Assessment of Kalamazoo County's Education for Employment (EFE) Programs Using 2006 Survey Data

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February 22, 2007

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Introduction

- 11th year of surveys

- Follow-up of completers (state mandated) (n = 574)

- Current students (n = 1,910)
Follow-Up Survey Analysis

- Postsecondary attendance rate:

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>22%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>2-year</td>
<td>37%</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>4-year</td>
<td>41%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>Total of 2/4 year</td>
<td>78%</td>
<td>83%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Follow-Up Survey Analysis

- **Employment rate:**

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>66%</td>
<td>63%</td>
<td>51%</td>
</tr>
</tbody>
</table>

- **Unemployment rate**

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>21%</td>
<td>15%</td>
<td>na</td>
</tr>
</tbody>
</table>
Follow-Up Survey Analysis

- Training-relatedness: (no proxies)

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>66%</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>Employment</td>
<td>74%</td>
<td>71%</td>
<td>57%</td>
</tr>
</tbody>
</table>

- Wages and Hours:

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wage</td>
<td>$8.19</td>
<td>$7.99</td>
<td>$8.10</td>
</tr>
<tr>
<td>Hours</td>
<td>28.2</td>
<td>27.7</td>
<td>28.2</td>
</tr>
</tbody>
</table>
Methodology and Response

- Current students
  - In class (internet, hard copy)
  - Sample = approx. 3,000
  - Completions = 1,910 (64%)
    - 924 on-line; 986 hard copy
Analyses

- Total population

- Subgroups: M/F; W/NW; Work-based/not
Current Students Characteristics

57% male
20% NW (9.6% Black)
16.7% in 9th/10th grade

GPA = 3.08
2.4 hours/week homework
2.1 extracurriculars/year

5.1 tardies
4.7 unexcused absences
Figure 1
Gender Composition of Student Enrollment

Year

Percent Males

Figure 2
Racial Composition of Student Enrollment

Year

Percent Minorities

Figure 3
Enrollment of Students in Grades 9 and 10

Percentage, Grades 9 & 10

Year

Figure 4
Average GPA's, By Race and Sex

<table>
<thead>
<tr>
<th>Year</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>2.6</td>
</tr>
<tr>
<td>1997</td>
<td>2.7</td>
</tr>
<tr>
<td>1998</td>
<td>2.8</td>
</tr>
<tr>
<td>1999</td>
<td>2.9</td>
</tr>
<tr>
<td>2000</td>
<td>3.0</td>
</tr>
<tr>
<td>2001</td>
<td>3.1</td>
</tr>
<tr>
<td>2002</td>
<td>3.2</td>
</tr>
<tr>
<td>2003</td>
<td>3.3</td>
</tr>
<tr>
<td>2004</td>
<td>3.1</td>
</tr>
<tr>
<td>2005</td>
<td>3.0</td>
</tr>
<tr>
<td>2006</td>
<td>3.1</td>
</tr>
</tbody>
</table>

- **Males**
- **Females**
- **Whites**
- **Nonwhites**
- **All Students**
Figure 5
Average Number of Incidents of Tardiness and Unexcused Absences
Current Students: Customer Satisfaction

Course quality grade high

- Grade 3.29

But, some differences by subgroup
Figure 6
Student "Grades" for Course Quality, By Race and Sex

Year

Average
3.4 3.3 3.2 3.1 3.0 2.9

Males
Females
Whites
Nonwhites
All Students
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:

-- 19 percent

-- long-term trend ↓ in participation (?)

-- long-term trend ↓ in paid while participating
Figure 9
Participation in Work-Based Program Experiences, by Race and Sex


Percentage Participating

- Males
- Females
- Whites
- Nonwhites
- All Students
Figure 10
Percentage of Students in Work-Based Programs Receiving Pay, By Race

<table>
<thead>
<tr>
<th>Year</th>
<th>Whites</th>
<th>Nonwhites</th>
<th>All students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1999</td>
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<td>2000</td>
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<tr>
<td>2001</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- Whites
- Nonwhites
- All students
## 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>65</td>
<td>50</td>
<td>61</td>
</tr>
<tr>
<td>-- Mentors are supportive</td>
<td>87</td>
<td>76</td>
<td>84</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


Males
Females
Whites
Nonwhites
All Students
Current Students: Postsecondary Plans

Planned attendance:
-- very high (92 percent)
-- especially females (over 96 percent)
Table 1
Postsecondary Plans and Relevance of EFE Class

<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 = 1,875)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, right away</td>
<td>79*</td>
<td>91*</td>
<td>85</td>
<td>84</td>
</tr>
<tr>
<td>Yes, after work</td>
<td>9*</td>
<td>5*</td>
<td>7</td>
<td>7</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>5</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: Table entries are sample percentages of the overall sample, except for item nonresponse. *Difference from other population group is statistically significant at the 0.05 level.
Figure 12
Planned Postsecondary Attendance Rate, By Sex

Percentage Planning to Attend

Year

Males
Females
All Students
Current Students: Occupational Aspirations

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

Percentage

Year


"White Collar"

"Blue Collar"

Males
Females
All students

Males
Females
All students

"White Collar"

"Blue Collar"
Current Students: Part-time jobs

- Employment: 48%
- Hours: 9.3
- Wage: $7.19
- Training-relatedness: 41.8%
Figure 14
Part-Time Employment Rates, By Race & Sex

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage with Part-Time Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>Males</td>
</tr>
<tr>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td></td>
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<tr>
<td>2000</td>
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<td>2002</td>
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<td>2003</td>
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<tr>
<td>2004</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
</tr>
</tbody>
</table>
Conclusions and Findings

1. EFE continues to provide quality programs to students in county

☐ Few changes from previous years’ data
Conclusions and Findings (Continued)

2. High rates of postsecondary attendance

- Follow-up: 80% actual
- Current students:
  - 85% right after high school
  - 7% later
Conclusions and Findings (Continued)

3. Significant decrease in 9th and 10th graders may partially explain why slight recovery in work-based learning and part time employment.
Conclusions and Findings (Continued)

4. Significant decrease in minority enrollment, less than 10% African Americans
Conclusions and Findings (Continued)

5. Enrollment of males ↑ continuing a trend.
Conclusions and Findings (Continued)

6. Course quality grade \( \uparrow \) substantially

Satisfaction indicators also \( \uparrow \), but long-term slippage?
Conclusions and Findings (Continued)

7. Participation in work-based programs continues to be relatively low (< 20%).

Females > males ??
Conclusions and Findings (Continued)

8. Occupational aspirations skewed toward white collar, especially females.
Conclusions and Findings (Continued)

9. No evidence, one way or other, concerning student achievement.