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

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

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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:

	<u>2004</u>	<u>2005</u>	<u>2006</u>
None	22%	17%	20%
2-year	37%	40%	37%
4-year	41%	43%	43%
Total of 2/4 year	78%	83%	80%

Follow-Up Survey Analysis

- Employment rate:

<u>2004</u>	<u>2005</u>	<u>2006</u>
66%	63%	51%

- Unemployment rate

<u>2004</u>	<u>2005</u>	<u>2006</u>
21%	15%	na

Follow-Up Survey Analysis

■ Training-relatedness: (no proxies)

	<u>2004</u>	<u>2005</u>	<u>2006</u>
Education	66%	80%	79%
Employment	74%	71%	57%

■ Wages and Hours:

	<u>2004</u>	<u>2005</u>	<u>2006</u>
Wage	\$8.19	\$7.99	\$8.10
Hours	28.2	27.7	28.2

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

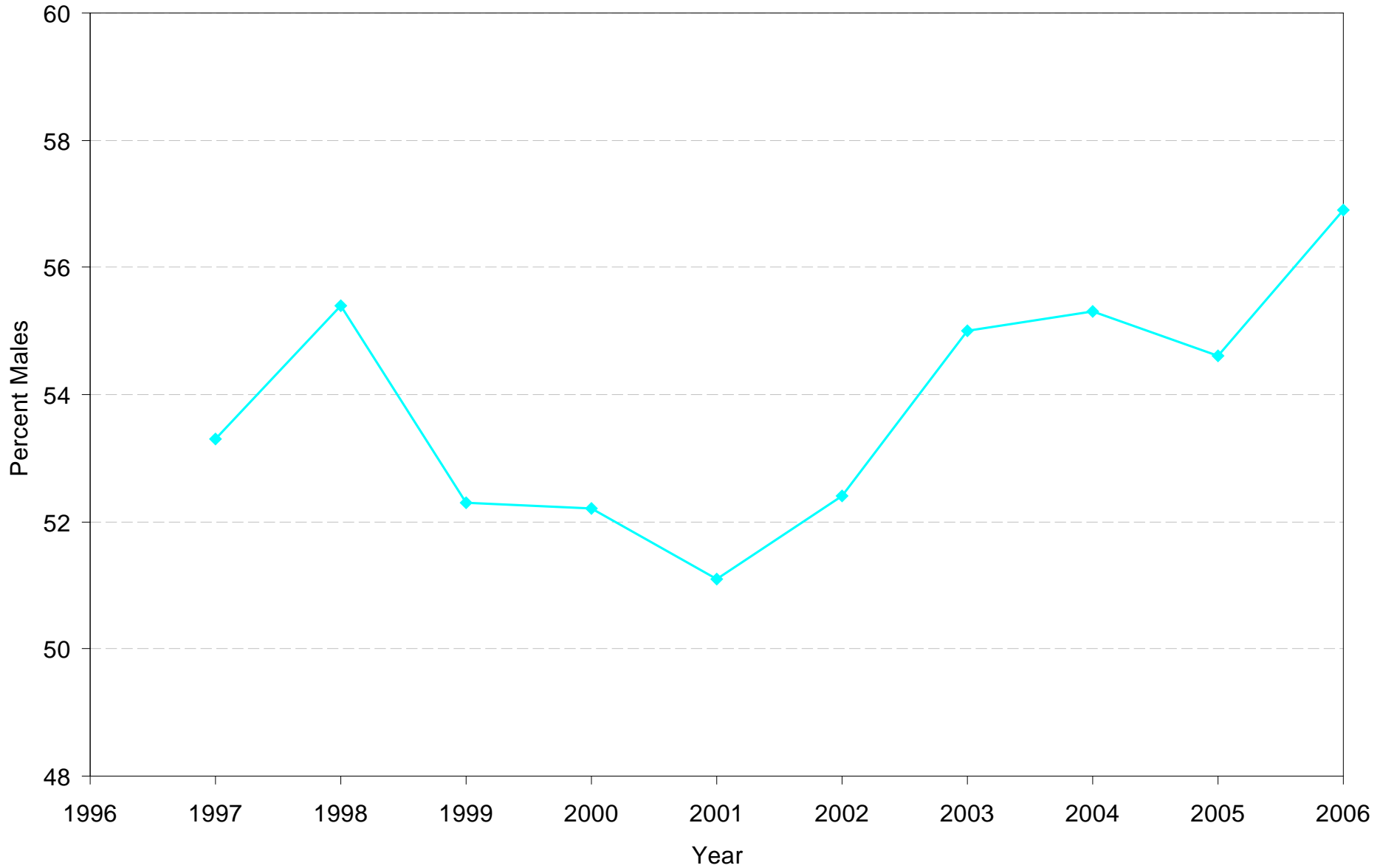


Figure 2
Racial Composition of Student Enrollment

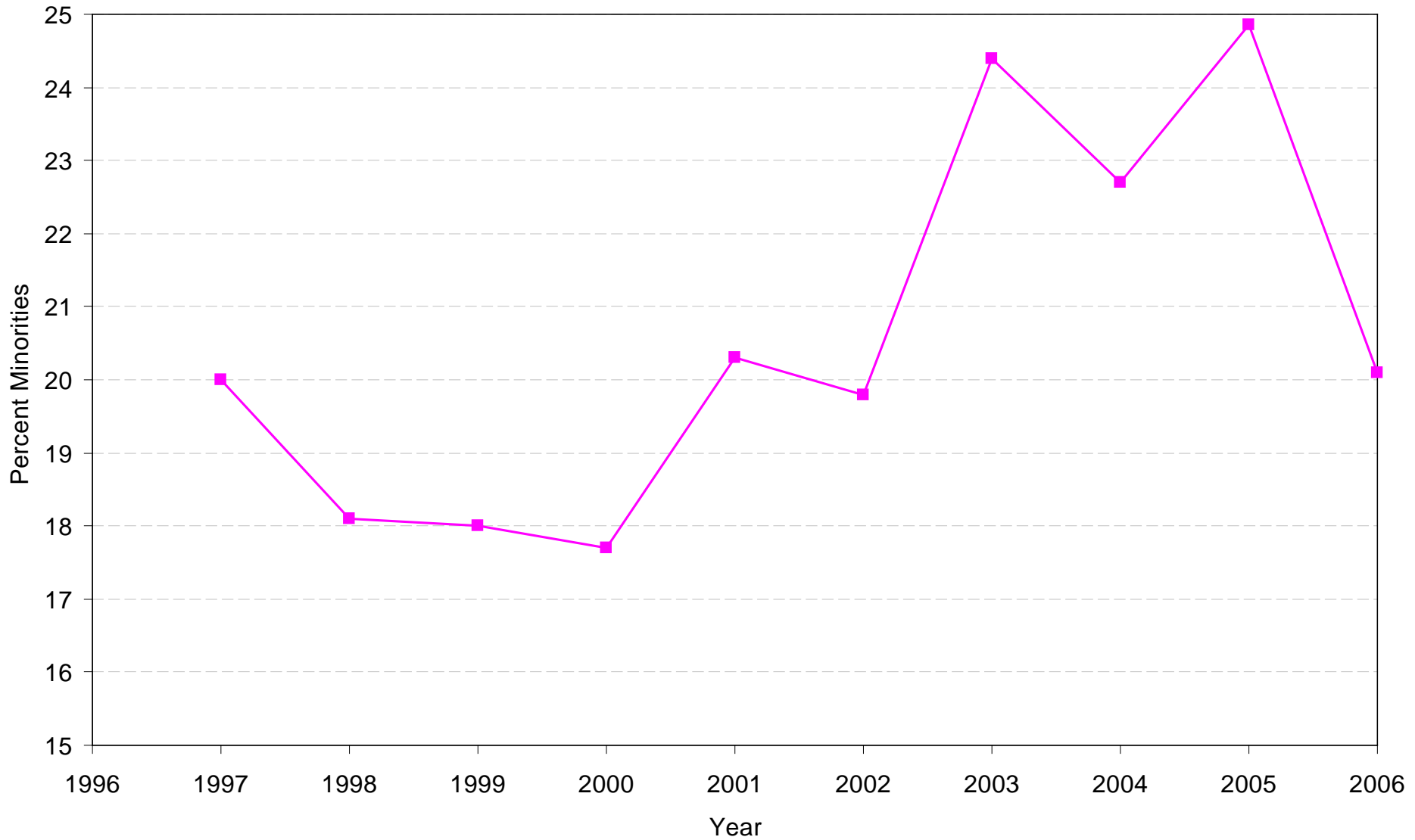


Figure 3
Enrollment of Students in Grades 9 and 10



Figure 4
Average GPA's, By Race and Sex

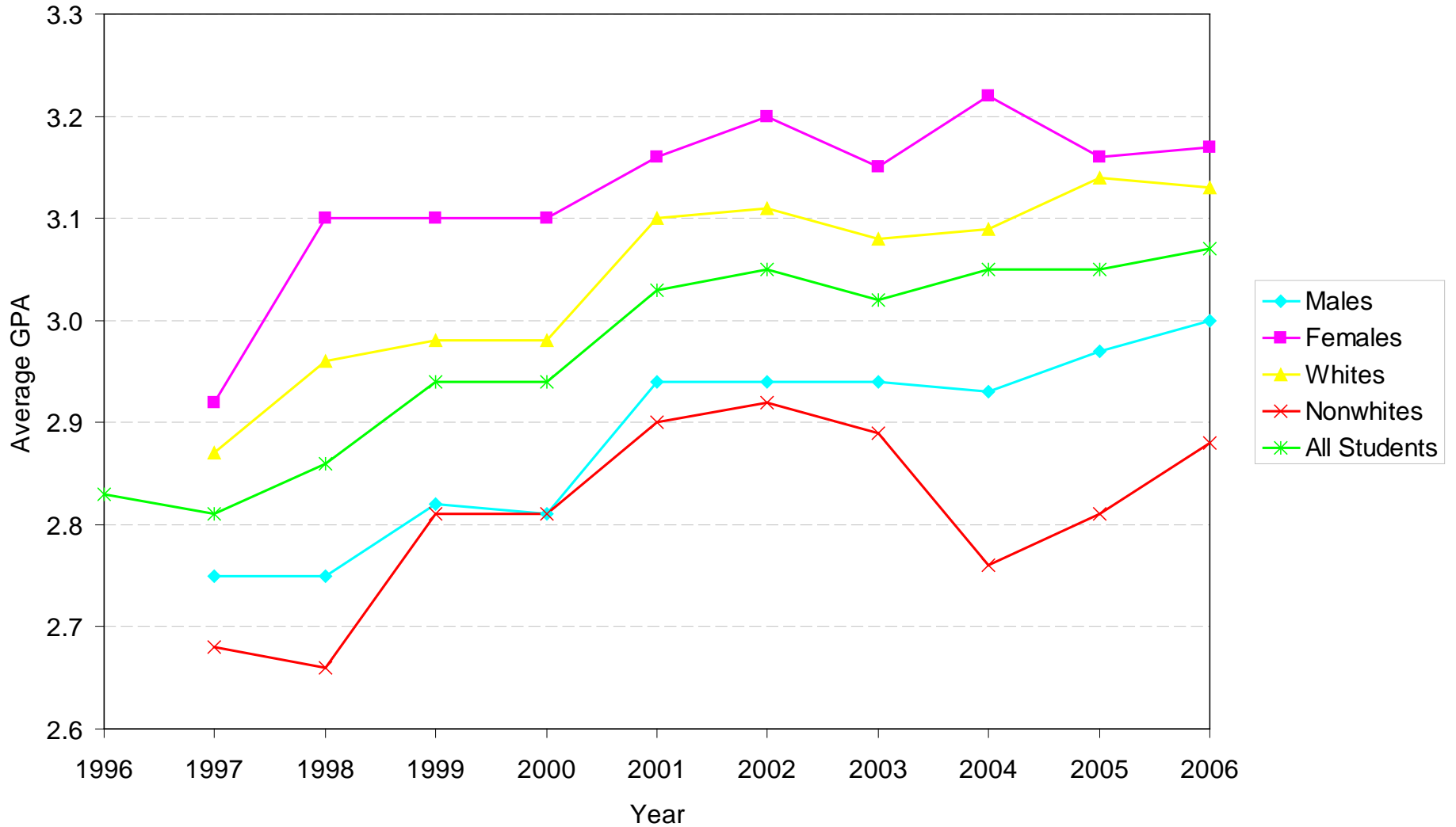
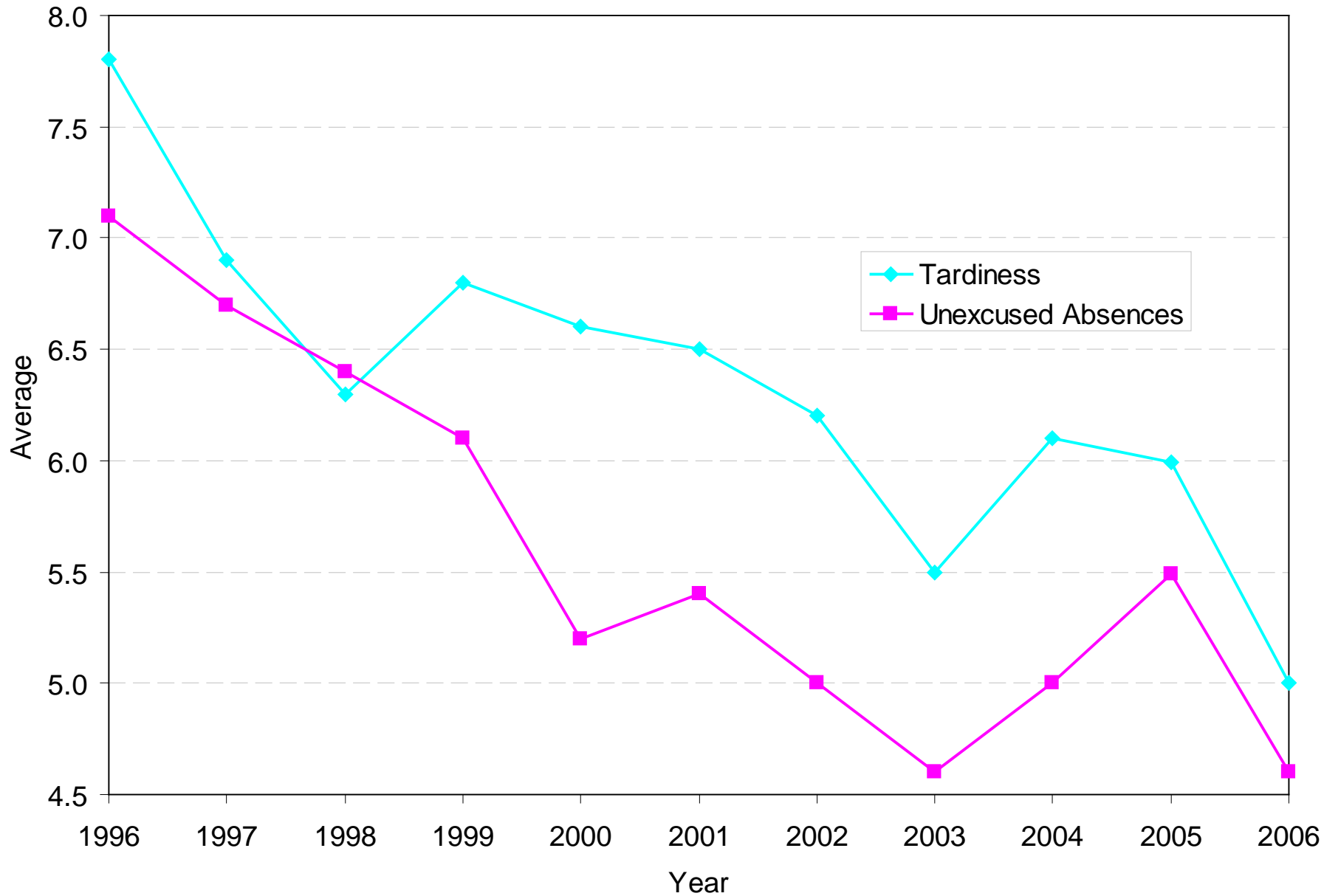


Figure 5
Average Number of Incidents of Tardiness and Unexcused Absences





Current Students: Customer Satisfaction

Course quality grade high

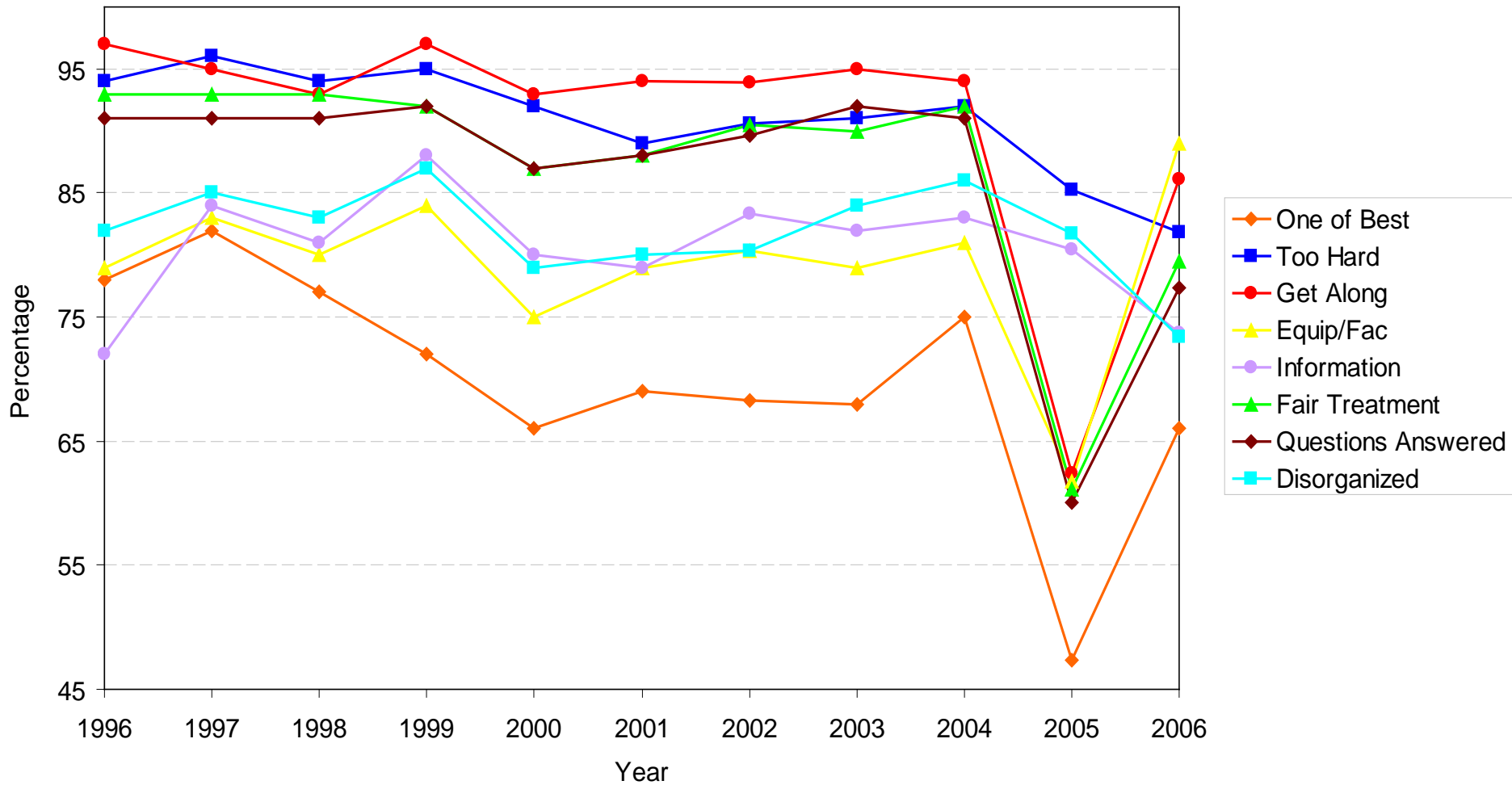
- Grade 3.29

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:

- 19 percent
- long-term trend ↓ in participation (?)
- long-term trend ↓ in paid while participating

Figure 8
Participation in Work-Based Programs

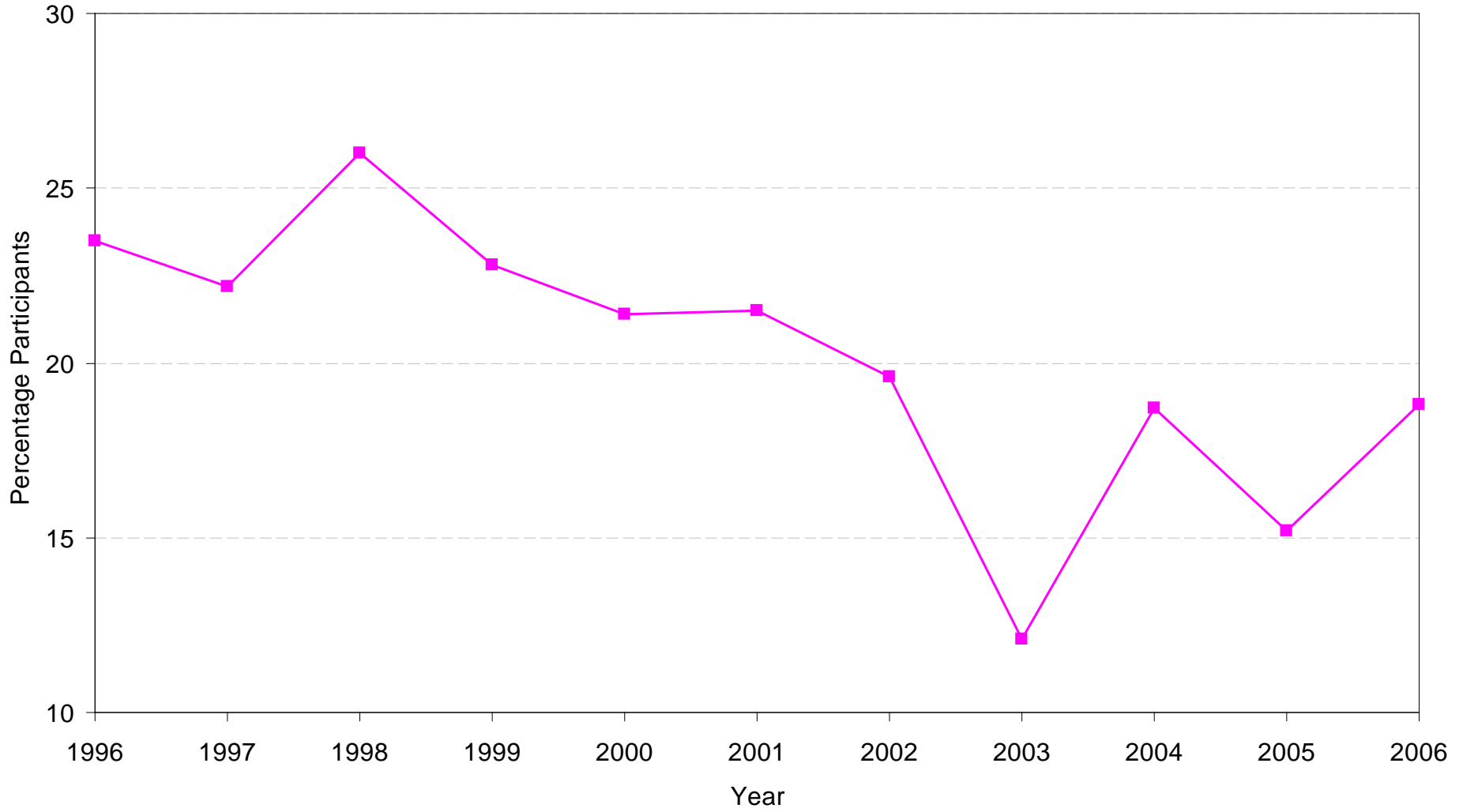


Figure 9
Participation in Work-Based Program Experiences, by Race and Sex

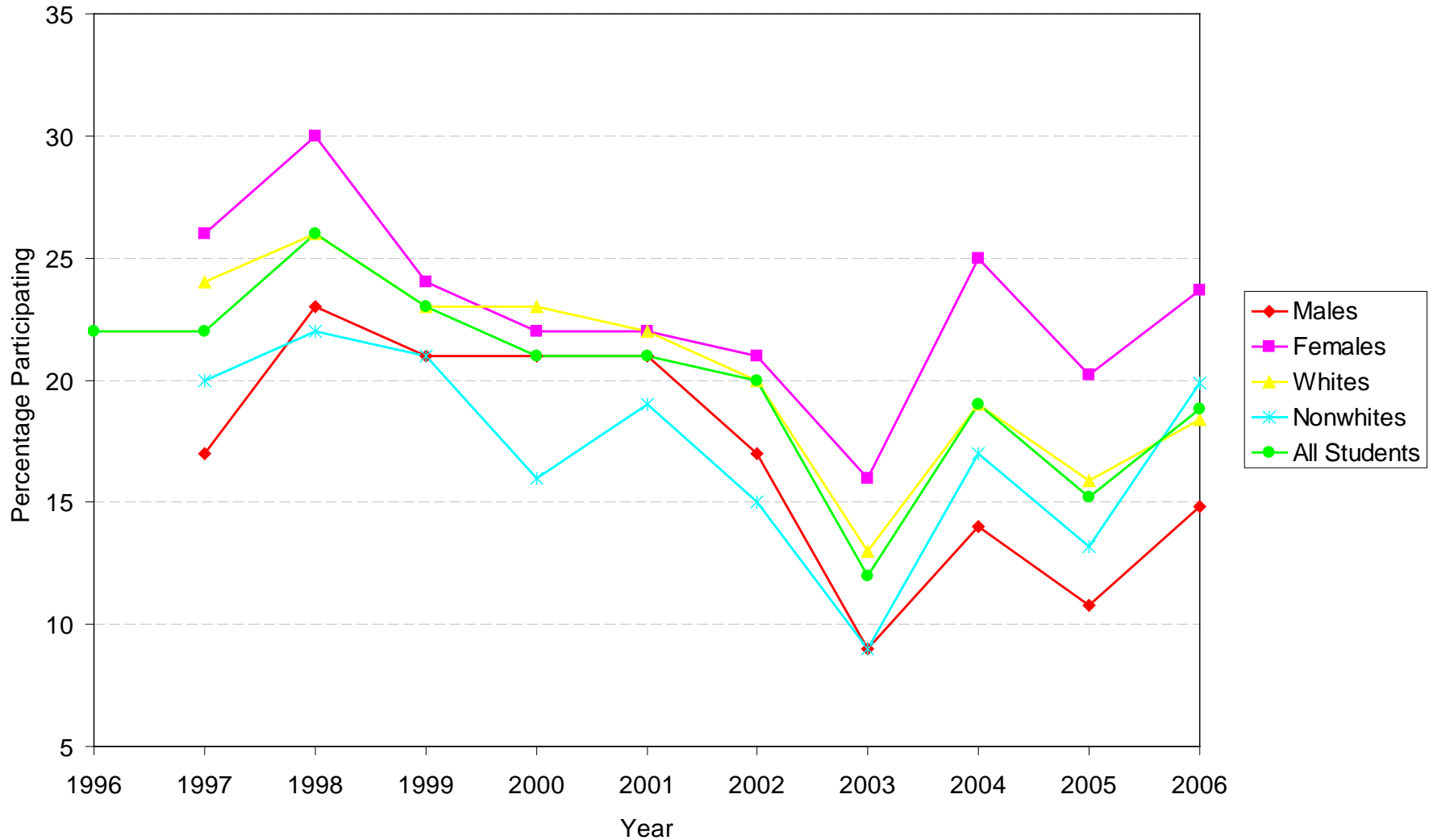


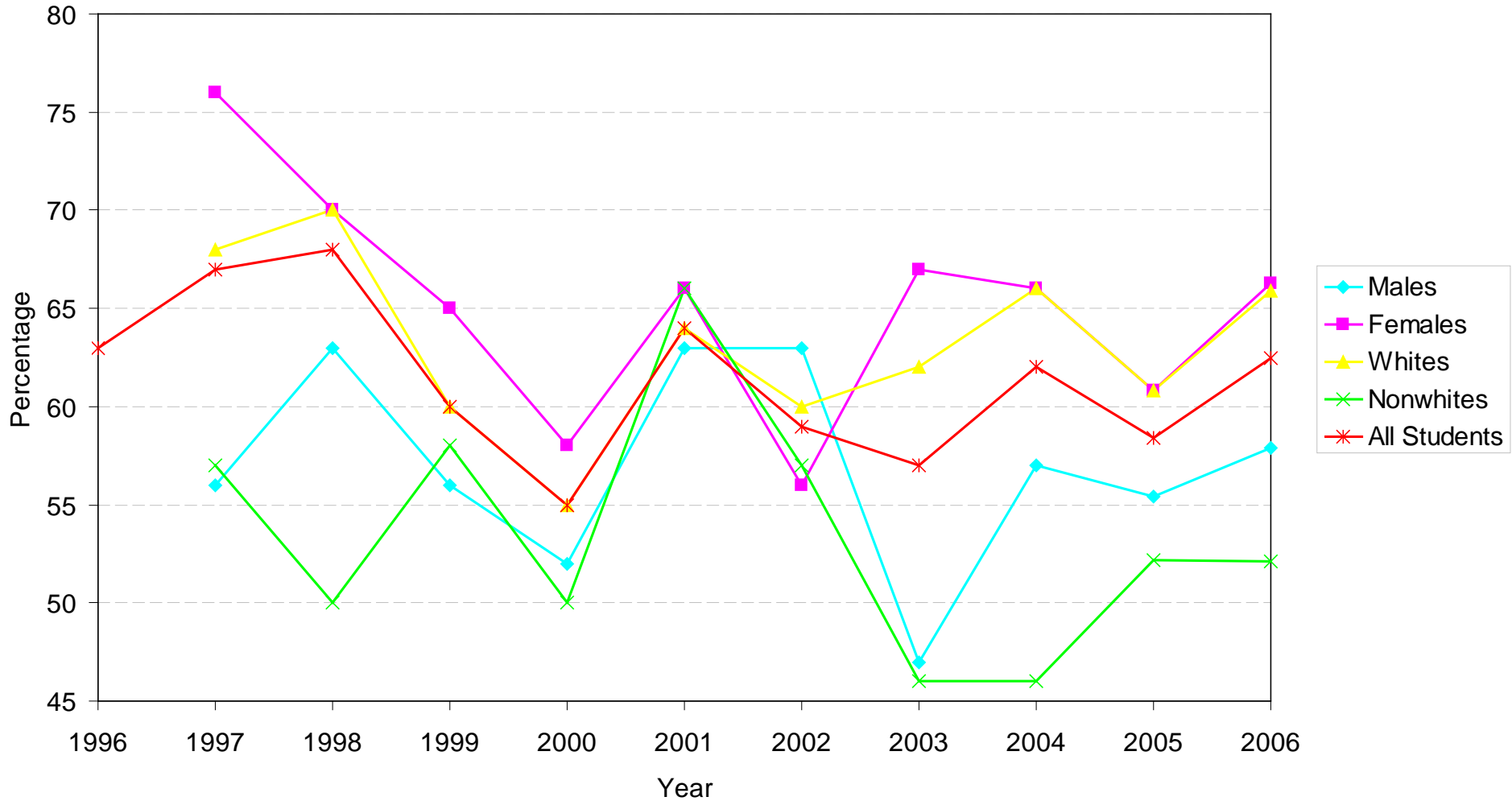
Figure 10
Percentage of Students in Work-Based Programs Receiving Pay, By Race



Current Students: Work-based Learning Experiences

Work-based programs:	<u>W</u>	<u>NW</u>	<u>Total</u>
-- Related to course work	65	50	61
-- Mentors are supportive	87	76	84

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 (92 percent)
- especially females (over 96 percent)

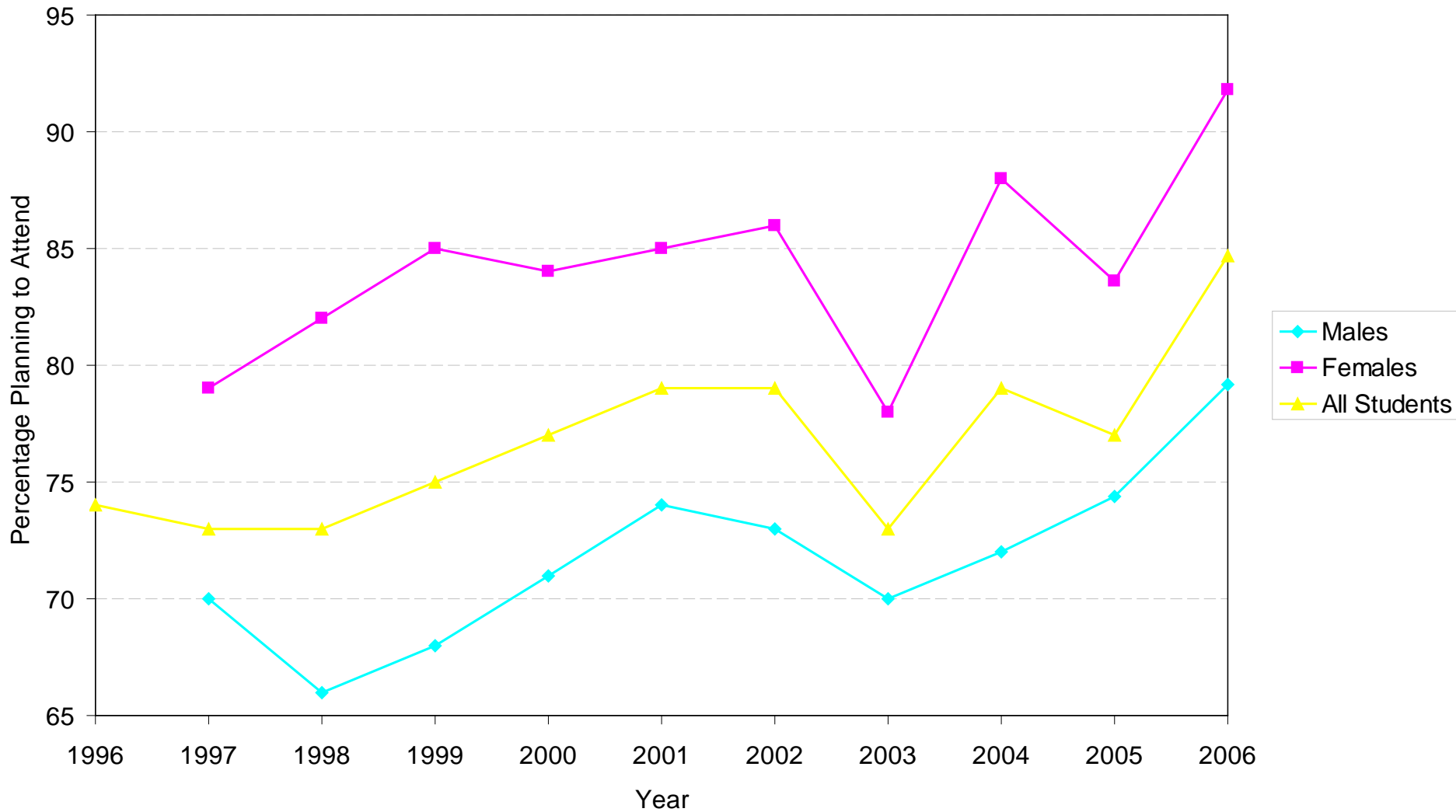
Table 1
Postsecondary Plans and Relevance of EFE Class

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	79*	91*	85	84	88	84	85
Yes, after work	9*	5*	7	7	7	7	7
Don't know	7	3	6	4	3	6	5
No	5	1	1	4	3	3	3

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

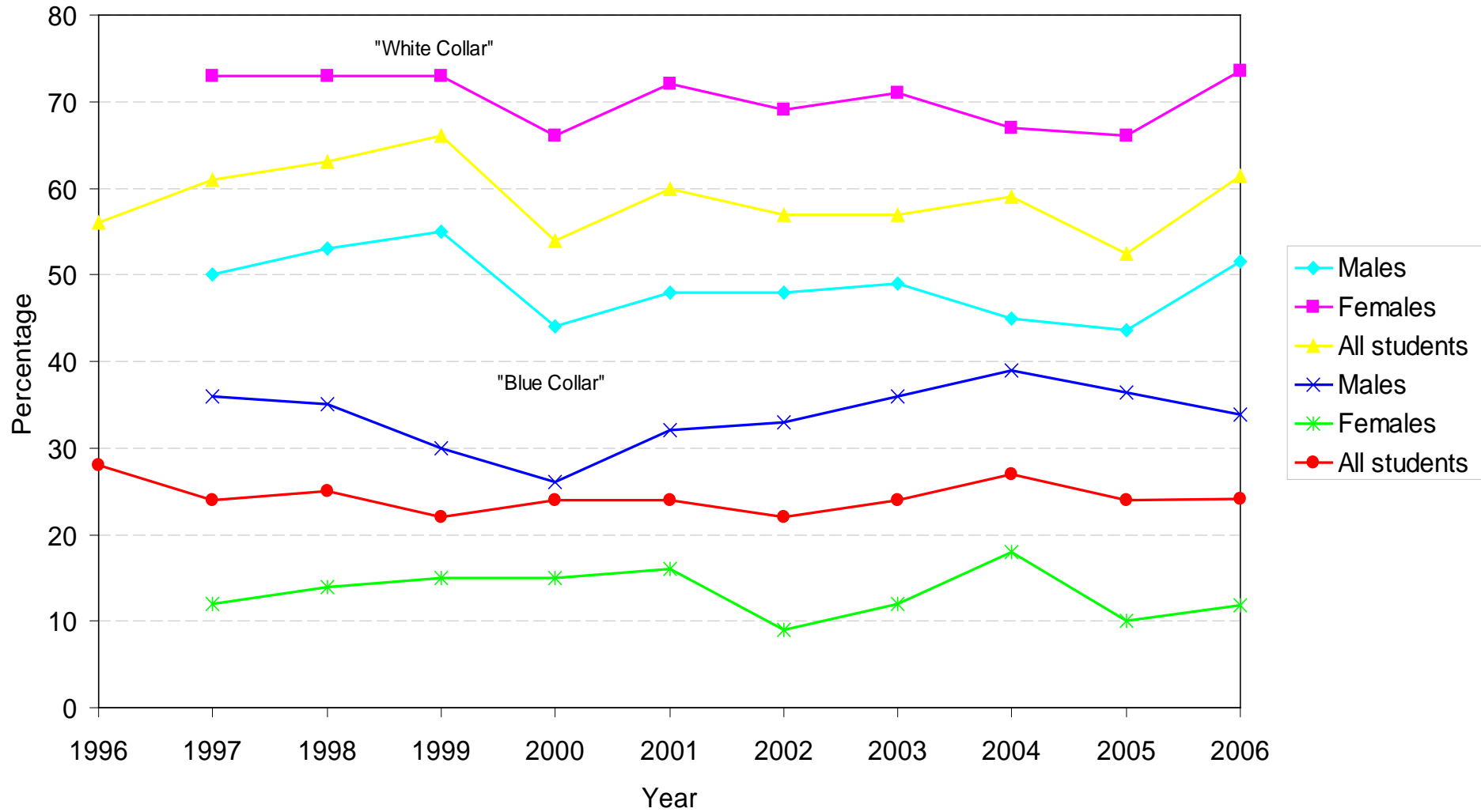




Current Students: Occupational Aspirations

White collar approximately 60 percent
Female → professional/technical

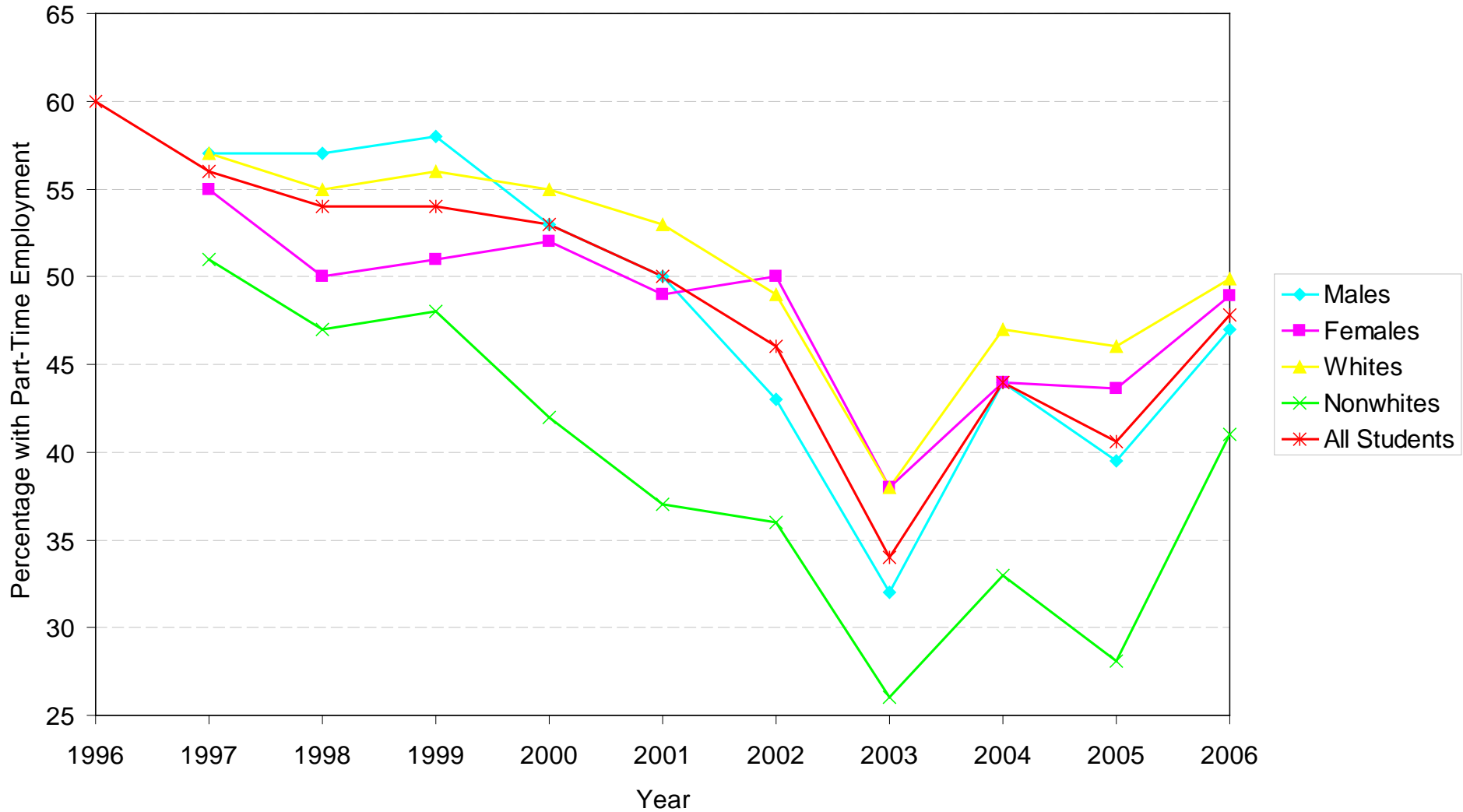
Figure 13
Occupational Aspirations, By Race & Sex



Current Students: Part-time jobs

Employment	48%
Hours	9.3
Wage	\$7.19
Training-relatedness	41.8%

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

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 ↑ substantially

Satisfaction indicators also ↑, 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.