2007

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

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

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:**
  - 2004: 66%
  - 2005: 63%
  - 2006: 51%

- **Unemployment rate**
  - 2004: 21%
  - 2005: 15%
  - 2006: na
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 2
Racial Composition of Student Enrollment

Year

Percent Minorities
Figure 3
Enrollment of Students in Grades 9 and 10
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>3.0</td>
</tr>
<tr>
<td>2005</td>
<td>3.1</td>
</tr>
<tr>
<td>2006</td>
<td>3.2</td>
</tr>
</tbody>
</table>

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

Year

Average
4.5 5.0 5.5 6.0 6.5 7.0 7.5 8.0

Tardiness
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

- Average
- Males
- Females
- Whites
- Nonwhites
- All Students

Year

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

Year

Percentage Participants

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

- Males
- Females
- Whites
- Nonwhites
- All Students

Percentage Participating: 5, 10, 15, 20, 25, 30, 35
Figure 10
Percentage of Students in Work-Based Programs Receiving Pay, By Race
## 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
Current Students: Postsecondary Plans

Planned attendance:
-- very high (92 percent)
-- especially females (over 96 percent)
<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>

*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

Males
Females
All Students

Legend:
- Cyan: Males
- Pink: Females
- Yellow: All Students
Current Students: Occupational Aspirations

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td></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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<td>2000</td>
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<td>2001</td>
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<tr>
<td>2002</td>
<td></td>
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<tr>
<td>2003</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- Males
- Females
- All students
- "White Collar"
- "Blue Collar"
Current Students: Part-time jobs

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>48%</td>
</tr>
<tr>
<td>Hours</td>
<td>9.3</td>
</tr>
<tr>
<td>Wage</td>
<td>$7.19</td>
</tr>
<tr>
<td>Training-relatedness</td>
<td>41.8%</td>
</tr>
</tbody>
</table>
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>60</td>
</tr>
<tr>
<td>1997</td>
<td>55</td>
</tr>
<tr>
<td>1998</td>
<td>50</td>
</tr>
<tr>
<td>1999</td>
<td>45</td>
</tr>
<tr>
<td>2000</td>
<td>40</td>
</tr>
<tr>
<td>2001</td>
<td>35</td>
</tr>
<tr>
<td>2002</td>
<td>30</td>
</tr>
<tr>
<td>2003</td>
<td>25</td>
</tr>
<tr>
<td>2004</td>
<td>20</td>
</tr>
<tr>
<td>2005</td>
<td>15</td>
</tr>
<tr>
<td>2006</td>
<td>10</td>
</tr>
</tbody>
</table>

Legend:
- Males
- Females
- Whites
- Nonwhites
- All Students
Conclusions and Findings

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

☐ Few changes from previous years’ data
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 $\uparrow$ 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.