2005

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:**
  - | Year | Percentage |
  - | 2004 | 66% |
  - | 2005 | 63% |

- **Unemployment rate**
  - | Year | Percentage |
  - | 2004 | 21% |
  - | 2005 | 15% |
## 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
Figure 2
Racial Composition of Student Enrollment

[Graph showing the racial composition of student enrollment from 1996 to 2005, with a decrease from 1996 to 1999 followed by an increase through 2005.]
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th>Females</th>
<th>Whites</th>
<th>Nonwhites</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1997</td>
<td></td>
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<tr>
<td>2004</td>
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<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

2.9 3.0 3.1 3.2 3.3 3.4

Year

Average
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

The graph shows the percentage of students in work-based programs receiving pay from 1996 to 2005, categorized by race. The x-axis represents the years from 1996 to 2005, and the y-axis represents the percentage receiving pay from 40 to 85.

- **Whites**: The percentage for whites generally decreases over the years, starting around 85% in 1996 and dropping to below 50% by 2005.
- **Nonwhites**: The percentage for nonwhites also decreases over the years, starting around 75% in 1996 and reaching around 40% by 2005.
- **All students**: The percentage for all students shows a significant drop in the years 2003 and 2004, with a sharp increase in 2003, followed by a drop back to around 45% by 2005.

The data indicates a decrease in the percentage of students receiving pay in work-based programs over the years for all groups, with particularly steep declines for nonwhites and all students in the years 2003 and 2004.
## 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>
<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**
Current Students: Occupation

White collar approximately 50 percent
Female → professional/technical
## Figure 12
### Occupational Aspirations, By Race & Sex

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
</tr>
<tr>
<td>1996</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>1998</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>
</tbody>
</table>

Legend:
- **Males**: Blue line with square markers
- **Females**: Red line with circle markers
- **All students**: Green line with triangle markers
- **White Collar**: Purple line with diamond markers
- **Blue Collar**: Orange line with square markers

Graph shows the percentage of students aspiring to different occupational types by race and sex from 1996 to 2005.
## Current Students: Part-time jobs

--- Long-term trend ↓ in employment and hours

<table>
<thead>
<tr>
<th>Employment</th>
<th>41%</th>
</tr>
</thead>
<tbody>
<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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage with Part-Time Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>Males: 65%  Females: 60%  Whites: 55%  Nonwhites: 50%  All Students: 45%</td>
</tr>
<tr>
<td>1997</td>
<td>Males: 60%  Females: 55%  Whites: 50%  Nonwhites: 45%  All Students: 40%</td>
</tr>
<tr>
<td>1998</td>
<td>Males: 55%  Females: 50%  Whites: 45%  Nonwhites: 40%  All Students: 35%</td>
</tr>
<tr>
<td>1999</td>
<td>Males: 50%  Females: 45%  Whites: 40%  Nonwhites: 35%  All Students: 30%</td>
</tr>
<tr>
<td>2000</td>
<td>Males: 45%  Females: 40%  Whites: 35%  Nonwhites: 30%  All Students: 25%</td>
</tr>
<tr>
<td>2001</td>
<td>Males: 40%  Females: 35%  Whites: 30%  Nonwhites: 25%  All Students: 20%</td>
</tr>
<tr>
<td>2002</td>
<td>Males: 35%  Females: 30%  Whites: 25%  Nonwhites: 20%  All Students: 15%</td>
</tr>
<tr>
<td>2003</td>
<td>Males: 30%  Females: 25%  Whites: 20%  Nonwhites: 15%  All Students: 10%</td>
</tr>
<tr>
<td>2004</td>
<td>Males: 25%  Females: 20%  Whites: 15%  Nonwhites: 10%  All Students: 5%</td>
</tr>
<tr>
<td>2005</td>
<td>Males: 20%  Females: 15%  Whites: 10%  Nonwhites: 5%  All Students: 0%</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: 83% actual
   - Current students: 86% plan
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 $\uparrow$ 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.