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Assessment of Kalamazoo County's Education for Employment (EFE) Programs Using 2008 Survey Data

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Introduction

- 13th year of surveys
- Follow-up of completers (state mandated) (not included in this presentation)
- Current students (n = 1,783)

Methodology and Response (Current Students)

- Current students
 - In class (internet, hard copy)
 - Sample = approx. 3,000 (?)
 - Completions = 1,783 (59%)
 - 1,293 on-line; 490 hard copy

Analyses

- Because the response was about 60%, there is statistical uncertainty in the analyses. We make the assumption that our statistics are unbiased.
- In general, we present results for
 - Total population
 - Subgroups:
M/F; W/NW; Work-based/not

Current Students Characteristics

54.3% male

21.9% NW (12.0% Black)

18.4% in 9th/10th grade

GPA = 3.08

2.8 hours/week homework

1.95 extracurriculars/year

4.3 tardies

2.3 unexcused absences

Figure 1
Gender Composition of Student Enrollment

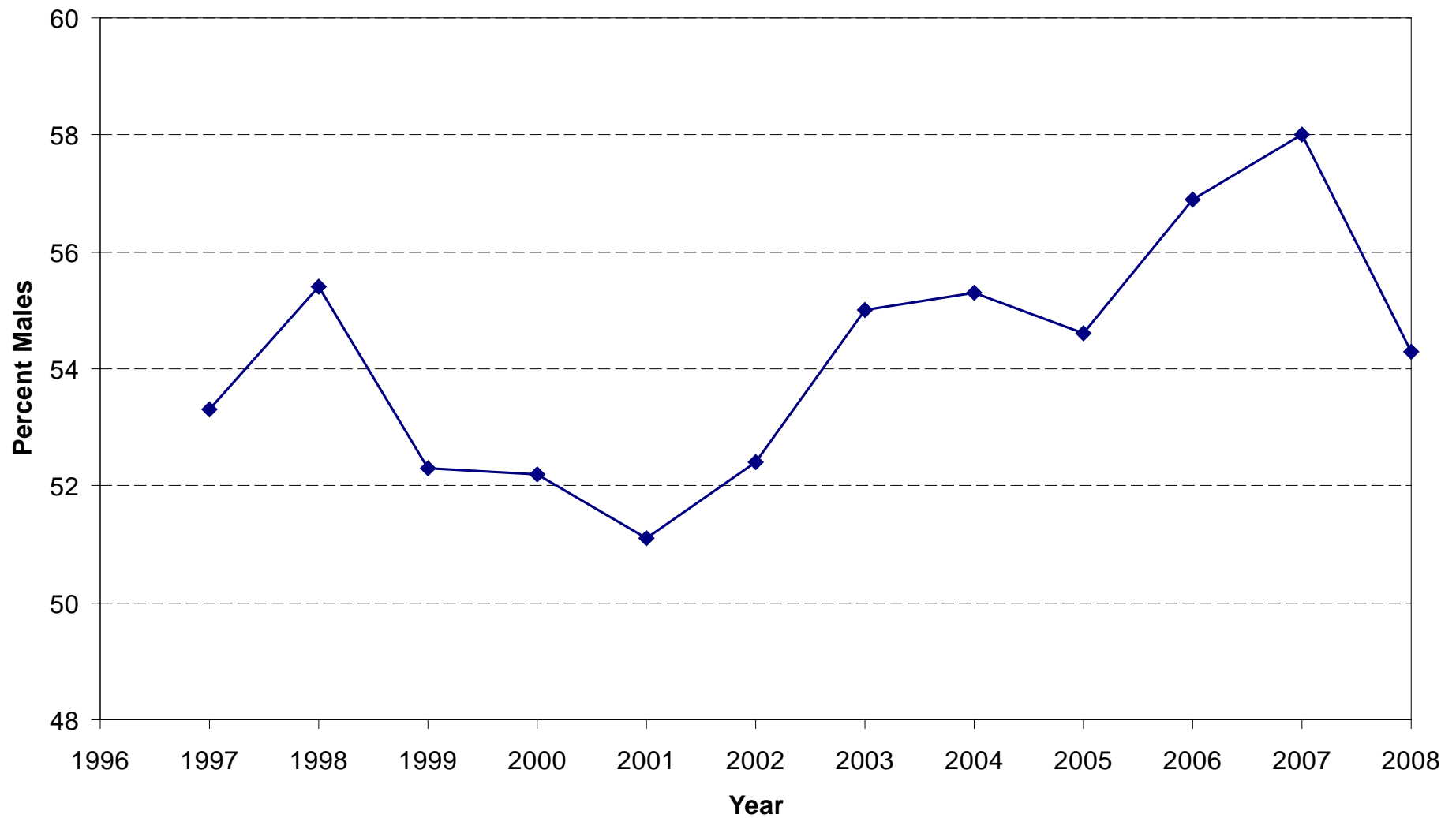


Figure 2
Racial Composition of Student Enrollment

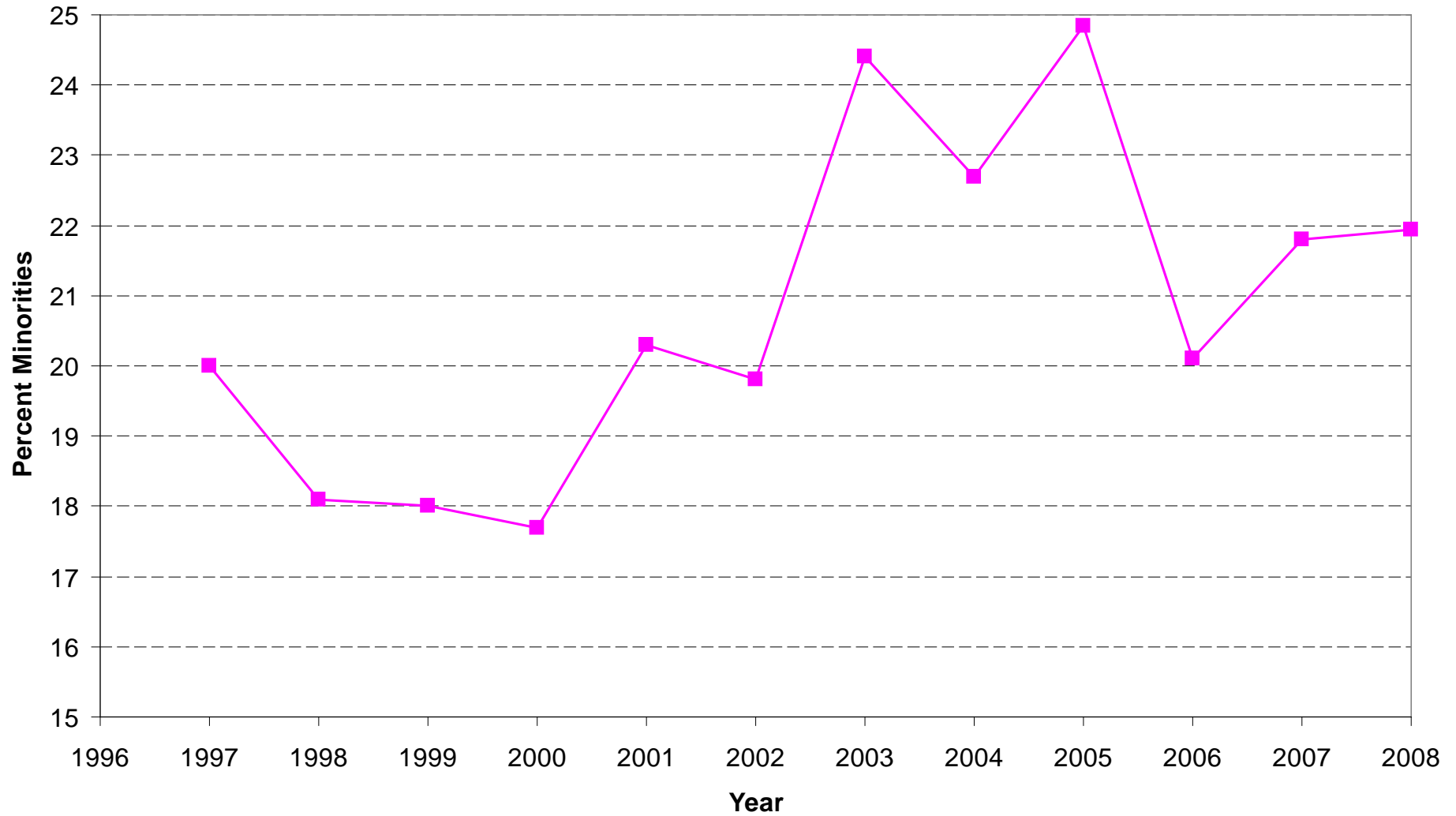


Figure 3
Enrollment of Students in Grades 9 and 10

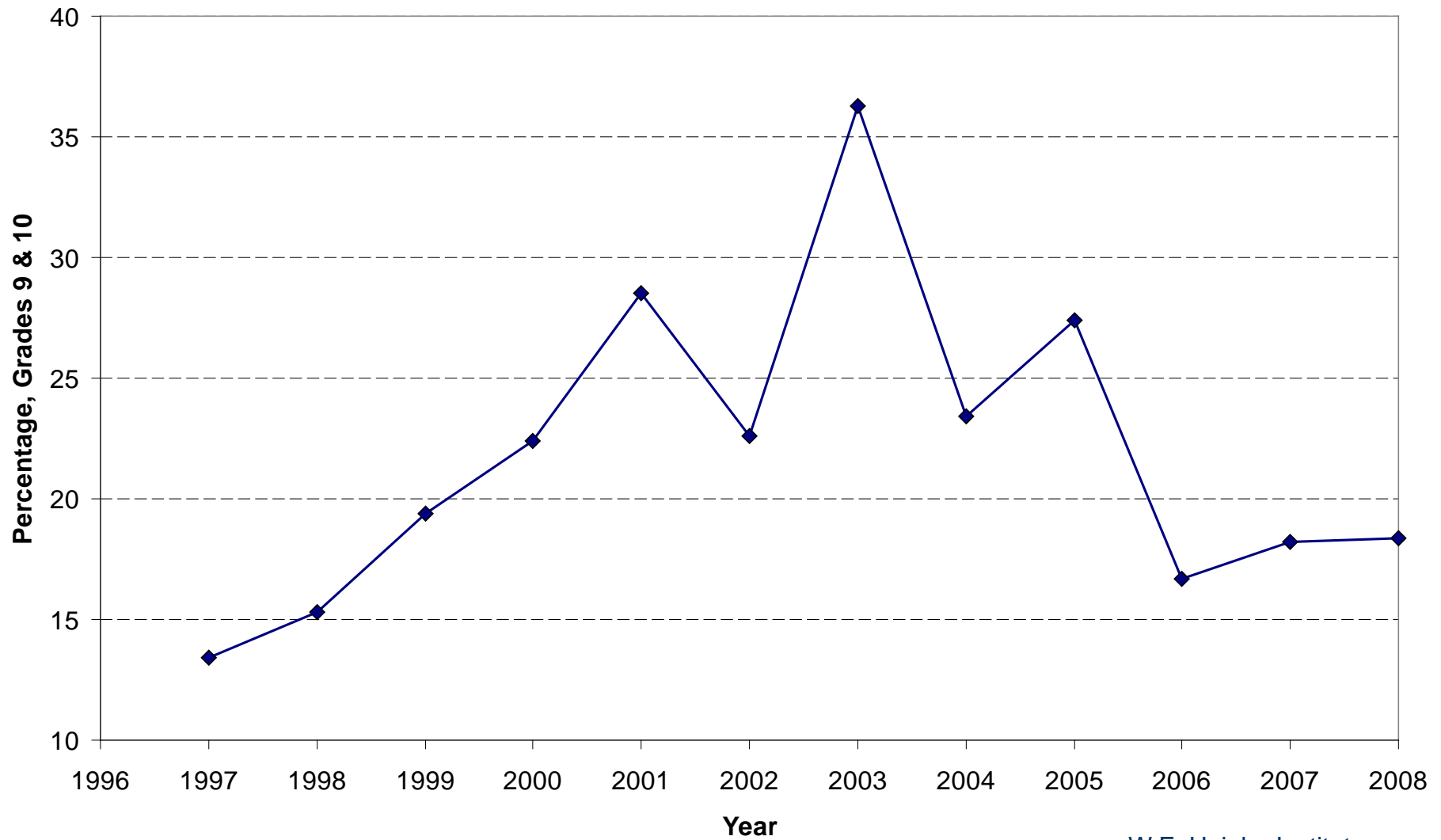


Figure 4
Average GPA's, By Race and Sex

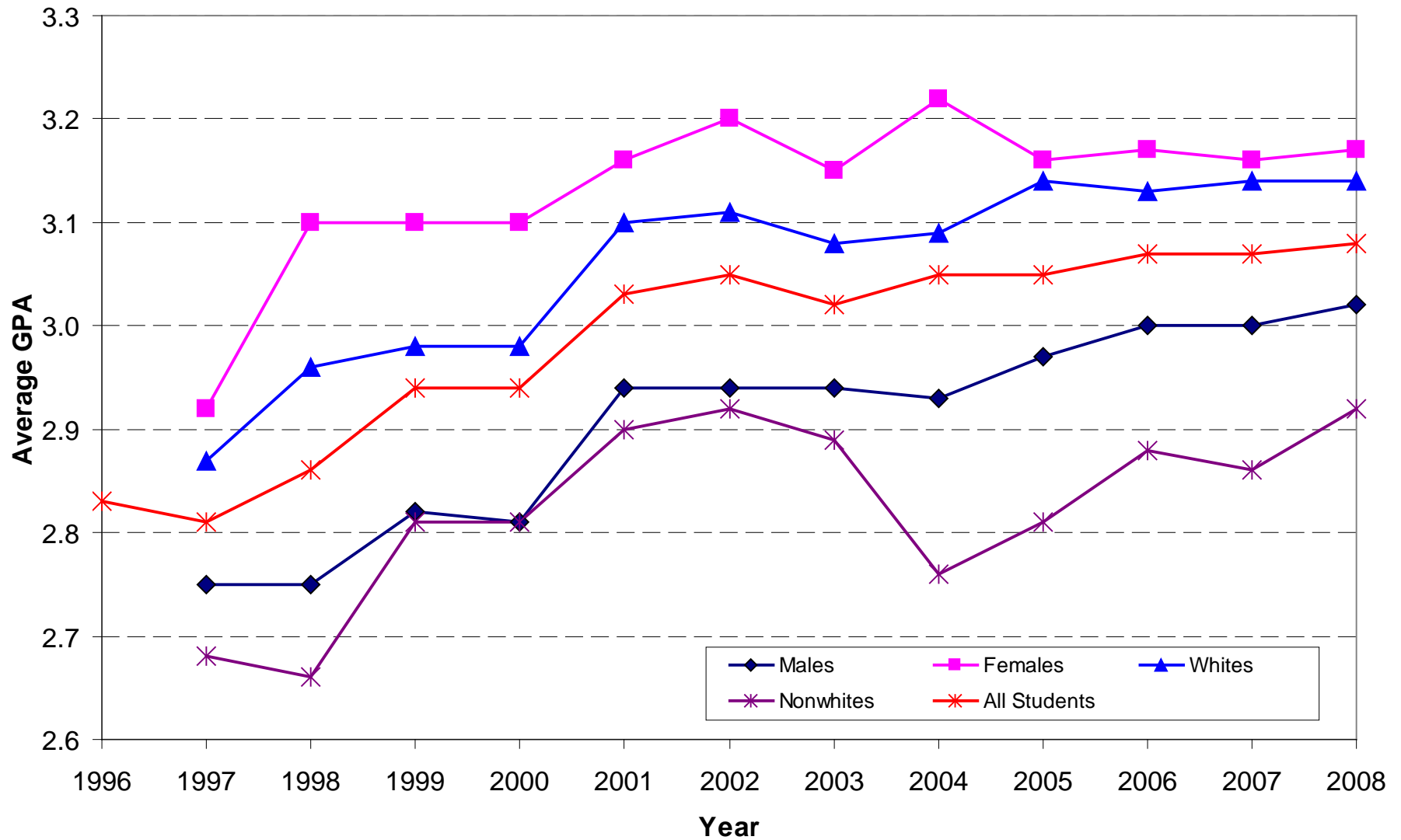
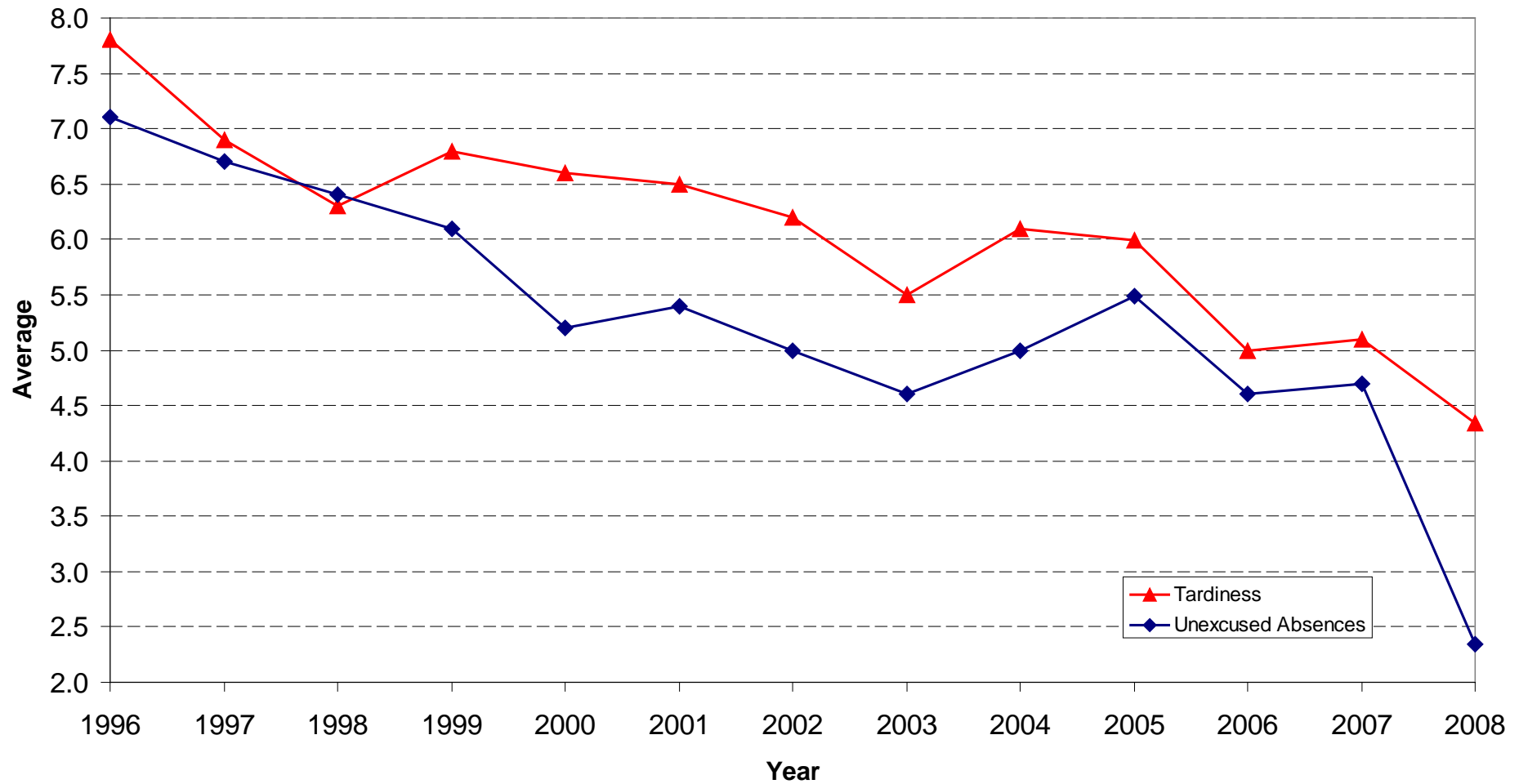


Figure 5
Average Number of Incidents of Tardiness and Unexcused Absences



Current Students: Customer Satisfaction

Course quality grade high

- Grade 3.28

But, some differences by subgroup

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

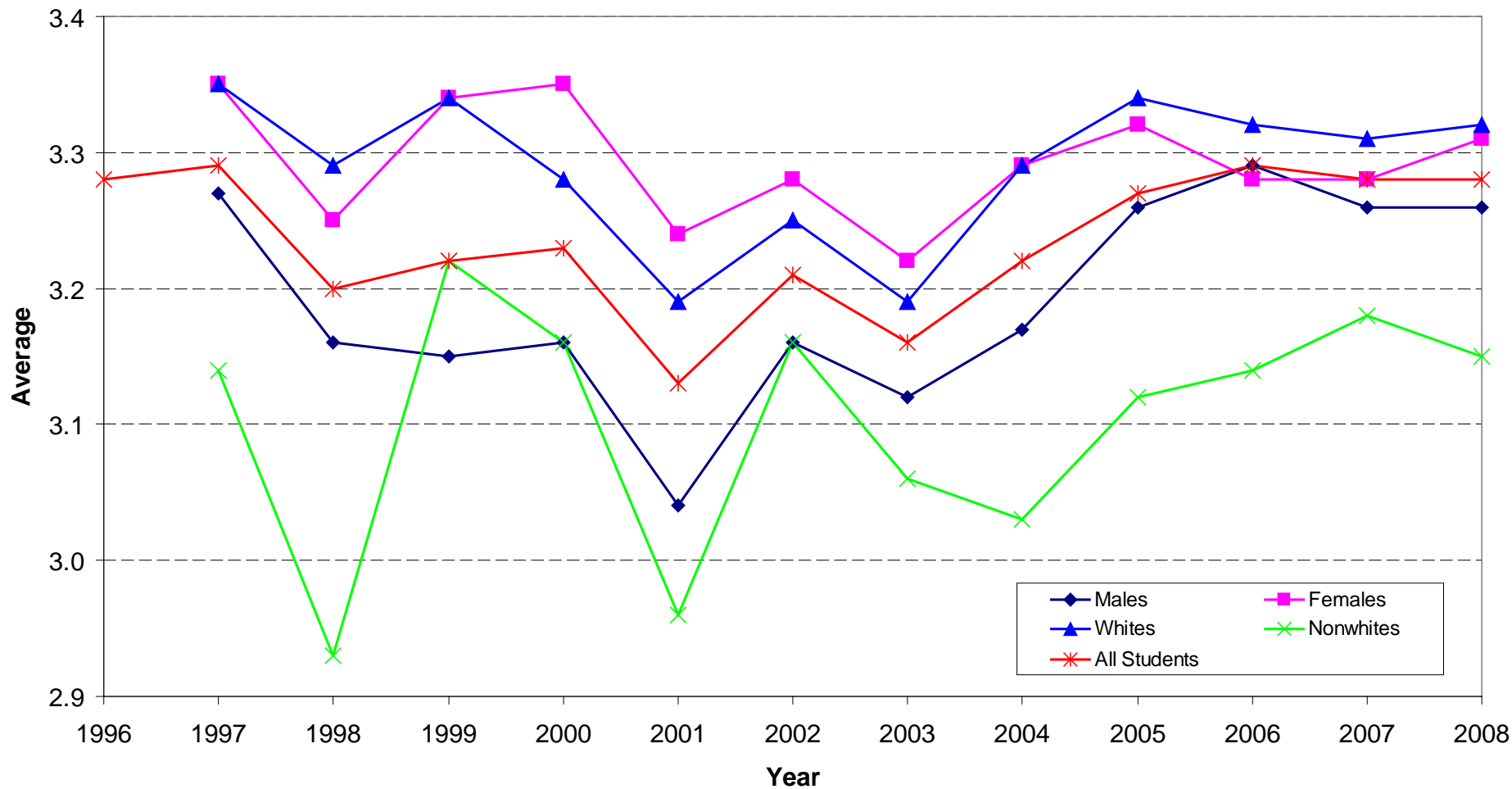
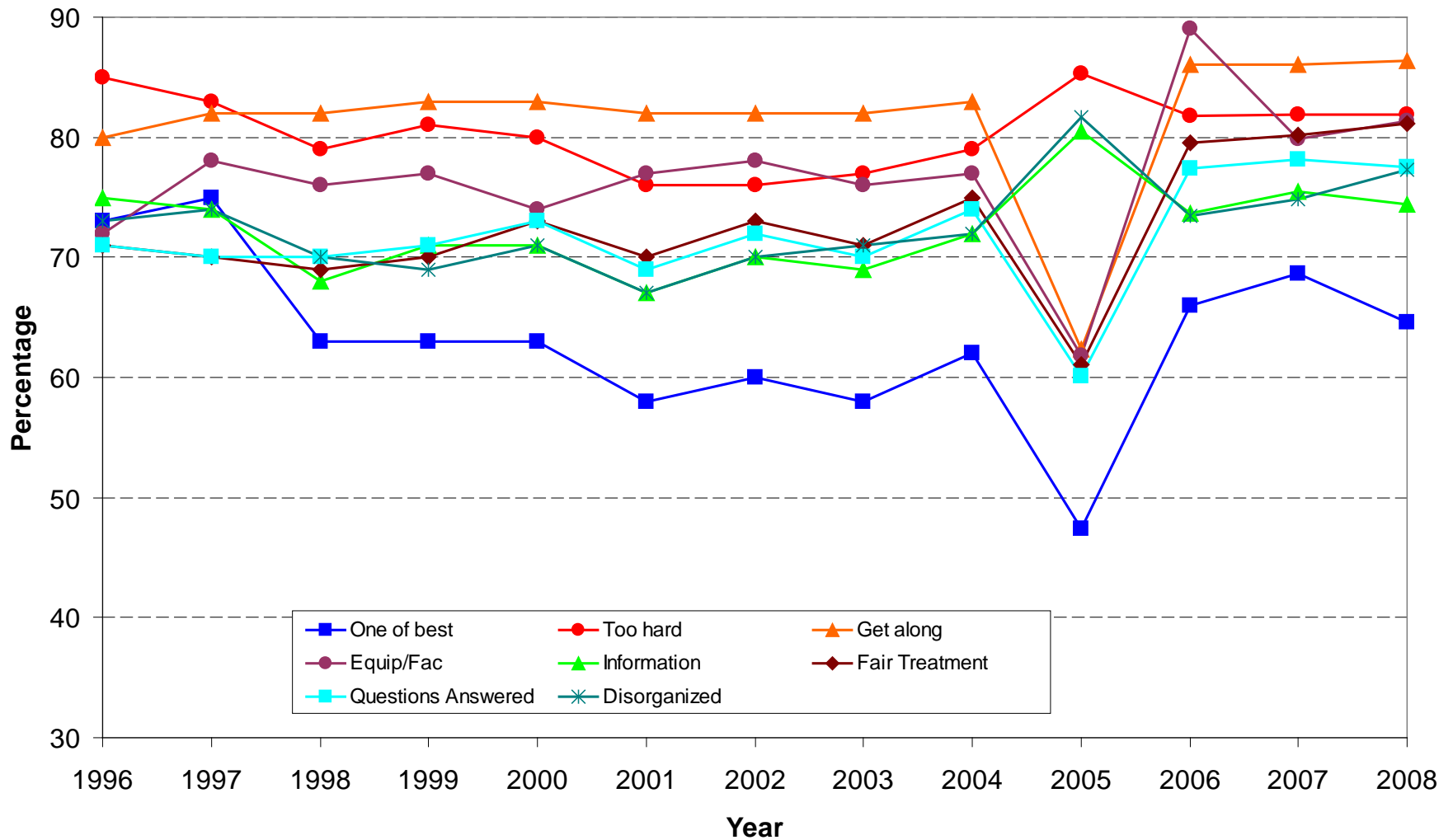


Figure 7
Indicators of Satisfaction with Aspects of EFE Classes:
Percentage Agreement or Disagreement with Descriptive Items



Current Students: Work-based Learning

Work-based programs:

- 18.0 percent
- long-term trend ↓ in participation (?); however fairly steady over past 5 years
- long-term trend ↓ in paid while participating

Figure 8
Participation in Work-Based Programs



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

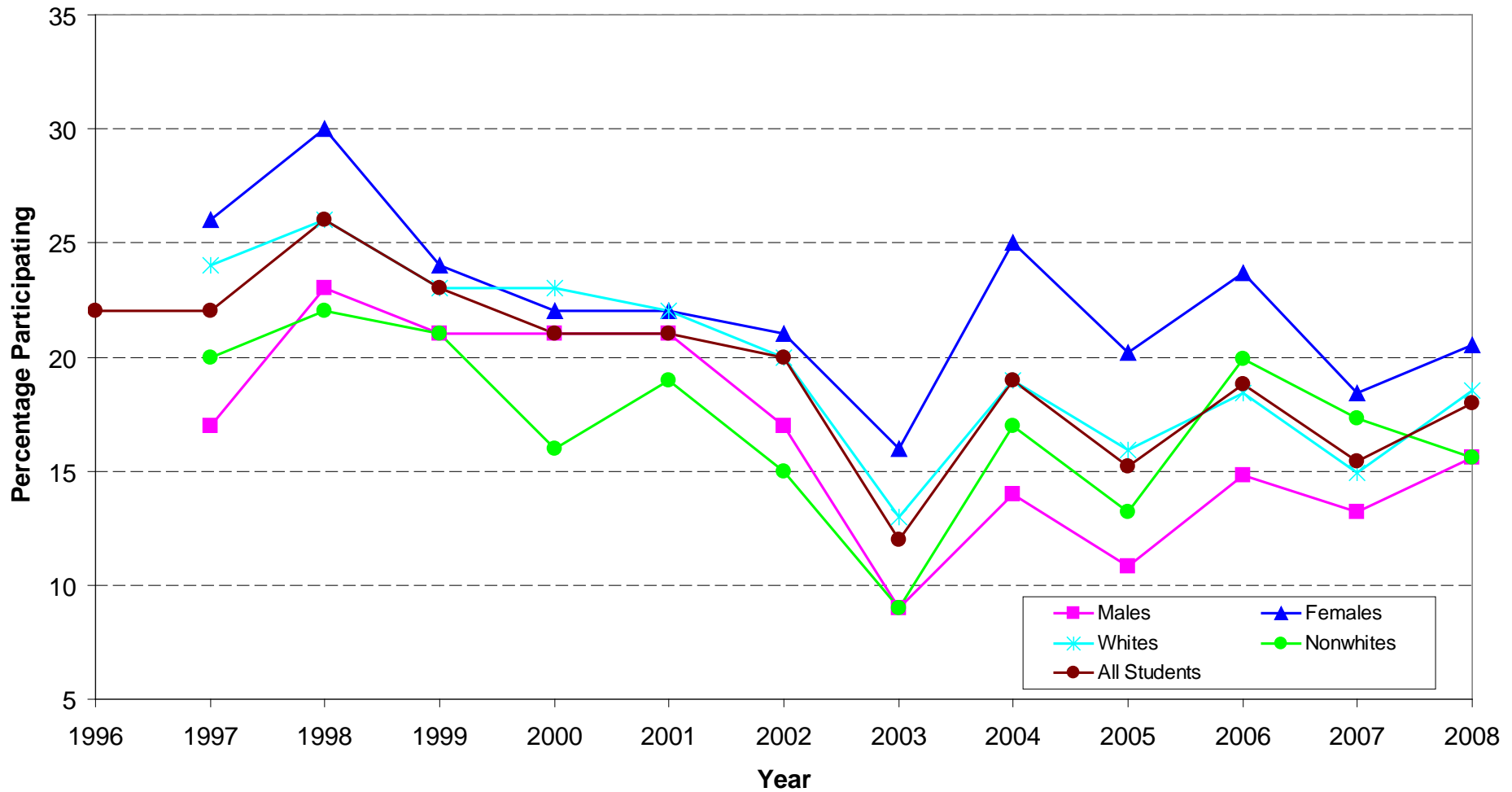
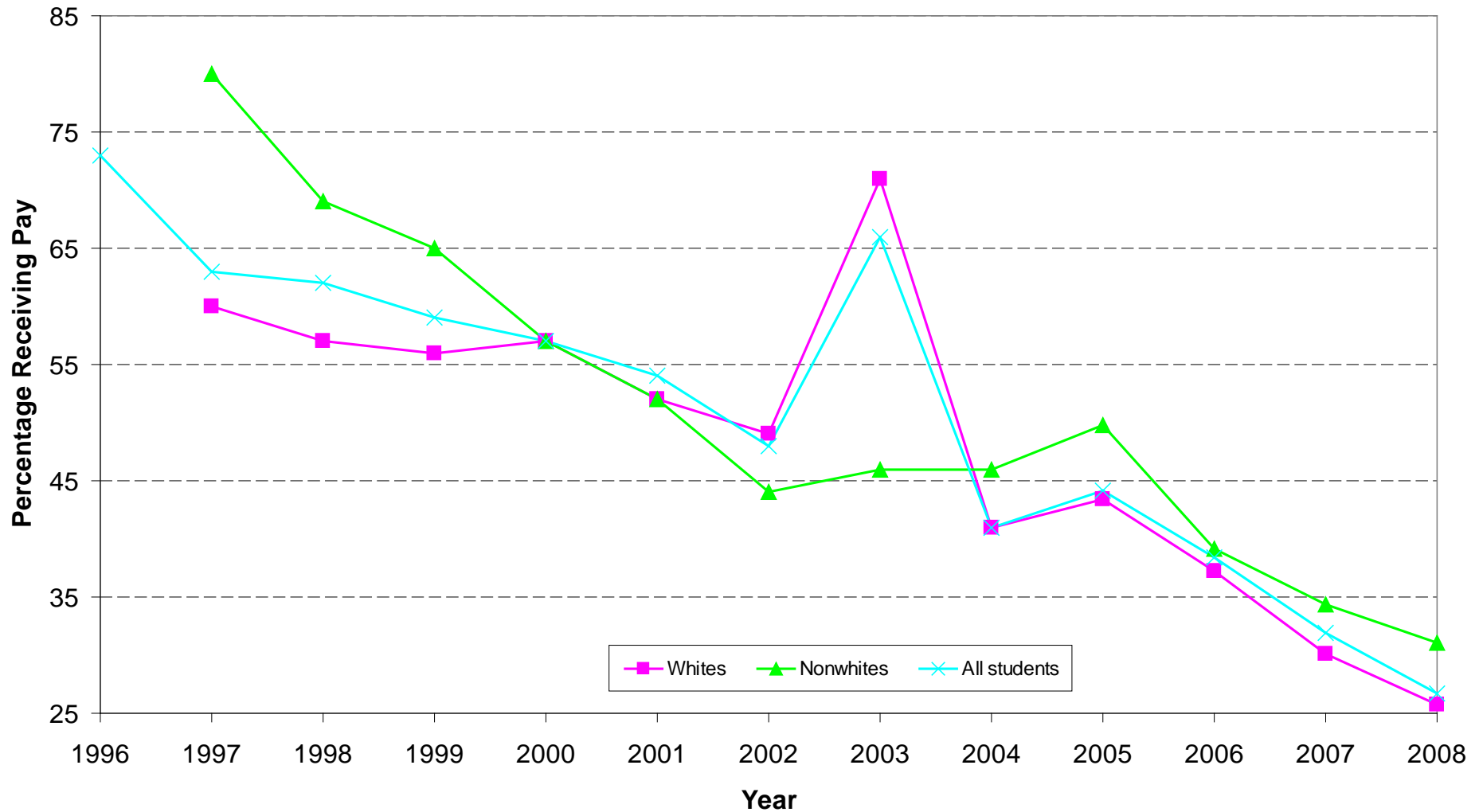


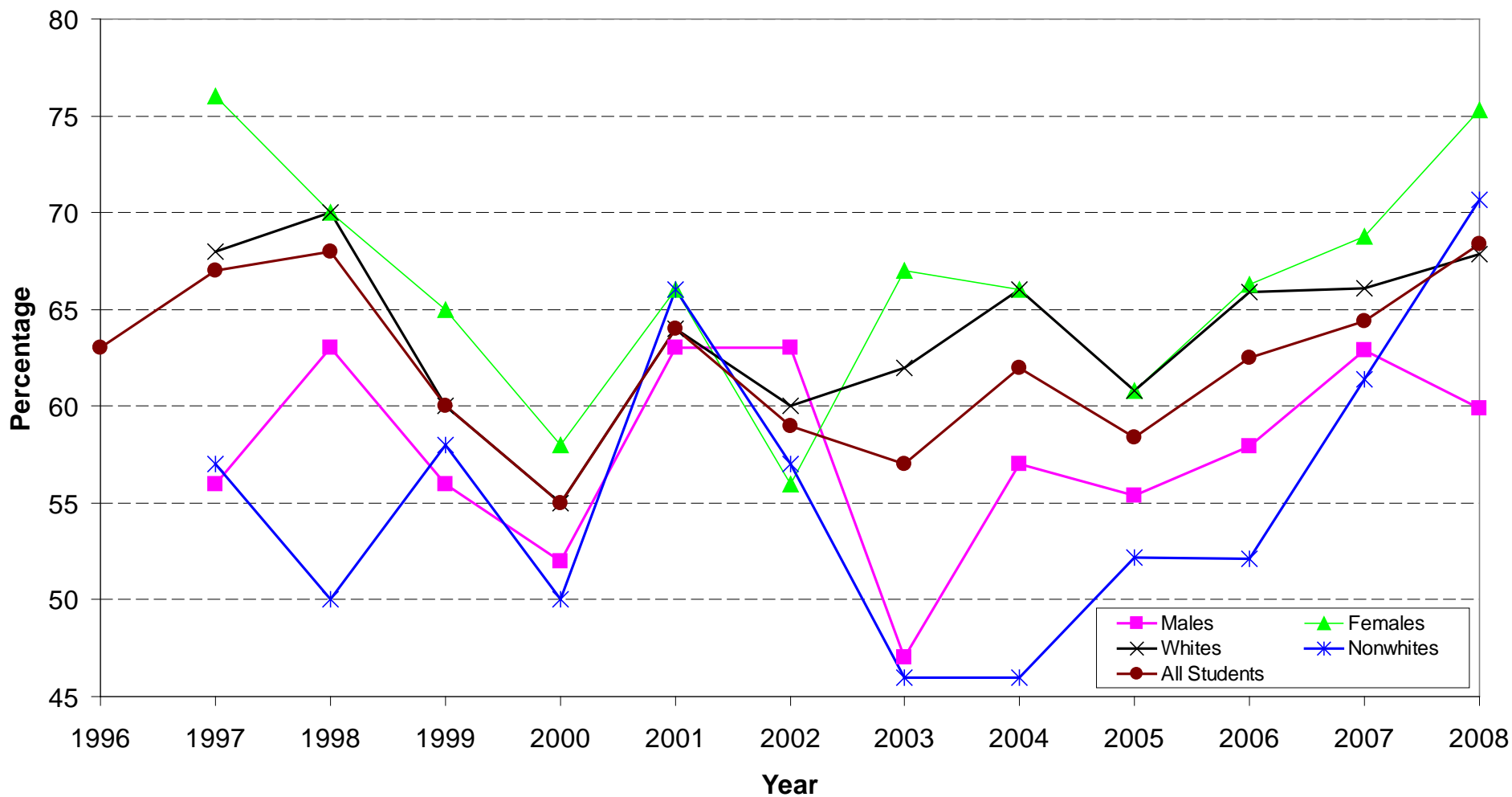
Figure 10
Percentage of Students in Work-Based Programs Receiving Pay, By Race



Current Students: Work-based Learning Experiences

Work-based programs:	<u>W</u>	<u>NW</u>	<u>Total</u>
-- Related to course work	67.9	70.7	68.4
-- Mentors are supportive	88.2	81.0	86.8

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



Current Students: Postsecondary Plans

Planned attendance:

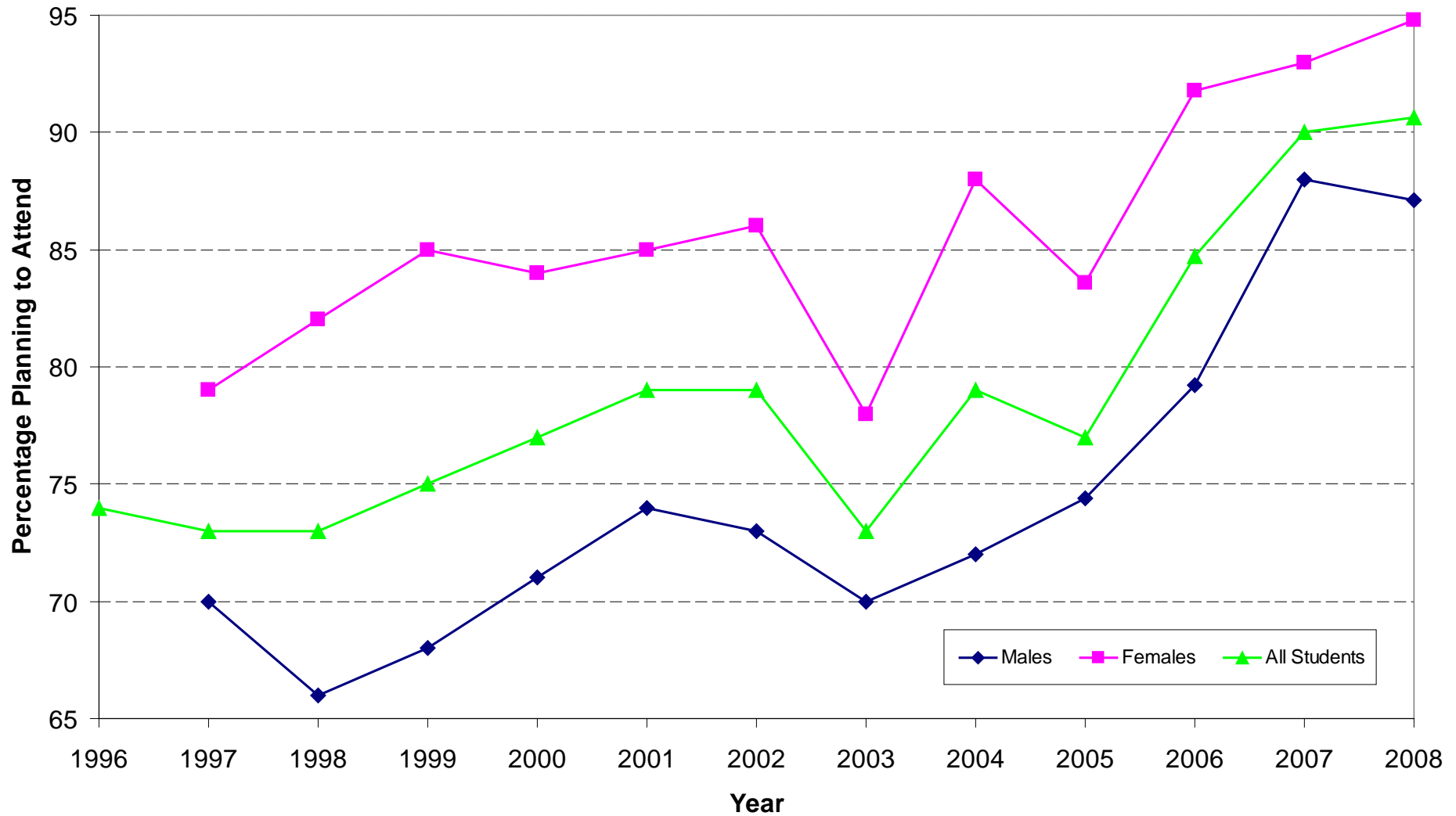
- very high (90.7 percent)
- especially females (over 94 percent)

Postsecondary Plans

Plan/Relevance	Sex		Race		Work-based program		Total
	M	F	W	NW	Yes	No	
Postsecondary college, university (including community college) (n = 1,743)							
Yes, right away	81	91	85	87	89	85	85
Yes, after work	6	4	6	4	6	6	5
Don't know	7	3	6	4	2	6	5
No	6	2	4	5	4	4	4

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

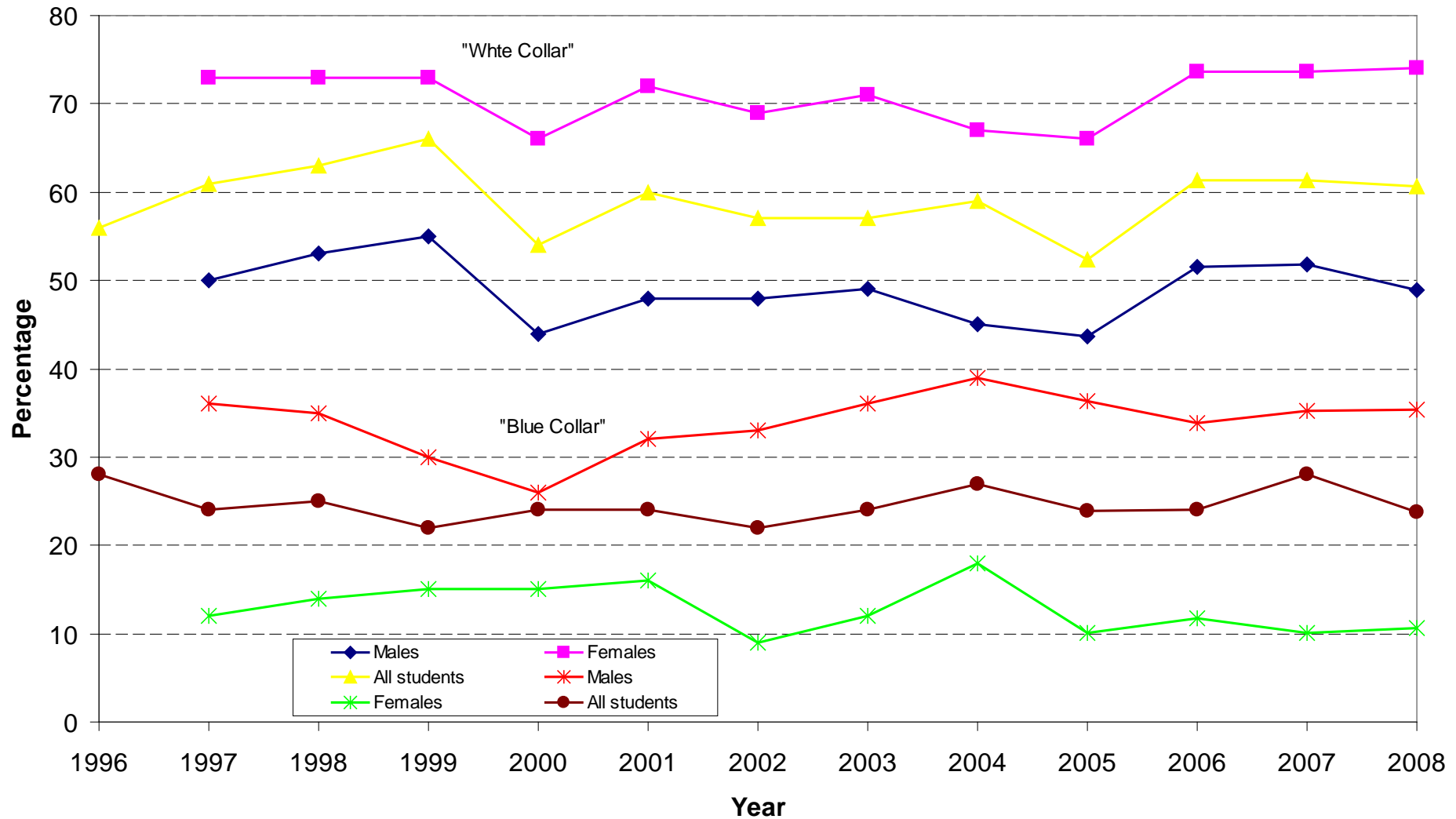
Figure 12
Planned Postsecondary Attendance Rate, By Sex



Current Students: Occupational Aspirations

White collar approximately 60 percent
Female → professional/technical

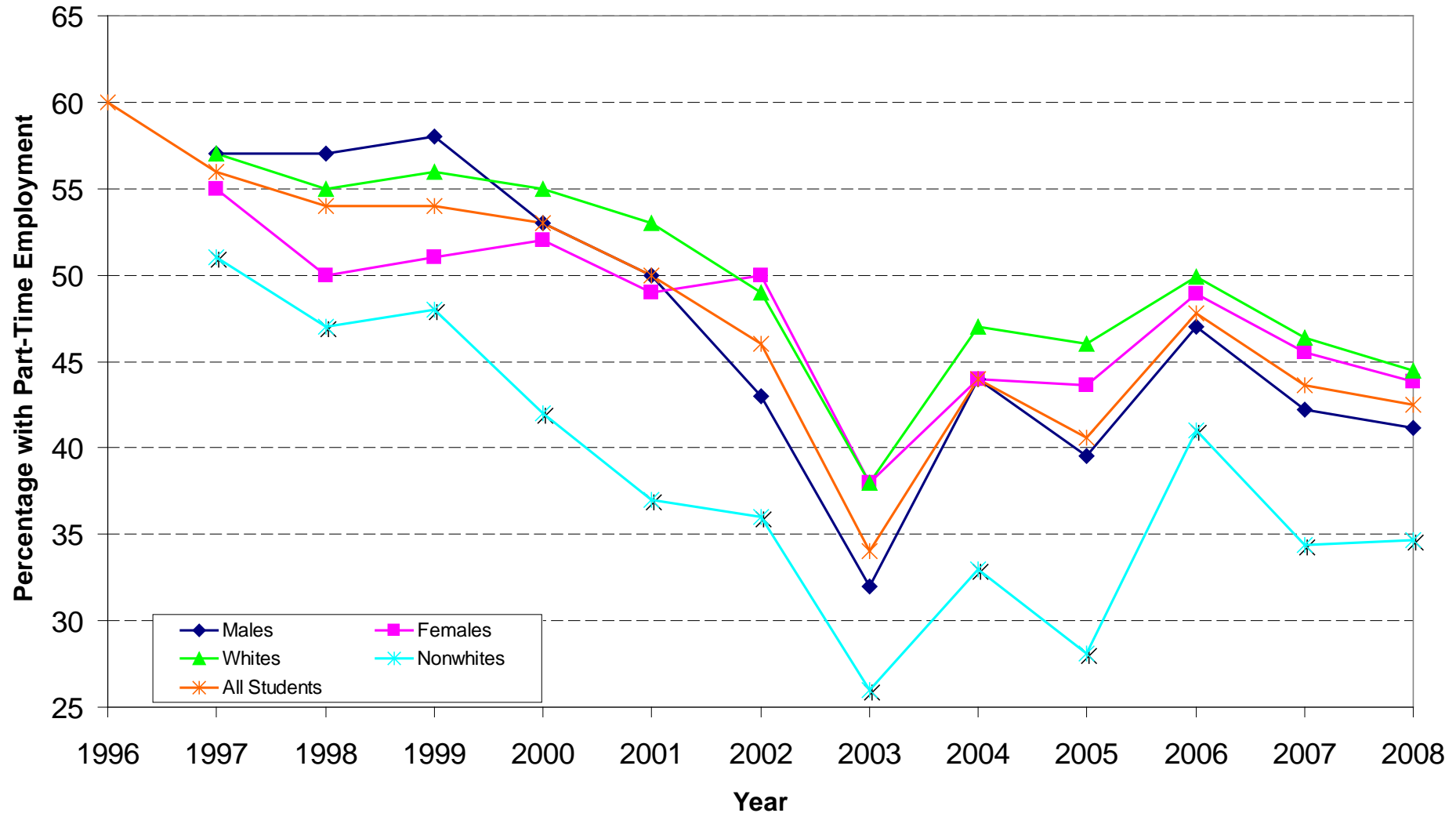
Figure 13
Occupational Aspirations, By Race & Sex



Current Students: Part-time jobs

Employment	42.5%
Hours	15.0
Wage	\$8.04
Training-relatedness	36.9%

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



Conclusions and Findings

1. EFE continues to provide quality programs to students in county
 - Few changes from previous years' data
 - High satisfaction ratings

Conclusions and Findings (Continued)

2. High rates of postsecondary aspirations
 - 85% right after high school
 - 5% later

Conclusions and Findings (Continued)

3. GPAs of males and nonwhite students rising

Conclusions and Findings (Continued)

4. Enrollment of males ↓ reversing a steady trend that had been increasing.

Conclusions and Findings (Continued)

5. Minority enrollment held steady; over long-term, looks like a 4 percentage point increase, which is 20–25%.

Conclusions and Findings (Continued)

6. Participation in work-based programs continues to be relatively low (about 18%), although it did increase this year slightly.

Females > males ??

Conclusions and Findings (Continued)

7. Occupational aspirations skewed toward white collar, especially females.

Conclusions and Findings (Continued)

8. Considerable amount of data that can/should be further analyzed with aim of program improvement

For example, council could have a Data Committee look at issues like:

- Why is work-based participation so low?
- Why do minorities tend to rate course quality lower than other students?
- Can the percentage of students who report that their EFE class is “one of their best classes” be increased?
- Are there additional questions to be put on survey(s)?