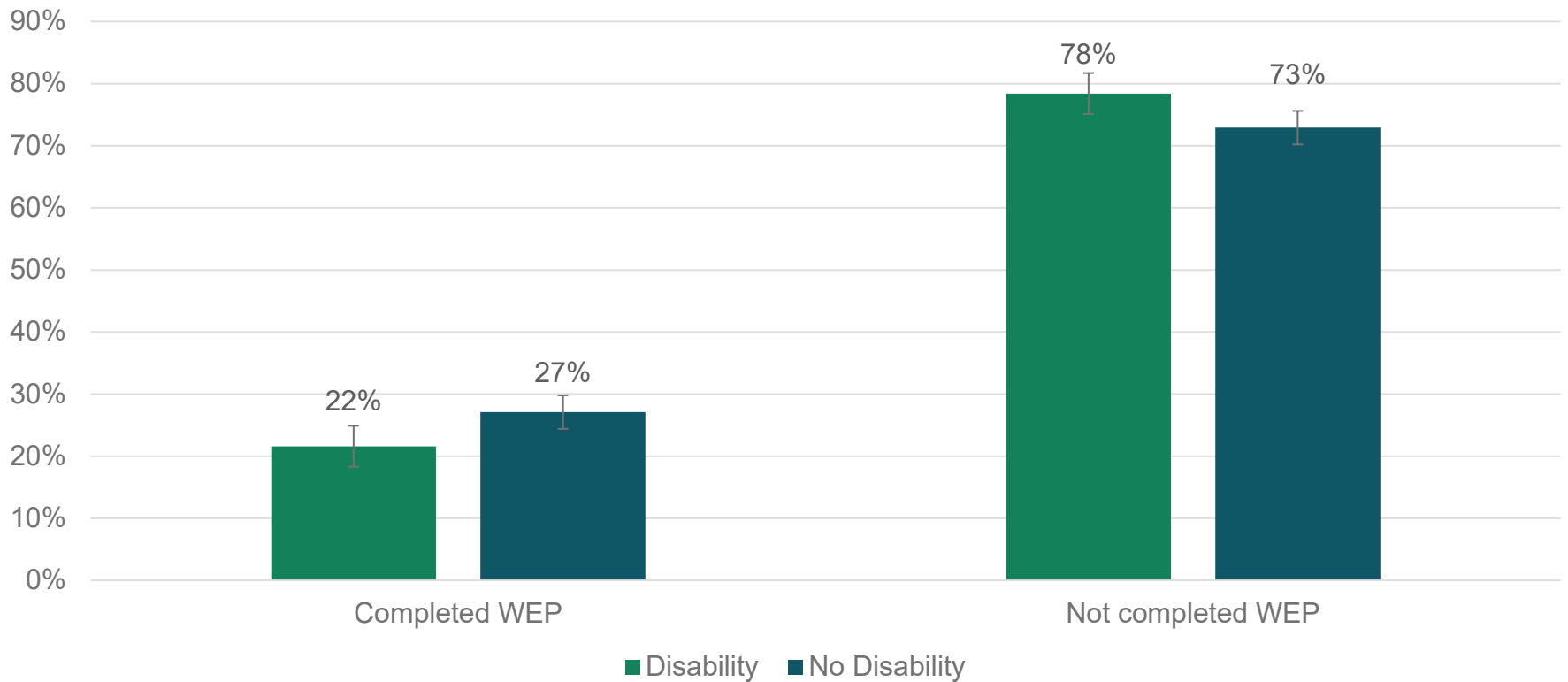
Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The license/certification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

Source. Data are from the U.S. Department of Education, National Center for Education Statistics, NTEWS Pilot, 2022.

Research Question 6: **How do WEPs compare between people with a disability and people without an identified disability?**

Work Experience Programs: Completer of a WEP

Percentage of People With and Without Disabilities by WEP Status

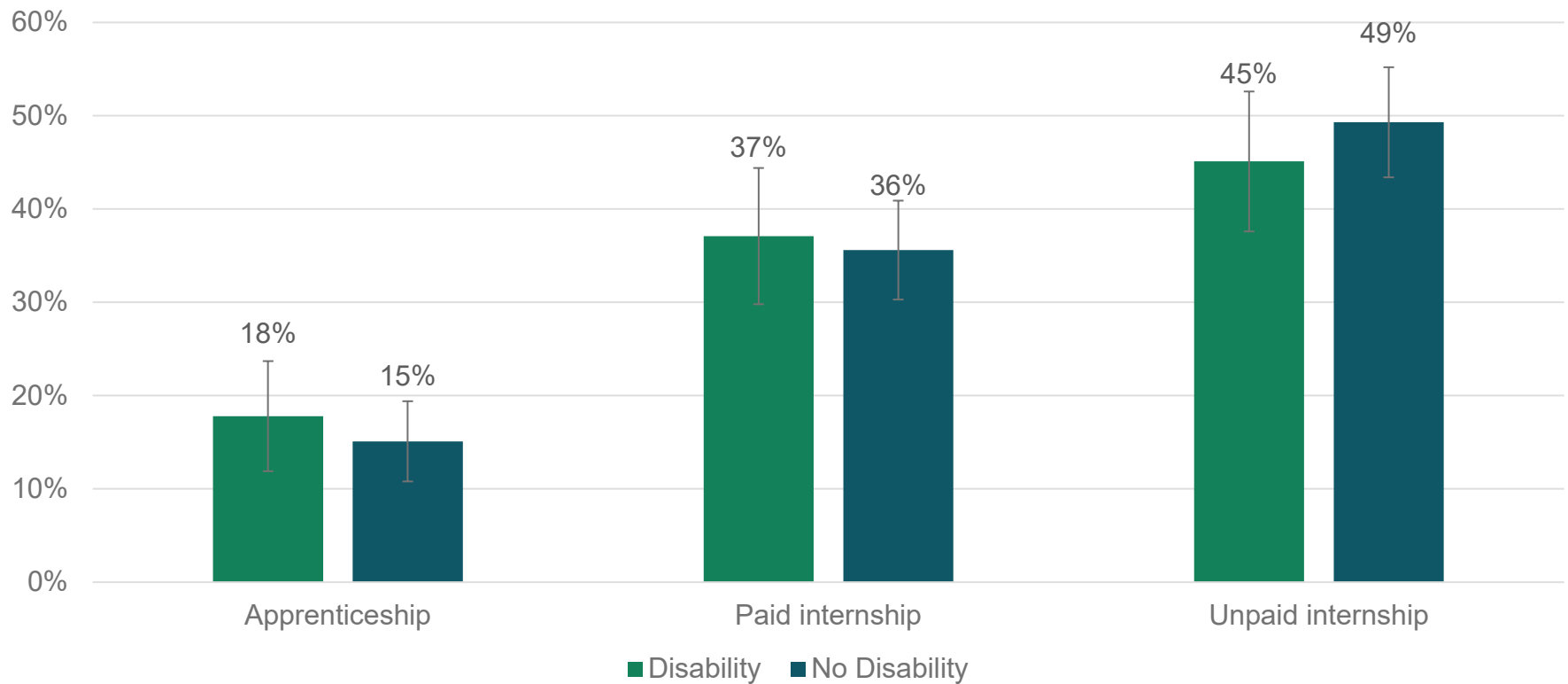


Note. Values are weighted estimates of the population based on the NTEWS sample. These estimates are experimental statistics and may not meet all the quality standards of the National Center for Education Statistics. Users should take caution when using the estimates presented in these tables. The work experience program completer estimates may differ from work experience program completer 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, NTEWS Pilot, 2022.

Work Experience Programs: Type of WEP

Percentage of People With and Without Disabilities
by 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, NTEWS Pilot, 2022.

Discussion on Research Questions 5 and 6

Materials from today's presentation will be available at <https://kter.org/resources/webinar-trends-work-based-learning-among-respondents-disabilities-data-national-training>

Please take a few minutes to share your feedback:

<https://survey.alchemer.com/s3/8700028/KTER-Eval-Webcast-NTEWS> and keep in touch!

 kter@air.org

 kter.org

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<https://www.linkedin.com/company/center-on-knowledge-translation-for-employment-research>

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