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## EFE-Sponsored\* Data Collection Activities

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# EFE-Sponsored\* Data Collection Activities

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Presentation prepared for  
**EFE Council Meeting**

by

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\* The Upjohn Institute shared costs with KRESA in these activities.

# Purpose

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- o Describe three studies (two of which are dated)
  - - Should we try to replicate?
- o Present data from current EFE student survey (2008/2009)

# Studies

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- o Workplace Know-How Skills (1994)
- o Career Aspirations of 8<sup>th</sup> and 9<sup>th</sup> Graders in Kalamazoo County (2000)
- o EFE student surveys (1995/96 - 2009/2010)

# Workplace Know-How Skills

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- o 103 Kalamazoo or St. Joseph County employers
- o Prompts:
  - Please list **all** workplace know-how skills that contribute to a worker's productivity in your firm/ organization
  - ..to the extent that you can, please indicate the standards that you employ for these skills

# Workplace Know-How Skills (Results)

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<b>Basic Academic Skills</b>	<b>Basic reading</b> <b>Basic verbal/speaking</b> <b>Writing</b> <b>Listening</b> <b>Basic math (+, -, x, /, fractions, decimals)</b>
<b>Personal Characteristics</b>	<b>Honesty; integrity</b> <b>Responsible; reliable</b> <b>Lifelong learner, willingness to learn</b> <b>Initiative; self-starter, motivation</b>
<b>Task Achievement Competencies</b>	<b>Attendance</b> <b>Punctuality</b> <b>Flexibility</b> <b>Problem solving</b> <b>Common sense</b> <b>Time management</b> <b>Consistently accurate; quality concept</b>
<b>Behaviors with respect to Organization</b>	<b>Understands and embraces mission; understands “big picture”</b> <b>Takes ownership; empowered</b>
<b>Interpersonal Skills</b>	<b>Teamwork skills</b> <b>Works well with co-workers</b> <b>Customer orientation</b> <b>Interpersonal; sociability</b> <b>Respects diversity</b>

# Workplace Know-How Skills (Standards)

Skill	Measure	Minimum Standard
<u>High Level of Agreement Among Employers</u>		
Basic reading Writing Grammar Spelling Basic math	<ul style="list-style-type: none"> <li>•Completion of high school courses</li> <li>•Performance on achievement test</li> </ul>	<ul style="list-style-type: none"> <li>•At least 10<sup>th</sup> or 11<sup>th</sup> grade English and math</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>•Percentage of days scheduled to work for which individual does attend</li> </ul>	<ul style="list-style-type: none"> <li>•At least 95% (about 1 absence/month)</li> </ul>
Punctuality	<ul style="list-style-type: none"> <li>•Number of tardiness incidents within first few months on the job</li> </ul>	<ul style="list-style-type: none"> <li>•At most 2</li> </ul>
Honesty; integrity	<ul style="list-style-type: none"> <li>•Number of incidents of theft or cheating</li> </ul>	<ul style="list-style-type: none"> <li>•At most 0</li> </ul>
Respects confidentiality	<ul style="list-style-type: none"> <li>•Number of breaches of confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>•At most 0 (or 1)</li> </ul>
Appropriate dress Personal hygiene/ cleanliness	<ul style="list-style-type: none"> <li>•Number of incidents with inappropriate dress or hygiene</li> </ul>	<ul style="list-style-type: none"> <li>•(For applicants) at most 0</li> <li>•(For employees) at most 1-2</li> </ul>
Keyboarding	<ul style="list-style-type: none"> <li>•Typing speed</li> </ul>	<ul style="list-style-type: none"> <li>•At least 40 wpm (net)</li> </ul>
Listening Trainability Follows directions	<ul style="list-style-type: none"> <li>•Number of times that directions for a given task have to be repeated</li> </ul>	<ul style="list-style-type: none"> <li>•At most 1-2 repetitions</li> </ul>

# Career Aspirations of 8<sup>th</sup> and 9<sup>th</sup> Graders

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54 focus groups (2 at every middle school, high school, and alternative high school in county)

N = 303 students



# Career Aspirations of 8<sup>th</sup> and 9<sup>th</sup> Graders

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## Questions:

1. To what extent have 8<sup>th</sup>/9<sup>th</sup> grade students considered jobs/careers?
2. What have been sources of information?
3. Do students have realistic goals and a sound understanding of educational and skill requirements
4. Do students see relevance of current classes for their chosen jobs/careers?
5. Are 8<sup>th</sup>/9<sup>th</sup> grade students aware of EFE activities and classes?  
Could EFE better serve them?

# Career Aspirations of 8<sup>th</sup> and 9<sup>th</sup> Graders

## Major Findings (1)

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- o For the most part, students had given considerable thought to careers. Over 90 percent identified a job/career they could see themselves in at age 30. About 20 percent identified professional sports (mostly boys) or professional entertainment (girls). About 7 percent said they had no idea.
- o Of the 70 percent who named an occupation other than sports or entertainment, 85 percent aspired to a professional occupation (e.g., physician or other medical-related; management; computer-related/engineering, teaching, law); 15 percent named a skilled trade or technician.

# Career Aspirations of 8<sup>th</sup> and 9<sup>th</sup> Graders

## Major Findings (2)

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- o It seemed to us that students were amazingly knowledgeable about the educational requirements of their occupational choice. For example, many knew if an associate degree was available for the occupation, and how many years of postsecondary education it took to earn professional degrees.
- o A serious disconnect existed between career aspiration **now** and what it will take to succeed in college or other training. Very few students indicated that their occupational choice related at all to course selection in high school. No student alluded to the grades or effort necessary to get into and succeed in college (or sports or entertainment).

# Career Aspirations of 8<sup>th</sup> and 9<sup>th</sup> Graders

## Major Findings (3)

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- o Only a small share of students indicated that their career choice had been influenced by structured career exploration. Reasons students gave for their career were:
  - altruism – they like helping people/children; they love pets
  - adult role models – family members or other adults
  - general interest – they enjoy sport or hobby
- o Most students felt that career development in their school was hit or miss. Most mentioned career day at KVCC in 8<sup>th</sup> grade, but they thought careers presented were too limited. Many mentioned they had take ACT-Plan. Some mentioned they had done job shadowing (usually with a parent). Some indicated that their school district was only interested in college prep, and minimized career development.

# Career Aspirations of 8<sup>th</sup> and 9<sup>th</sup> Graders

## Major Findings (4)

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- o Students felt they had very little information about EFE. Some students had siblings in courses, but in general, most students had very little understanding or knowledge about them. More than half of the students wanted more info., and suggested that high school or college students should convey it.
- o A much higher than expected share of the students personally knew a high school dropout: more than three-quarters. A few students thought schools could reduce dropouts by offering more “hands-on” instruction. About one-sixth of the students felt “almost nothing can/should be done – it’s the kids’/parents’ responsibility;” about one-half said that school should be more interesting/fun/challenging and adult educators need to take kids more seriously; about one-third mentioned programs like after school assistance, sports, or more electives.

# Student Surveys

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- o 14<sup>th</sup> year of surveys
- o Follow-up of completers (state mandated)
- o Current students (n = 2,174)

# Methodology and Response Rate

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- o Current students
  - In class (internet, hard copy)
  - Sample = approx. 3,000
  - Completions = 2,174
    - 1,628 on-line; 546 hard copy

# Current Students Characteristics

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55.3% male

24.6% NW (13.9% Black)

18.1% in 9<sup>th</sup>/10<sup>th</sup> grade

GPA = 2.97

2.6 hours/week homework

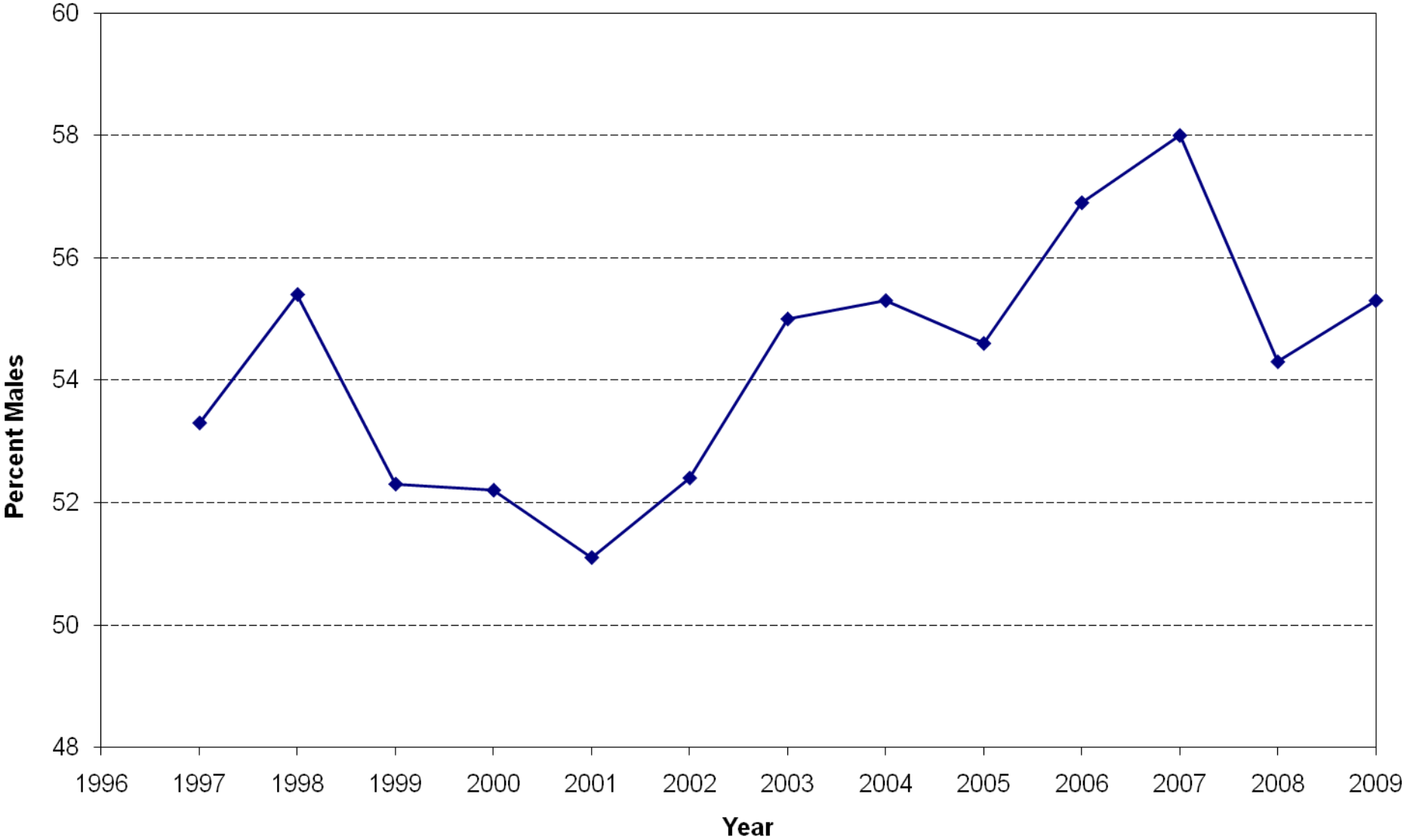
1.95 extracurriculars/year

4.9 tardies

4.4 unexcused absences



**Figure 1**  
**Gender Composition of Student Enrollment**



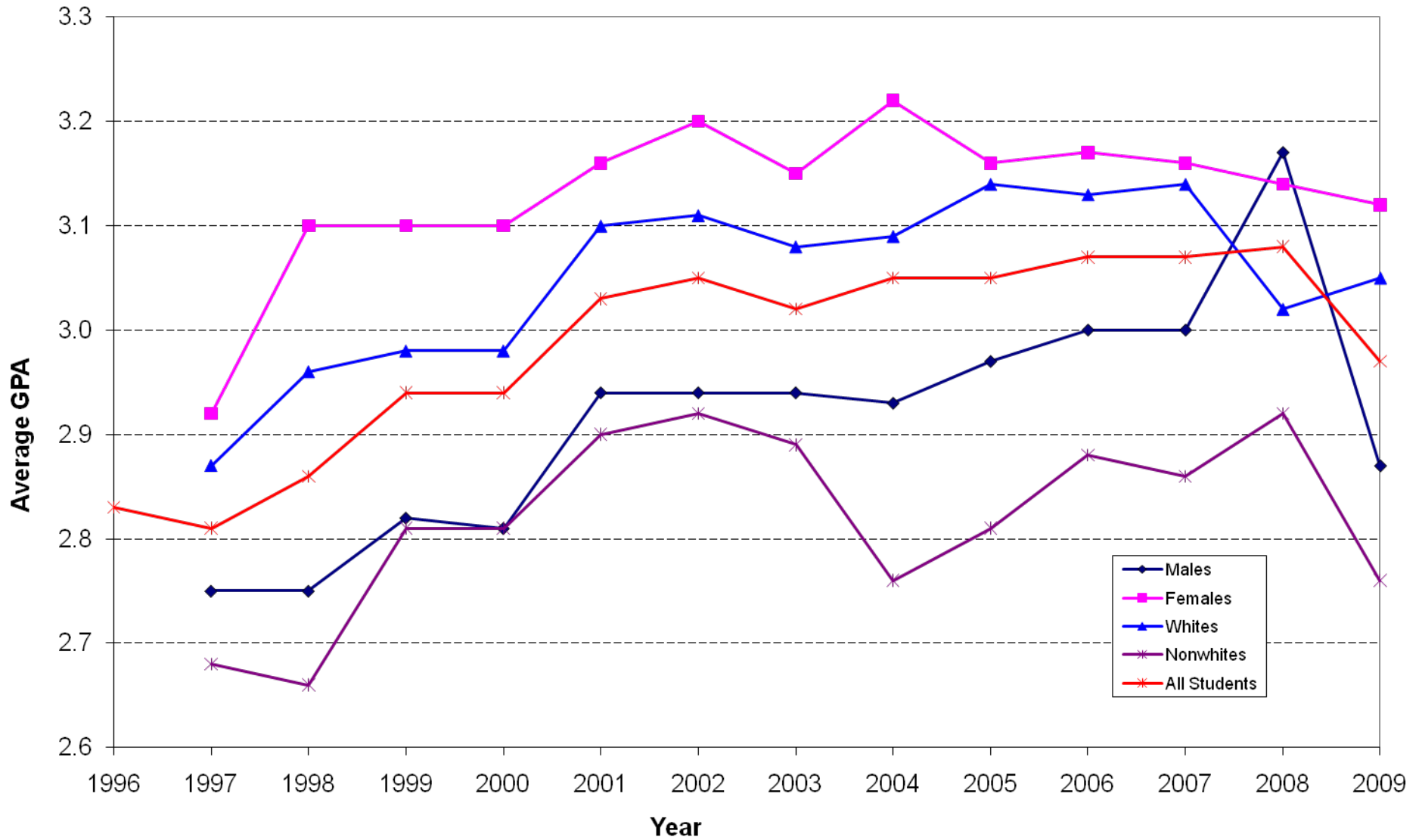
**Figure 2**  
**Racial Composition of Student Enrollment**



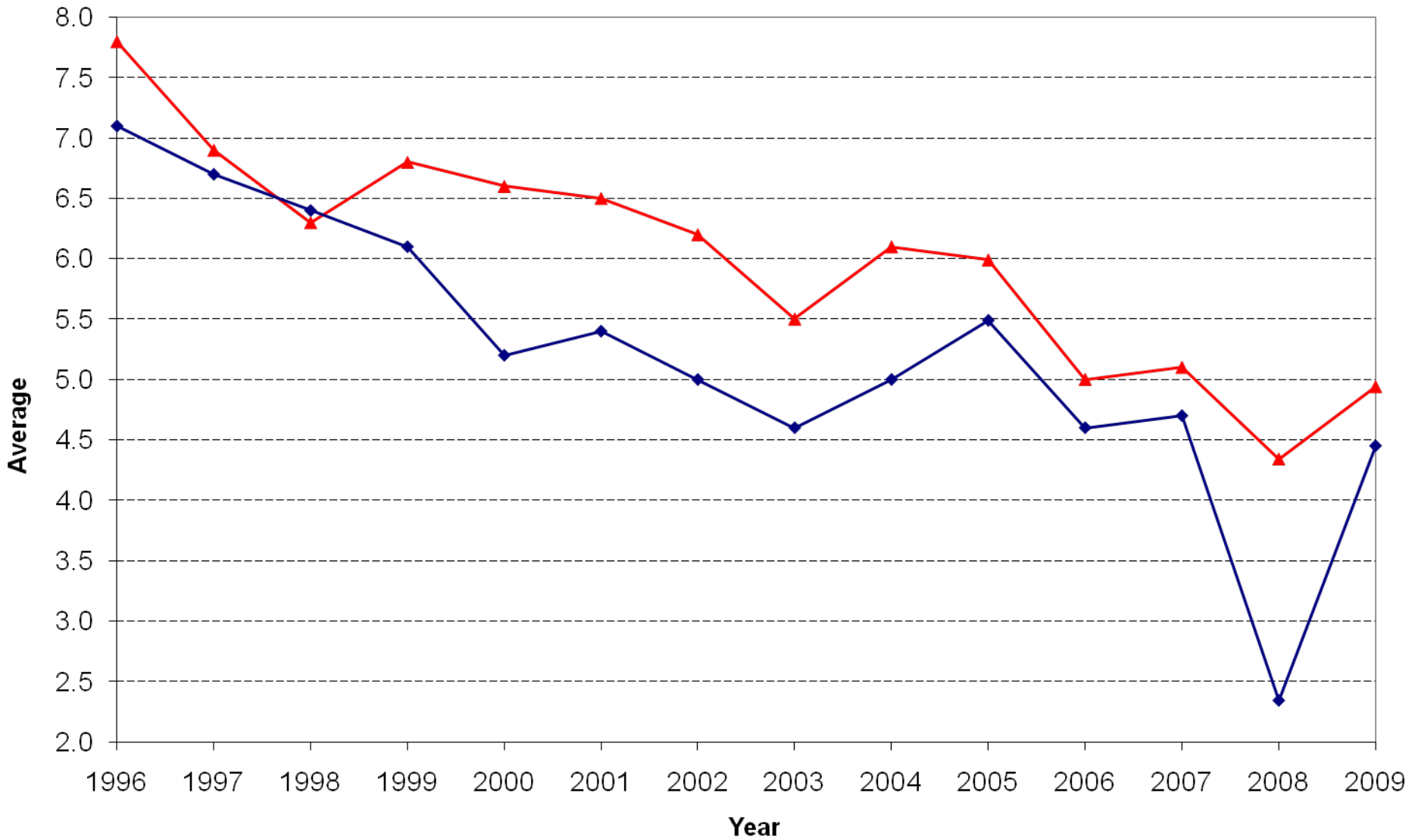
**Figure 3**  
**Enrollment of Students in Grades 9 and 10**



Figure 4  
Average GPA's, By Race and Sex



**Figure 5**  
**Average Number of Incidents of Tardiness and Unexcused Absences**



# EFE Course Satisfaction

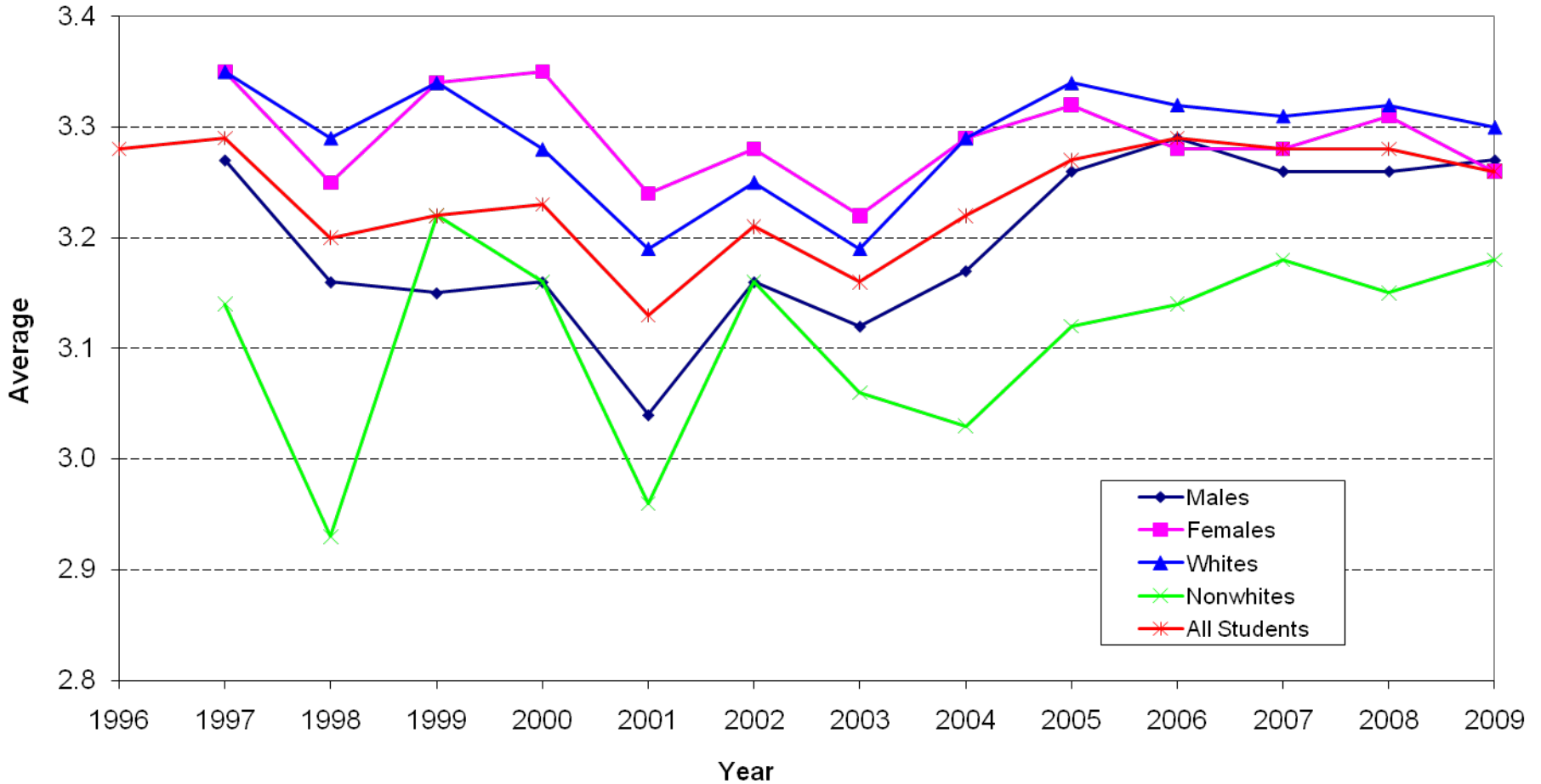
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Course quality grade high

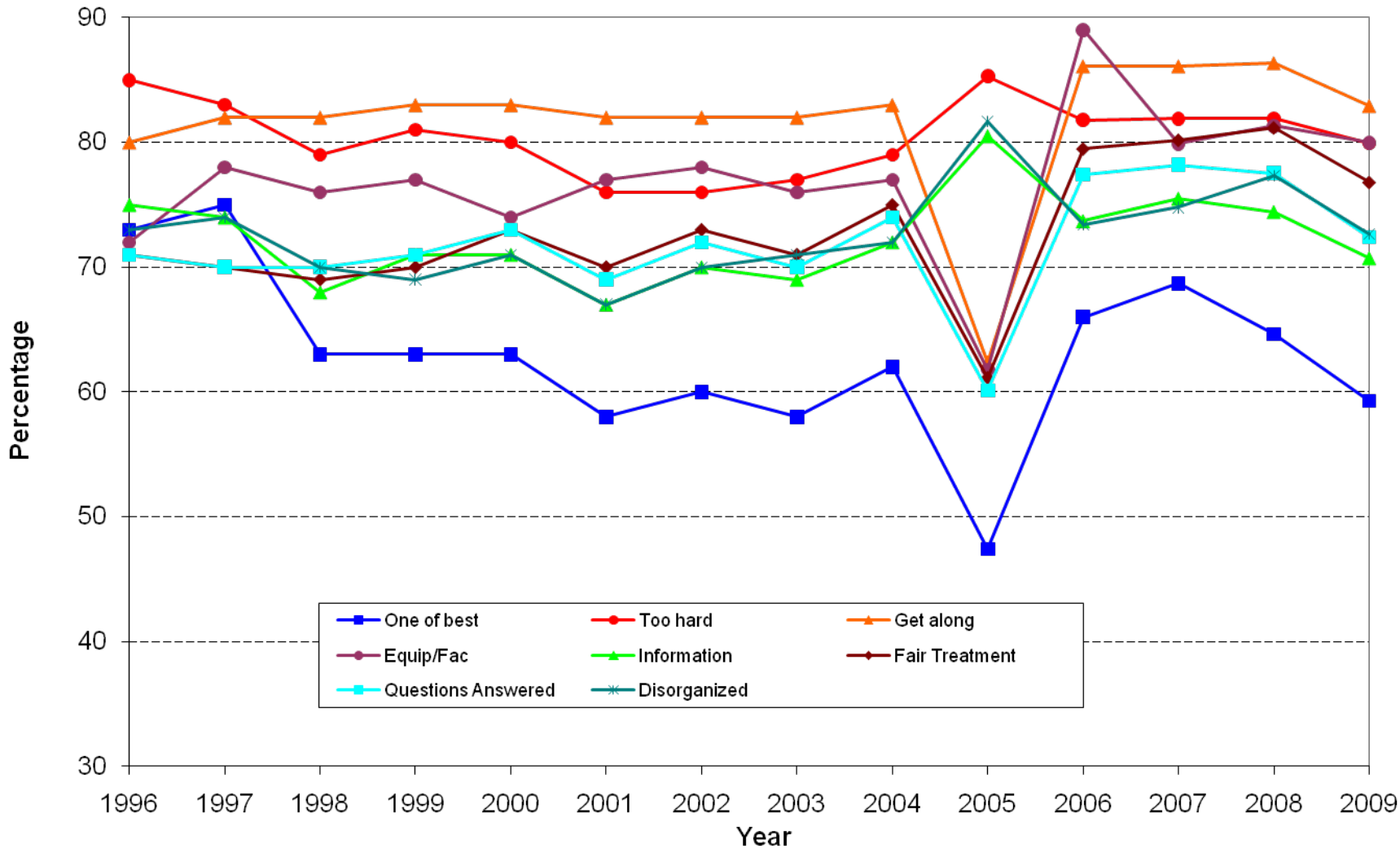
- EFE class grade: 3.26 (46.3% give it an A)
- Typical class grade: 2.90 (24.0% give it an A)

But, some differences by subgroup

**Figure 6**  
**Student "Grades" for Course Quality, By Race and Sex**



**Figure 7**  
**Indicators of Satisfaction with Aspects of EFE Classes:**  
**Percentage Agreement or Disagreement with Descriptive Items**





# Work-Based Learning

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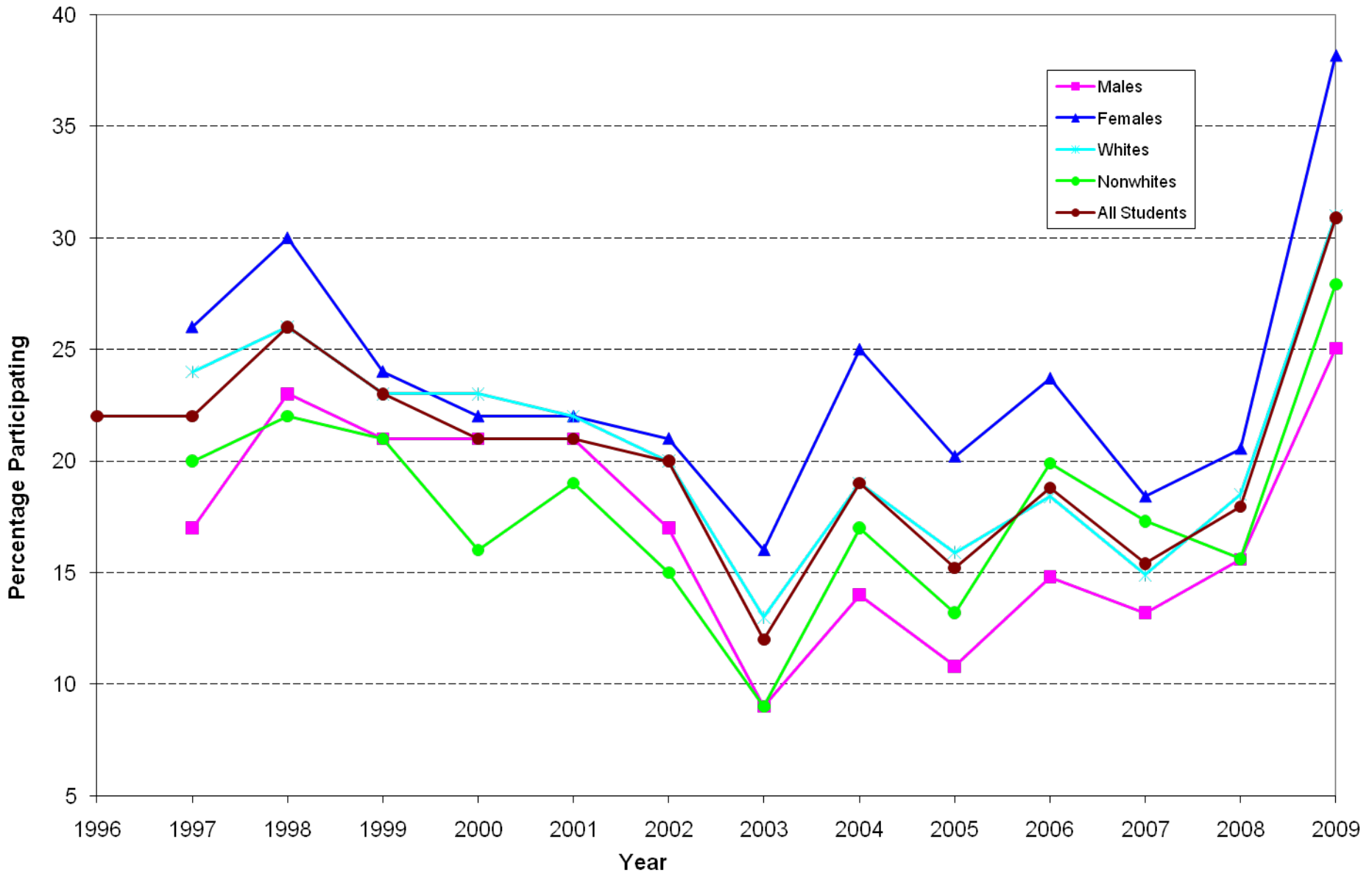
Work-based programs (note question was changed to include job shadowing):

- 30.9 percent
- reversal of long-term downward trend in participation (?)
- continuation of long-term downward trend in paid while participating (?)

**Figure 8**  
**Participation in Work-Based Programs**



**Figure 9**  
**Participation in Work-Based Program Experiences, by Race and Sex**



**Figure 10**  
**Percentage of Students in Work-Based Programs Receiving Pay, By Race**

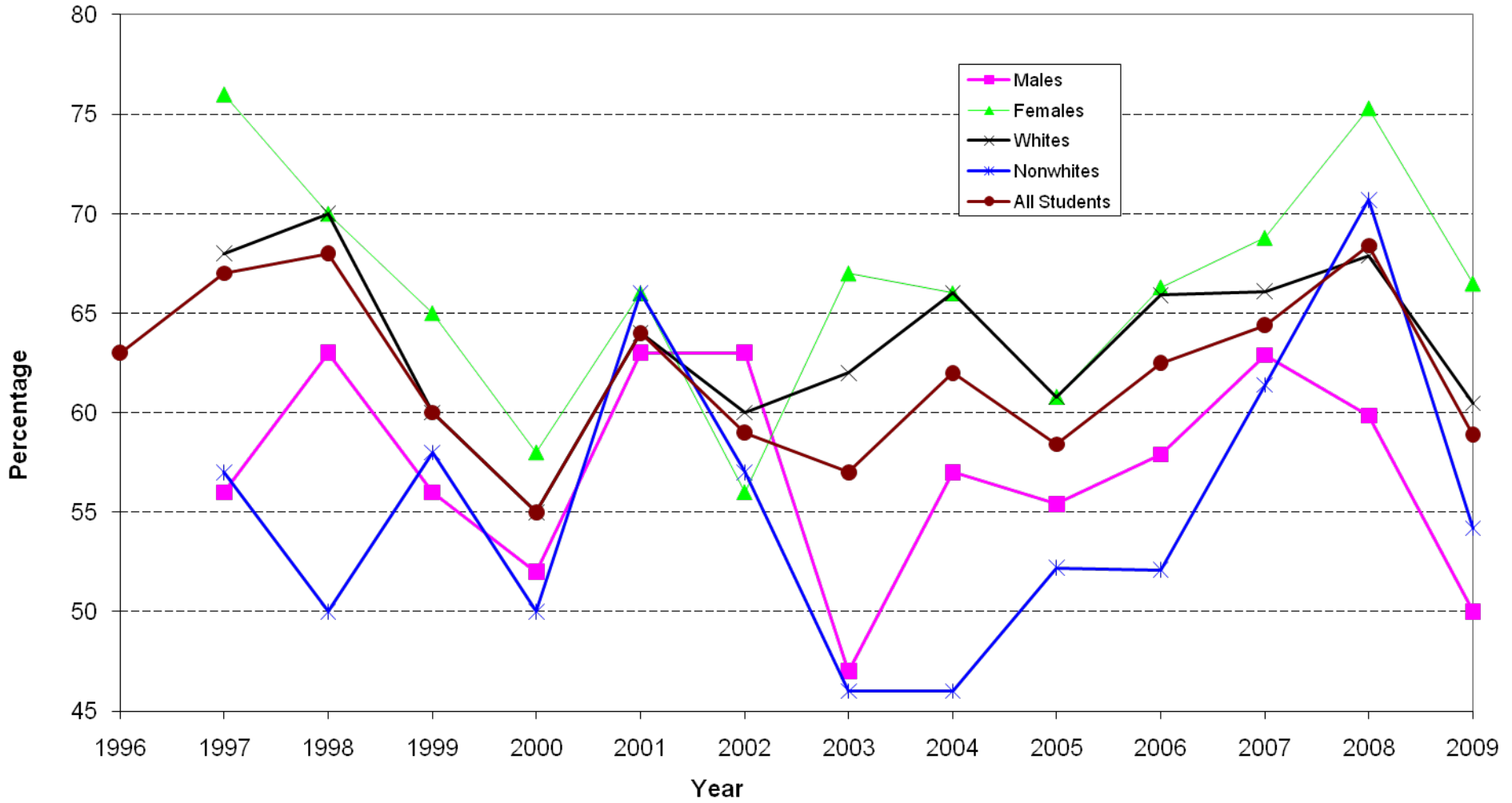


# Work-Base Program Related to Coursework

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Work-based programs:	<u>W</u>	<u>NW</u>	<u>Total</u>
-- Related to course work	60.5	54.2	58.9
-- Mentors are supportive	75.3	72.7	74.6

**Figure 11**  
**Percentage of Participation in Work-Based Programs**  
**who Report Experience Related to EFE, By Race and Sex**



# Postsecondary Plans

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Planned attendance:

- very high (90.1 percent)
- especially females (over 94 percent)

# Postsecondary Plans

Plan/Relevance	Sex		Race		Work-based program		Total
	M	F	W	NW	Yes	No	
Postsecondary college, university (including community college) (n = 1,875)							
Yes, right away	77	89	82	83	87	80	83
Yes, after work	10	5	8	7	5	9	8
Don't know	7	4	6	5	4	7	6
No	6	2	4	5	3	4	4

*Note:* Table entries are sample percentages of the overall sample, except for item nonresponse.



**Figure 12**  
**Planned Postsecondary Attendance Rate, By Sex**



# Current Students: Occupational Aspirations

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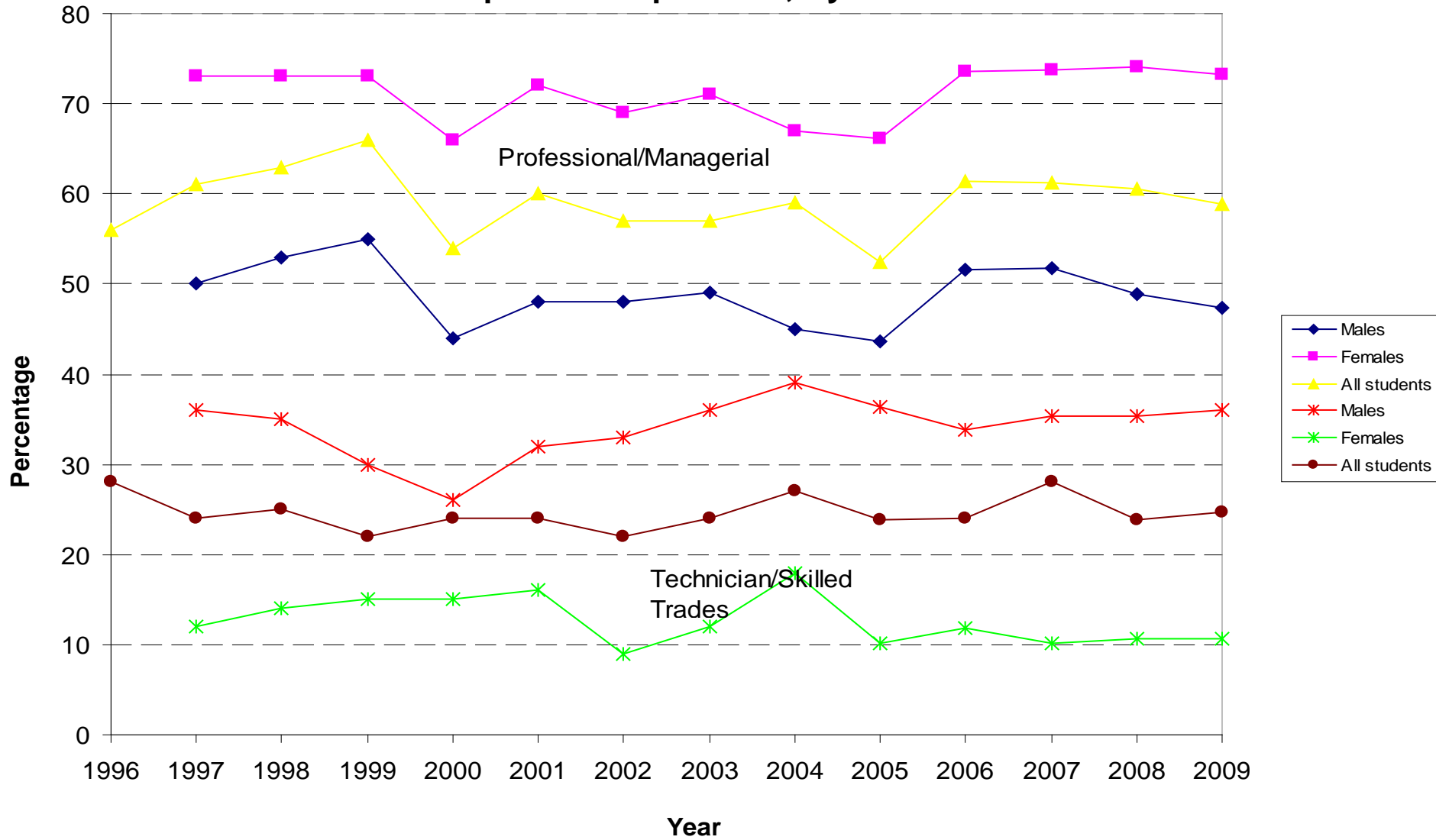
Professional/Managerial: approximately 60 percent

Females: approx. 73 percent

Technician/Skilled Trades: approximately 25 percent

Males: approx. 35 percent

**Figure 13**  
**Occupational Aspirations, By Race & Sex**



# New Questions about Occupational Aspirations

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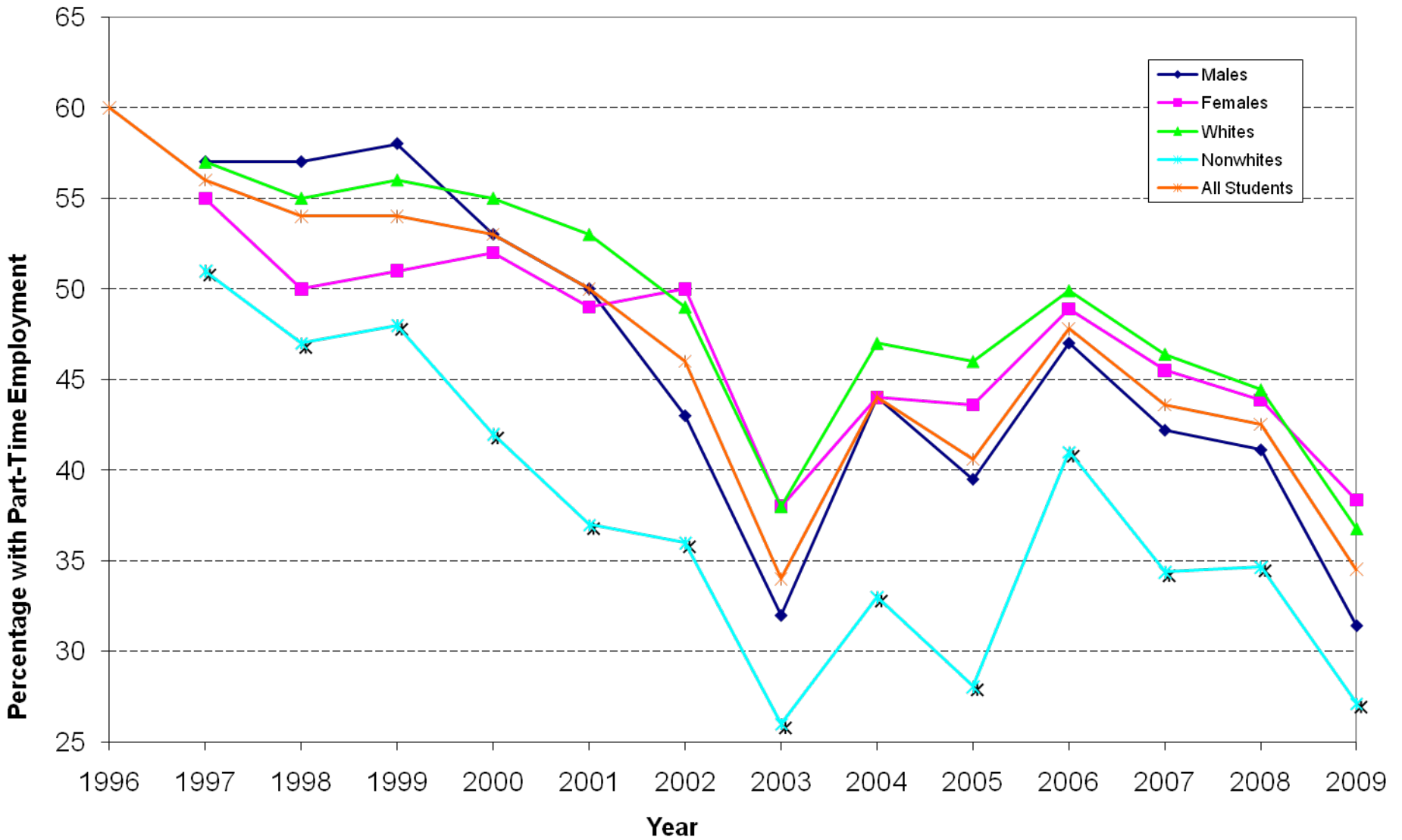
--EFE experience helped decide career	36.9%
--“Always been sure about career”	48.5
--Wish class had given me more information	24.1
--I’m interested because career has good paying jobs	43.9
--Being happy in career more important than money	66.6
--I’m interested in career because I can stay in Kalamazoo area	17.6

# Part-time jobs

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Employment	34.5%
Hours	14.4
Wage	\$8.37
Training-relatedness	42.6%

**Figure 14**  
**Part-Time Employment Rates, By Race & Sex**



# Conclusions and Findings

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1. EFE continues to provide quality programs to students in county
  - Few changes from previous years' data
  - High satisfaction ratings (higher than “typical class in high school)

# Conclusions and Findings (Continued)

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2. High rates of planned postsecondary attendance
  - Current students:
    - 83% right after high school
    - 8% later



# Conclusions and Findings (Continued)

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3. Enrollment of males ↑ continuing a trend.
4. African American enrollment up by over 2 percentage points.
5. Course quality grade relatively low for Nonwhites.
6. Occupational aspirations skewed toward professional/managerial, especially for females.
7. No evidence, one way or other, concerning student achievement.