2008

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

Year

Percent Males
48 50 52 54 56 58 60
Figure 2
Racial Composition of Student Enrollment


Year

15 16 17 18 19 20 21 22 23 24 25

Percent Minorities

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Figure 3
Enrollment of Students in Grades 9 and 10

Percentage, Grades 9 & 10

Year

Figure 4
Average GPA's, By Race and Sex

Year

Average GPA
2.6 2.7 2.8 2.9 3.0 3.1 3.2 3.3

Males  Females  Whites  Nonwhites  All Students

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Figure 5
Average Number of Incidents of Tardiness and Unexcused Absences

[Graph showing the average number of incidents of tardiness and unexcused absences from 1996 to 2008, with a decline in both categories over the years.]

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Current Students: Customer Satisfaction

Course quality grade high
  – Grade 3.28

But, some differences by subgroup
Figure 7
Indicators of Satisfaction with Aspects of EFE Classes:
Percentage Agreement or Disagreement with Descriptive Items


- One of best
- Too hard
- Get along
- Equip/Fac
- Information
- Fair Treatment
- Questions Answered
- Disorganized

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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

Year

Percentage Participating

Males
Females
Whites
Nonwhites
All Students

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

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### Current Students: Work-based Learning Experiences

<table>
<thead>
<tr>
<th>Work-based programs:</th>
<th>W</th>
<th>NW</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>-- Related to course work</td>
<td>67.9</td>
<td>70.7</td>
<td>68.4</td>
</tr>
<tr>
<td>-- Mentors are supportive</td>
<td>88.2</td>
<td>81.0</td>
<td>86.8</td>
</tr>
</tbody>
</table>
Figure 11
Percentage of Participation in Work-Based Programs who Report Experience Related to EFE, By Race and Sex

Year
Percentage
45 50 55 60 65 70 75 80

Males
Females
Whites
Nonwhites
All Students

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Current Students: Postsecondary Plans

Planned attendance:

-- very high (90.7 percent)

-- especially females (over 94 percent)
## Postsecondary Plans

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

*Note:* Table entries are sample percentages of the overall sample, except for item nonresponse.
Figure 12
Planned Postsecondary Attendance Rate, By Sex

[Graph showing planned postsecondary attendance rate by sex from 1996 to 2008, with lines representing males, females, and all students.]

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Current Students: Occupational Aspirations

White collar approximately 60 percent
Female → professional/technical
Figure 13
Occupational Aspirations, By Race & Sex

"White Collar"

"Blue Collar"

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Current Students: Part-time jobs

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>42.5%</td>
</tr>
<tr>
<td>Hours</td>
<td>15.0</td>
</tr>
<tr>
<td>Wage</td>
<td>$8.04</td>
</tr>
<tr>
<td>Training-relatedness</td>
<td>36.9%</td>
</tr>
</tbody>
</table>
Figure 14
Part-Time Employment Rates, By Race & Sex

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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
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.
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)?