Assessment of Kalamazoo County’s Education for Employment (EFE) Programs Using 2005 Survey Data

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Introduction

- 10th year of surveys
- Follow-up of completers (state mandated)
- Current students
Follow-Up Survey

- History
  - Utility vs. compliance

- 2004/2005 survey
  - Smaller sample
  - State-mandated survey
  - No subgroups
  - No feedback on EFE
### Follow-Up Survey Analysis

- **Postsecondary attendance rate:**

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

- Employment rate:
<table>
<thead>
<tr>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>66%</td>
<td>63%</td>
</tr>
</tbody>
</table>

- Unemployment rate
<table>
<thead>
<tr>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>21%</td>
<td>15%</td>
</tr>
</tbody>
</table>
## Follow-Up Survey Analysis

- **Training-relatedness:** (no proxies)

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

- **Wages and Hours:**

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

- **Current students**
  - In class (internet, hard copy)
  - Sample = approx. 3,100
  - Completions = 2,257 (73%)
Analyses

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

55% male
25% NW (12.5% Black)
27% in 9th/10th grade

GPA = 3.05
2.3 hours/week homework
2.1 extracurriculars/year

6.0 tardies
5.5 unexcused absences
Figure 1
Gender Composition of Student Enrollment

Year

Percent Males
48 49 50 51 52 53 54 55 56
Figure 2
Racial Composition of Student Enrollment
Figure 3
Enrollment of Students in Grades 9 and 10

Year

Percentage, Grades 9 & 10
10 15 20 25 30 35 40
Figure 4
Average GPA's, By Race and Sex

Year

Average GPA
Males
Females
Whites
Nonwhites
All Students
Figure 5
Average Number of Incidents of Tardiness and Unexcused Absences
Current Students: EFE Experiences

Course quality grade
- Grade 3.16 → 3.28

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

Average

Year


Males
Females
Whites
Nonwhites
All Students
Current Students: EFE Experiences

Work-based programs:

-- 15 percent

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

-- long-term trend ↓ in paid while participating
Figure 7
Participation in Work-Based Programs

Year

Percentage Participants

Figure 8
Participation in Work-Based Program Experiences, by Race and Sex
Figure 9
Percentage of Students in Work-Based Programs Receiving Pay, By Race
## Current Students: EFE 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>61</td>
<td>52</td>
<td>58</td>
</tr>
<tr>
<td>-- Mentors are supportive</td>
<td>78</td>
<td>58</td>
<td>73</td>
</tr>
</tbody>
</table>
Figure 10
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 (86 percent)
-- especially females (over 90 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 = 2,025)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, right away</td>
<td>74*</td>
<td>84*</td>
<td>80*</td>
<td>74*</td>
</tr>
<tr>
<td>Yes, after work</td>
<td>12*</td>
<td>7*</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Don’t know</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</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 11
Planned Postsecondary Attendance Rate, By Sex


- Males
- Females
- All Students

Percentage Planning to Attend:
Current Students: Occupation

White collar approximately 50 percent
Female → professional/technical
**Current Students: Part-time jobs**

--- Long-term trend \( \downarrow \) in employment and hours

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>41%</td>
</tr>
<tr>
<td>Hours</td>
<td>13.3</td>
</tr>
<tr>
<td>Wage</td>
<td>$6.65</td>
</tr>
<tr>
<td>Training-relatedness</td>
<td>40.0%</td>
</tr>
</tbody>
</table>
Figure 13
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: 83% actual
   - Current students: 86% plan
Conclusions and Findings (Continued)

3. EFE serves substantial number of 9th and 10th graders; serves substantial number of racial/ethnic minorities (each about 25 percent of EFE students)
Conclusions and Findings (Continued)

4. GPA differences in students –
   Females > Males; Whites > Nonwhites

   – Could be “explained” by several different factors: differential course choices; population differences; etc.
Conclusions and Findings (Continued)

5. Course quality grade substantially. Nonwhites “grade” relatively low.
6. Participation in work-based programs continues to decline (long-term trend).
Conclusions and Findings (Continued)

7. Occupational aspirations skewed toward white collar, especially females.
8. Part-time employment continues to decline (long-term trend).
9. No evidence, one way or other, concerning student achievement.