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# An analysis of economic achievement experienced by graduates of a Perkins funded Single Parent & Displaced Homemakers program

Angela M. Reeves

# AN ANALYSIS OF ECONOMIC ACHIEVEMENT EXPERIENCED BY GRADUATES OF A PERKINS FUNDED SINGLE PARENT & DISPLACED HOMEMAKERS PROGRAM

by

ANGELA M. REEVES

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Approved by:

Joyce Sales 9/11/98

Advisor Date

Jo Anne Hallert

Lola Jackson

DEDICATION

This work is dedicated with a deep, abiding love and appreciation

to my children, Samuel and Rachel

my parents, Ervin and Mary Holland,

my brothers, Thomas and Bill

and

to my Uncle Leroy and Aunt Ethel for always believing in me.

This work would not have been posssible without their support and unfailing love.

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# CHAPTER I: THE PROBLEM

## Introduction

A safety net for the poor was provided, for the first time in the nation's history, by the Social Security Act of 1935 through the inclusion of the Aid to Families with Dependent Children and Food Stamp provisions. The welfare law revisions of 1996, passed by congress and signed into law by President Clinton, significantly weakened the level of support available to the poor by cutting $54 billion dollars, over a six year period, from these programs. This bill closed a chapter in the nation's history by eliminating the nationwide guarantee of assistance to poor families with children. It is estimated that this new legislation will effectively relegate approximately one million *more* children and their families into poverty. The reform initiative stems primarily from a tax-weary population and a Congress that has many legislators who were elected with tar reduction as their platform. The impact of this initiative is felt by every citizen, as well as the government as tax dollars support the Congressional initiatives and all federal departmental budgets.

Welfare reform has produced major changes in the lifestyle of virtually all adults and children in this country. Time limits and tightened eligibility requirements are central elements affecting welfare recipients. The inclusion of work, as a requirement to receive assistance, is a key component in virtually all of the reform initiatives at the state and federal levels. While this component has received a great deal of attention, it is not new and was present as a pilot project in the Food Stamp Act of 1982. As most welfare recipients have marginal skills, conformance with such work requirements typically results in minimum wage employment, accompanied by a tax incentive to the employer. Since this employment typically has no required minimum earnings threshold, the fact that a person employed full time in a minimum wage job for a full year will still be $2,000 below the poverty level is noteworthy. Further, analysis of gender specific income reveals a female/male gap approximating 61%, i.e., women earn approximately 61% of the wages

earned by men in the same occupation group. Specific analysis of those in poverty reveals a predominance of women and children.

Widespread effects of the reform movement are easily seen. Those who contribute to the welfare system (willingly or not) in the form of taxes on earned income today find themselves with a little more "income" -- clearly, these households benefit from this change. Those who were recipients of the welfare system now find themselves with an either non-existent safety net or a very tenuous and time-limited one at best. Obviously, they and their families' lives have changed. As the reform movement continues to evolve it may be helpful, if not necessary, to analyze the effectiveness of educational programs designed to raise individuals and families out of poverty.

The correlation between income and education has been well documented. As reported in the March 11, 1996 edition of Time magazine, high school graduates in 1994 had average earnings of $20 per hour. However, college graduates in 1994 had average earnings well above $35 per hour. This correlation, as a generality, has been well documented over time, and indeed, was the premise underlying the inception of the community college movement. Time Magazine also reports in this edition the figures for 1985 as follows, high school graduates had average earnings of approximately $14 per hour; however, college graduates in 1985 had average earnings of approximately $24 per hour. Workforce Economics reported in December, 1996 a similar correlation in percentages, i.e. a high school graduate earns 27 percent more than a high school dropout; an associate degree graduate earns 28 percent more than a high school graduate and a baccalaureate degree graduate earns 37 percent more than an associate degree graduate. The lifetime earnings are distinct as well, a person with an associate degree earns $365,000 more than a high school graduate. Those with a bachelors degree earn over $1 million more than those with a high school diploma.

This clearly demonstrated correlation, accompanied by genuine concern for those whose life situations had been significantly and dramatically altered, and the need of the

country for an educated populace gave birth to many of the supportive programs at the secondary and postsecondary level. These programs have as their genesis the Vocational Education Act of 1963 (later to be known as the "Perkins Act"). The Michigan Council on Vocational Education identified, in the working paper "Creating A Seamless Web for Educational Reform", all of the legislation related to education. The Council reflected upon the impact of changes in the workplace and the need for education to respond in like manner. The Perkins Act was the first piece of legislation designed for education that specifically provided assistance and support for the "poor" and "handicapped". Each subsequent piece of education related legislation provided additional enhancements designed specifically for designated populations - to assist the specific population in educational program completion. Included in this legislation are set aside dollars to assist those who are single parents, displaced homemakers and those who are single and pregnant. In recognition of the gender related disparity in income reflected in occupations, programs designed to increase the representation/participation in careers that are non-traditional by gender (i.e., currently have less than 25% gender) have also been included in the Perkins Act.

The Family Support Act of 1988 forced all states to identify and clarify policies regarding higher education. This Act included a provision for the Jobs Opportunities and Basic Skills Training (JOBS) program. The JOBS program included transportation and child care dollars to allow aid recipients to successfully complete a program of education and training. The Act also stated that participants could enroll in college through their own initiative or through the recommendation of a caseworker. Each state has to submit a plan as to the allocation and expenditure of dollars received through the Perkins funds as well as a plan for use of JOBS dollars. In 1992 only Michigan, Oregon and Nevada specifically excluded post-secondary options in their JOBS plans (1992 Green Book: Overview of Entitlement Programs) As of 1993, **all** 50 states had chosen to include post-secondary education as part of their JOBS plans. However, it can be argued that those states that have

historically excluded this component experience real ambivalence in the implementation of support provided through the JOBS program for post-secondary enrollees. There is some evidence to support this perspective since 1993 was also the year welfare reform became a major issue throughout the country and in several states many recipients enrolled in college were required to drop out and go to work or lose their benefits - a difficult decision as there were dependent children involved.. All of these legislated programs have as their source of funding the dollars accumulated by the federal government, most of which is derived from taxes.

It may be helpful to examine the role education will play as the year 2000 approaches. There appears to be uniform agreement by futurists Edward Barlow, Joel Barker, Faith Popcorn and former Secretary of Labor Robert Reich that there is a growing necessity for education and training beyond high school. Each has included the following indicators in their discussions of future employment needs: by the year 2000, ninety percent of all *new* jobs will require some post-secondary training, ninety-five percent of *all* jobs will be in information and service industries. These jobs will require workers who are familiar with computers and other information-processing technologies.

There also appears to be universal agreement on the growing dependence of females in the workforce. By the year 2000, it is anticipated more females will be in the workforce than males. Currently, adult and re-entry women account for the largest increase in the number of all college students, and enrollment in community colleges reflect more females attending than males. Laurie A. Schreiner analyzed differences among re-entry women students and traditional women students in four year public and private colleges. She found that approximately 40% of all college students are re-entry students and 60% of all re-entry students are female. She also found that the women tend to be older, and employed. Most of the students are doing well academically with 74% having at least a 3.0 grade point average. These factors may be of importance as we examine the growing dependence upon post-secondary education as a criteria for employment and the trend to

reduce or eliminate benefits which may provide the support necessary for female single parent and displaced homemaker students, often identified as "non-traditional" to persist.

The most recent data available relative to family households reveals an increase in the number of family households headed by females with no husbands present in the household. In 1970, 5.5 million families were identified in this configuration; however, in 1993, there were 11.9 million female headed households representing 17.5 percent of all households. Significant to note is the fact that of the 33 million family groups with children, over 25% were in single parent households. Further analysis reveals that 85% of these households are maintained by the mother. Several factors are relevant: more than half of all women, 56.7 million (57.5%) are working and median weekly earnings for women working full-time (74% of all working women) was $348 contrasted with $485 for men. (1996 Universal Almanac) Nationally, the Department of Labor (1995) reports that the median income of all female single parents in 1992 was approximately $12,000 and that 35% of the female-headed families lived in poverty.

In summary, since 1935 legislation has been created to assist families in poverty in an effort to remedy the impact of poverty and provide a "safety net". These efforts have included financial support through direct aid and food stamps as well as education and training. As a result of recent reform initiatives, these efforts have been sharply curtailed and now have time limitations and work requirements that may eliminate or sharply reduce access to post-secondary education and training. Although more women are working, they continue to earn only 70% of the wages earned by men. In comparable occupational fields, they earn only 61% of the wages earned by men. Nationally, colleges and universities report increasing numbers of older women students enrolling, many of whom are employed. Current research indicates well above average grade points are maintained by these students.

Emerging trends identified by futurists point to post-secondary education and training as pre-requisites for employment as well as an increased reliance upon women in

the workforce. At the same time, legislative priority has moved away from providing supportive services to those with diminished marketable skills, many of whom are women, older and often with dependent children. The mood in the country has eliminated the safety net and now focuses upon work (any wage) and tax savings. These facts coupled with the increasing numbers of families headed by women and single parents is cause for great concern. It is appropriate, at this time, to seriously examine the gains, if any, achieved by those women who have been the recipients of programs developed and funded by at least one of these legislative acts.

## Purpose of the Study

The purpose of this research was to study the effectiveness of one federally funded postsecondary program in an urban area designed to assist single parents and displaced homemakers in completing a program of study that removes them from poverty. The geographical area had demonstrated high evidence of families in poverty, in that more than 50% of the children in the areas' public schools were receiving free and reduced fee lunches. This study evaluated the degree of success experienced by an urban based Perkins authorized program, the Displaced Homemakers and Single Parents program, in achieving the goal of employment that results in an increased standard of living and effectively removes families from poverty. The research was motivated by a sense of urgency resulting from the rapidity with which change in the welfare reform movement has occurred, and the lack of availability of such data to the decision making bodies, both at the federal and state levels. The results of this study may provide a foundation for those in decision making positions to determine a sound course of action as it relates to welfare reform and postsecondary educational support programs.

## Statement of the Problem

This study focused upon the collection and assessment of data relative to

employment, income and participant satisfaction of graduates who received support from the Perkins funded Displaced Homemakers and Single Parents program at a medium sized community college located in an urban community. It compares the income of participants prior to receiving assistance to that which is currently reported. It identifies patterns represented by age, gender, ethnicity, family size and program of study. It also identifies the level of relief from welfare status that the participants and their families have experienced. Finally, it makes recommendations for improving this Perkins funded program with the intent that the results of the study will be shared with appropriate legislative bodies and other interested persons.

The study considered the following questions:

#1. What is the ethnicity of the graduate?

#2. What is the gender of the graduate?

#3. What was the age of the graduate (at the time of graduation)?

#4. What was the program of study completed to fulfill graduation requirements?

#5. How long did it take to complete the degree program?

#6. a. How many children were in the household at the time of initial application?

b. How many children were in the household at the time of degree/certificate completion?

#7. What was the pre-participation income?

#8. What was the source of the income?

#9. Is the graduate continuing a formal education?

#10. What is the graduates current employment status?

#11. Did the graduate have the current job prior to completion of the college program?

#12. Is the current job related to the program completed and/or the degree?

#13. Please indicate the current wages/salary per hour.

#14. How does this pay compare to the income expected as a result of completing the college program?

#15. Are the earnings above poverty level ($14,763 for a family of four)?

#16. Overall, how does this current job compare to the kind of job expected as a result of completing the program?

#17. Was there a support system, outside of the college to help the graduate?

If so, please describe it._____

_____

#18. Does the graduate believe the family is better off as a result of completing the educational program of study?

#19. What specific components of the Single Parent, and Displaced Homemakers program were helpful and why? Indicate all that apply (Components are designated as follows: tuition, fees, books/supplies, uniforms/equipment, assessment/career exploration, vocational education and training, job placement, guidance and counseling, interagency coordination, transportation, child care, and promotion and outreach)

#20. What three specific components of the Single Parent, and Displaced Homemakers program were most helpful and why? Please rank order your responses (First Most Helpful, Second Next Most Helpful, Third Most Helpful ) (Components are designated as follows: tuition, fees, books/supplies, uniforms/equipment, assessment/career exploration, vocational education and training, job placement, guidance and counseling, interagency coordination, transportation, child care, and promotion and outreach)

#21. What recommendations or changes would the graduate suggest to enhance the success of future participants?

The identification and correlation of education related employment with income is

one way of measuring the effectiveness of this particular federally funded program. Final reports describing the expenditure of program dollars, the number of participants, the number of graduates, any employment participant graduates are known to have secured, specific programs of study participants engaged in and, in general, the activities the program staff developed in providing support to eligible participants are submitted each program year to the funding source. Previous research has focused upon those in poverty and the related dynamics, rates of college graduation and program completion, workshop or specific program component participation and overall, non-specific college graduate follow-up studies. The population studied has, as a major characteristic, high mobility, and therefore is typically difficult to access for follow-up purposes. Consequently, little research has been completed on this population specific to income resulting from the completion of the program of study compared to that received prior to participation.

**Significance of the Study**

Increasingly, colleges are experiencing a change in the demographics of the student population. The number of older women in college has changed rapidly in the past thirty years. In 1950, the number of women in college over the age of 25 was 10,000, and the number over 35 years were not even counted. By 1986 more than 2.5 million women over the age of twenty-five were attending college, and over one million of these were over the age of 35 (Kates, 1990). Additionally, the characteristics of the women have changed. Initially, re-entry women were primarily married, white, middle-class women with college-educated husbands and grown children who decided to continue their education in order to feel more fulfilled. Between 1960-74, as divorce rates rose and more women entered the labor force, this trend started to change. Women began to attend college for the purposes of enhancing their careers and gaining financial independence. In the 1980's other groups joined them and today there are more single parents, more older, single women, more low income women and more women of color attending college (Kates, 1990). Given the

poverty condition of many of the eligible participants upon entering the college environment, an analysis of the effectiveness of a program designed to incorporate a known correlation (i.e., increased education results in increased earnings) with populations struggling with numerous obstacles and barriers and minimal success in evading poverty, *in a financial context* is meaningful.

The study identifies the level of income past participants, specifically graduates, now earn. It identifies patterns relative to age, gender, family size and ethnicity that are presented pertinent to the data. It identifies the average length of time for college completion and determines if there is any correlation to program of study, family size, age, ethnicity or any other identified variable. It identifies the value of the participation, the participants attribute to the experience and solicits recommendations for improving like programs. A review of the data should also identify potential impact of the welfare reform legislation.

Each year funded programs must submit a final report describing the expenditure of program dollars, the number of participants, the number of graduates, any employment participant graduates are known to have secured, specific programs of study participants engaged in and, in general, the activities the program staff developed in providing support to and recruiting eligible participants. A comparative analysis of income generated as a result of program participation to that upon program entry can enrich the data available. The identification of specific components participants indicate as of most value to their successful completion of the program of study may prove to be helpful. A determination of the extent to which this type of program effectively removes participants from poverty may also be helpful. This research may be of great value to those making decisions about the direction of, and specific components to be included in, the welfare reform legislation; as well as the re-authorization of the Perkins legislation and the set-asides for Single Parent and Sex Equity funds. President Clinton has indicated in the 1997 State of the Union address, a desire to make additional changes to the legislation and remove some of the more

punitive components. This research provides additional insight as to strategies that have proven to be successful.

## Limitations of the Study

The study has the following limitations as part of its design to facilitate the collection and interpretation of the data.

The study was limited to the participants in the Single Parent, Displaced Homemakers and Single & Pregnant Women program at a medium sized college located in an urban setting.

The study was limited to the participants identified as meeting the criteria of "Single Parent" or "Displaced Homemaker" as defined by the Perkins legislation at the time of initial determination of eligibility.

The study was limited to those participants who received direct assistance from the program.

The study was limited to those participants who have graduated in program years 1990-91 through 1996-97.

## Assumptions

It was assumed that former students who are employed, have graduated and were part of the Single Parent and Displaced Homemaker program would be the sample.

It was assumed that correct addresses for former students would be identified.

It was assumed that the survey instrument was clearly written, and easy to understand without ambiguous language.

It was assumed that the survey instrument was valid in its inquiries and potential responses.

It was assumed that the survey instrument identified all pertinent components necessary for the research.

It was assumed that the sample was large enough to ensure a return rate that would be statistically sound.

It was assumed that the sample response rate of return of completed surveys would be statistically significant.

It was assumed that the method of analysis would be appropriate to the research.

It was assumed that the method of sampling would cause a large enough response rate for the survey to be valid.

It was assumed that the method of structuring the sample was representative of the total population of Single Parent participants (i.e., ethnic, racial, gender, etc.).

It was assumed that the participants would respond to the survey questions truthfully.

**Definition of Terms**

The terms listed below have the following operational definitions for this study:

**FIA:** Family Independence Agency, previously known as AFDC or "Aid to Families with Dependent Children" a federally funded program authorized by the Social Security Act of 1935 that was designed to meet the "needs standards" that considered allowances for food, clothing, shelter, utilities, and other necessities. The family's need was theoretically equal to the difference between the amount of the "needs standard" and the family's income. States determine eligibility and amount of support. States were not required to provide the full amount of the difference. Modifications began at the state level in 1990, and were most recently modified in the welfare reform legislation of 1996. The proposed rules now include a required work component even if a three hour a day commute is necessary. Refusal to work produces sanctions which reduce benefits and ultimately eliminate benefits after four months of sanctions. The new federal legislation also sets a five year lifetime limit on recipients.

**Direct Assistance:** Assistance provided to a program participant, usually in the form of tuition, fees, uniforms, equipment, supplies, child care, transportation, counseling, career exploration and placement services.

**Displaced Homemaker:** An individual who as an adult has worked primarily without pay to care for the home and family and has diminished marketable skills; and who must because, of economic necessity, seek full time employment and/or a homemaker who because of divorce, separation, death or disability of a spouse must prepare for paid employment.

**Eligible Participant:** A person who has met one of the criteria of the Single Parent, Displaced Homemakers and Single Pregnant Woman Program guidelines as a Single Parent or a Displaced Homemaker.

**Food Stamp Program:** A federally funded program originally authorized by the Social Security Act of 1935 designed to help needy families. At that time a household generally was considered eligible if it had less than $2,000 in liquid assets, or, if 30% of its countable cash income was insufficient to purchase an adequate low-cost diet, as defined by the U.S. Department of Agriculture's (USDA) "Thrifty Food Plan". Recently modified in the Welfare reform legislation of 1996, the program now has a maximum period, for adults with no children in the household, of 3 months out of any 36 month period.

**Full Time Employment:** Employed more than thirty (30) hours per week.

**Graduate:** A person who has completed a defined course of study resulting in an associate degree or a certificate of achievement (an associate degree requires a minimum of 62 credit hours and a certificate of achievement requires a minimum of 30 credit hours).

**Income:** Dollars received over a period of time.

**Part-Time Employment:** Employment that is less than thirty (30) hours per week.

**Participant:** A person identified as eligible who received services from the program at least one semester.

**Perkins Legislation:** Vocational education legislation designed to expand, improve, modernize and develop quality vocational education programs to meet the needs of the nation's existing and future workforce for marketable skills and to improve productivity and promote economic growth. It includes assurances of access to quality vocational education programs for individuals who are disadvantaged, handicapped, entering nontraditional occupations for their gender, adults in need of training or retraining, single parents or homemakers, individuals with limited proficiency in English and individuals who are incarcerated. It most recently has also required an integration of academic and vocational education, articulation between segments of education engaged in work force preparation as articulated by Tech Prep, and closer linkages between school and work.

**Poverty Level:** The poverty level is an estimate of the income necessary to purchase a minimally acceptable standard of living as defined by society.

**Program Services:** Services identified as part of the Single Parent, Displaced Homemakers programs such as, tuition reimbursement, assessment and evaluation, vocational education and training, job placement, guidance and counseling, interagency coordination, transportation, child care, and promotion and outreach.

**Program Year:** The fiscal year of funding designated by the funding source, usually July 1 through June 30.

**Safety Net:** Generally assumed to represent Federal or State funded programs designed to assist those who no longer have resources readily available, as a result of an unforeseen crisis, i.e., plant closing, layoffs, etc.

**Single Parent:** An individual who is unmarried or legally separated from a spouse and has a minor child or children for whom the parent has either custody or joint custody.

**Non-Traditional Job Trainee:** A student pursing a course of study that has been determined to have less than 25% of the students gender in the course of study or the workforce related to the course of study.

# CHAPTER II: REVIEW OF THE LITERATURE

Nationally, every Perkins funded program is required to submit a final report for each funded program year to the state department which has oversight responsibility for the Perkins allocations. These reports detail the expenditures and how well the institution met its stated goals as represented in the proposals submitted for the funded program year. Each state then analyzes these reports and, in turn, submits a report to the U.S. Department of Education that summarizes the impact of Perkins dollars in achieving stated educational goals as represented in the state plan for education.

Consequently, there is a great deal of literature relative to these programs, their structure, design and relative effectiveness as defined by program completers, graduation data and grade point averages. However, research that is specific to this particular research question, i.e., the economic achievement of graduates supported by the Perkins Funded Single Parent & Displaced Homemakers Program, is sparse. This literature review will identify issues that are most closely related to the research question. This review is focused in the following areas:

- Commonly identified significant barriers to completing postsecondary education.
- Recommendations and program designs that incorporate support systems related to persistence and retention efforts.
- Employment and placement of Single Parent/Homemaker program graduates.
- Implications for future directions and the projected impact of technology on the workforce as it may affect these populations.

This review briefly summarizes these areas separately and focuses on the literature pertinent to economic achievement of these populations.

## Identification of Barriers

The literature is readily available addressing the increasing numbers of women who

are attending colleges and pursuing degrees, reflecting a trend in the demographics that emerged in the '60's, and by the 1980's was well established (Pearson, Schavlik & Touchton, 1989). The majority of students in the 1980's were women (O'Barr, 1989). As of 1989, one half of all undergraduate and masters degree recipients were women (Pearson, Shavlik & Touchton, (1989). Many of these women are displaced homemakers or single parents. Consequently, there is an abundance of literature about women who are single parents and/or displaced homemakers in colleges and/or who participated in special training efforts. Often these students are also included in the descriptions of students who are identified as "disadvantaged".

The need for post secondary education is widely recognized by those in the field as well as those identified as potential participants in continuing education. Single parents who have completed a post secondary education readily acknowledge the need and the benefits. Stevens (1996), a single parent advocate who was once an FIA recipient, identifies higher education as one of the most successful routes out of poverty for women.

O'Barr (1989) identifies lack of preparation and lack of comparability to the younger students as primary obstacles for older, re-entry women. Given the correlation between education and income, it should not be surprising that an obvious barrier is college readiness and the need for basic skills remediation. Most programs include these components in their design.

The two most common barriers for these populations are lack of funds, and need for child care. In a survey conducted by Ostrowski (1986) in Hawaii, single parents and displaced homemakers overwhelmingly identified lack of funds and lack of child care as significant barriers to them completing a postsecondary education. Of interest is the fact that while over 50% of the respondents were employed, one fourth of the sample earned less than $500 per month. The respondents expressed need for training in presentation of skills, job search, and supporting themselves through college.

Wroblewski (1990) in developing plans to design a two year college targeted for

single parents, identified "odd hour" child care, emotional and social support as primary barriers for current single parent students. Valentine (1991) also identified child care as a primary need for single parents in her study of the impact of single parent/homemaker programs. She suggests that activities related to counseling and self-esteem enhancement should have a distinctly different focus for single parents.

It should not be surprising that these particular areas are identified as barriers, in that single parent students tend to have lower family incomes than non-single parent students, have a higher eligibility for financial aid (61%) and are less likely to have employer aid (6 percent compared with 10 percent) than non-single parent students - as reported by Choy, Premo and MPR Associates (1995). When students do receive financial aid, there is a difference evidenced in the impact and level of assistance the aid actually provides to the student.

Apling (1991) examined the extent of support student aid provided to older students and found that aid covered only 39% of the costs. However, for the more traditional student, 50% of the costs were covered by student need based aid (i.e., Pell). He also found that for single parent students, only 41% of the costs were covered through student need based aid (i.e., Pell). His data reveals that 81% of single parent students are women and that non-traditional students are more likely to attend public community colleges. This is consistent with the findings of the Michigan Department of Education. In their publication, Impact Statement (1997), approximately 89% of single parent/displaced homemaker students were identified as receiving services/assistance from 1991-92 through 1995-1996; and as having annual incomes of $15,000 or less. Approximately 50% of the students assisted in these programs also received Aid to Families with Dependent Children.

Valentine (1991) found homemakers expressing a great deal of concern about their age and their health, in her study of impact of single parent/homemaker programs. Displaced homemakers, by definition, will have limited dollars in that they have little to no marketable skills, have been removed from the employment market for many years, and

either have a disabled spouse or no spouse in the home. Consequently, counseling and self-esteem enhancement should have a different focus.

Dougherty (1990) found approximately 62% of program completers (single parents, homemakers and displaced homemakers) in the Vocational Studies Center to be in poverty. She further found that "over half believed their strongest needs were for 'financial support for textbooks, tuition, fees' and 'training to upgrade ... job skills for a career change *(or)* new career.' Generally speaking, the strong needs identified by the completers centered around financial issues, training and job placement." These needs are consistently identified by potential and current program participants throughout the country. In response to these identified needs, most Single Parent/Displaced Homemaker programs nationally, have included career exploration and needs assessment in the program design

Apling reports, in his study on "Nontraditional" Students Attending Postsecondary Institutions for Congress, that 71% of independent single parent students have incomes below $15,000. Nationally, the Department of Labor reports that the median income of all female single parents in 1992 was approximately $12,000 and that 35% of the female-headed families lived in poverty. Consistent with these facts, lack of funds and need for child care as barriers are routinely reported in virtually every state report and research effort related to single parents and displaced homemakers persistence and success.

The JOBS program was designed to provide direct support to counteract these particular barriers, i.e., child care, transportation dollars and uniforms, supplies necessary for entry into the specialized career/occupation. However, implementation of the program has been less than satisfactory. Kates (1990), in the final report for the Access to Higher Education Project in which she surveyed JOBS policies in 32 states, found continuing ambivalence surrounding the provision of access to higher education through the welfare system. Although the administrators of the JOBS programs universally state they support access to postsecondary education, and, indeed all states now include such access in their written plans for the JOBS program, those women who enrolled in college without

caseworker referral were *not* provided JOBS resources.

The need to enhance self-esteem, self-confidence, and the development of goal setting skills are also consistently identified as barriers. In an in-depth study of two year college programs in New York State, Fadale and Winter (1990) surveyed 62 colleges. They identified the following needs as common to all or most of these students: gain self-confidence, acquire information about legal issues and learn to set realistic goals.

Lack of information relative to the range of income producing careers is also considered a barrier. Choy and others (1995), report that approximately half of all older single parents are enrolled in business, management or "other" professional/technical field. They were also more likely than non-single parents to be enrolled in health occupations. This research seems to support the likelihood of these students selecting an occupational, vocational/technical program of study receiving support through the Carl Perkins Act.

**Program Design for Persistence and Retention**

Bloom (1985) demonstrated that the potential for talent is more common than many have assumed. This potential is realized by sustained encouragement from the home, teachers, schools and society. Almost every post-secondary institution makes some kind of accommodation for older students and many have been identified as being successful in recruiting and educating significant numbers of women students (O'Barr, 1989). Research examining institutional actions producing successful retention efforts reveal common themes. Although the institutions themselves are different and the efforts reflect individuality, there remain strong similarities. Tinto (1987) identified and categorized six institutional principles as basic to the provision of successful services aimed at retaining students as follows:

1. Institutions should ensure that new students enter with or have the opportunity to acquire the skills needed for academic success
2. Institutions should reach to and make personal contact with students beyond the formal domains of academic life;

3. Institutional retention actions should be systematic in character;
4. Institutions should start as early as possible to retain students;
5. The primary commitment of institutions should be to their students;
6. Education, not retention, should be the goal of institutional programs. (pp. 138-140)

Tinto also examined retention efforts specific to students in two year community colleges, who have responsibilities external to the institution, such as employment and family and who also have as goals, attainment of skills, certification or degree sufficient to raise the economic level and/or employment opportunities. He concluded:

> There is no reason to suppose that two-year colleges can or should do any less to educate their students than do four-year colleges. There is nothing which argues that two-year colleges should have any less active a social and intellectual life than do residential four-year colleges. Rather, the practical avenue to the end may be different. Numbers of students, i.e., part-time, evening division, etc., enroll in two-year colleges with little time and sometimes little desire to participate in college activities. This points up the need for two-year colleges to use alternative techniques to draw students into the social and intellectual life of the college. (p. 69)

Tinto has clearly articulated the responsibility of two year colleges to engage older students with many external responsibilities in the fabric of the academic life. Glover & Hull-Toye (1995) surveyed over 500 community college students who were single parents and welfare recipients. Their findings of a relationship between student involvement in course activities and clubs as significant predictors of students' self-assessments of progress in personal and social development are worth noting.

Kercher (1996) examined the level of participation and involvement of those with and without multiple responsibilities external to the college environment. She found no

clear relationship between the level of personal responsibilities and the involvement in campus life. In fact, she concluded that those persons with multiple responsibilities were often more involved than those with fewer responsibilities. She also found that demographic and academic characteristics of disadvantaged adults upon entry into the college were not useful in predicting persistence.

In her examination of the motivations of disadvantaged adults, enrolled in formal educational activities, Kercher concluded that the primary motivation was the desire to obtain a better job that provided adequate compensation supportive of a quality life. Houle came to the same conclusion in 1961. Kercher also identified two other primary reasons for enrollment in formal postsecondary education. Whether or not the mature student persisted, the desire to prove to self or a significant other (usually a parent) that they "could do it" and to serve as an appropriate role model emerged as strong motivaters.

Kercher (1996) also demonstrated the importance of academic skills assessment at the point of entry to the college setting in her study of non-traditional students and persistence. She concluded that regardless of persistence, the disadvantaged student values the assessment at point of entry as it either affirmed their ability to successfully engage in college courses, or it gave them a clear goal to meet. Significant factors affecting persistence included access to supportive services, positive interaction with faculty, and participation in a study group.

Kercher also identified a strong pattern as reflected in a 79% drop out rate during the first year of postsecondary education. Problems identified by these students included medical and financial problems, family responsibilities, and family job transfers. Again, consistent with Tinto's (1987) findings, drop out for non-academic reasons typically occurred early in the students' college experience (first or second year). In the Impact Statement (1997) prepared by the Department of Education in Michigan, former community college students who did not meet their educational goals were asked to identify how much was actually completed. Their responses support earlier findings by others, as follows:

40% were about half way to their goal; 35% had just started working on the goal and 22% had completed most of it. However, the Michigan Department of Education (1997) also found that 80% to 84% of single parent/displaced homemaker student participants met institutional standards of academic success.

Smith and Martin (1972) studied disadvantaged adults personal characteristics. They identified a history of school failure that was attributed to insufficient guidance from the parent, inadequate curriculum, and to poverty conditions which resulted in inadequate nutrition and housing. This study supported the hierarchical needs identified by Maslow (1970). The disadvantaged adult may well recognize the importance of education for themselves and their children; however, survival issues will take precedence and priority over it. Smith and Martin (1972) also identified pragmatism as a major motivation of learning for these students, in that the most effective learning is related to "the need to get a job, receive a promotion, or avoid being cheated." (p. 11) Houle (1961) would identify these adult students as 'goal oriented". Houle also identifies two other types of adult learners; those who are activity-oriented or learning oriented and suggests the curriculum content be designed with the learning outcome as important information.

Regardless of persistence or non-persistence, disadvantaged adult students identified factors of support and encouragement from faculty and staff as the most useful assistance the college had provided to all of them (Kercher, 1996).

Collaborative efforts appear to be pivotal to successful program efforts related to persistence and retention of Single Parents and Displaced Homemakers. As early as 1986-87, the success of collaborative efforts was evidenced in the Polk County School Board Single Parent/Homemaker Program, located in Bartow, Florida. This program was a multi-agency effort that was designed to meet the educational and psychological needs of single parents and displaced homemakers who lacked marketable skills. Involved in this initiative were the Polk County School Board, the Polk Community College, the Heartland Private Industry Council and the HRS WIN program. Components included information

and referrals, workshops on personal development, career guidance, stress management and employability skills, educational opportunities, job development and job placement assistance.

Dougherty (1990) incorporated coordination and referral services into programming so that 53% of completers utilized these services. The use of these services was comparable to that of financial assistance (58%) for completers. Career awareness/career counseling (69%); career assessment/planning (66%) and personal counseling/group support (63%) were the other most highly utilized components by program completers.

Bromley and Moore (1987) included similar components in the Santa Fe, Florida Community College Focus on Careers program designed for single parents and homemakers. Follow-up evaluations by program participants indicated the program either met or exceeded their expectations, graduates implemented goals established during the program and graduates also reported increased levels of self-satisfaction. Lake City Community College (1987) in Florida implemented a collaborative effort between continuing education and vocational training targeting rural upward mobility for single parents and homemakers. These efforts included career development, vocational training and self-esteem building.

The Maricopa County Community College in Arizona, included these components, and designed a non-credit program that provided basic academic and college survival skills, career exploration and decision making as well as counseling for personal development (Bloyer and others, 1987).

Di Benedetto and Ortiz (1994 & 1995) report a successful program design targeting non-traditional programs of study, that includes student support services, child care, technical content course tutoring, transportation funding and personal empowerment. Collaboration through networking throughout the community appears to be essential to the success of the program.

Brookshaw (1994) examined the Cooperative Agencies Resources for Education

(CARE) program throughout the state of California. CARE provided specialized services that included Counseling Services, Financial Aid, Tutoring and Book Service Awards designed specifically to assist single parents who receive Aid to Families with Dependent Children *and* who had dependent children under the age of six. His comparative study of 100 CARE and 100 non-CARE students examined the extent to which participants completed degree objectives and analyzed the impact of the four components. Brookshaw concluded CARE participants complete their degree objectives at a higher rate than non-CARE students. The only independent factor he found not to be statistically significant was the provision of Counseling Services.

An important study to consider relating to persistence, grade point average and occupational choice was conducted by Jing and Mayer (1995). They carefully examined a course required for the health occupations' curriculums, chemistry, to identify indicators of final grades. Consistent with previous research finding, class attendance and final examination performance were the strongest indicators of final grade. Since single parent students have been found to be more likely than non-single parents to be enrolled in health occupations (Choy, et. al., 1995), this study is of interest. Upon closer examination, they discovered that no single parent received an "A" in any of the four sections of the chemistry course offered. Given the very specific needs identified by single parents, any of which could interfere with class attendance, this is not surprising.

Collaborative efforts between employers, vocational education and supportive services have proven to be effective as demonstrated in the Austin, Texas Building College and Community Services for Single Parents and Displaced Homemakers Project at Austin Community College (1995). This program, designed to include innovative collaboration between employers, community organizations and the community college, also included assistance with child/dependent care, textbooks and supplies. Success is measured by the 3.1 grade point average and retention of 89 percent of students through the Spring or Summer. Program design included career and educational planning or resource

information. Students report a high level of satisfaction with the program.

Collaboration for single parents and displaced homemakers in California is provided by 66 California Community Colleges through the Displaced Homemakers Outreach with Community Based Organizations program, whereby local community-based organizations serve as one-stop resource centers for the colleges (1993 Final Report).

**Employment And Placement Of Program Graduates**

Findings relative to the research conducted by D. Williams (1987) and Osguthorpe (1986) suggested that the promotion of linkages between agencies resulted in job and school placement rates of more than 75%. Placement data relative to occupational and vocational programs is readily available. Baldwin (1983) examined graduate satisfaction with the education and training provided at Miami-Dade Community College. Over 80% of those responding gave positive ratings. Over one half of these graduates were recipients of financial aid. A finding of interest was that 88% found their jobs through their own initiative or with the help of friends and family. However, a more precise examination of single parent and displaced homemaker graduates was not included.

Interviews conducted throughout Hawaii with both employers and vocational education students regarding satisfaction with vocational education in Hawaii revealed high levels of satisfaction within the tourism industry - not an insignificant finding in Hawaii.

When high demand job markets are identified and training is provided in those occupations, job placement rates are extraordinarily high (sometimes as high as 96.5%) (Austin and Brown, 1987, Fisher & Poitier, 1987, D. Williams, 1987).

Valentine (1991) found that "participation in Single Parent/Homemaker programs appeared to have considerable impact on school placement outcomes. However, without the means to follow through on this influence, outcomes may well have been different. The majority of respondents who completed an A.A. degree were married and had annual incomes greater than $20,000." Her findings suggest a positive relationship between support offered through the Single Parent/Homemakers programs and employment;

however, a negative relationship is implied relative to low income, marital status and associate degree completion.

## Implications For Future Directions & Impact Of Technology On The Workforce

Collaborative efforts appear to be an effective method of providing a wide range of services as well as access to potential student participants. Brawley (1996), in response to shrinking federal and state dollars, proposes more collaboration within college departments and communities. She proposes a One-Stop Career Center system that coordinates service delivery for those seeking a first job, new job or a better job. She also proposes including a technical approach to communicating with other colleges/universities, potential students and employers.

When Miller (1994) examined vocational technical education programs in Pennsylvania, he found two factors of significance: a. more females than males were attending community colleges throughout the state, and b. community college vocational programs consistently showed a significantly higher percentage of employment outcomes (i.e. job placement rates and percentages) than participants in academic programs.

Acting Assistant Secretary for Vocational and Adult Education Patricia McNeil in her testimony to Congress relative to the 1997 budget request clearly articulated the need for an educated and trained workforce. She referenced the significant changes in the automobile and its supporting service industry; and noted that in 1990, 18% of the operating components were electronic. In 1995, 83% of the operating components were electronic. This one fact has dramatically changed the automotive manufacturing, parts and service industry. Today, in order to diagnose a problem, a mechanic "needs to 1) use Ohm's law to verify resistance voltage and amperage; 2) understand how voltage flows in series and parallel circuits; and 3) read and analyze information from manuals the size of phone books...employers tell me that they want strong academic skills first and they want

students prepared for college, because they believe most employees in the future will need at least a two-year associates degree and the skills to keep learning throughout their working lives."

McNeil continued in her testimony to reference salient points relative to literacy, "6% of Americans over 16 and under 65 cannot read, but 40-43 million Americans cannot read, write, and compute at a level adequate to participate effectively in today's economy. Researchers estimate that low literacy skills cost the U.S. economy $30-40 billion a year in lost productivity".

**Summary**

Since the 1960's, there has been a growing trend of more females attending college. In the mid 1980's, the trend increased dramatically producing more females than males attending colleges nationally. This trend has persisted to date. Hafner (1989) identified an unusual attribute: female students were more likely to come from families with lower income and/or a lower educational level than males or, since the mid 1980's, their female counterpart of the 1960's. The population of female students is very different today.

Non-traditional, single parent and displaced homemaker students, as populations, have received a lot of attention. Research in the area identifies barriers impeding persistence, retention rates in specific program components, and comparisons to other student populations. Nationally, many programs are designed to provide entry to the college in the form of workshops and support groups. Consequently, these programs measure the successfulness of the program by the number of students who enroll and persist to the point of graduation. Research relative to graduation outcomes and specific desired program outcomes, as well as job placement information, supports efforts directed towards assisting these women through the college experience. However, data relative to employment and its resulting income, specific to these populations, is not available.

There is agreement as to the benefits of completing a post-secondary education by those providing service to these students as well as the students themselves. There is also

widespread agreement as to those barriers that impede progress towards program and degree completion. Across the country, research has consistently identified the following barriers:

- financial support for textbooks, tuition, fees
- child care issues (arrangements and finances to support)
- need for training to support selves through college
- basic survival issues, i.e., housing, food, utilities, etc.
- need for emotional and social support
- training and job placement
- information about legal issues
- counseling, enhancement of self-esteem, development of self-confidence, goal setting skills, and
- information about income producing careers

The fact that these barriers are consistently identified across the country, regardless of region, suggests they are universal issues for women who are single parents and displaced homemakers.

The income related data available reveals the extent to which these issues function as barriers:

- $12,000 median income of all single parents in 1992,
- incomes below $15,000 for 71% of single parent students
- older students receive only 39% of the educational related costs through financial aid
- only 41% of the educational costs are covered for single parents through financial aid

These barriers do not represent "newly discovered" information - programs have

been designed to address many of these barriers. Attempts to address the financial barriers, through the JOBS program (designed for welfare recipients) has probably received the most attention. However, the research reveals ambivalence that has significantly diminished the potential impact (without caseworker referral, services were withheld).

Effective components to address other barriers through retention programs have been revealed in the literature. Bloom, Tinto, Houle, and Knowles have provided the theoretical foundation supporting effective retention strategies for adult populations. Factors leading to retention and persistence include: assessment upon entry to the institution, personal contact with students outside of the academic life, systematic approaches, commitment to educate students, and commitment to the students. A strong correlation exists between involvement in campus life through course activities, clubs, etc, and student's self-assessment of progress in personal and social development. The review negates any assumptions that because students are older and/or have responsibilities external to the institution, there should be a lessened approach or expectation of campus involvement.

Campus involvement may be easier to accomplish than is thought. No clear relationship has been found between the extent of personal responsibilities and involvement in campus life. Effective retention efforts should begin at the outset of the educational experience. As Tinto and others have demonstrated, the assessment of academic skills upon entry into the institution is helpful in designing appropriate services to students; and, students appreciate knowing the level of preparedness they bring to the institution. The 79% drop out rate during the first year of postsecondary education further supports the notion of "beginning at the beginning".

Programs designed to identify students early and provide supportive services throughout the educational experience produce significant results. Students consistently identify supportive services, encouragement from and positive interaction with faculty and staff, as well as participation in study groups, as among the most useful assistance colleges

provide. Brookshaw, through a comparative analysis of program participants and non-program participants was able to demonstrate a higher rate of degree completion for program participants.

Reasons for dropping out of school typically reflect non-academic issues. Motivation does not appear to be an issue. The evidence supports an attitude of pragmatism on the part of single parent and displaced homemaker students. They are motivated by the desire to obtain a job or a better job, to have compensation supportive of a quality life and to avoid being cheated. Program enrollment patterns for these students reveal they are primarily in business and health related fields - perhaps another reflection of the level of pragmatism, in that these occupations typically have high employment outcomes. Motivations also include the desire to prove to themselves or a significant other that they can achieve this level of education, as well as a desire to be a role model.

Single parent and displaced homemaker retention program designs typically include financial aid, textbooks & supplies, child care, tutoring, transportation, workshops on personal development, career guidance, stress management and employability skills, job development and job placement assistance. Coordination, collaboration and referral services are generally included in a successful program design. Surveys of graduates reflect satisfaction with these services and achievement of goals. Analysis of program participants data typically reflects an above average grade point average, and higher retention rates (sometimes as high as 89%). Collaborative efforts in program design typically produce high job and school placement rates (often more than 75%). Lest any suggest these students are different, a review of the use of financial aid revealed that over one-half of the graduates were financial aid recipients (Baldwin - Miami-Dade Community College).

Graduate surveys of past participants often give high ratings for satisfaction with education and training (over 80%). Valentine found that the majority of respondents who were A.A. degree completers were married and had annual incomes in excess of $20,000.

She also found that participation in Single Parent/Homemaker programs had considerable impact on school placement outcomes. Specific data relative to the income achieved through employment after graduation for the populations of single parents and displaced homemakers was not found.

The future is now. Women will continue to be well represented in colleges, universities and employment settings. Indicators suggest a growing number of women in colleges nationally, more women in the workforce, and a national need for, as well as a dependence upon, a literate, trained workforce. Technology is rapidly changing the face of work, thereby producing a heavier reliance on technical and continuing education. Knowles would agree with Maslow in the importance of on-going growth and development. Knowles and Maslow probably more closely approximate the tenor of the times in their idealization of on-going learning. The impact of technology shall require lifelong learning - even if it is to learn how to use the most recently up-graded telephone system, or the newest computer software, or to understand your new vehicle (that now can produce a map pinpointing precise directions from the current place to the point of destination). The existing literacy rates are affecting the economy. Currently, the U. S. economy is losing $30-40 billion a year in lost productivity. Program designs that incorporate effective retention strategies, and collaboration with school and community organizations are strongly recommended for effective programs of the future.

# CHAPTER III: METHODOLOGY

The research approach to this study was comprised of five major components; identification and selection of the sample, identification of data sources, modification of the graduate follow-up survey instrument, collection of the initial data and process to ensure anonymity of participants, and implementation of the study to answer the questions posed in the statement of the problem.

## Identification and Selection of the Sample Used In Study

The population for this study consisted of Single Parent, Displaced Homemaker and Single & Pregnant program students who received program services as *either* a Single Parent *or* as a Displaced Homemaker *and* who graduated with an Associate degree or a Certificate of Achievement during the program years of 1990 through 1997 at a medium sized community college located in an urban setting. During these program years, there were two hundred ninety two (292) total graduates in all categories eligible for support. All of the graduates were identified by eligibility category, and those receiving services as Single Parents or as Displaced Homemakers were segregated. All graduates who were Single Parents or Displaced Homemakers were surveyed. A randomly assigned number was given to each Single Parent and Displaced Homemaker graduate.

## Identification Of Data Sources

Table A shows the source from which the data was derived to answer the questions posed in the statement of the problem. Some of the data came from the graduates initial application, and some came from the college data base; however, most came from the survey instrument and the college graduate survey.

## Table A: Data Sources

| Question | Data Source |
|---|---|
| #1. What is the ethnicity of the graduate? | Review of initial application, College Data Base |
| #2. What is the gender of the graduate? | Review of initial application, College Data Base |
| #3. What was the age of the graduate (at the time of graduation)? | Review of initial application, College Data Base |
| #4. What was the program of study completed to fulfill graduation requirements? | College Data Base |
| #5. How long did it take to complete the degree program? | College Data Base |
| #6. a. How many children were in the household at the time of initial application? _____<br>b. How many children were in the household at the time of degree/certificate completion?____ | a. Review of initial application<br>b. Review of Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) |
| #7. What was the pre-participation income? | Review of initial application |
| #8. What was the source of the income? | Review of initial application |
| #9. Is the graduate currently continuing a formal education? | Graduate Survey Instrument, Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) |
| #10. What is the graduates current employment status? | Graduate Survey Instrument, Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) |

Table A Continued

| | |
|---|---|
| #11. Did the graduate have the current job prior to completion of the college program? | Graduate Survey Instrument, Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) |
| #12. Is the current job related to the program completed and/or the degree? | Graduate Survey Instrument, Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) |
| #13. Please indicate the current wage/salary per hour. | Graduate Survey Instrument, Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) |
| #14. How does this pay compare to the income expected as a result of completing the college program? | Graduate Survey Instrument, Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) |
| #15. Are the earnings above poverty level? | Graduate Survey Instrument, Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) , Current Poverty Level ($14,763 for a family of four) |
| #16. Overall, how does this current job compare to the kind of job expected as a result of completing the program? | Graduate Survey Instrument, Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) |
| #17. Was there a support system, outside of the college, to help you? Yes No If so, please describe it._____ | Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) |

Table A Continued

| | |
|---|---|
| #18. Does the graduate believe the family is better off as a result of completing the educational program of study? | Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) |
| #19. What specific components of the Single Parent, and Displaced Homemakers program were most helpful and why? | Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) |
| #20. What three specific components of the Single Parent, and Displaced Homemakers program were most helpful and why? | Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) |
| #21. What recommendations or changes would the graduate suggest to enhance the success of future participants? | Modified Graduate Survey Instrument (also known as Single Parent/ Displaced Homemakers Survey) |

Please note that tables, graphs, and pie charts are identified by letters according to the following codes:

| | | | |
|---|---|---|---|
| A = Age | F = Perception of Family | J = Job Satisfaction | SU = Support Systems |
| D = Dependents | H = Helpful Components | P = Program of Study | W = Wages & Salary |
| E = Employment Status | I = Pre-Participation Income | S = Salary & Wage Satisfaction | |

## Modification of the Graduate Follow-Up Survey Instrument

The Graduate Survey developed by the college Placement Services department included many of the questions this research project posed. This Survey was modified to include those questions identified in the Statement of the Problem that were not included; i.e., impact of completing the educational program of study, number of dependents at graduation, recommendations or changes to enhance success of future participants, and specific components found to be most helpful. In an effort to keep the instrument within a one page, two sided limit, the inclusion of these questions necessitated deleting some of the other areas covered in the college graduate questionnaire that were considered non-essential for the purposes of this research (i.e., permission to contact employer, registration with College Placement Services, evaluation of overall education, etc.). Modification of the college graduate survey provided an opportunity for more consistency in the reporting data with previously reported data, and also allowed inclusion in the data base of previously reported responses to specific employment related questions by program participants who were unable to be contacted to respond to the modified instrument.

## Collection of Initial Data and Process to Ensure Anonymity of Participants

Three envelopes for each participant in the sample were prepared as follows: one addressed to the graduate at their last known address, and two addressed to the graduate *in care of* each of the two individuals the graduate specified as always knowing how to reach them on the initial, or subsequent application for services. An information sheet describing the research was prepared to be included in each mailing. Two cover letters were written:, one for an initial mailing explaining the overall purpose of the research and soliciting the participants support, and the second one as a follow-up within two weeks of no response. Each survey instrument was assigned a number corresponding to the individual graduate

and was attached to the envelopes prior to the mailing. Pertinent information from the initial applications was compiled and the name of the graduate was replaced by the randomly assigned number.

The modified graduate survey instrument was mailed with a self addressed stamped envelope, the information sheet and a letter. The letter explained the purpose of the survey and encouraged the completion of the survey instrument. It also stressed the belief in the need for the data as represented by the three mailings, and assured the graduate they need only respond to one survey instrument. Had any participant responded more than once, the data collection and management method prevented any duplication of data.

## Implementation of the Study

The population for this study consisted of two hundred ninety two (292) graduates who were participants of the single parent/homemaker programs funded by the Carl D. Perkins Vocational Education Act of 1984 (the Perkins Act). Two hundred ninety two (292) graduates were identified as receiving services as either Single Parent or Displaced Homemakers. Letters with surveys and self-addressed postage paid envelopes were mailed to these graduates. Forty-four completed surveys were returned. The college data base was reviewed to identify program graduates who had returned graduate surveys. Duplicate surveys were extracted and the net result provided sixty-nine total surveys for analysis. These responses provided data for analysis of twenty-three percent (23%) of the sample relative to all questions with the exception of those pertaining to program satisfaction, number of dependents at graduation and services used. Sixty-eight (68) graduates responded and formed the framework for this research. Fifty-one surveys were returned by the postal service with no forwarding address indicated.

A review of the survey participant initial application was conducted to identify data relative to ethnicity, age, family size, prior income and the source. The college data base

was useful in identifying program of study completed, year of graduation, birth date, length of time to complete the program, and accessing the College Graduate Survey information. Spreadsheets were used to collect the data as a means of managing the data and ensuring participant anonymity. Each participant was identified only by the randomly assigned number. As the data was collected it was transferred to the appropriate line item corresponding to the participants randomly assigned number.

**Analysis of Data**

This research was a descriptive and summative study. The data collection methods and instruments used in this study provided self-reporting as well as indirect measurement indices. The analysis of data was comparative in nature, using typical descriptive statistical measures.

## CHAPTER IV: FINDINGS

The purpose of this research was to study the effectiveness of one federally funded postsecondary program in an urban area designed to assist single parents and displaced homemakers in completing a program of study that removes them from poverty. The following research questions were addressed:

1. What is the ethnicity of the graduate?
2. What is the gender of the graduate?
3. What was the age of the graduate (at the time of graduation)?
4. What was the program of study completed to fulfill graduation requirements?
5. How long did it take to complete the degree program?
6. a. How many children were in the household at the time of initial application?

   b. How many children were in the household at the time of degree/certificate completion?
7. What was the pre-participation income?
8. What was the source of the income?
9. Are you currently continuing your formal education?
10. What is your current employment status?
11. Did you have your current job prior to completion of your college program?
12. Is your current job related to the program in which you received your degree?
13. Please indicate your current wages/salary per hour.
14. How does this pay compare to what you expected as a result of completing your college program?

15. Are the earnings above poverty level ($14,763 for a family of four)?
16. Overall, how does your current job compare to the kind of job you expected to have as a result of completing your program?
17. Did you have a support system, outside of the college to help you? If so, please describe it._____

    _____

18. Do you believe your family is better off as a result of completing the educational program of study?
19. What specific components of the Single Parent, and Displaced Homemakers program were helpful and why? Indicate all that apply (Components are designated as follows: tuition, fees, books/supplies, uniforms/equipment, assessment/career exploration, vocational education and training, job placement, guidance and counseling, interagency coordination, transportation, child care, and promotion and outreach)
20. What three specific components of the Single Parent, and Displaced Homemakers program were most helpful and why? Please rank order your responses (First Most Helpful, Second Next Most Helpful, Third Most Helpful ) (Components are designated as follows: tuition, fees, books/supplies, uniforms/equipment, assessment/career exploration, vocational education and training, job placement, guidance and counseling, interagency coordination, transportation, child care, and promotion and outreach)
21. What recommendations or changes would you suggest to enhance the success of future participants?

The findings for each of these questions is presented in this chapter in nine major

sections: (a) the first section provides a description of the population and sample, (b) the second section reports the findings of Research Questions 1, 2, and 3, (c) the third section reports the findings of Research Question 6, (d) sections four and five report the income findings of Research Questions 7, 10, 8, 13, 14, 15 and 18, (e) sections six and seven report the findings of Research Questions 4, 5, 11, 12, 16 and section eight reports the findings of Research Questions 17, 19, and 20, section nine reports the findings of Research Question 21.

## Population and Sample

The population for this study consisted of graduates who were participants of the Single Parent/Displaced Homemaker program funded by the Carl D. Perkins Vocational Education Act of 1984 (the Perkins Act). Two hundred ninety two (292) graduates were identified as receiving services as either Single Parents or Displaced Homemakers and as graduating during program years 1990 through 1997.

All participants received counseling as well as career exploration with specificity relative to employment opportunities and current wage information for the program of choice as part of the application process. After receiving this information, participants were encouraged to evaluate the results and determine if the proposed career would provide them with adequate income to support their family. Additional program services ranged from the purchase of one textbook to full tuition, books, uniforms and equipment required for specific courses and/or assistance in the cost of child care while in class or clinical laboratory experience. The purchase of these additional program services was made only after all other available resources had been exhausted.

Some participants were eligible for full federal financial aid (the Pell grant), however, due to the high cost of the specific programs of study, these dollars were insufficient to cover the full costs required (i.e., tuition, fees, books and/or supplies).

Many participants were also Family Independence Agency recipients. All participants requesting child care assistance were required to seek child care assistance from the FIA prior to receiving this assistance from the Single Parent/Displaced Homemakers program. The assistance received may not have included the full costs of child care (without which the participant could not engage in the coursework required for the program of study). In some cases, participants were eligible for the Pell federal financial aid; however, they had not been fully processed as they were late applicants or needed to bring in additional documentation of their financial resources (of particular importance when the income reported is zero). However, in those cases all tuition, books and supplies expenditures for which the participant was eligible were reimbursed when the federal award was approved for the participant and only those expenses not covered by the Pell were purchased through the Single Parent and Displaced Homemakers program.

There were two mailings of letters enclosed with surveys, information sheets and self-addressed postage paid envelopes to these graduates. Two weeks after the first mailing, a second mailing was sent to the non-responders. Thirty-three (33) completed surveys were returned. The college data base was reviewed to identify demographic information, matriculation and graduation information and program graduates who had returned college graduate surveys. Forty-four (44) eligible graduates were identified who had received program services and had graduated between the years 1990 and 1997. Those who had also returned Single Parent/Displaced Homemaker surveys were extracted from this group, resulting in a total of thirty-five respondents from the college data base. The unduplicated sum total of both groups provided sixty-eight (68) surveys for analysis. These responses provided data for analysis of 23% of the sample relative to all survey questions with the exception of those pertaining to number of dependents at graduation, program satisfaction and services used. These questions were identified only on the Modified Graduate (or Single Parent/Displaced Homemaker) survey (N=33).

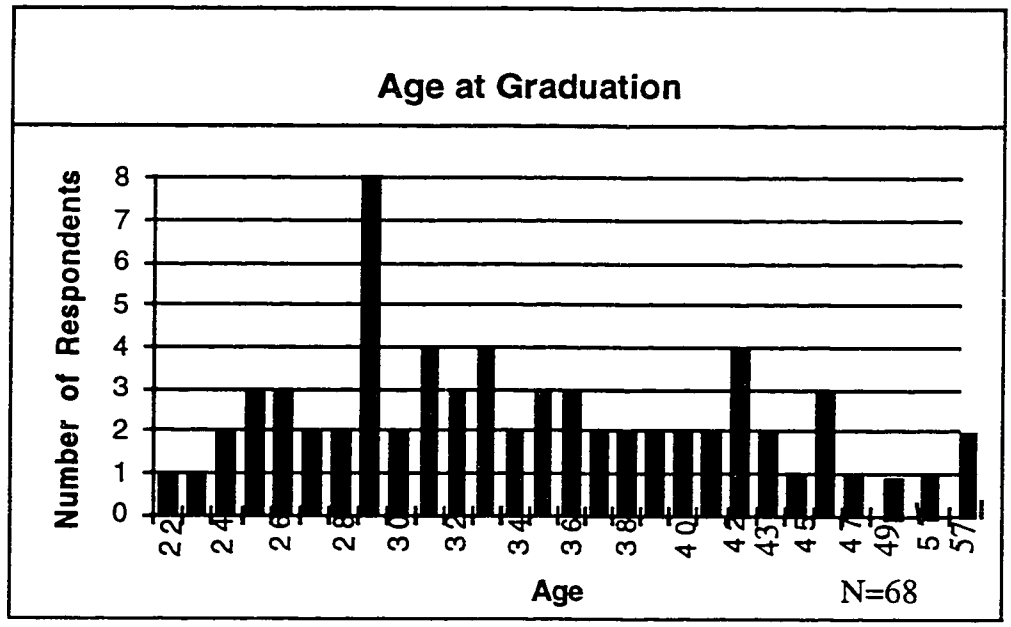
The responses relative to income were identified differently for the college graduate

survey. On the college graduate survey, salary and wage information was solicited as a range of hourly wages presented as choices; whereas, the Single Parent/Displaced Homemaker survey requested the respondent to enter the actual salary and wage as a dollar amount. When examining the salary and wage data from the graduate survey, the lower range was always used. While actual income may have been at the upper levels, because it was a range, using the lower end was believed to be a more responsible approach.

When presented with responses to both surveys, information from the Single Parent/Displaced Homemaker survey was used and the graduate survey was disregarded. Sixty-eight (68) female graduates responded and are the framework for this research. Although there were male graduates in the population sample, no males returned surveys.

Research Questions 1, 2 and 3: Ethnicity, Age at Graduation and Gender of Graduates.and Responses by Graduation Year

Research questions 1, and 2 addressed demographic descriptions of the sample. All respondents were female and were either African American or White. Forty-eight (48) of the respondents, or seventy point five percent (70.5%), were white and twenty (20) of the respondents, or twenty-nine point four percent (29.4%), were African American.




Graph A-1: Respondents Age at Graduation

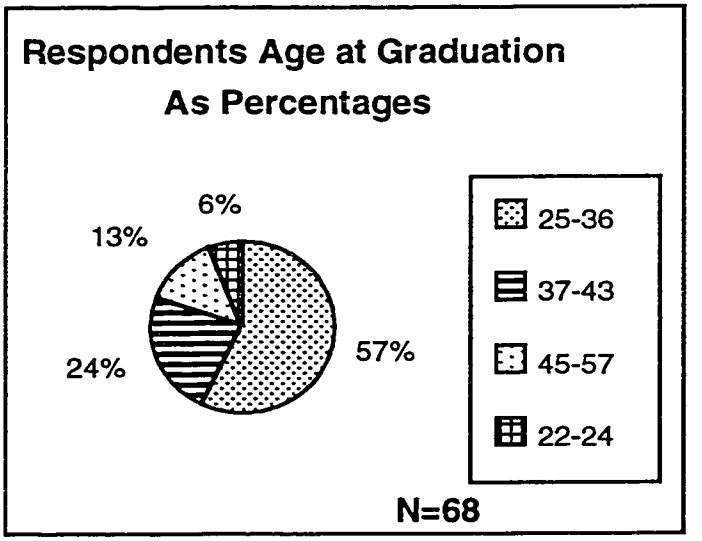
Within each ethnic group, fifty-two percent (52%) or twenty (20) of the forty-eight white responders completed the Single Parent survey, forty percent (40%) or eight (8) of the twenty (20) African American respondents completed the Single Parent survey.

Respondents age at the time of graduation ranged from 22 years of age to 57 years of age, with a mean age of 35 years for all respondents. The median age was 33 and the mode was 29 for all respondents. Graph A-1 represents the actual ages of the respondents as well as the number of respondents for each age distribution.

| Age Range of All Respondents | | |
|---|---|---|
| Age Range | Percent of Total | Number of Respondents |
| 25-36 | 57% | 39 |
| 37-43 | 24% | 16 |
| 45-57 | 13% | 9 |
| 22-24 | 9% | 4 |

Table A-2: Age Range of All Respondents

Fifty seven percent (57%), or thirty-nine (39), of the respondents were between the ages of 25 and 36 upon graduation. Twenty-four percent (24%), or sixteen (16), of the

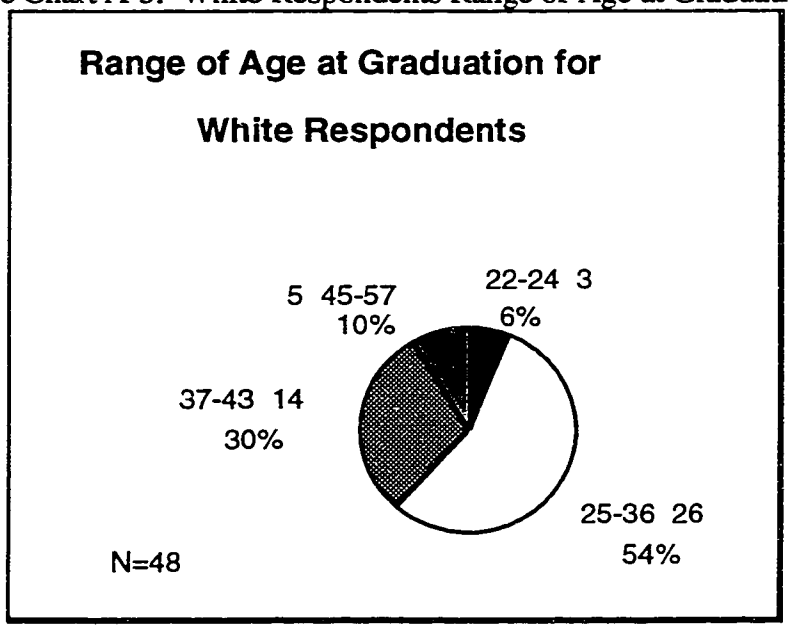



Pie Chart A-3: Respondents Age at Graduation

respondents were between the ages of 37 and 43. Thirteen percent (13%), or nine (9), of the respondents were between the ages of 45 and 57. The smallest group of respondents, six percent (6%), or four (4), of the respondents were between the ages of 22 and 24. See Table A-2 and Pie Chart A-3.

There was some variation in age, by ethnic group, in the respondents. There were three (3) white respondents, or six percent (6%), aged twenty-two (22) to twenty-four (24); whereas there was only one (1), or five percent (5%), African American respondent

Pie Chart A-5: White Respondents Range of Age at Graduation



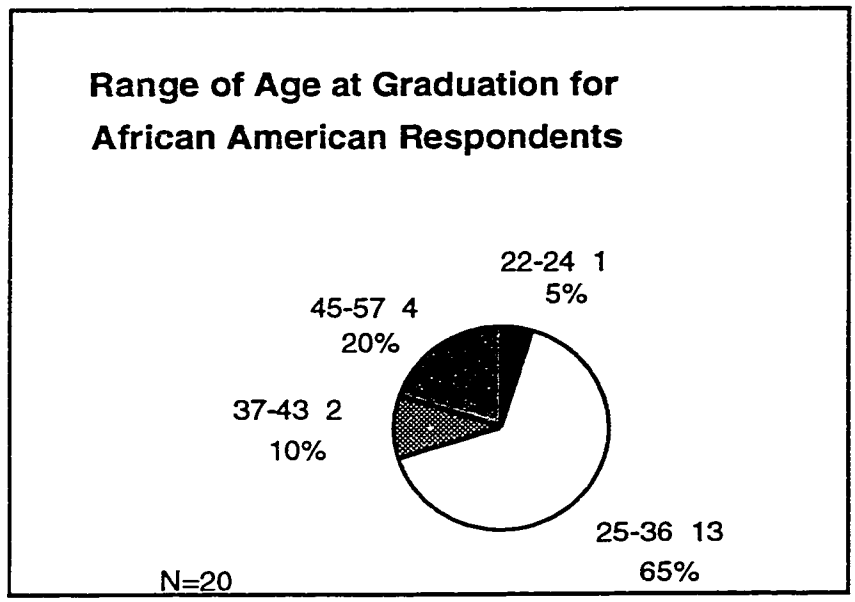

in this age range. There were twenty-six (26), or fifty-four percent (54%), white respondents aged twenty-five (25) to thirty-six (36); whereas there were thirteen (13), or sixty-five percent (65%), African American respondents in this age range. There were fourteen (14), or twenty-nine percent (29%), white respondents aged thirty-seven (37) to forty-three (43); whereas there were only two (2), or ten percent (10%) African American respondents in this age range. There were four (4), or eight percent (8%), white respondents aged forty-five (45) to fifty-seven (57); and there were four (4), or twenty percent (20%), African American respondents in this age range. See Table A-4, Pie Charts A-5 and A-6

| Age At Graduation | | | | |
|---|---|---|---|---|
| Age | WHITE RESPONDENTS | %AGE OF WHITE | AFRICAN AMERICAN RESPONDENTS | %AGE OF AFRICAN AMERICAN |
| 22-24 | 3 | 6% | 1 | 5% |
| 25-36 | 26 | 54% | 13 | 65% |
| 37-43 | 14 | 30% | 2 | 10% |
| 45-57 | 5 | 10% | 4 | 20% |

Table A-4: Age at Graduation

The mean age for white respondents was 35. Mean age for African American respondents was 34. The median age for white respondents was 34. The median age for African American respondents was 33. The mode for white respondents was 29 (six respondents), however, the mode for African American respondents was thirty-five (35) with two (2) respondents. The standard deviation for white respondents was eight (8) and the standard deviation for African American respondents was two (2). The ages for white respondents ranged from twenty-two (22) to fifty-seven (57) years of age. The ages for African American respondents ranged from twenty-two (22) to fifty-one (51) years of age.

The year of graduation with the most frequent response rate was 1996 - thirty two percent (32%) or twenty-two (22) responses, the year with the next most frequent rate of response was 1995 - twenty-two percent (22%) or 15 responses. These two years (1995 and 1996) represented fifty-four percent (54%), or thirty-seven (37) responses. Table A-7 represents the full range of responses by graduation year.




Pie Chart A-6: African American Respondents Range of Age at Graduation

| Year of Graduation | | | | | | |
|---|---|---|---|---|---|---|
| Year | Percent of Total | Total Number of Respondents | Number of White Respondents | Percent of White | Number of African American Respondents | Percent of African American |
| 90 | 6% | 4 | 3 | 6% | 1 | 5% |
| 91 | 6% | 4 | 4 | 8% | 0 | 0 |
| 92 | 4% | 3 | 2 | 4% | 1 | 5% |
| 93 | 3% | 2 | 2 | 4% | 0 | 0 |
| 94 | 16% | 11 | 6 | 13% | 5 | 25% |
| 95 | 22% | 15 | 10 | 21% | 5 | 25% |
| 96 | 34% | 23 | 16 | 33% | 7 | 35% |
| 97 | 9% | 6 | 5 | 10% | 1 | 5% |

Table A-7: Year of Graduation

Research Question 4: Program of Study Completed

The college data base was reviewed to identify the programs of study completed as well as the degrees and certificates conferred upon respondents. There were at least twenty-five (25) different programs of study (degree and certificate) represented by respondents. The college data base reflects all associate degrees conferred and certificates of achievement received as well as the most recent program of study completed; however the data base does not report all *programs* for which degrees were granted. This is particularly true of the Associates in Arts and the Associates in Science degrees as these areas offer more disciplines of study than occupational programs of study. A particular program of study is also difficult to identify in the Associates in General Studies as this degree allows more flexibility in fulfilling the area requirements for the degree.

Several of the respondents completed more than one degree and/or certificate. The data presented in response to this question reflects all degrees and certificates completed. However, due to the inability to collect data for all programs, the programs of study will not equal total degrees/certificates granted. While this data is reported as it was collected, the following analysis will primarily reflect those programs of study and related degrees identified as completed and comparative analysis will be made using this data only. (It should be noted program participants received assistance towards completion of only one degree or certificate however, after completion of a program, several respondents returned to the institution and pursued other programs.)

During the seven year period reviewed for this research, the sixty-eight respondents were awarded a total of ninety-six (96) associate degrees and certificates of achievement. Respondents completed eighty-one (81) associate degrees and sixteen (16) certificates of achievement. Twenty-eight (28) respondents completed requirements for the Associate in Arts, Science and General Studies. There was no clearly identifiable program of study for these respondents. Twenty (20) students completed more than one degree or certificate. Specific data was collected relative to fifty-two (52) degrees and certificates awarded to

respondents, thirty-six (36) associate degrees and sixteen (16) certificates, with identifiable programs of study. (However, all ninety-six (96) of the degrees/certificates achieved by the respondents are represented in this section.)

Table P-1 represents the areas of study as a general relationship. Degrees and certificates are presented in two clearly identifiable areas: *Health Related* and *Business Related.* All other programs and degrees are presented as *Social Science, Arts and Other.* Health Related Programs pre-dominated, forty-four percent (44%), followed by Social Science, Arts and Other areas, thirty-six (36%), and Business related programs, twenty

**General Areas of Study for Respondents**

| ***HEALTH RELATED PROGRAMS:*** | | ***SOCIAL SCIENCE, ARTS & OTHER:*** | | ***BUSINESS RELATED PROGRAMS:*** | |
|---|---|---|---|---|---|
| ADN & LPN: | 3 | Arts | 8 | Auto Related Degrees | 2 |
| ADN Degrees: | 17 | Criminal Justice: | 2 | Business Degrees | 8 |
| Dental Hygiene Degrees: | 7 | Deaf Studies | 4 | Computer Informations Systems | 2 |
| LPN Certificate: | 9 | General Studies | 8 | Paralegal | 2 |
| Physical Therapy Assistant | 1 | Social Work Technician | 1 | Technology (Drafting, Electronics, Robotics, etc.) | 5 |
| Radiology | 1 | Science: | 12 | | |
| Respiratory Therapy | 4 | | | | |
| **TOTAL:** | **42** | **TOTAL:** | **35** | **TOTAL:** | **19** |
| | | | | ***TOTAL ALL PROGRAMS:*** | ***96*** |

*N=68*

Table P-1: General Areas of Study for Respondents

percent (20%), among the respondents. This pattern of choice was true of both ethnic groups. Table P-2 presents an alphabetical listing of the programs of choice and the number of respondents for each as well as an ethnic representation of the programs of choice.

A closer analysis of the academic records revealed that many of the respondents consistently excelled throughout their academic experience. Thirty-one (31) or forty-six percent (46%) of the respondents graduated with either Honors or High Honors. Eighteen (18) students, or twenty-six percent (26%), graduated with Honors, and thirteen (13) students, or nineteen percent (19%), graduated with High Honors. Fourteen (14), or twenty-nine percent (29%) of the white respondents graduated with Honors. Eleven (11), or twenty-three percent (23%) of the white respondents graduated with High Honors. Four (4), or twenty percent (20%), of the African American respondents graduated with Honors. Two (2), or ten percent (10%), of the African American respondents graduated with High Honors.

There were differences ethnically in the programs, degrees and certificates completed by respondents in that some programs had only one ethnic group as a respondent.

Programs that did not have white respondents were: Criminal Justice one year certificate program, General Business, Marketing, Physical Therapy Assistant and Robotics as programs leading to a degree.

Programs that did not have African American respondents were: Automotive one year certificate program, Accounting, Auto Service, Business Management, Child Development, Computer Information Systems, Criminal Justice degree, Drafting and Design, Interpreter Training, Paralegal, Radiography, Respiratory Therapy, and Word Processing as programs leading to a degree. Table P-2 reflects the programs of study, the degrees completed by respondents as a total of all respondents, and the ethnic representation.

Associate Degrees dominated the completions for both ethnic groups, representing eighty-one percent (81%) of the completions for white respondents and seventy-eight percent (78%) of the completions for African American respondents. White respondents completed twelve (12) Certificates and fifty-two (52) Associate Degrees (N=48). African American respondents completed seven (7) Certificates and twenty-five (25) Associate Degrees (N=20).

Nineteen (19) or twenty-seven-eight percent (28%) of all respondents received Certificates of Achievement and forty-nine (49) or seventy-two percent (72%) of the respondents received Associate Degrees. Twenty-eight percent (28%), or nineteen (19), students received more than one Associate Degree and/or Certificate of Achievement. Forty percent (40%), or eight (8), of the African American respondents received multiple degrees or certificates, whereas twenty-three percent (23%), or eleven (11), of the white respondents completed multiple degrees or certificates. Of those who completed multiple degrees, there was no difference ethnically in that both the African American and white respondentes completed an average of one and one-half (1 1/2) degrees or certificates. Six respondents completed Certificate programs and subsequently completed Associate Degrees. Three (3) respondents acquired four (4) degrees each, two (2) were white and one (1) was African American.

**Respondents Program of Study by Ethnicity**

| Program (C )= Certificate, All Others are Degrees | White N=48 . | % Of Total White (N=48) | African American (N=20) | % Of Total Afr/Am N=20 | % Of Total Students (N=68) | Total Respondents |
|---|---|---|---|---|---|---|
| Accounting | 1 | 2% | 0 | 0 | 1% | 1 |
| Associate Degree Nursing | 15 | 31% | 5 | 25% | 29% | 20 |
| Arts Degree | 3 | 6% | 1 | 5% | 6% | 4 |
| Automotive Technician (C) | 2 | 4% | 0 | 0 | 3% | 2 |

| Respondents Program of Study by Ethnicity, continued | | | | | | |
|---|---|---|---|---|---|---|
| Program (C )= Certificate, All Others are Degrees | White N=48 | % Of Total White (N=48) | African American (N=20) | % Of Total Afr/Am N=20 | % Of Total Students (N=68) | Total Respondents |
| Automotive Service | 1 | 2% | 0 | 0 | 1% | 1 |
| Business Managementt. | 1 | 2% | 0 | 0 | 1% | 1 |
| Child Development | 1 | 2% | 0 | 0 | 1% | 1 |
| Computer Information System | 2 | 4% | 0 | 0 | 3% | 2 |
| Criminal Justice | 1 | 2% | 0 | 0 | 1% | 1 |
| Criminal Justice (C) | 0 | 0 | 1 | 5% | 6% | 1 |
| Deaf Studies (C) | 3 | 6% | 1 | 5% | 6% | 4 |
| Dental Assistant (C) | 1 | 2% | 1 | 5% | 3% | 2 |
| Dental Hygiene | 4 | 8% | 1 | 5% | 7% | 5 |
| Drafting & Design | 1 | 2% | 0 | 0 | 1% | 1 |
| ElectronicTechnician | 1 | 2% | 2 | 10% | 4% | 3 |
| General Business | 0 | 0 | 1 | 5% | 1% | 1 |
| General Studies | 4 | 8% | 4 | 20% | 12% | 8 |
| Gerontology | 1 | 2% | 1 | 5% | 3% | 2 |
| Interpretor Training. | 1 | 2% | 0 | 0 | 1% | 1 |
| Licensed Practical Nurse(C) | 5 | 10% | 4 | 20% | 13% | 9 |
| Marketing | 0 | 0 | 1 | 5% | 1% | 1 |
| Paralegal | 2 | 4% | 0 | 0 | 3% | 2 |
| Physical Therapy Assistant | 0 | 0 | 1 | 5% | 1% | 1 |

| Respondents Program of Study by Ethnicity, continued | | | | | | |
|---|---|---|---|---|---|---|
| Program (C )= Certificate, All Others are Degrees | White N=48 . | % Of Total White (N=48) | African American (N=20) | % Of Total Afr/Am N=20 | % Of Total Students (N=68) | Total Respondents |
| Radiography | 1 | 2% | 0 | 0 | 1% | 1 |
| Respiratory Therapy | 1 | 2% | 0 | 0 | 1% | 1 |
| Robotics | 0 | 0 | 1 | 5% | 1% | 1 |
| Science Degree | 8 | 17% | 6 | 30% | 20% | 14 |
| Social Work Technician | 1 | 2% | 1 | 5% | 3% | 2 |
| Word Processing | 3 | 6% | 0 | 0 | 4% | 3 |
| **TOTAL Deg/Cer** | **64** | **66.6%** | **32** | **33.3%** | | **96** |

Table P-2: Respondents Program of Study by Ethnicity

Research Question 5: Length of Time to Complete Program

The length of time for degree or certificate completion was determined by reviewing the college data base and identifying the date of first conferral of degree or certificate and comparing that date with the date of matriculation to the college. Seventeen (17) respondents or twenty-five percent (25%) of the respondents completed the program of choice in three (3) years. Sixteen (16) respondents or twenty-four percent (24%) completed program requirements in four (4) years. Seventeen (17) respondents or twenty-five percent (25%) completed the requirements in seven (7) or more years. Seven respondents (7) or ten percent (10%) of the respondents completed the requirements within one (1) to two (2) years and seven (7) respondents or ten percent (10%) completed the program requirements in five (5) years. Four (4) respondents or six percent (6%) of the

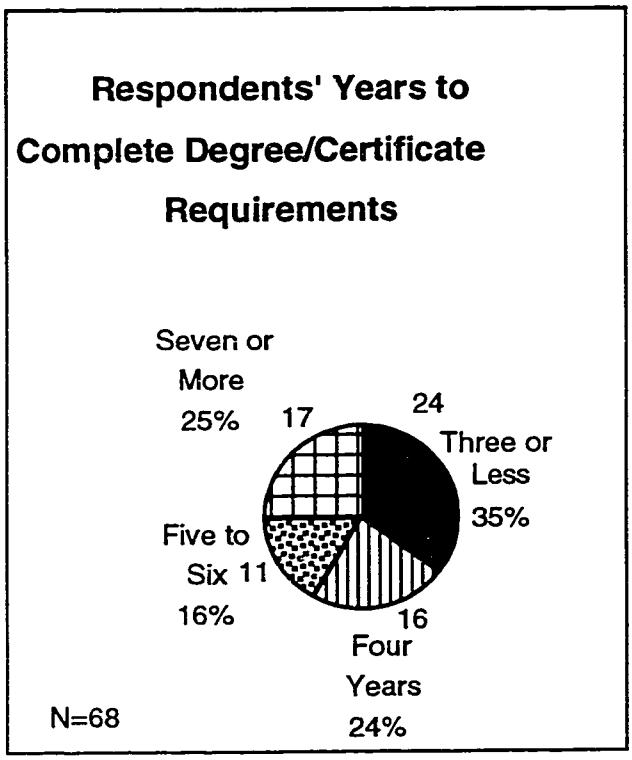
respondents completed program requirements in six (6) years.

Seventeen (17) students, or twenty-five percent (25%) of the respondents, "stopped out" for a period of time and later returned to complete the program of study. Table P-3 depicts this data.

Most of the respondents completed degree or certificate requirements within four (4) years. Forty (40) respondents or fifty-nine percent (59%) completed requirements within four (4) years of matriculation to the college. Ten percent (10%), or seven (7), of the respondents completed requirements within five (5) years of their matriculation date, six percent (6%), or four (4), of the respondents completed requirements in six (6) and

| Length of Time to Complete Program Requirements | | | | | | |
|---|---|---|---|---|---|---|
| Number of Years to Complete | Percent of Respondents | Number of Respondents | White Respondents | Percent of White | African American Respondents | Percent of African American |
| 1 to 2 | 10% | 7 | 5 | 10% | 2 | 10% |
| 3 | 26% | 17 | 15 | 31% | 2 | 10% |
| 4 | 23% | 16 | 11 | 23% | 5 | 25% |
| 5 | 10% | 7 | 5 | 10% | 2 | 10% |
| 6 | 6% | 4 | 2 | 4% | 2 | 10% |
| 7 or more | 25% | 17 | 10 | 21% | 7 | 35% |
| Stopped out, later returning | 25% | 17 | 12 | 25% | 5 | 25% |
| Total Respondents | | 68 | 48 | | 20 | |

Table P-3: Length of Time to Complete Program Requirements




Pie Chart P-4: Respondents' Years to Complete Degree/Certificate Requirements

twenty-five percent (25%), or seventeen (17) of the respondents required seven or more years. See Pie Chart P-4

Most of the white respondents - sixty-one percent (61%), or thirty-one (31), received a degree or certificate within four (4) years. Most of the African American respondents received a degree or certificate within five (5) years - eleven (11) respondents or fifty-five percent (55%). Four (4) African American, or twenty percent (20%), respondents required five (5) or six (6) years to complete and seven (7), or fifteen percent (15%), of the white respondents required five (5) or six (6) years to receive their degrees. Seven (7), or thirty-five percent (35%), of the African American respondents required seven (7) or more years to receive degrees; whereas, only twelve (12), or twenty-five percent (25%), of the white respondents required seven (7) or more years. However, the percentage of respondents stopping out and later resuming the program of study was exactly the same for both ethnic groups: twenty-five percent (25%).

## Research Question 6: Number of Dependents In The Home

This question sought to identify if there were any differences in the number of dependents participants had in the household from the time of the initial application for program services and the time of graduation. The comparative data for this question comes from the original application for program services and responses from the Single Parent/Displaced Homemakers Survey.

Although there were thirty-three (33) total single parent/displaced homemaker surveys returned, data was available for only twenty-two (22) of the respondents. The mean number of children was two (2) at the time of application for services, as well as at the time of graduation. The median number of children was two (2) and the mode was one (1) at the time of application for services, as well as at the time of graduation. The standard deviation for respondents at the time of application was one (1) and at the time of graduation the standard deviation was also one (1). The minimum number of children reported was zero (0) and the maximum number of children reported was four (4). Table G represents the number of dependents at the time of application and at the time of program completion and graduation.

Three (3) respondents reported no dependents at the time of application, however, two (2) of the three (3) respondents reported dependents at the time of graduation - one (1) and two (2) respectively. Seven (7) respondents reported one (1) dependent at the time of application and eight (8) respondents reported one (1) dependent at graduation. Four (4) respondents reported two (2) dependents at the time of application, and seven (7) reported two (2) dependents at the time of graduation. Six (6) respondents reported three (3) dependents at the time of application, four (4) reported three (3) dependents at the time of graduation. One (1) respondent reported four (4) dependents at application and four (4) dependents at graduation. See Table D

| Number Of Dependents | | | | |
|---|---|---|---|---|
| At Application | | Percent | At Graduation | Percent |
| 1 (7) | | 32% | 1 (8) | 36% |
| 2 (4) | | 18% | 2 (7) | 32% |
| 3 (6) | | 27% | 3 (4) | 18% |
| 4 (1) | | 5% | 4 (1) | 5% |
| 0 (3) | | 14% | 0 (1) | 5% |
| **Total** | **37** | | **38** | |
| N=22 | | | | |

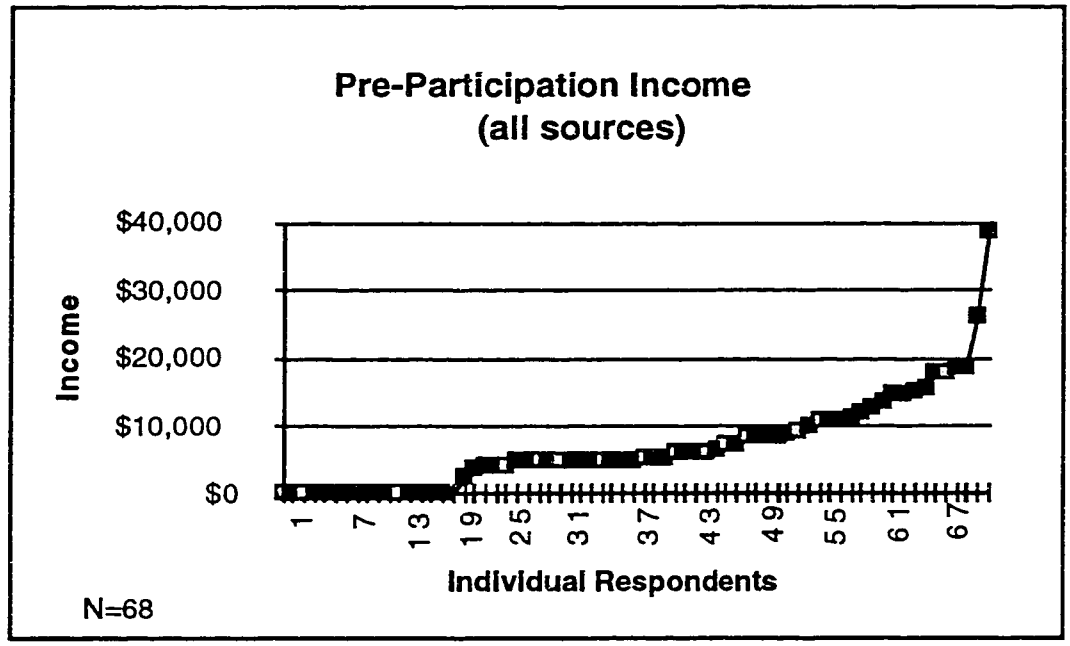
Table D: Number of Dependents

Research Question 7: Pre-Participation Income

Information for this question is drawn from the original application for program services submitted by each applicant. Income for respondents at the time of application ranged from a low of zero to a high of $38,500. One respondent reported income from multiple sources (employment, child support and alimony) and established the high end of the range -obviously, this respondents need was minimal. The most frequently occurring amount of income was zero, as twenty-five percent (25%), or seventeen (17), of the sixty-eight (68) respondents reported this income. (Although each of these respondents applied for public assistance, they had not received it at the time of application for program services.) The mean income was $7,027. The median income was $5,046. The standard deviation for pre-participation income was $6,990.

Graph I-1 represents the pre-participation income for all respondents. The total sum of all

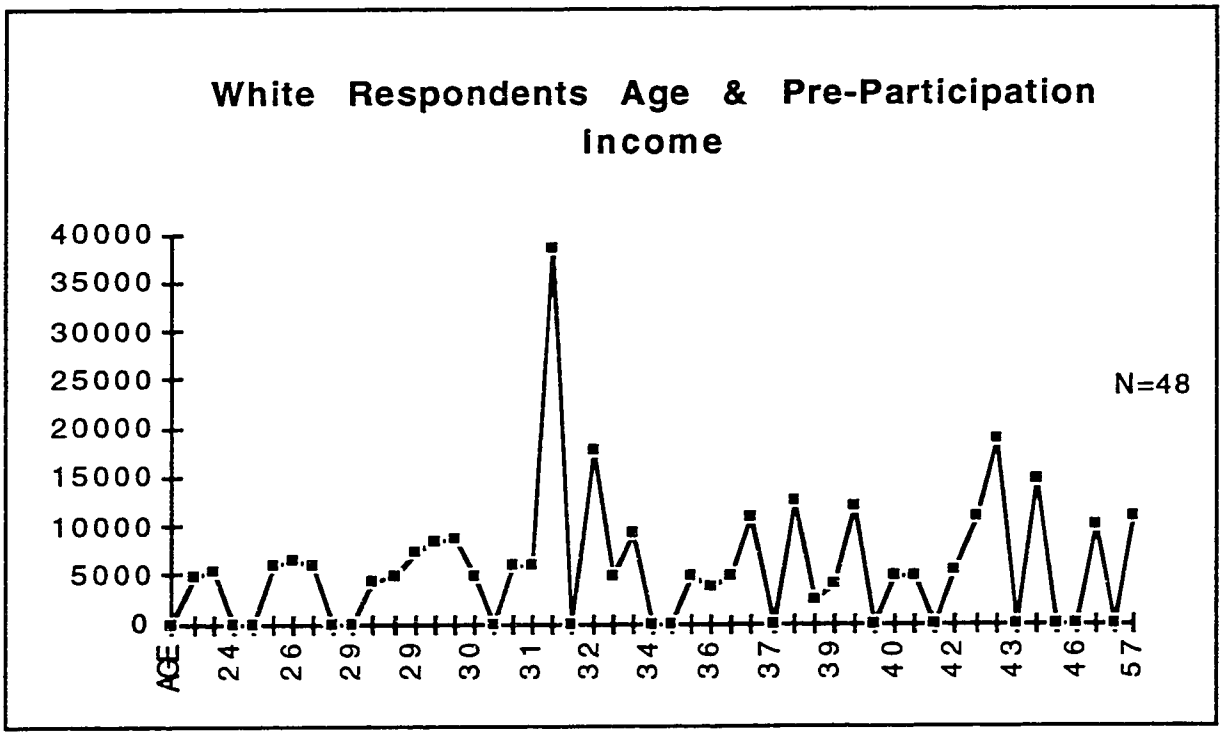
dollars reported as pre-participation income by respondents from all sources was $459,240.00.




Graph I-1: Pre-Participation Income (all sources)

Graph I-2 and Table I-3 represent the pre-participation income of the white respondents who had a mean income of $5,918, a mode of zero (0), and a median income of $4,812. The standard deviation was $6,846. There was little variation by age in the mode and median levels of income; however, there was great variation by age in the mean income. The three (3) white respondents between ages twenty-two (22) and twenty-four (24), had a mean income of $3,408, no identifiable mode, a median income of $4,812 and a standard deviation of $2,967. The twenty-six (26) white respondents between ages twenty-five (25) and thirty-six (36), had a mean income of $6,267, a zero (0) mode, maintained a median of $4,812 and had a standard deviation of $7,774. The fourteen (14) white respondents between age thirty-seven (37) and forty-three (43) had a mean income of $6,428, a zero (0) mode, maintained a median of $4,812 and had a standard deviation of $6,216; while the five (5) white respondents between forty-five (45) and fifty-seven (57) had a mean income of $5,918, a mode and median of zero (0) and had a standard deviation

of $5,732. The sum total of all pre-participation income reported by the forty-eight (48) white respondents was $284,081 or sixty one point eight percent (61.8%) of the total pre-participation income.



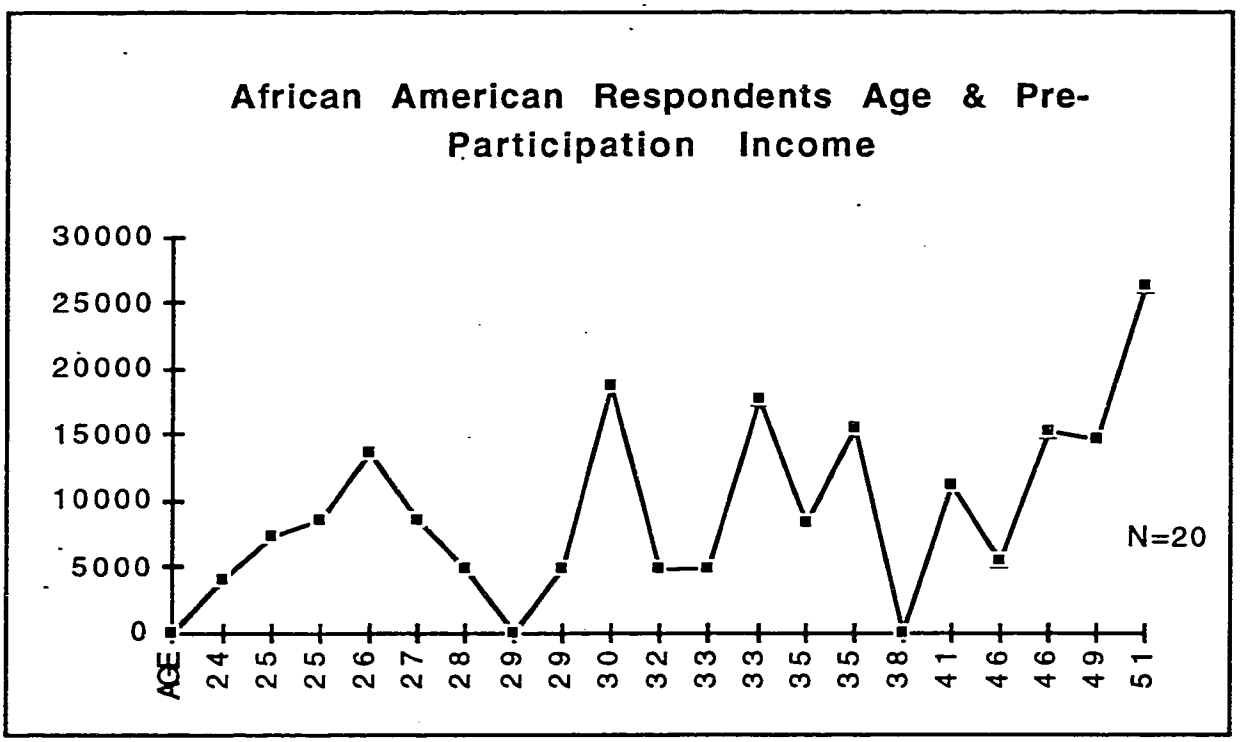

Graph I-2: White Respondents Age & Pre-Participation Income

| White Respondents Pre-Participation Income By Age Range | | | | | |
|---|---|---|---|---|---|
| White Respondents | 22-24 | 25-36 | 37-43 | 45-57 | Total All |
| Mean | $3,408 | $6,267 | $6,428 | $4,182 | $5,918 |
| Mode | N/A | $0 | $0 | $0 | 0 |
| Median | $4,812 | $4,812 | $4,812 | $0 | $4,812 |
| Standard Deviation | $2,967 | $7,774 | $6,216 | $5,732 | $6,846 |
| Total Pre-Part Income | $10,224 | $162,948 | $89,997 | $20,912 | $284,081 |
| Number | 3 | 26 | 14 | 5 | 48 |

Table I-3: White Respondents Pre-Participation Income by Age Range

Graph I-4 and Table I-5 represents the pre-participation income of African American respondents who had a mean income of $9,687, a mode in income of $4,812 and a median income of $8,343. The standard deviation was $6,766.

There were differences in income by age range. The one African American respondent aged 22-24 reported income of $4,020. The thirteen (13) African American respondents between the ages of twenty-five (25) and thirty-six (36) reported a mean income of $9,013, a mode of $4,812 and a median income of $8,286. The two (2) African American respondents between the ages of thirty-seven (37) and forty-three (43) reported a mean income of $5,592, no identifiable mode, and a median of $5,592 (one respondent reported $11,184 and one respondent reported zero as income). The four (4) African American respondents between the ages of forty-five (45) and fifty-seven (57) reported a mean income of $15,345, no identifiable mode, and a median of $14,832.




Graph I-4: African American Respondents Age & Pre-Participation Income

The standard deviation for African American respondents aged twenty-five (25) to thirty-six (36) was $5,688 and for those aged forty-five (45) to fifty-seven (57) was $8,553. The sum total of pre-participation income of the twenty (20) African American respondents was $193,759 or forty-two percent (42%) of the total pre-participation income.

| African American Respondents Pre-Participation Income by Age Range | | | | | |
|---|---|---|---|---|---|
| African American Respondents | 22-24 | 25-36 | 37-43 | 45-57 | Total All |
| Mean | $4,020 | $9,013 | $5,592 | $15,345 | $9,687 |
| Mode | N/A | $4,812 | N/A | N/A | $4,812 |
| Median | N/A | $8,286 | $5,592 | $14,832 | $8,343 |
| Standard Deviation | N/A | $5,688 | N/A | $8,553 | $6,766 |
| Total Pre-Part Income | $4,020 | $117,175 | $11,184 | $61,380 | $193,759 |
| Number | 1 | 13 | 2 | 4 | 20 |

Table I-5: African American Respondents Pre-Participation Income by Age Range

Eighty-eight percent (88.%) of all of the respondents (N-68) reported pre-participation incomes of $15,000 or below. Seventy-four percent (74%) reported pre-participation incomes below $10,000 and sixty percent (60%) reported incomes below $500 per month (less than $6,000 annual income) from all sources.

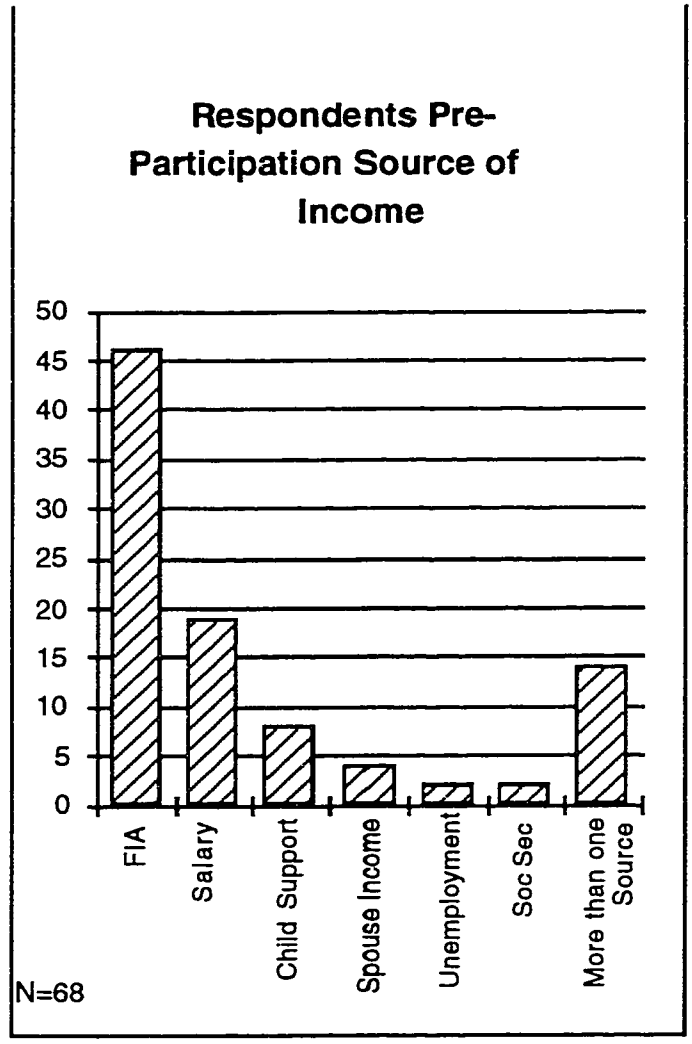
| Percent of Pre-Participation Income by Established Poverty Predictors | | | | | | |
|---|---|---|---|---|---|---|
| | Number (All) | Percent of Total | White Respondents | Percent of White | African American Respondents | Percent of African American |
| Below $15,000 | 60 | 88% | 45 | 94% | 15 | 75% |
| Below $10,000 | 50 | 74% | 38 | 79% | 12 | 60% |
| Below $6,000 ($500 mo) | 42 | 62% | 32 | 67% | 8 | 40% |

Table I-6: Percent of Pre-Participation Income by Established Poverty Predictors

Ethnically, ninety-four percent (94%), or forty-five (45) of the white respondents reported pre-participation incomes below $15,000, whereas seventy-five percent (75%), or fifteen (15), of the African American respondents reported this pre-participation income level. Seventy-nine percent (79%), or thirty-eight (38), of the white respondents reported incomes below $10,000; whereas, sixty percent (60%), or twelve (12), of the African American respondents reported pre-participation income below $10,000. Sixty-seven percent (67%), or thirty-two (32), of the white respondents reported pre-participation income below $6,000 or $500 a month; whereas forty percent (40%), or eight (8), of the African American respondents reported pre-participation income at this level. The sum total of all income reported by all respondents at the time of initial application was $459,240.00 (N=68). See Table I-6

Research Question 8: Source of Income

This question identified the sources of income applicants to the program reported. The primary source of income was welfare (identified as FIA on Graph I-7) with forty-six (46), or sixty-eight percent (68%), of the respondents receiving assistance or applying for assistance. The next significant source of income was employment, with nineteen (19) respondents or twenty-eight percent (28%) reporting employment income (work study employment was included in this category).




Graph I-7: Respondents Pre-Participation Source of Income

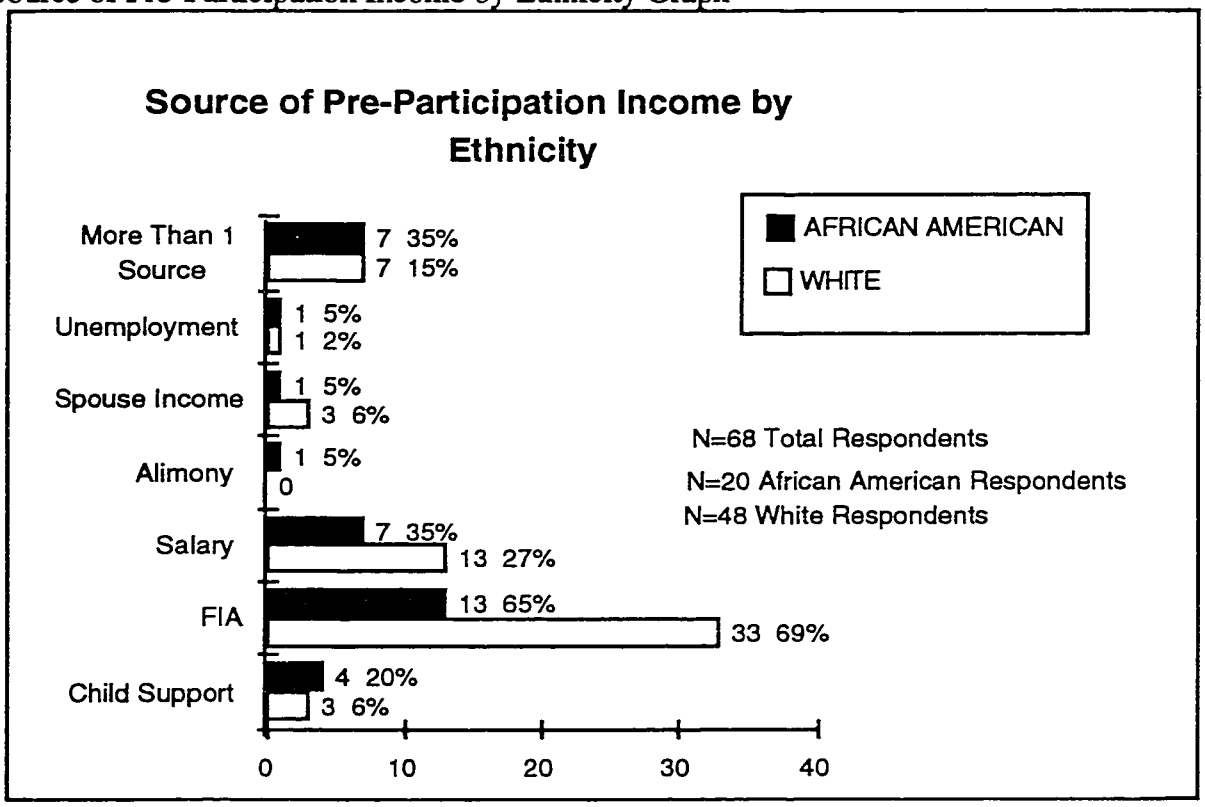
Eight (8), or twelve percent (12%), of the respondents reported receiving child support, four (4) respondents, or six percent (6%), reported spousal income, and two (2) respondents, or three percent (3%), reported receiving alimony. Three (3) respondents, or four percent (4%), reported receiving Social Security benefits resulting either from their own disability or their parents. Fourteen (14) respondents, or twenty-one percent (21%), reported more than one source of income.

There was a difference in the level of dependence upon welfare ethnically. Thirty-three (33) of the forty-eight (48) white respondents, or sixty-nine percent (69%), received or anticipated receiving assistance from the FIA. Thirteen (13) of the twenty (20) African American respondents, or sixty-five percent (65%) received, or anticipated receiving, assistance from the FIA. Twelve (12), or twenty-five percent (25%), of the white respondents were employed and seven (7), or thirty-five percent (35%) of the African American respondents were employed. Three (3), or six percent (6%), of the white respondents received child support, whereas, four (4), or twenty percent (20%), of the African American respondents received child support. There were no (0), white respondents receiving alimony, however, one (1) African American or five percent (5%) of the African American respondents received alimony.

Support was provided by spouses for three (3), or six percent (6%), of the white respondents whereas only one (1) African American, or five percent (5%), of the African American respondents received such assistance. One (1) white respondent, or two percent (2%) of the white respondents, and one (1), African American respondent, or five percent (5%) of the African American respondents received unemployment compensation as a source of pre-participation income. Two (2) white respondents, or four percent (4%) of the white respondents received social security, and there were no African American respondents reporting social security as a source of pre-participation income. Seven (7) white respondents, or fifteen percent (15%) reported receiving more than one source of pre-participation income, and seven (7) African American respondents, or thirty-five

percent (35%) of the African American respondents reported receiving more than one source of pre-participation income. See Graph I-8 and Table I-9

Source of Pre-Participation Income by Ethnicity Graph



| Source of Income | All | Percentage of All | White Respondents | Percentage of White | African American Respondents | Percentage of African American |
|---|---|---|---|---|---|---|
| FIA | 46 | 68% | 33 | 69% | 13 | 65% |
| Salary | 19 | 40% | 12 | 25% | 7 | 35% |
| Child Support | 7 | 10% | 3 | 6% | 4 | 20% |
| Alimony | 1 | 1% | 0 | 0 | 1 | 5% |
| Spouse Income | 4 | 6% | 3 | 6% | 1 | 5% |
| Unemployment | 2 | 3% | 1 | 2% | 1 | 5% |
| Social Security | 2 | 3% | 2 | 4% | 0 | 0 |
| More Than 1 Source | 14 | 21% | 7 | 15% | 7 | 35% |

Table I-9: Source of Pre-Participation Income by Ethnicity

An examination of the source of pre-participation income by ethnicity and age revealed the following. The three (3), or one hundred percent (100%), white respondents between the ages of twenty-two and twenty-four all received FIA, as did the one (1), or one hundred percent (100%), African American respondent. (N=3 for white respondents and N=1 for African American respondents)

However, among the twenty-six (26) white respondents between the ages of twenty-five (25) and thirty-six (36) twenty-one (21), or eighty-one percent (81%), had applied for or were receiving FIA, six (6), or twenty-nine percent (29%), were employed, one (1), or four percent (4%), received child support, one (1), or four percent (4%), received social security and three, or twelve percent (12%), received income from multiple sources. (N=26)

Among the thirteen (13) African American respondents between the ages of twenty-five (25) and thirty-six (36) ten (10), or seventy-seven percent (77%), had applied for or were receiving FIA, four (4), or thirty-one percent (31%), were employed, one (1), or eight percent (8%), received child support, one (1), or eight percent (8%), received support from spousal income, and one, or eight percent (8%), received support from unemployment. (N=13)

Of the fourteen (14) white respondents between the ages of thirty-seven (37) and forty-three (43) seven (7), or fifty percent (50%) had applied for or were receiving FIA, five (5), or thirty-six percent (36%) were employed and two (2), or fourteen percent (14%), received child support. (N=14)

Of the two (2) African American respondents between the ages of thirty-seven and forty-three, one (1), or fifty percent (50%), had applied for or was receiving FIA, and one (1), or fifty percent (50%), was receiving child support. (N=2)

Of the five (5) white respondents between the ages forty-five and fifty-seven, three (3), or sixty percent (60%), had applied for or were receiving FIA, one (1), or twenty percent (20%), was employed and one (1), or twenty percent (20%), received unemployment compensation. (N=5)

Of the four African American respondents between the ages of forty-five (45) and fifty-seven (57), one (1), or twenty-five percent (25%), had applied for or was receiving FIA, three (3), or seventy-five percent (75%), were employed, one (1), or twenty-five percent (25%), received child support and one (1), or twenty-five percent (25%), had multiple sources of income. (N=4) See Tables I-10 and I-11

| Source of Pre-Participation Income for White Respondents by Age Range | | | | | |
|---|---|---|---|---|---|
| White Respondents | 22-24 | 25-36 | 37-43 | 45-57 | Total All |
| Number | 3 | 26 | 14 | 5 | 48 |
| FIA (applied or receiving) | 3 | 21 | 7 | 3 | 34 |
| Salary | | 6 | 5 | 1 | 12 |
| Child Support | | 1 | 2 | | 3 |
| Alimony | | | | | |
| Spouse Income | | | | | |
| Unemployment | | | | 1 | 1 |
| Social Security | | 1 | | | 1 |
| More than 1 Source | | 3 | 2 | | 5 |

Table I-10: Source of Pre-Participation Income for White Respondents by Age Range

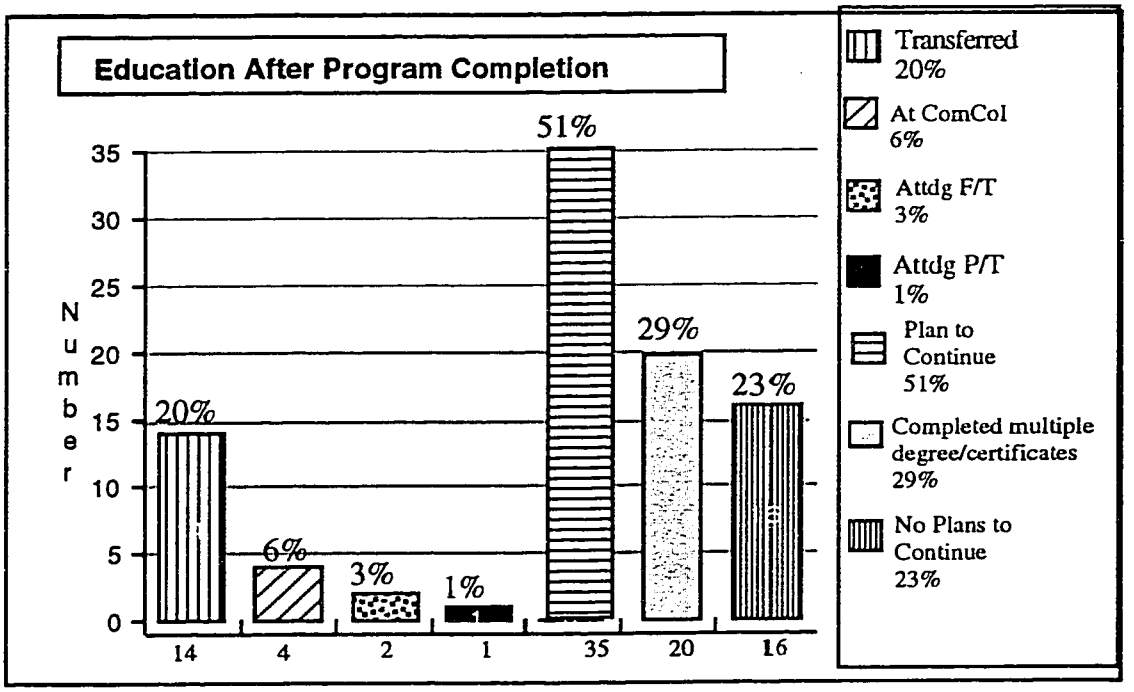
| Source of Pre-Participation Income for African American Respondents by Age Range | | | | | |
|---|---|---|---|---|---|
| African American Respondents | 22-24 | 25-36 | 37-43 | 45-57 | Total All |
| Number | 1 | 13 | 2 | 4 | 20 |
| FIA (applied or receiving) | 1 | 10 | 1 | 1 | 13 |
| Salary | | 4 | | 3 | 7 |
| Child Support | | 1 | 1 | 1 | 3 |
| Alimony | | | | | |
| Spouse Income | | 1 | | | 1 |
| Unemployment | | 1 | | | 1 |
| Social Security | | | | | 0 |
| More than 1 Source | | 4 | | 1 | 5 |

Table I-11: Source of Pre-Participation Income for African American Respondents by Age Range

Research Question 9: Continuation of Formal Education

While fourteen (14), or twenty-one percent (21%), of the respondents reported transferring to another college or university. It should be noted that twenty (20) or twenty-nine percent (29%) of the respondents had completed more than one degree or certificate at the college at the time of the survey. Six percent (6%), or four (4), of the respondents reported returning to the community college to continue their education; and three percent (3%), or two (2), of the respondents reported being enrolled full time.

Respondents who reported continuing their education did not always report their enrollment status (i.e., full or part time). Fifty-one percent (51%), or thirty-five (35), of the respondents report they are not currently attending any college, but plan to continue their education in the future. Twenty-nine percent (29%), or twenty (20), of the respondents had completed multiple degrees at the time of the survey. White respondents averaged one (1) degrees or certificates at the time of graduation and African American respondents averaged two (2) degrees or certificates at the time of graduation. Twenty-three percent (23%), or sixteen (16), of the respondents reported they were not currently attending any college and had no plans to continue their education. Graph P-5 reflects respondents education participation levels after program completion.



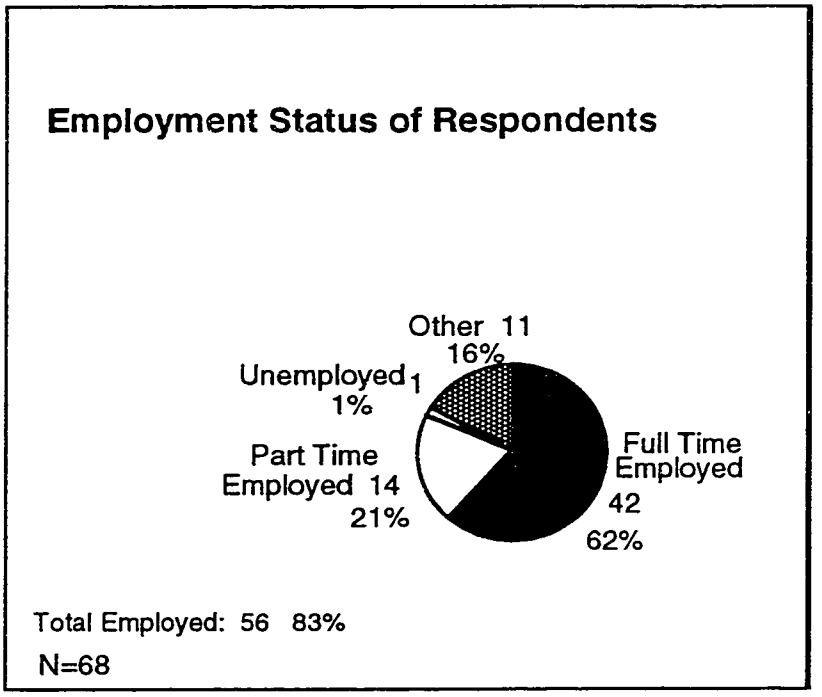

Graph P-5: Respondents Education After Program Completion

Research Questions 10 and 12: Current Employment Status and Program Related Employment

Fifty-six respondents, or eighty-three percent (83%) of the respondents report they

are employed either on a full time or part time (less than thirty hours per week) basis. Eleven (11), or sixteen percent (16%) report an "other" status (and are considered unemployed), one reports being unemployed. Of the twelve unemployed, eight (8), or twelve percent (12%), of the respondents, report they are not seeking employment. Only four (4), or five percent (5%) of the respondents are unemployed and seeking employment.

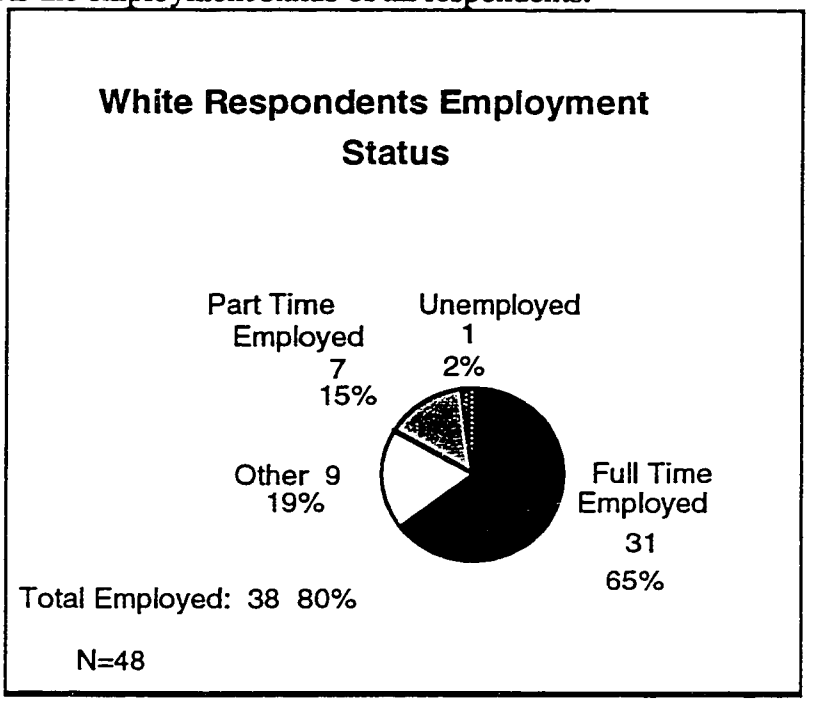
Forty-two respondents, or sixty two percent (62%) of all respondents, report they are employed full time, fourteen respondents, or twenty-one percent (21%) report they are employed part-time. One respondent reported being employed full time, however did not report the income. Two respondents reported being employed part time, however did not report the income. See Pie Chart E-1



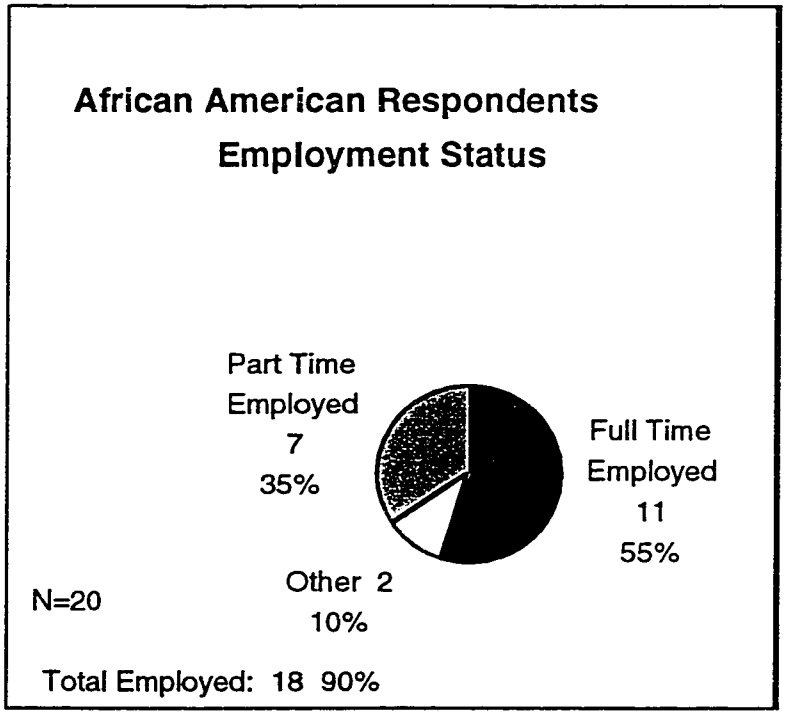

Pie Chart E-1: Employment Status of Respondents

"Other" responses included comments such as: one respondent was waiting for results from the State Board examination, one reported being retired/disabled, and one

reported transferring to a university and receiving compensation from an employer. Pie Chart E-1 depicts the employment status of all respondents.




Pie Chart E-2: White Respondents Employment Status




Pie Chart E-3: African American Respondents Employment Status

Thirty-eight (38), or eighty percent (80%) of the white respondents reported being employed either full or part time. Thirty-one (31) of the white respondents, or sixty-five percent (65%), are employed full time, seven (7), or fifteen percent (15%), are employed part-time, nine (9), or nineteen percent report an other status and one (1), or two percent (2%), reports being unemployed. See Pie Chart E-2

Eighteen (18), or ninety percent (90%) of the African American respondents reported being employed either full or part time. Eleven (11) of the African American respondents, or fifty-five percent (55%), reported full time employment, seven (7), or thirty-five percent (35%) reported part-time employment and two (2), or ten percent (10%) report an other status. See Pie Chart E-3

All three (3), or one hundred percent (100%), of the white respondents between the ages of twenty-two (22) and twenty-four (24) were employed as was the one (1), or one hundred percent (100%), African American respondent in this age range. Twenty-three (23), or eighty-eight percent (88%), of the twenty-six (26) white respondents between the ages of twenty-five (25) and thirty-six (36) reported being employed. Twelve (12) of the thirteen (13), or ninety-two percent (92%), African American respondents between the ages of twenty-five (25) and thirty-six reported being employed.

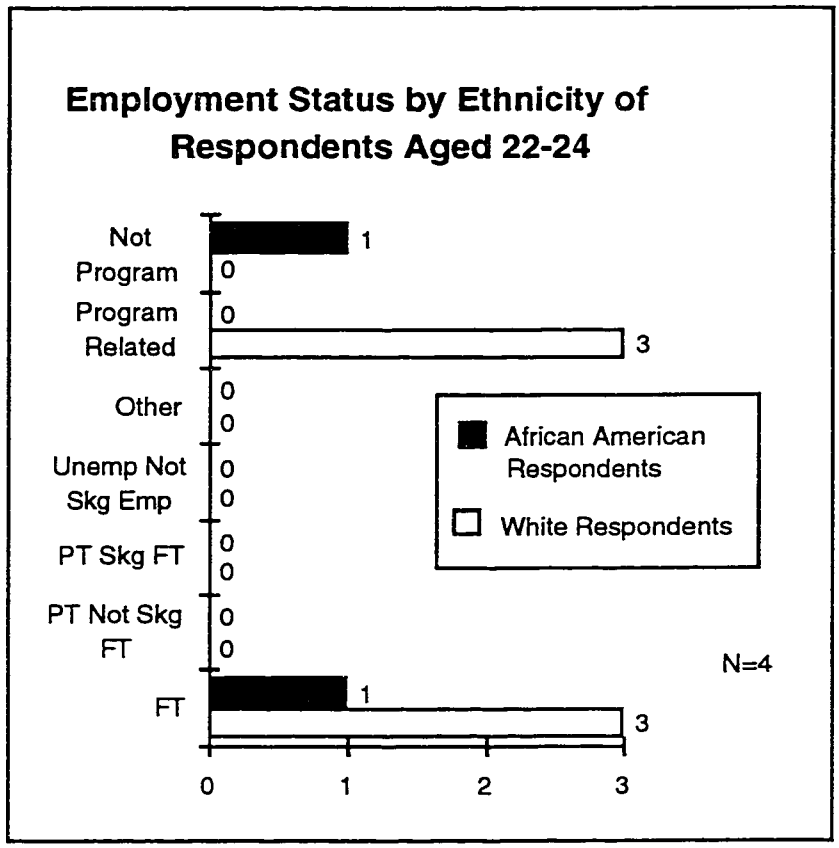
Thirteen (13), or ninety-three percent (93%), of the fourteen (14) white respondents between the ages of thirty-seven (37) and forty-three (43) reported being employed. Two (2) of the two (2), or one hundred percent (100%), African American respondents between the ages of thirty-seven (37) and forty-three (43) reported being employed.

None (0), or zero percent (0%), of the five white respondents between the ages of forty-five (45) and fifty-seven (57) reported being employed. Three (3) of the four (4), or seventy-five percent (75%), African American respondents between the ages of forty-five (45) and fifty-seven (57) reported being employed. See Table E-4

| *Respondents Employment by Ethnicity and Age* | | | | | |
|---|---|---|---|---|---|
| ***White Respondents*** | **22-24** | **25-36** | **37-43** | **45-57** | **Total All** |
| Number | 3 | 26 | 14 | 5 | 48 |
| Employed After Graduation | 3 | 23 | 13 | 0 | 39 |
| Percent | 100% | 88% | 93% | none | 81% |
| ***African American Respondents*** | | | | | |
| Number | 1 | 13 | 2 | 4 | 20 |
| Employed After Graduation | 1 | 12 | 2 | 3 | 18 |
| Percent | 100% | 92% | 100% | 75% | 90% |

Table E-4: Respondents Employment by Ethnicity and Age

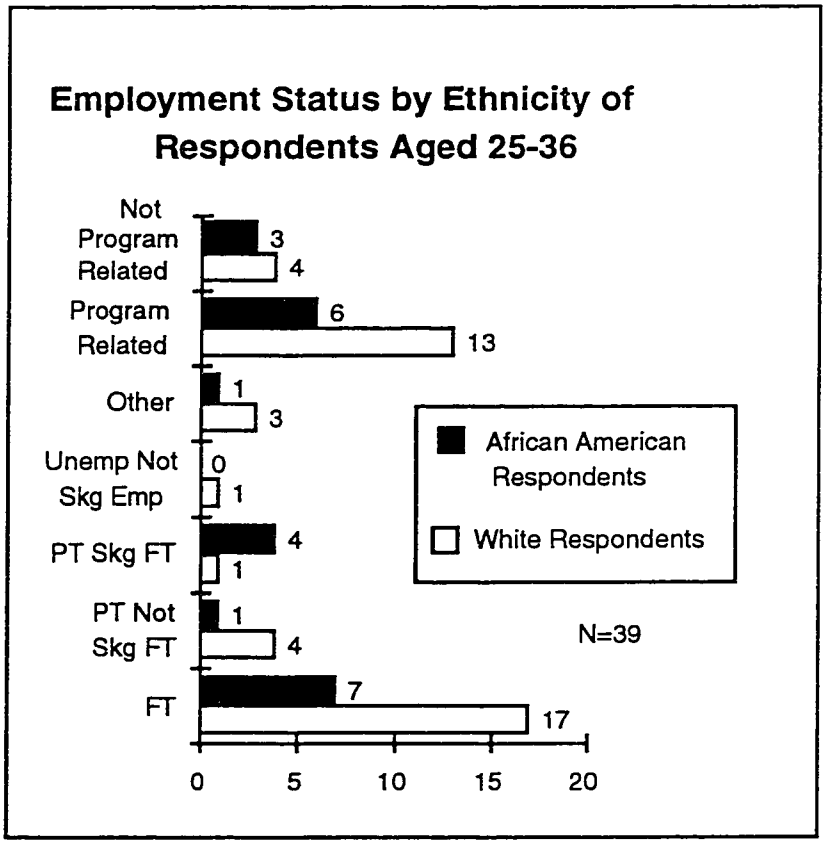
All three (3), or one hundred percent (100%), of the white respondents between the ages of twenty-two and twenty-four were employed full time and in a position related to their program. The one (1), or one hundred percent (100%), African American respondent in this age range was also employed full time, however, not in a position related to the program of study. See Graph E-5




Graph E-5: Employment Status by Ethnicity of Respondents Aged 22-24

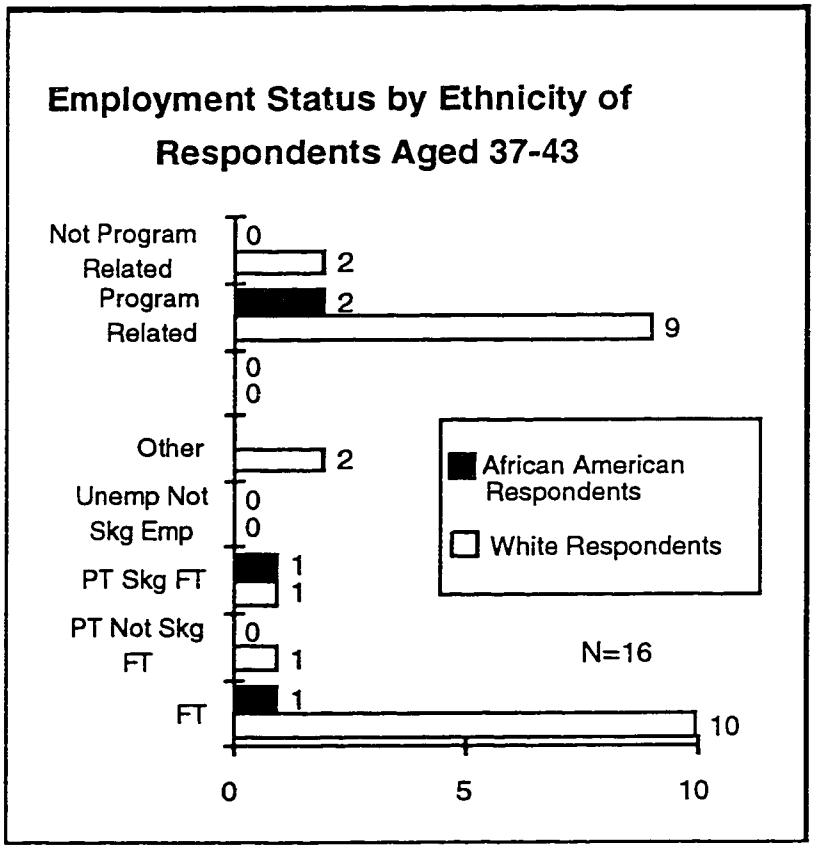
Twenty-three (23), or eighty-eight percent (88%), of the twenty-six (26) white respondents between the ages of twenty-five (25) and thirty-six (36) reported being employed. Thirteen (13), or fifty percent (50%), of the white respondents in this age range reported employment in a position related to the program of study and four (4,), or nineteen percent (19%), of the white respondents reported employment in an unrelated position. One (1) white respondent, or four percent (4%), reported unemployment, not seeking employment, one (1), or four percent (4%), reported part-time employment seeking full-time employment and four (4), or nineteen percent (19%), reported part-time employment not seeking full time employment. Three (3), or twelve percent (12%), reported an "other" status, neither employed nor seeking employment. (N=26) See Graph E-6

Twelve (12) of the thirteen (13), or ninety-two percent (92%), African American respondents between the ages of twenty-five (25) and thirty-six reported being employed. Six (6), or thirty percent (30%), of the African American respondents reported employment in a position related to the program of study and three (3), or fifteen percent (15%), reported employment in an unrelated position. There were no (0) African American respondents reporting unemployment, not seeking employment. There were four (4), or thirty-one percent (31%), African American respondents reporting part-time employment and seeking full time employment and one (1), or eight percent (8%), African American respondent reporting part-time employment, not seeking full time employment. One (1), or eight percent (8%), of the thirteen African American respondents in this age range reported an "other" status, neither employed nor seeking employment. (N=13) See Graph E-6




Graph E-6: Employment Status by Ethnicity of Respondents Aged 25-36

Thirteen (13), or ninety-three percent (93%), of the fourteen (14) white respondents between the ages of thirty-seven (37) and forty-three (43) reported being employed. Nine (9), or sixty-four percent (64%) of the fourteen (14) white respondents in this age range were employed in positions related to their program of study. Two (2), or fourteen percent (14%), were employed in position not related to the program of study. Ten (10), or seventy-one percent (71%) were employed full time, one (1), or seven percent (7%) was employed part-time, not seeking full time employment and one (1), or seven percent (7%) was employed part-time but seeking full time employment. Two (2), or fourteen percent (14%), of the white respondents in this age range reported an "other" status. There were no (0) white respondents in this age range reporting unemployment status not seeking employment (N=14) See Graph E-7

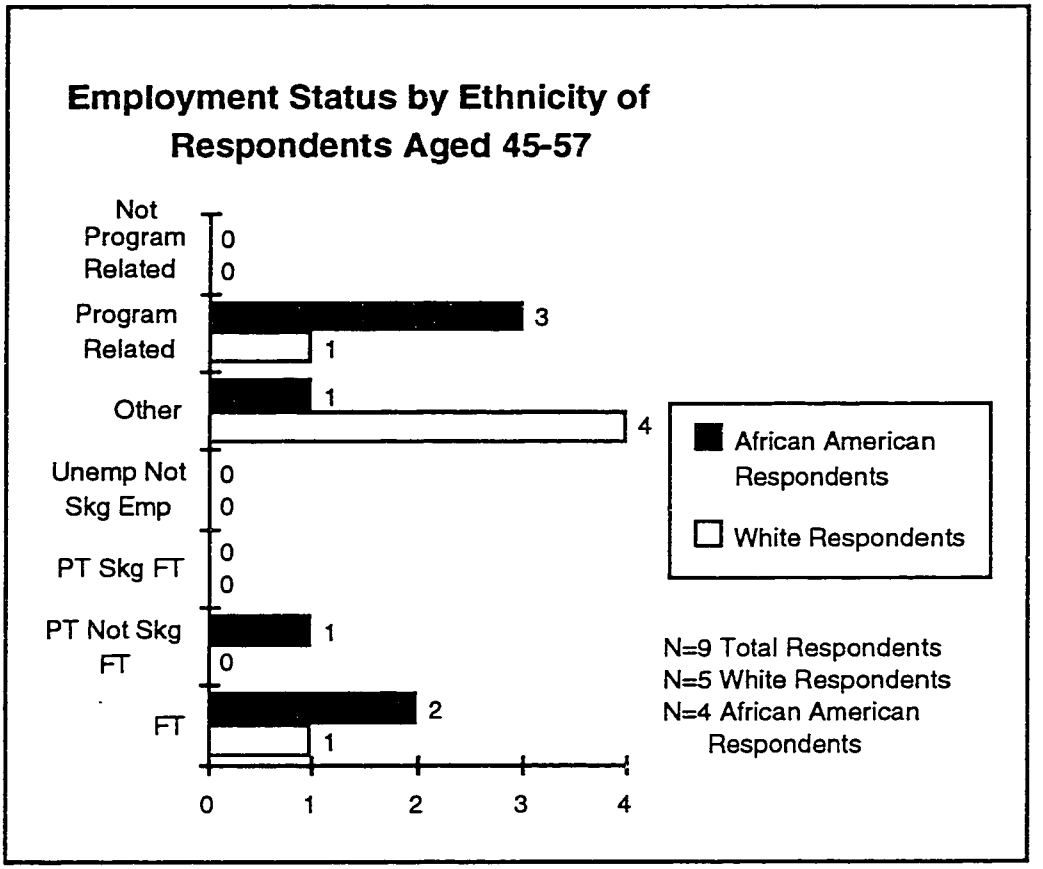



Graph E-7: Employment Status by Ethnicity of Respondents Aged 37-43

Two (2) of the two (2), or one hundred percent (100%), African American respondents between the ages of thirty-seven (37) and forty-three (43) reported being employed. One (1), or fifty percent (50%), African American respondent in this age range reported full time employment status and one (1), or fifty percent (50%), African American respondent reported part-time employment seeking full time employment status. Both respondents reported employment in positions related to the program of study. (N=2) See Graph E-7

None (0), or zero percent (0%), of the five white respondents between the ages of forty-five (45) and fifty-seven (57) reported being employed in a position unrelated to the program of study. One (1), or twenty percent (20%) of the white respondents in this age range reported full time employment in a position related to the program of study. Four (4), or eighty percent (80%), of the respondents in this age range reported an "other" status and were unemployed. (N=5) See Graph E-8

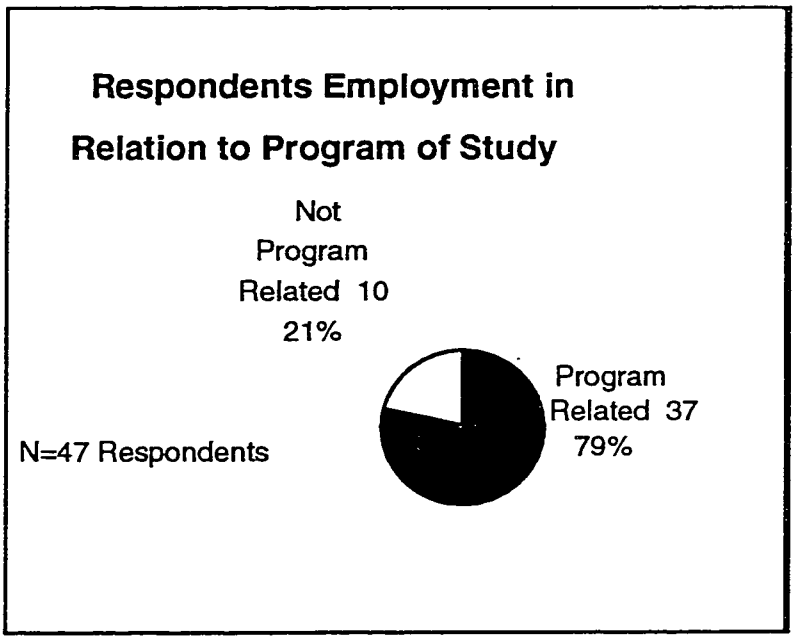
Three (3) of the four (4), or seventy-five percent (75%), African American respondents between the ages of forty-five (45) and fifty-seven (57) reported being employed. Two (2), or twenty-five percent (25%), of the four (4) African American respondents in this age range reported full time employment. One (1), or twenty-five percent, African American respondent reported part-time employment not seeking full time employment. All three (3), or seventy-five percent (75%), employed African American respondents in this age range reported employment in a position related to the program of study. One (1), or twenty-five percent (25%), reported an "other" status and was not employed. (N=4) See Graph E-8




Graph E-8: Employment Status by Ethnicity of Respondents Aged 45-57

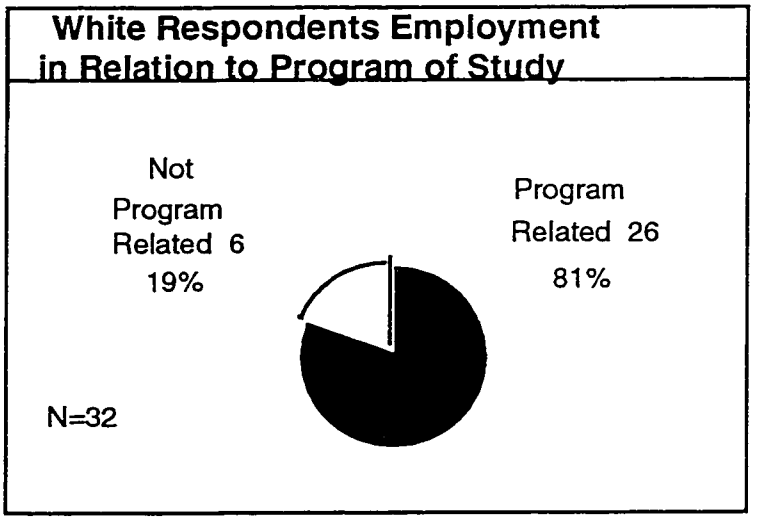
Program Related Employment

Forty-seven (47), or sixty-nine percent (69%) of the sixty eight (68) respondents provided data for the question on program related employment. Thirty-seven (37) respondents, or seventy-nine percent (79%) of all of the respondents were employed in fields related to their program of study. Ten (10) respondents, or twenty one percent (21%), of all of the respondents reported being employed in fields unrelated to their program of study. (N=47) See Pie Chart E-9



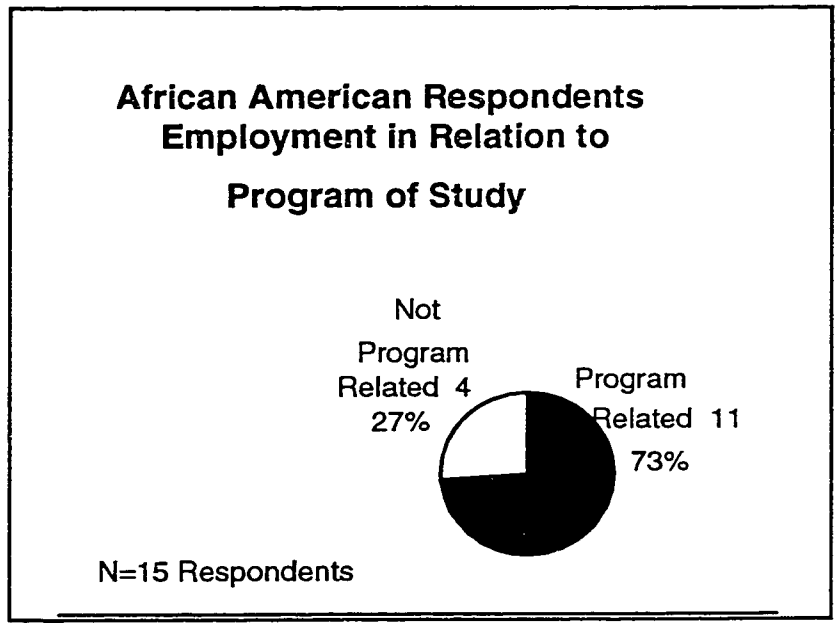

Pie Chart E-9: Respondents Employment in Relation to Program of Study

Thirty-two (32), or sixty-seven percent (67%), of the forty-eight white respondents provided data for this question. Twenty-six (26), or eighty-one percent (81%) of the white respondents reported employment in a position related to their program of study. Six (6), or nineteen percent (19%) of the white respondents reported employment in a position unrelated to their program of study. (N=32) See Pie Chart E-10




Pie Chart E-10: White Respondents Employment in Relation to Program of Study

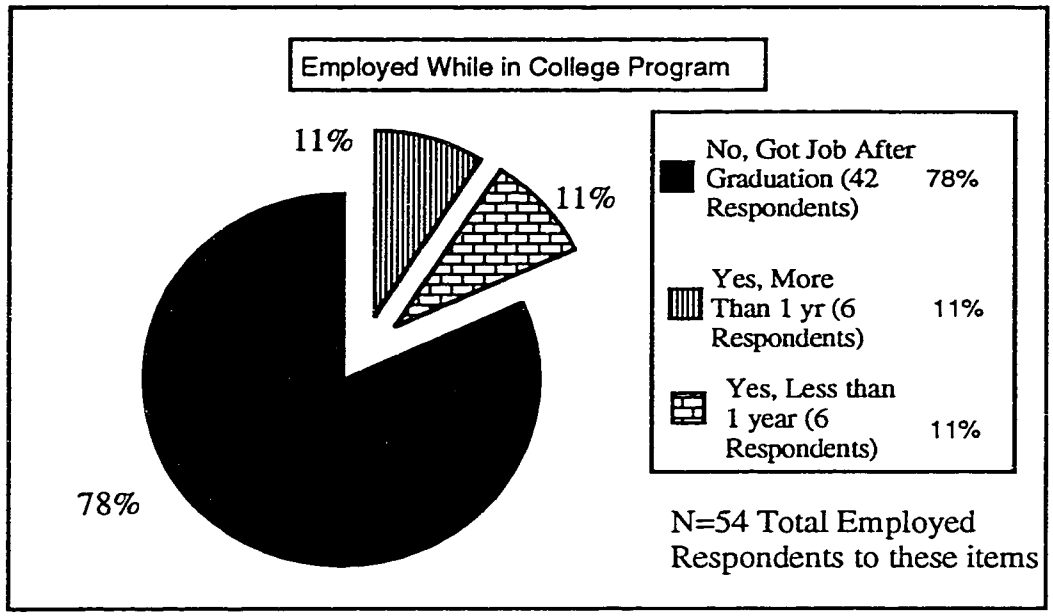
Seventy-three percent (73%), or eleven (11) of the twenty (20) African American respondents, reported being employed in a position related to their program of study. Twenty-seven percent (27%), or four (4) respondents reported beingemployed in a position unrelated to the program of study.




Pie Chart E-11: African American Respondents Employment in Relation to Program of Study

Research Question 11: Current Job Obtained While Completing College Program

Although fifty-seven respondents reported being employed, there were only fifty four respondents to this question. Forty two (42), or seventy-eight percent (78%), of these respondents reported they did not have their current job while in their college program. Six (6), or eleven percent (11%), of these respondents reported they had their job less than one year prior to graduation; and six, or eleven percent (11%), of these respondents reported they had their job for more than one year prior to graduation. (N=54) Pie Chart B reflects respondents rate of current employment while in the college program.




Pie Chart E-12: Respondents Employment In Current Job While in College Program

Research Question 13: Current Wages

There were fifty-seven (57) respondents reporting employment. Fifty four (54) respondents reported their salary and wages. There were forty-three (43) respondents to the College Graduate Survey and thirty-three (33) respondents to the Single Parent/Displaced Homemaker Survey. Eight (8) respondents completed both surveys. In these cases, responses were taken from the Single Parent//Displaced Homemakers Survey, thus creating a total pool of fifty-four (54) employment income to analyze. Some of the respondents to the Single Parent/Displaced Homemakers Survey included other sources of income. However, only salary and wages reported as resulting from full and part-time employment status was included in this research.

Respondents to the College Graduate Survey were asked to respond to a set of pre-established hourly ranges of wages. The low end of all salary ranges was set at $10,712 and the high end was set at $31,200 annual income on the College Graduate Survey. The low end for each range in the College Graduate Survey was assumed in this research.

Respondents to the Single Parent/Displaced Homemaker Survey were asked to report the dollar amount of their earnings. The two were tabulated separately, duplicates removed and then all salaries were combined. Excluding three respondents who reported employment, but did not include wages and salary, produced a total of twenty-seven (27) Single Parent/Displaced Homemakers survey responses and a total of twenty-seven (27) College Graduate survey responses.

| Salary & Wages by Type of Survey | | | |
|---|---|---|---|
| Employed Respondents | Single Parent/Displaced Homemaker Survey | College Graduate Survey | Two Surveys Combined |
| Mean | $31,575 | $23,708 | $27,641 |
| Median | $32,000 | $27,040 | $27,616 |
| Mode | $31,200 | $31,200 | $31,200 |
| Minimum | $11,400 | $10,712 | $10,712 |
| Maximum | $45,000 | $31,200 | $45,000 |

Table W: Salary and Wages by Type of Survey

Current salary and wages reported by employed respondents ranged from a low of $11,400 to a high of $45,000 annually as reported by respondents to the Single Parent/Displaced Homemaker Survey. Employed respondents to the College Graduate Survey reported salary and wages ranging from a low of $10,712 to a high of $31,200 (more than $15 per hour).

The mean income reported by employed respondents on the Single Parent/Displaced

Homemaker Survey was $31,575. The mean income reported by respondents on the College Graduate Survey was $23,708 The median for the Single Parent/Displaced Homemaker Survey was $32,000 and the median for the College Graduate Survey was $27,040. Combining all reported income revealed a mean of $27,641 and a median income of $27,616. The mode remained the same, i.e. $31,200. The minimum reported was $10,712 and the maximum reported was $45,000 with a range in income of $34,288. Table W depicts the reported salary and wage ranges.

Employment and Year of Graduation

The reported employment income for all respondents by graduation year revealed the mean year of responses received was 1994. The median year was 1995 and the mode was 1996. Employment income was reported for every year except 1993, with one (1) respondent reporting current employment, but not reporting salary and wages.

Salary & Wages and Ethnicity

There were thirty-seven (37) white respondents reporting salary and wages, representing seventy-seven percent (77%) of the total white respondents (N=48). There were seventeen (17) African American respondents reporting salary and wages representing eighty-five percent (85%) of the total African American respondents (N=20). (Within each ethnic group, fifty-two percent (52%) or twenty (20) of the forty-eight (48) white responders completed the Single Parent survey. Forty percent (40%) or eight (8) of the twenty (20) African American respondents completed the Single Parent survey.)

The mean income for white respondents was $29,137. The mean income for African American respondents was $24,389. The median income for white employed respondents was $31,200 and the median income for African American respondents was $27,040. The mode for both groups was $31,200. Minimum salary and wages for both white and African American respondents was $10,712. However, the maximum employment income for white respondents was $45,000; and the maximum employment income for African Americans was $36,088. The range in income for white respondents

| Salaries & Wages by Ethnicity | | | |
|---|---|---|---|
| Employed Respondents | White | African American | Percent of Difference |
| Mean | $29,137 | $24,389 | 83% |
| Median | $31,200 | $27,040 | 87% |
| Mode | $31,200 | $31,200 | none |
| Range | $34,288 | $25,376 | 74% |
| Minimum | $10,712 | $10,712 | none |
| Maximum | $45,000 | $36,088 | 80% |

Table W-1: Salaries and Wages by Ethnicity

was $34,288 and the range for African American respondents was $25,376. See Table W-1

Comparison of the mean earnings of white respondents and African American respondents revealed an earnings gap. The mean earnings of African American respondents appear to be only eighty four percent (84%) of the mean salary and wages earned by white respondents. A comparison of the median reveals a larger gap. The median earnings of African American respondents appear to be only eighty-seven percent (87%) of the median salary and wages of white respondents. There was also a difference reflected in the range of earnings. African American respondents experienced a range of only seventy-four percent (74%) of the range in salary and wages of white respondents. There was a difference reflected in the maximum earnings, with African American respondents experiencing a maximum salary and wage that was only eighty percent (80%) of the maximum salary and wages of white respondents. Table N reflects the reported salary and wages for each ethnic group.

Age at Graduation

The mean age at graduation for employed respondents was thirty-four (34), the median age at graduation was thirty-three 33 and the mode was twenty-nine (29). The standard deviation in age was seven (7). The range in age at graduation for the fifty-four (54) employed respondents reporting salary and wages was twenty-two (22) to fifty-one (51).

Age at Graduation and Ethnicity

The median age for white respondents reporting salary and wages was thirty-three (33) and the mode was twenty-nine (29). The median age for African American respondents reporting salary and wages was thirty-three (33) and the mode was twenty-five (25). The range in age for white respondents reporting salary and wages was twenty-five (25) with a minimum age of twenty-two (22) and a maximum age of forty-seven (47) at graduation. The range in ages for African American respondents reporting salary and wages was twenty-seven (27) with a minimum age of twenty-four (24) and a maximum age of fifty-one (51).

Honor Graduates

Forty percent (40%), or twenty-two (22) of the employed respondents graduated with honors or high honors. Sixty percent (60%), or thirty-two (32) of the employed respondents did not graduate with honors.

An analysis of the Honor graduates' salary and wages reveals a mean salary and wage of $29,210, whereas the non-honor graduates have a mean salary and wage of $26,434. Median salary and wages for employed Honor graduates was $29,596 and for non-honor graduates was $27,040. The mode for both was $31,200. The standard deviation for Honor graduates was $8,950 and for Non-Honor graduates, the standard deviation was $9,520. The range for Honor graduates was $34,288 and for Non-Honor graduates, the range was $30,888. The minimum salary and wages for both Honor and Non-Honor graduates was $10,712. However, the maximum salary and wages was

$45,000 for Honor graduates and $41,600 for Non-Honor graduates. See Table W-2.

| Salary & Wages in Relation to Graduation with Honors Status | | | |
|---|---|---|---|
| Employed Respondents | Honor Graduates | Non-Honor Graduates | Difference |
| Mean | $29,210 | $26,434 | 90% |
| Median | $29,596 | $27,040 | 91% |
| Mode | $31,200 | $31,200 | none |
| Range | $34,288 | $30,888 | 90% |
| Minimum | $10,712 | $10,712 | none |
| Maximum | $45,000 | $41,600 | 92% |

Table W-2: Salary and wages in Relation to Graduation with Honors Status

Programs of Study

An examination of similar programs of study grouped together also revealed some differences in the reported salaries and wages. Thirty-two (32) respondents completing program requirements in the Health Related areas reported salaries and wages with a mean of $31,970, a median and mode of $31,200. The minimum salary and wages reported in the Health related areas was $14,520 and the maximum reported was $45,000. The range in salary and wages was $30,480. The standard deviation was $8,098. See Table W-3.

Twelve (12) respondents completing program requirements in the Business Related areas reported salaries and wages with a mean of $21,324, a median of $19,032 and a mode of $18,720. The minimum salary and wages reported in the Business related areas

was $10,712 and the maximum reported was $36,088. The range in reported salary and wages was $25,376. The standard deviation was $7,105. See Table W-3.

Ten (10) respondents completing program requirements in the Social Science, Arts and Other Related areas reported salaries and wages with a mean of $21,375, a median of $24,520 and a mode of $14,560. The minimum salary and wages reported in the Social Science, Arts and Other related areas was $10,712 and the maximum reported was $31,200. The range in reported salary and wages was $20,488. The standard deviation was $7,784. See Table W-3.

**Comparison of Salary & Wages by Program of Study**

| Employed Respondents | Health Related Programs | Business Related Programs | Social Science, Arts & Other Related Areas | Difference for Health & Business | Difference for Health & Social Science Arts & Other | Difference for Social Science Arts & Other & Business |
|---|---|---|---|---|---|---|
| Mean | $31,970 | $21,324 | $21,375 | Health 33%+ | Health 33%+ | SS .02%+ |
| Median | $31,200 | $19,032 | $24,520 | Health 39%+ | Health 22%+ | SS 33%+ |
| Mode | $31,200 | $18,720 | $14,560 | Health 40%+ | Health 64%+ | Bs 33%+ |
| Minimum | $14,520 | $10,712 | $10,712 | Health 27%+ | Health 27%+ | none |
| Maximum | $45,000 | $36,088 | $31,200 | Health 20%+ | Health 31%+ | Bs 14%+ |
| Range | $30,480 | $25,376 | $20,488 | Health 27%+ | Health 33%+ | Bs 20%+ |

***Key:*** *Health - Health Related programs* *SS - Social Science, Arts & Other programs*
*Bs - Business programs*

Table W-3: Comparison of Salaries & Wages by Program of Study

Family Independence Agency Respondents

There were thirty-six (36) employed respondents who had identified FIA as a

source of pre-participation income. Their combined salaries and wages produced a mean income of $26,236, with a median income of $27,140 and a mode of $31,200. The minimum salaries and wages reported was $10,712 and the maximum reported was $45,000. The standard deviation was $9,967. The range in salaries and wages was $34,288.

Nine (9) of the thirty-six (36) respondents reported they were employed on a part-time basis (less than 30 hours per week). The mean for those employed part -time was $24,144 with a median salary and wage of $19,344. The mode was $14,560 with two respondents reporting these earnings. The minimum salary and wage reported by those respondents employed part-time was $14,560 and the maximum was $38,792. The standard deviation for those employed part-time was $10,046. The range was $24,232. See Table W-4

| **Respondents Salaries & Wages for Employed Former FIA Recipients** | | |
|---|---|---|
| Employed FIA Respondents | All FIA Employed Respondents | Part Time Employed FIA Respondents |
| Mean | $26,236 | $24,144 |
| Median | $27,140 | $19,344 |
| Mode | $31,200 | $14,560 |
| Minimum | $10,712 | $14,560 |
| Maximum | $45,000 | $38,792 |
| Range | $34,288 | $24,232 |
| N=36 | | |

Table W-4: Respondents Salaries and Wages for Employed Former FIA Recipients

Family Independence Agency Respondents and Ethnicity

The mean salary and wages for the twenty-six (26) white employed former FIA recipients was $27,026 with a median salary and wage of $27,140 and a mode of $31,200. The mean salaries and wages for the ten (10) African American employed former FIA recipients was $24,182 with a median salary and wage of $26,497 and a mode of $3,200. The standard deviation for white respondents was $10,437. The standard deviation for African American respondents was $8,790. Minimum salaries and wages for both white and African American respondents was $10,712. The maximum for white respondents was $45,000 and the maximum for African American respondents was $36,088. The range in salaries and wages for white respondents was $34,288, the range for African American respondents was $25,376. See Table W-5.

Twenty-three percent (23%), or six (6) respondents, of white former FIA recipients reported part-time employment; and, thirty percent (30%), or three (3) respondents, of African American former FIA recipients reported part-time employment. Mean salaries and wages reported by white former FIA recipients for part-time employment was $25,365. Mean salaries reported by African American former FIA recipients for part-time employment was $21,701. The median was $22,880 for white former FIA recipients for part-time employment and was $19,344 for African American former FIA recipients. There was no mode for the African American respondents. The mode for white former FIA recipients reporting part-time employment was $14,560. The standard deviation for white former FIA recipients reporting part-time employment was $11,259 and $8,567 for African American former FIA recipients reporting part-time employment. See Table W-5

Minimum wages reported for both white and African American former FIA recipients reporting part-time employment were $14,560. The maximum salary and wages reported for white former FIA recipients reporting part-time employment were $38,792 and the maximum for African American recipients reporting part-time employment was $31,200. The range was $24,232 for white respondents and $16,640 for African

American respondents who were former FIA recipients reporting part-time employment. See Table W-5

| Respondents Salary & Wages by Ethnicity for Employed Former FIA Recipients | | | | | | |
|---|---|---|---|---|---|---|
| Employed FIA Respondents | White FIA | African American FIA | Difference | White Part Time Employed FIA | African American Part Time Employed FIA | Difference |
| Mean | $27,026 | $24,182 | 89% | $25,365 | $21,701 | 86% |
| Median | $27,140 | $26,497 | 98% | $22,880 | $19,344 | 85% |
| Mode | $31,200 | $31,200 | none | $14,560 | none | N/A |
| Minimum | $10,712 | $10,712 | none | $14,560 | $14,560 | none |
| Maximum | $45,000 | $36,088 | 80% | $38,792 | $31,200 | 80% |
| Range | $34,288 | $25,376 | 74% | $24,232 | $16,640 | 69% |

Table W-5: Respondents Salaries and Wages by Ethnicity for Employed Former FIA Recipients

Pre-Participation Income & After Graduation Salary and Wages

The mean pre-participation income (including all sources) was $7,424 for the fifty-four (54) respondents reporting employment after graduation. The median for these respondents was $5,412 and the mode was zero. The standard deviation was $7,274 and the minimum reported was zero, the maximum reported was $38,544. The range was $38,544. The sum total of pre-participation income (all sources) reported by the fifty-four after graduation employed respondents was $400,872. Graph W-6 reflects a comparison of the income levels at the time of application and after graduation of the employed

respondents as well as the increases in household income resulting from employment.

| Comparison of Pre-Participation Income and After Graduation Salary & Wages of Employed Respondents | | | |
|---|---|---|---|
| Employed Respondents (N=54) | Pre-Participation | After Graduation | After Graduation Salary & Wages Increase |
| Mean | $7,424 | $27,642 | $20,238 |
| Median | $5,412 | $27,616 | $20,153 |
| Mode | $0 | $31,200 | $31,200 |
| Sum Total | $400,872 | $1,492,665 | $1,091,793 |

Table W-6: Comparison of Pre-Participation Income and After Graduation Salary and Wages of Employed Respondents

The sum total of earned income (only) reported by survey respondents was $1,492,665.00. After graduation employed respondents experienced a mean gain of $20,238 in household income resulting from employment. The median increase for the employed respondent was $20,153. The mode in increase was $20,153. The minimum gain experienced was a negative -$8,544 (as the one respondent initially reported pre-participation income of $38,000, and after graduation reported $30,000 salary & wages). The maximum gain was $45,000 (as the respondent reported zero income and was waiting to receive welfare assistance at the time of application). The standard deviation was $11,496. Graph W-6 reflects the sum total difference between pre-participation income and graduate earned income for after graduation employed respondents.

Of the fifty-four (54) respondents reporting employment after graduation, seventy-

four percent (74%), or forty (40), of the respondents reported salary and wages after graduation above $20,000 annually; whereas only three percent (3%), or two (2) of these respondents did so at application. Twenty-six percent (26%), or fourteen (14), of the employed respondents reported after graduation salaries and wages below $20,000; whereas ninety-seven percent (97%), or sixty-six (66) of these respondents did so at application. Eighty-eight percent (88%), or sixty (60) of all respondents reported income below $15,000 at application; whereas, seventeen percent (17%), or nine (9) of the employed respondents did so as salary and wages after graduation. Eighty-five percent (85%), or fifty-eight (58) of all respondents reported income below $14,000 at application; whereas, only six percent (6%), or three (3), of the employed respondents did so as salary and wages after graduation. See Table W-7

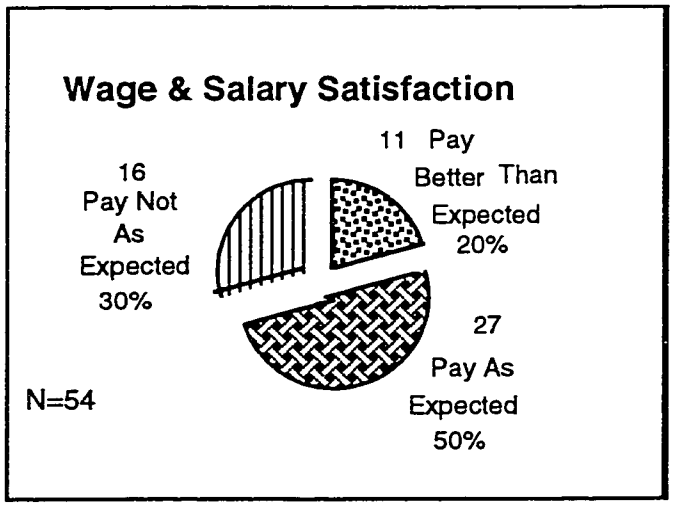
| **Pre-Participation Income and After Graduation Salary & Wages of Employed Respondents by Established Poverty Predictors** | | | | |
|---|---|---|---|---|
| Total Respondents N=68<br>Employed Respondents N=54 | Pre-Participation | All Respondents at Pre-Participation N=68 | Employed Respondents After Graduation | Employed Respondents After Graduation N=54 |
| Percent Above $20,000 | 3% | 2 | 74% | 40 |
| Percent *Below* $20,000 | 97% | 66 | 26% | 14 |
| Percent *Below* $15,000 | 88% | 60 | 17% | 9 |
| Percent *Below* $14,000 | 85% | 58 | 6% | 3 |
| Percent *Below* $10,000 | 74% | 50 | zero | zero |
| Percent *Below* $6,000 | 59% | 40 | zero | zero |

Table W-7: Pre-Participation Income and After Graduation Salary and Wages of Employed Respondents by Established Poverty Predictors

Research Question 14: Income Satisfaction

Fifty-four (54), or seventy-nine percent (79%), of the respondents answered this question. Seventy percent (70%), or thirty-eight (38), of the respondents report satisfaction with the salary and wages after completion of the program of study. Twenty percent, or eleven (11), of the respondents reported a better than expected wage and salary level and fifty percent (50%), or twenty-seven (27), of the respondents reported the wage and salary level met their expectations. Thirty percent (30%), or sixteen (16), of the respondents reported an income level that was not as high as they expected it to be. Pie Chart S-1 reflects these findings.

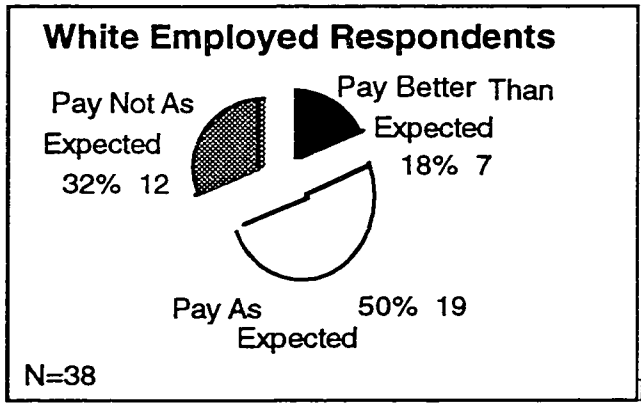
The ethnic breakdown of the respondents is as follows: nineteen percent (19%) or seven (7) of the white respondents reported better than expected pay; whereas, twenty-five percent (25%), or four (4), of the African American respondents had this response. Fifty-one percent (51%), or seven (7), of the white respondents reported their pay was as expected; whereas fifty percent (50%), or eight (8) of the African American respondents had this response. Thirty-two percent (32%), or twelve (12), of the white respondents reported the pay was not as expected; whereas, twenty-five percent (25%), or four (4), of the African American respondents had this response. See Table S-2 and Pie Charts S-3 and S-4.



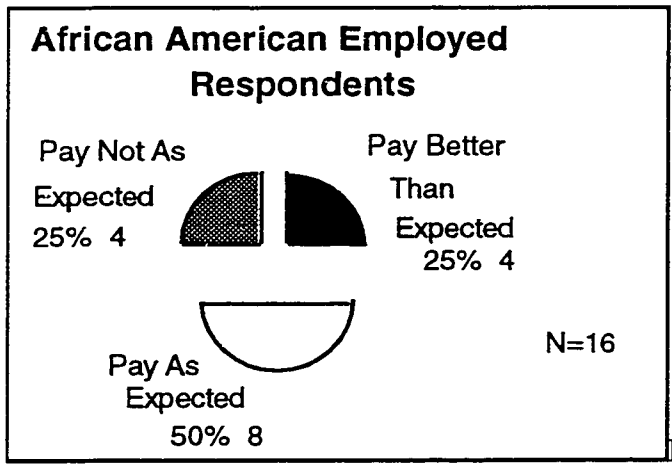

Pie Chart S-1: Wage and Salary Satisfaction

| Wage and Salary Satisfaction by Ethnicity | | | | | |
|---|---|---|---|---|---|
| | Total Employed | African American Employed | Percent of Total A.A. Employed | White Employed | Percent of Total White Employed |
| Pay Better Than Expected | 11 | 4 | 25% | 7 | 19% |
| Pay As Expected | 27 | 8 | 50% | 19 | 51% |
| Pay Not As Expected | 16 | 4 | 25% | 12 | 32% |
| Total | 54 | 16 | | 37 | |

Table S-2: Wage and Salary Satisfaction by Ethnicity




Pie Chart S-3 White Employed Respondents




Pie Chart S-4: African American Employed Respondents

An examination of age as a factor revealed that the responses were typical for the age ranges, i.e. the majority (57%) of all of the respondents for this research were between the ages of 25-36. Fifty-five percent (55%), or twenty-one (21), of the white respondents fell within this age group, whereas, sixty-nine percent (69%), or eleven (11), of the African American respondents fell within this age group. See Tables S-5 and S-6.

| White Employed Respondents Wage & Salary Satisfaction by Age | | | | | |
|---|---|---|---|---|---|
| White Respondents | 22-24 @ Grad | 25-36 @ Grad | 37-43 @ Grad | 45-57 @ Grad | Total |
| Pay Better Than Expected | 1 | 0 | 5 | 1 | 7 |
| Pay As Expected | 1 | 13 | 5 | 0 | 19 |
| Pay Not As Expected | 2 | 8 | 2 | 0 | 12 |
| | 4 | 21 | 12 | 1 | 38 |
| N=38 | 11% | 55% | 32% | 3% | |

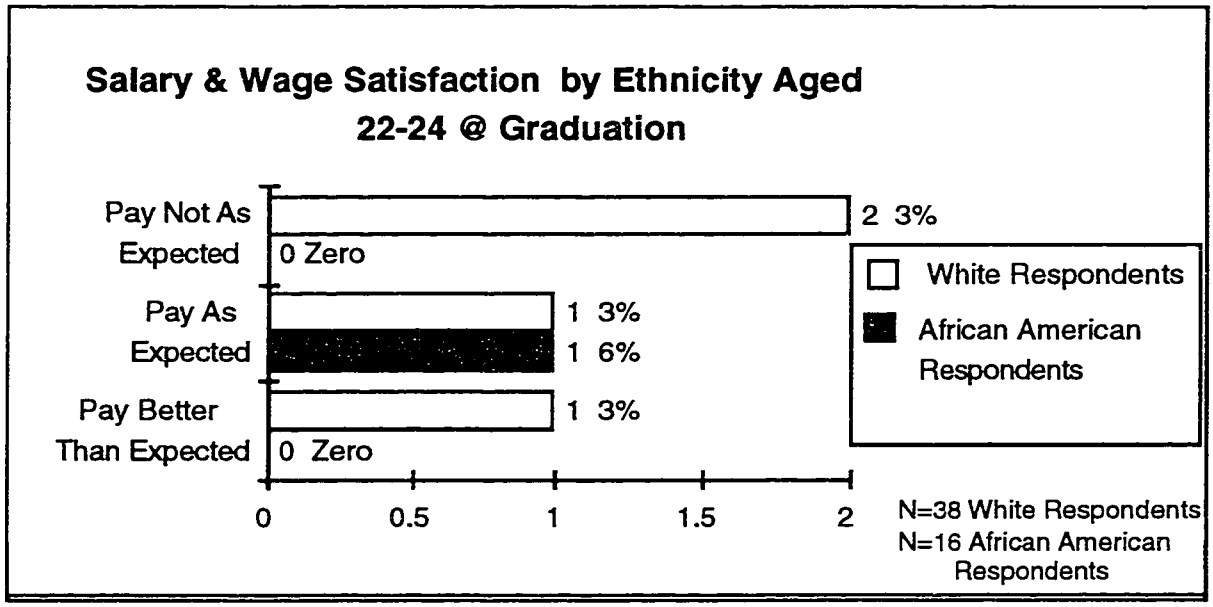
Table S-5: White Employed Respondents Wage and Salary Satisfaction by Age

There were no African American respondents aged twenty-two (22) to twenty-four (24) reporting salary and wages as better or less than as expected. Six percent (6%), or one (1) African American respondent reported wages that were as expected. Three percent (3%), or two (2), white respondents reported lower than expected wages in this age category and one (1) each reported wages that were either as expected or better than expected. See Table S-6 and Graph S-7

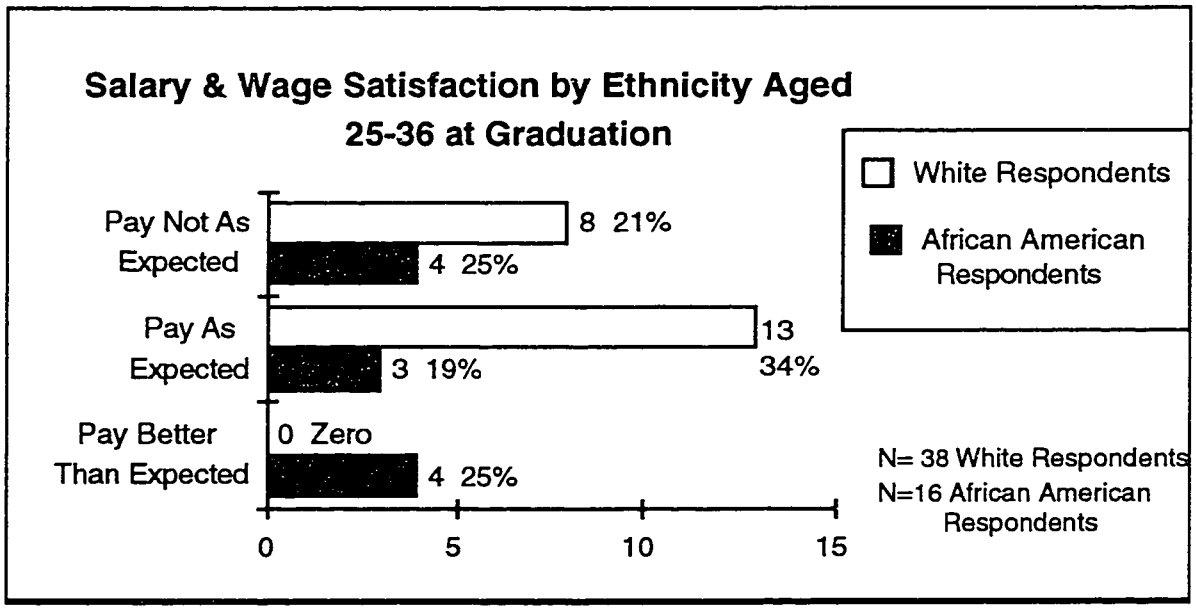
| African American Employed Respondents Wage & Salary Satisfaction by Age | | | | | |
|---|---|---|---|---|---|
| African American Respondents | 22-24 @ Grad | 25-36 @ Grad | 37-43 @ Grad | 45-57 @ Grad | Total |
| Pay Better Than Expected | 0 | 4 | 0 | 0 | 4 |
| Pay As Expected | 1 | 3 | 2 | 2 | 8 |
| Pay Not As Expected | 0 | 4 | 0 | 0 | 4 |
| | 1 | 11 | 2 | 2 | 16 |
| N=16 | 6% | 69% | 13% | 13% | |

Table S-6: African American Employed Respondents Wage and Salary Satisfaction by Age

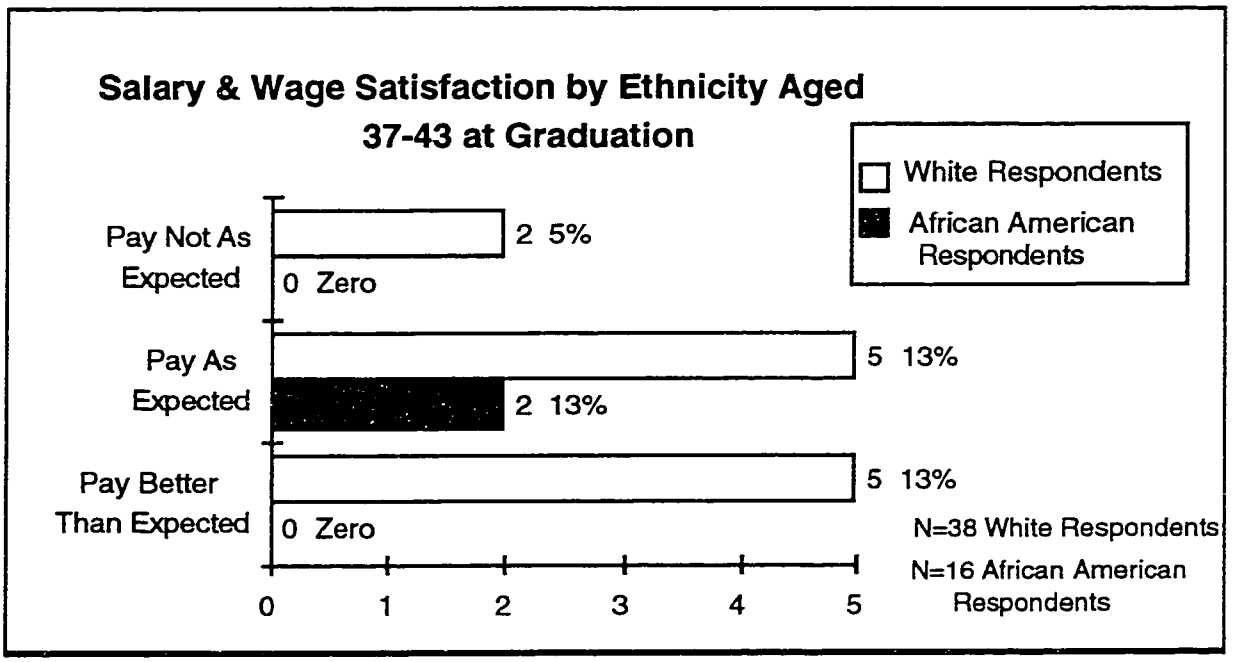
Nineteen percent (19%), or three (3) African American respondent reported wages were as expected; whereas thirty-four percent (34%), or thirteen (13), of the white respondents aged twenty-five (25) to thirty-six (36) had this response. Twenty-one percent (21%), or eight (8), of the white respondents reported lower than expected wages in this age category and none (0) reported wages that were better than expected. Twenty-five percent (25%), or four (4), of the African American respondents reported wages that were either less than expected; and twenty-five percent (25%), or four (4), reported wages that were better than expected. See Graph S-8




Graph S-7: Salary and Wage Satisfaction by Ethnicity Aged 22-24 at Graduation

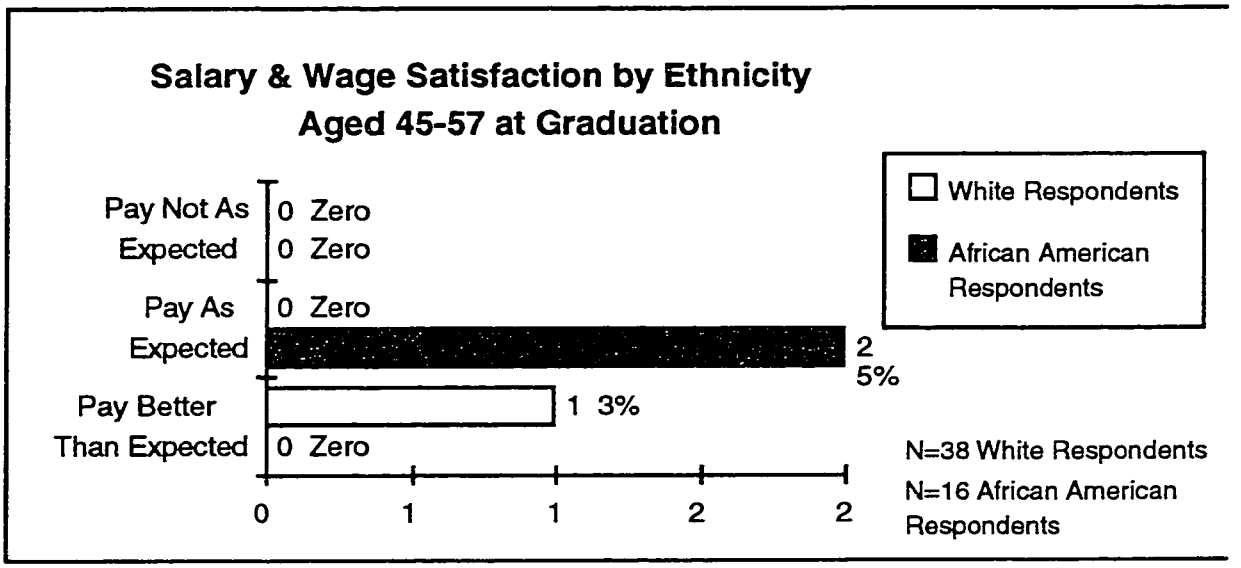



Graph S-8: Salary and Wage Satisfaction by Ethnicity Aged 25-36 at Graduation




Graph S-9: Salary and Wage Satisfaction by Ethnicity Aged 37-43 at Graduation

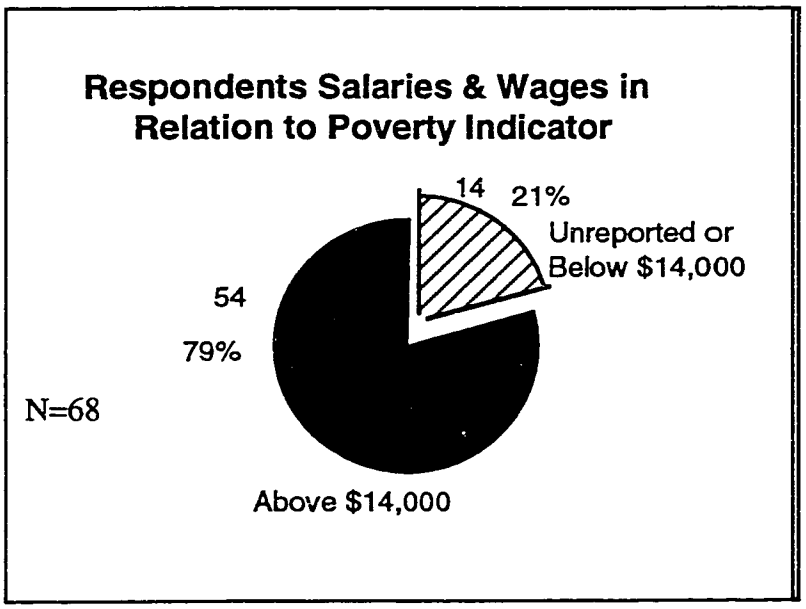
Five percent (5%), or two (2), of the African American respondents aged forty-five (45) to fifty-seven (57) reported that wages were as expected, whereas, there were no (0) white respondents with this response. Three percent (3%), or one (1) white respondent reported wages that were better than expected, whereas, there were no (0) African American respondents reporting this response in this age range. There were no (0) respondents reporting salary and wages that were not as expected in this age range. See Graph S-10




Graph S-10: Salary and Wage Satisfaction by Ethnicity Aged 45-57 at Graduation

Research Question 15: Earnings in Relation to Poverty Level

A review of incomes reported by respondents at the point of application indicated approximately seventy-five percent (75%) of applicants had incomes below the poverty level and twenty-five percent (25%) had incomes above the poverty level. As poverty levels are defined by the number of dependents in the household and the respondents did not always report this information, a cut-off of $14,000 was established to indicate a predictor of poverty - regardless of family size. A review of reported earnings of all respondents after graduation using this standard produced fourteen (14) respondents reporting either no income or an income below $14,000. This represents twenty-one percent (21%) of the respondents. This group includes those employed full and part-time with incomes below this level as well as those who reported unemployed status. It does not include respondents who reported their employment status but did not include their income. These findings are reflected in Pie Chart S-11



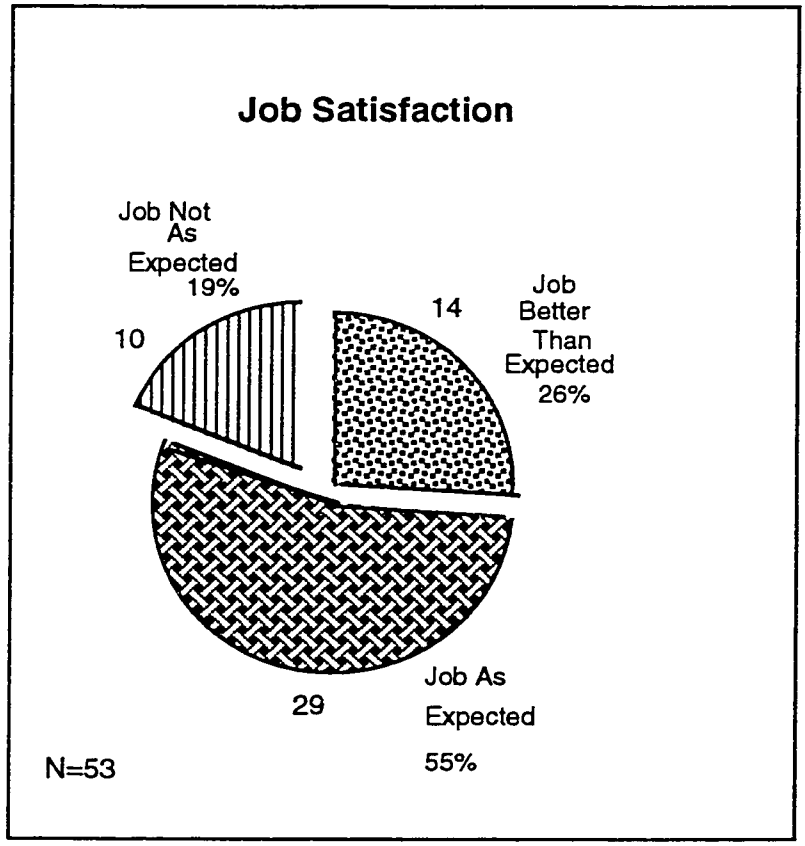

Pie Chart S-11: Respondents Salaries and Wages in Relation to Poverty Indicator

Eleven (11) of these respondents, identified as having earnings less than $14,000, are unemployed. Three (3) of the respondents reported salaries and wages less than $14,000. Ethnically, two (2) respondents are white and one (1) respondent is African American. The programs of study are Deaf Studies, Marketing and Criminal Justice. Only one (1) Honor graduate reported earnings less than $14,000.

## Research Question 16: Job Satisfaction

Fifty-three (53) of the fifty-four (54) employed respondents reported this item. Eighty-one percent (81%), or forty-three (43), of the respondents expressed the belief that the job was either as they expected or exceeded their expectations. Fifty-five percent (55%), or twenty-nine (29), of the respondents reported the current job was as they had expected it to be. Twenty-six percent (26%), or fourteen (14), of the respondents reported the job to be better than expected and nineteen percent (19%), or ten (10), of the respondents reported the job to be not as good as expected. Pie Chart J-1 reflects these findings.

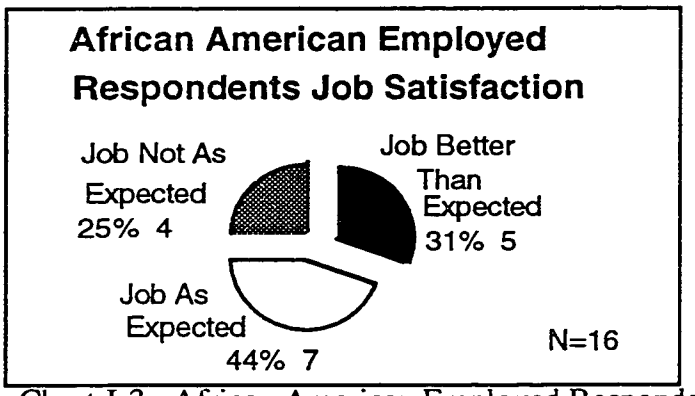
There were differences ethnically in satisfaction categories. Twenty-four percent (24%), or nine (9), of the white respondents believed the job to be better than expected; whereas, thirty-one percent (31%), or five (5), of the African American respondents expressed this belief. Sixty percent (60%), or twenty-two (22) of the white respondents found the job to be as expected; whereas, forty-four percent (44%), or seven (7), of the African American respondents expressed this belief. Sixteen percent (16%), or six (6) of the white respondents expressed the belief that the job was not as expected; whereas, twenty-five percent (25%), or four (4), of the African American respondents expressed this belief. See Table J-2 and Pie Charts J-3 and J-4.



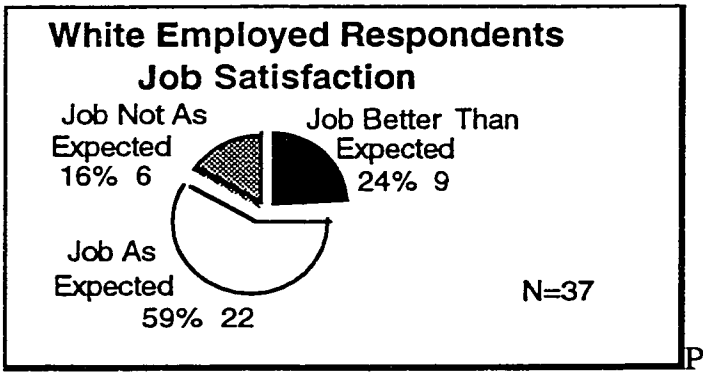

Pie Chart J-1: Job Satisfaction

| Job Satisfaction by Ethnicity | | | | | |
|---|---|---|---|---|---|
| Category | Total Employed and Percent | African American Employed | Percent of Total Af/.Am. Employed | White Employed | Percent of Total White Employed |
| Job Better Than Expected | 14 (26%) | 5 | 31% | 9 | 24% |
| Job As Expected | 29 (55%) | 7 | 44% | 22 | 60% |
| Job Not As Expected | 10 (19% | 4 | 25% | 6 | 16% |
| Total Respondents | 53 | 16 | | 37 | |

Table J-2: Job Satisfaction by Ethnicity




Pie Chart J-3: African American Employed Respondents Job Satisfaction




Pie Chart J-4: White Employed Respondents Job Satisfaction

An examination of age as a factor revealed that the responses were typical for the age ranges, i.e. the majority (57%) of all of the respondents for this research were between the ages of twenty-five (25) and thirty-six (36). Fifty-four percent (54%), or twenty (20), of the white respondents fell within this age group, whereas, sixty-nine percent (69%), or eleven (11), of the African American respondents fell within this age group. Eleven percent (11%), or four (4), of the white respondents were between the ages of twenty-two (22) and twenty-four (24) and six percent (6%), or one (1), of the African American respondents were between the ages of twenty-two (22) and twenty-four (24). Thirty-two percent (32%), or twelve (12), of the white respondents were between the ages of thirty-seven (37) and forty-three (43) and thirteen percent (13%), or two (2), of the African American respondents were between the ages of thirty-seven (37) and forty-three (43). Three percent (3%), or one (1) of the white and thirteen percent (13%), or two (2), of the African American respondents were between the ages of forty-five (45) and fifty-seven (57). See Table J-5.

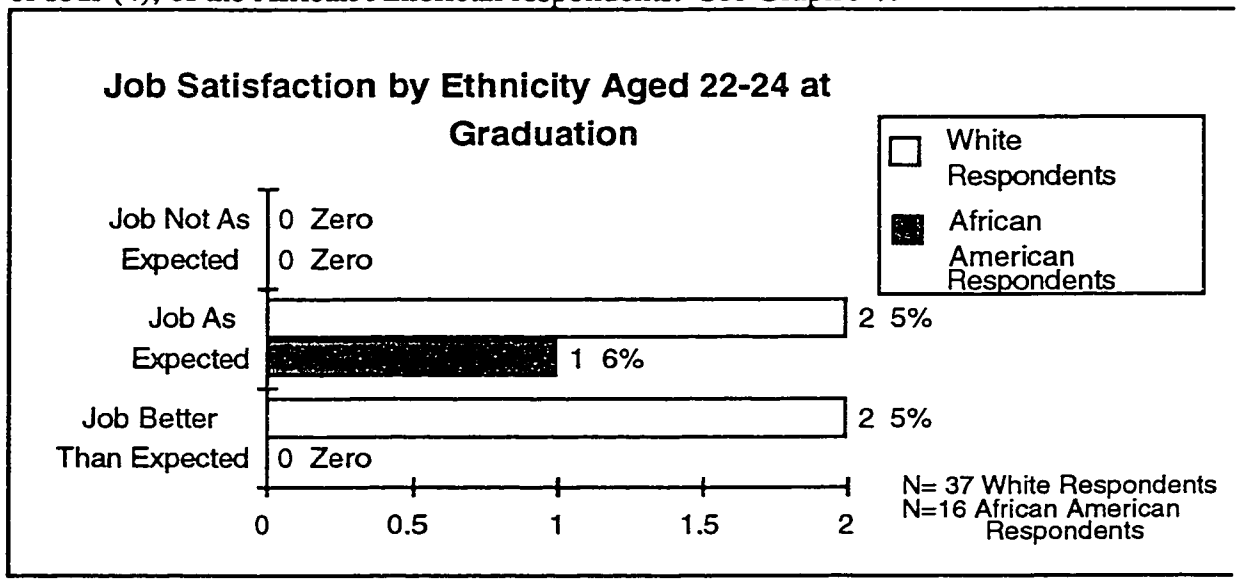
**Job Satisfaction by Ethnicity and Age Range**

| African American Respondents | | | | | White Respondents | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 22-24 | 25-36 | 37-43 | 45-57 | | 22-24 | 25-36 | 37-43 | 45-57 |
| Job Better Than Expected | 0 | 5 | 0 | 0 | Job Better Than Expected | 2 | 3 | 4 | 0 |
| Job As Expected | 1 | 2 | 2 | 2 | Job As Expected | 2 | 13 | 6 | 1 |
| Job Not As Expected | 0 | 4 | 0 | 0 | Job Not As Expected | 0 | 4 | 2 | 0 |
| | 1 | 11 | 2 | 2 | | 4 | 20 | 12 | 1 |
| N=16 | 6% | 69% | 13% | 13% | N=37 | 11% | 54% | 32% | 3% |

Table J-5: Job Satisfaction by Ethnicity and Age Range

Five percent (5%), or two (2) of the white respondents between the ages of twenty-two (22) and twenty-four (24) reported the job to be both better than expected and as expected. There were no (0) African American respondents in this age range reporting the job to be better than expected or not as expected. Six percent (6%), or one (1), African American respondent reported the job to be as expected. See Graph J-6

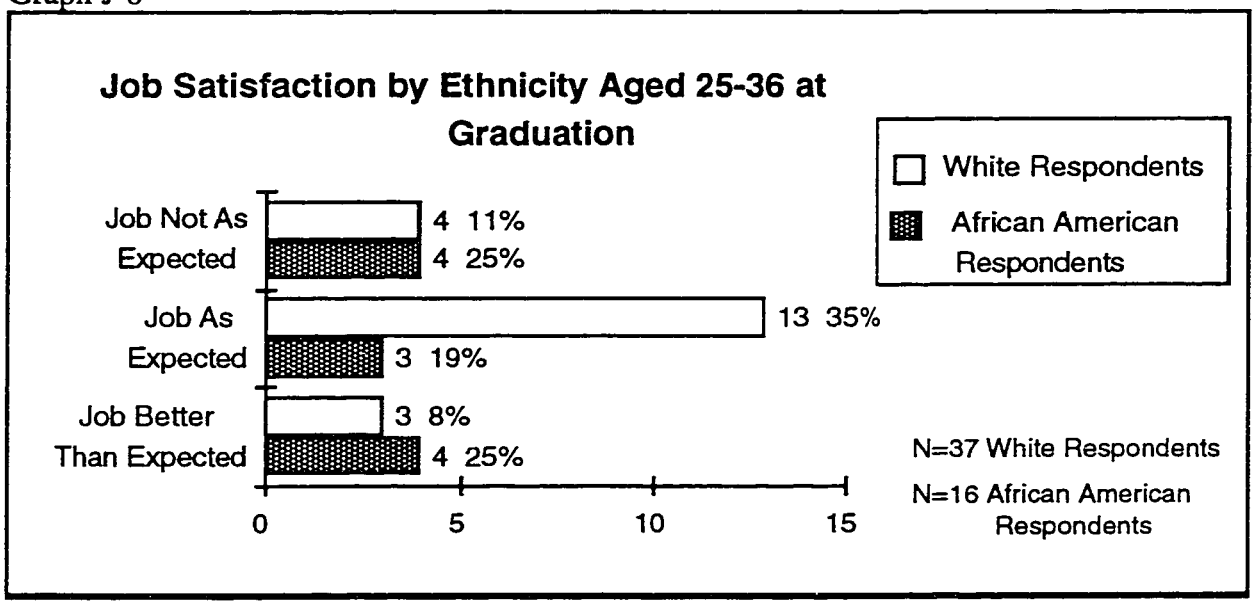
Thirty-five percent (35%), or thirteen (13) of the white respondents aged twenty-five (25) to thirty-six (36) reported the job to be as expected; whereas, nineteen percent (19%), or three (3), of the African American respondents in the age range reported this response. Eight percent (8%), or three (3), of the white respondents reported the job to be better than expected; whereas, twenty-five percent (25%), or four (4), of the African American respondents reported this response. Eleven percent (11%), or four (4), of the white respondents reported the job was not as expected as did twenty-five percent (25%), or four (4), of the African American respondents. See Graph J-7.



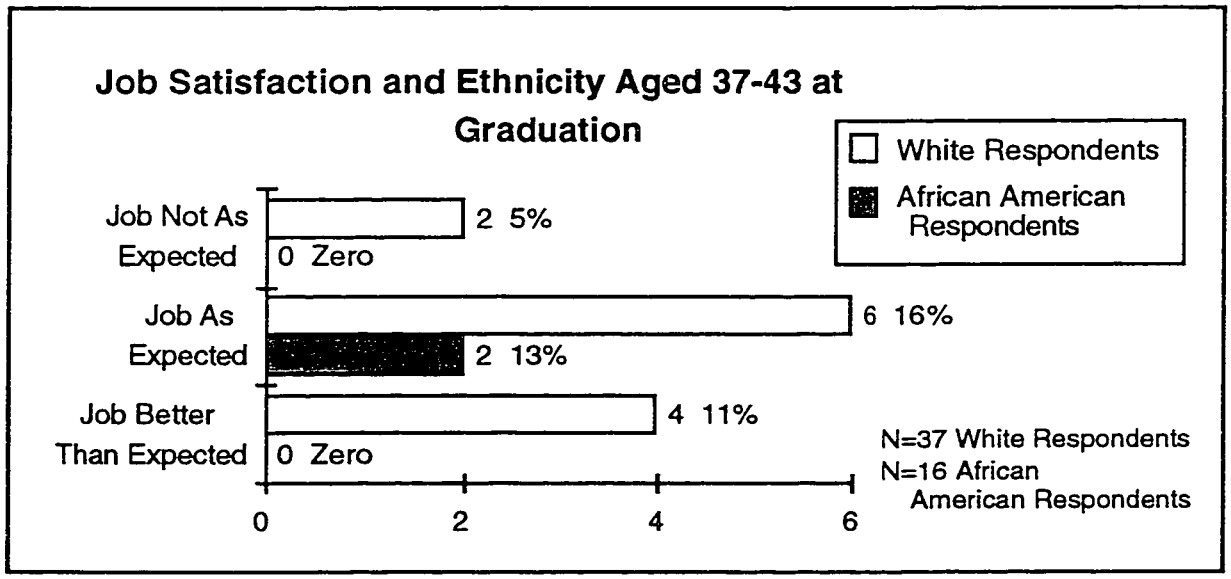

Graph J-6: Job Satisfaction by Ethnicity Aged 22-24 at Graduation

Five percent (5%), or two (2), of the employed white respondents between the ages of thirty-seven (37) and forty-three (43) reported the job was not as they expected. None (0) of the African American respondents in this age range reported this response or that the job was better than expected. Eleven percent (11%), or four (4), of the white respondents

reported the job to be better than expected. Sixteen percent (16%), or six (6), of the white respondents reported the job to be as expected; whereas, thirteen percent (13%), or two (2), of the African American respondents in this age range reported this response. See Graph J-8



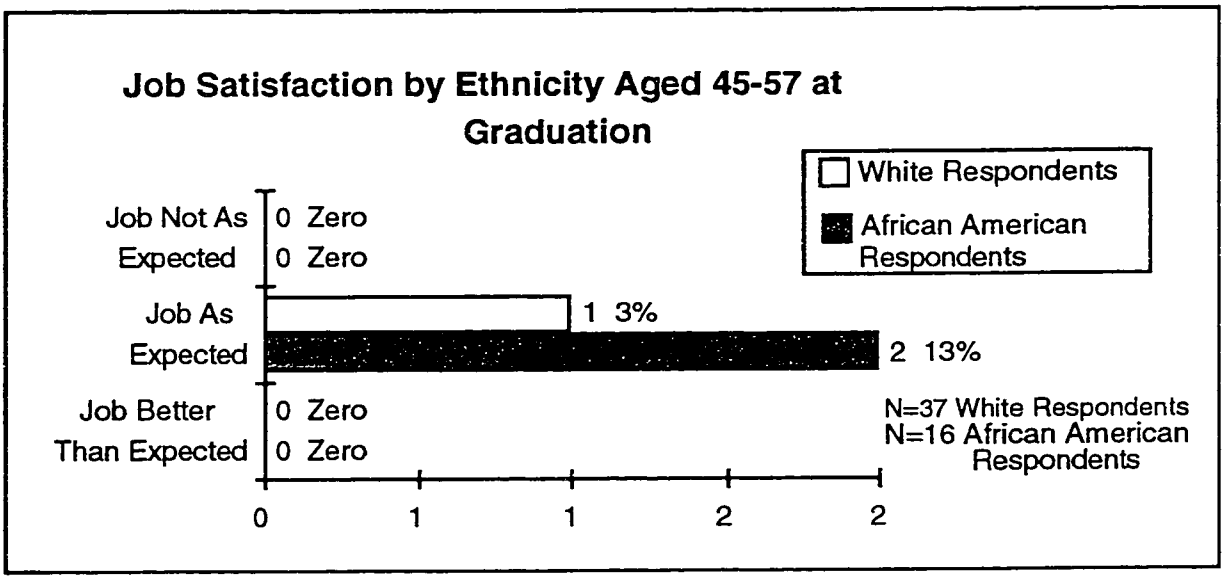

Graph J-7: Job Satisfaction by Ethnicity Aged 25-36 at Graduation




Graph J-8: Job Satisfaction and Ethnicity Aged 37-43 at Graduation

Three percent (3%), or one (1) of the white respondents between the ages of forty-

five (45) and fifty-seven (57) reported they found the job to be as expected; whereas thirteen percent (13%), or two (2), of the African American respondents had this response. None (0) of the white or African American respondents between the ages of forty-five (45) and fifty-seven (57) reported they found the job to be either not as good as expected or better than expected. See Graph J-9




Graph J-9: Job Satisfaction by Ethnicity Aged 45-57 at Graduation

Research Question 17: Support Systems Outside of the College

The responses for this question were taken from the Single Parent/Displaced Homemaker survey (N=32). Eighty-eight percent (88%), or twenty-eight (28), of the respondents reported support systems outside of the college and thirteen percent (13%), or four (4), of the respondents reported no support systems outside of the college. There were twenty-three (23) white respondents and nine (9) African American respondents to this question. The African American respondents were aged twenty-seven (27) to forty-nine (49). The white respondents were aged twenty-two (22) to fifty-seven (57). Pie Chart SU-1 reflects the proportion of responses relative to support systems.

Of the twenty-eight (28) respondents who reported receiving support, eighty-six percent (86%), or twenty-four (24), of the respondents reported receiving support from their family. Thirty-nine percent (39%), or eleven (11), of the respondents reported receiving support from friends and eighteen percent (18%), or five (5), of the respondents reported receiving support from the church.

Eighty-seven percent (87%), or twenty (20), of the white respondents reported receiving support outside of the college. Thirteen percent (13%), or three (3), of the white respondents reported they did not receive support outside of the college.

Eighty-nine percent (89%), or eight (8) of the African American respondents reported receiving support outside of the college. Eleven percent (11%), or one (1) African American respondent reported not receiving support outside of the college.

Of the four respondents reporting receiving no support outside of the college, seventy-five percent (75%), or three (3), were white, and twenty-five percent (25%), or one (1), was African American. The African American respondent was aged twenty-four (24) at graduation and the white respondents were aged thirty-six (36), thirty-seven (37) and forty (40).

Fifty percent (50%) or two (2), of the respondents reporting receiving no support outside of the college graduated with programs of study in the health related field; i.e. L.P.N. and A.D.N. Twenty five percent (25%), or one (1), of these respondents graduated with programs in Deaf Studies and General Studies and twenty-five percent, or one (1), of the graduates completed requirements of the Paralegal program.

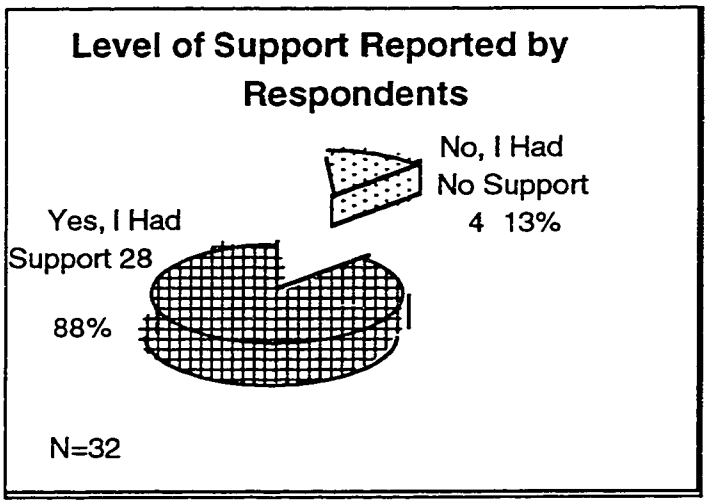
Of the four respondents reporting no support systems outside of the college, fifty percent (50%), or two (2), had two (2) dependents and fifty percent (50%), or two (2), had three (3) dependents. Fifty percent (50%), or two (2), of the respondents graduated in 1994, twenty-five percent (25%), or one (1), graduated in 1996 and twenty-five percent (25%), or one (1), graduated in 1992.

The minimum after graduation salary and wages of the respondents reporting

receiving no support outside of the college was $14,520 and the maximum was $45,000. The mean after graduation salary and wages for these respondents was $27,670. See Table SU-2, as well as Pie Charts SU-3 and SU-4

Pie Chart SU-5 displays the support received as a percentage of all support. This chart represents multiple responses - all responses referenced total forty (40), as it reflects the support received as identified by the respondents. Fifty-nine percent (59%), ore twenty-four (24), of the respondents reported receiving support from the family, twenty-eight percent (28%), or eleven (11) reported receiving support from friends and thirteen percent (13%), or five (5), of the respondents reported receiving support from the church. Pie Chart SU-5 reflects the responses relative to the types of support systems.

Fifty-nine percent (59%), or seventeen (17), of the responses by white respondents reported receiving support from the family. Thirty-one percent (31%), or nine (9), of the white respondents reported receiving support from friends and ten percent (10%), or three (3), identified the church as a source of support. See Pie Chart SU-2



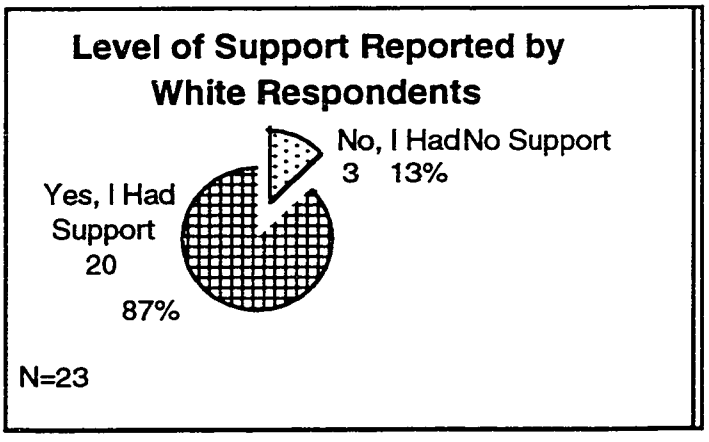

Pie Chart SU-1: Level of Support Reported by Respondents

Sixty-four percent (64%), or seven (7), of the African American respondents identified the family as a source of support, eighteen percent (18%), or two (2), of the

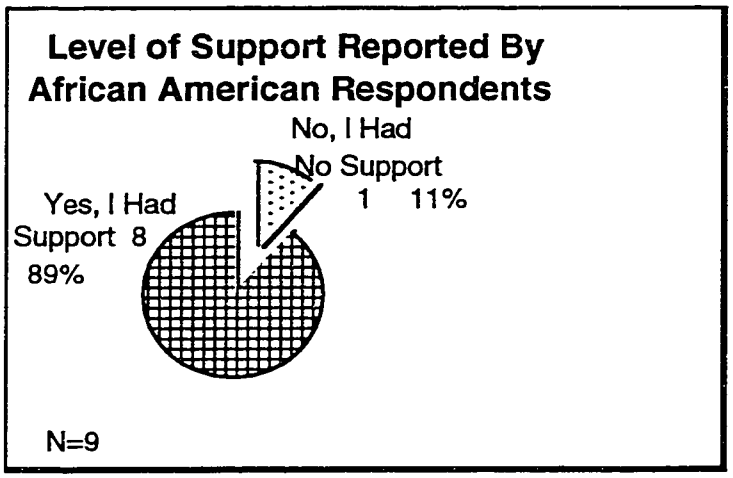
African American respondents identified friends as a source of support and eighteen percent (18%), or two (2), identified the church as a source of support. See Pie Chart SU-3

| Characteristics of Respondents Reporting No Support | | | | | |
|---|---|---|---|---|---|
| **Ethnicity** | **Dependents** | **Age at Graduation** | **Graduation Year** | **Program** | **Salary & Wages** |
| White | Two | 36 | 1996 | Deaf Studies & General Studies | $27,240 |
| Af/Am | Two | 24 | 1994 | LPN & Science | $14,520 |
| White | Three | 40 | 1994 | ADN | $45,000 |
| White | Three | 37 | 1992 | Paralegal | $23,920 |
| | | | | Mean: | 27,670 |

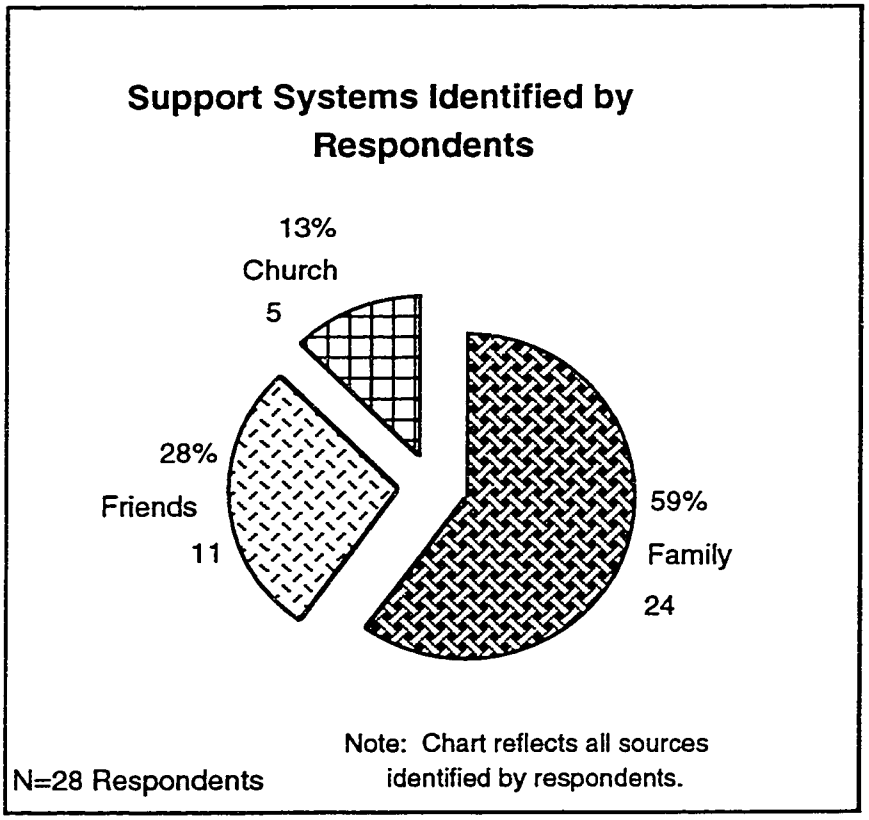
Table SU2: Characteristics of Respondents Reporting No Support



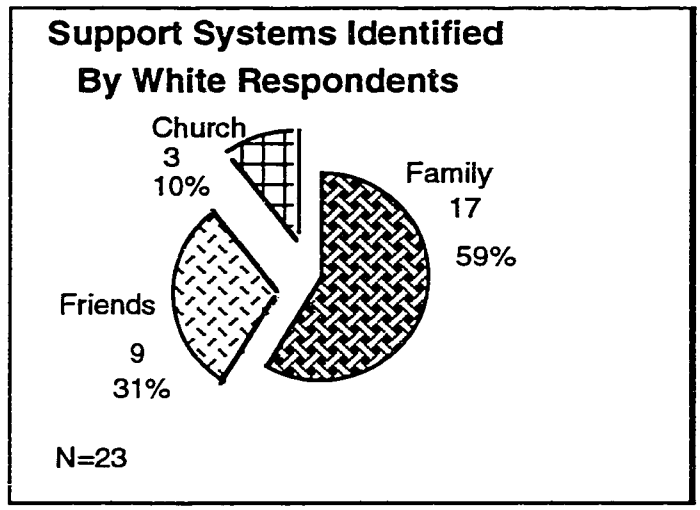

Pie Chart SU-3: Level of Support Reported by White Respondents



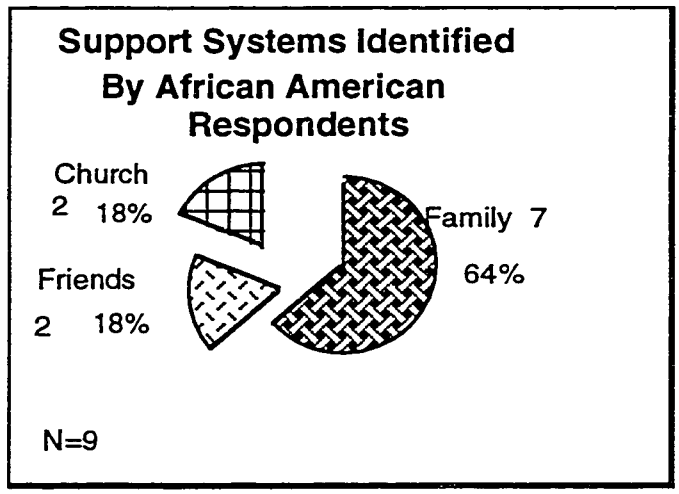

Pie Chart SU-4: Level of Support Reported by African American Respondents




Pie Chart SU-5: Support Systems Identified by Respondents




Pie Chart SU-6: Support Systems Identified by White Respondents



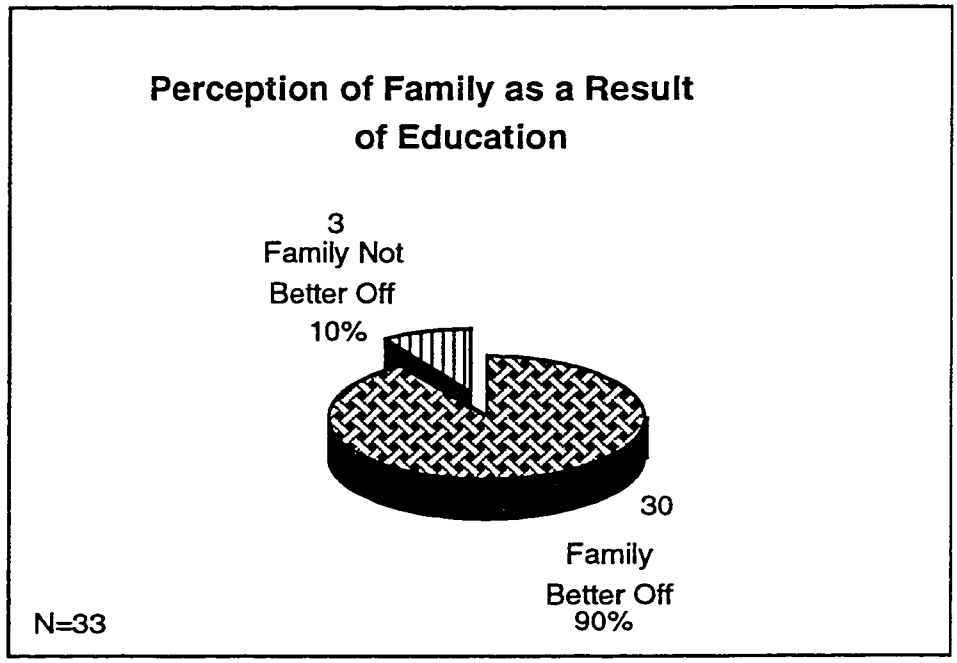

Pie Chart SU-7: Support Systems Identified by African American Respondents

Research Question 18: Perception of Family Status As A Result of Education

The responses for this question were taken from the Single Parent/Displaced Homemaker survey (33 returned). Thirty-three (33) of the respondents completed this item. Ninety percent (90%), or thirty (30), of the respondents report a belief that their

family is better off a result of completing the program of study. All of the African American respondents reported a belief their family was better off. Ten percent (10%), or three (3), of the respondents do not believe their family is better off as a result of program completion. Pie Chart F-1 reflects this data.

A closer examination of the three respondents who reported their family not being better off as a result of their educational experience revealed that all were white and graduated between the ages of thirty-six (36) and thirty-eight (38) with Honors. Further, all had employment as the source of their pre-participation income. Two reported after graduation employment with an average salary and wage of $25,580 ($27,240 and $23,920). One reported being unemployed, but was not seeking employment. Programs of study for the employed respondents were Deaf Studies/General Studies (two degrees) and Paralegal. The unemployed respondent pursued Computer Information Systems and Science (two degrees). See Table F-2




Pie Chart F-1: Perception of Family as a Result of Education

| Characteristics of Respondents Reporting Family Not Better Off | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Respondents Reporting Family Not Better Off (N = 3) | | | Source Of Pre-Particip. Income | Pre Part Income | Age at Grad. | Program of Study |
| | Sal/Wages | Ethnic | Graduating | | | | |
| | Unemp/Not Skg Empl | White | Honor Grad | Employed | $2,400 | 38 | CIS & Science |
| | $27,240 | White | Honor Grad | Employed | $10,800 | 36 | Deaf Studies & General Studies |
| | $23,920 | White | Honor Grad | Employed | $12,600 | 37 | Paralegal |
| Total | $51,160 | | | Total: | $25,800 | | |
| Mean | $25,580 | | | Mean: | $8,600 | | |

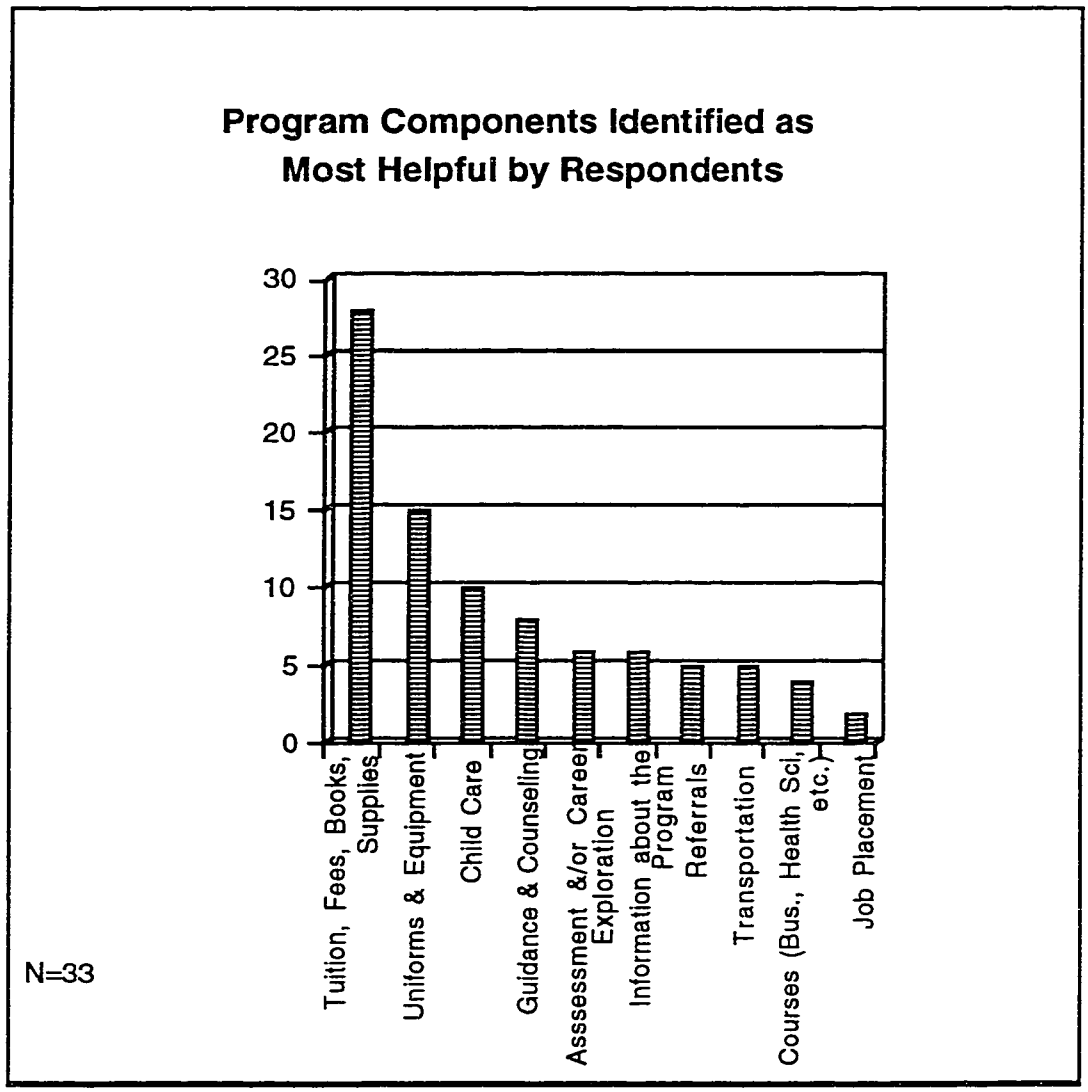
Table F-2: Characteristics of Respondents Reporting Family Not Better off

Research Question 19: Most Helpful Components of the Single Parent/Displaced Homemakers Program

The responses for this question were taken from the Single Parent/Displaced Homemaker survey (33 returned). All of the program services were identified as of "most help" by respondents. Eighty-five percent (85%), or twenty-eight (28), of the respondents reported assistance with tuition, books, and supplies to be most helpful.

| HELPFUL PROGRAM COMPONENTS | | |
|---|---|---|
| Program Components | Number of Respondents | Percent of Respondents |
| Tuition, Fees, Books, Supplies | 28 | 85% |
| Uniforms & Equipment | 15 | 46% |
| Child Care | 10 | 30% |
| Guidance & Counseling | 8 | 24% |
| Assessment &/or Career Exploration | 6 | 18% |
| Information about the Program | 6 | 18% |
| Referrals | 5 | 15% |
| Transportation | 5 | 15% |
| Courses (Bus., Health Sci, etc.) | 4 | 12% |
| Job Placement | 2 | 6% |
| N=33 | | |

Table H-1: Helpful Program Components




Graph H-2: Program Components Identified as Most Helpful by Respondents

Forty-five percent (45%), or fifteen (15), of the respondents reported assistance with uniforms and equipment to be most helpful. Thirty percent (30%), or ten (10), of the respondents reported assistance with child care as most helpful.

Twenty-four percent (24%), or eight (8), of the respondents reported guidance and counseling as most helpful. Eighteen percent (18%), or six (6), of the respondents reported both career exploration and assessment as well as information about the program to be most helpful. Fifteen percent (15%), or five (5), of the respondents reported both

referrals to other departments and agencies as well as transportation assistance to be most helpful. Twelve percent (12%), or four (4), of the respondents reported specific occupational courses, such as business, health science, etc., to be most helpful. Six percent (6%), or two (2) of the respondents reported job placement services to be most helpful. Table H-1 and Graph H-2 reflect these findings.

## Research Question 20: Rank Ordered Three Most Helpful Components of the Single Parent/Displaced Homemakers Program

The responses for this question were taken from the thirty-three (33) Single Parent/Displaced Homemaker survey. There were thirty-one (31) responses for this item identified as useful. One (1) respondent did not complete this item, and one (1) respondent identified every component, consequently these two surveys were not used as responses for this question. Additionally, not all respondents rank ordered program components: thirty-one identified a number one component, twenty-seven identified a number two component and only twenty respondents identified a number three component. Percentages were calculated reflecting the appropriate number of respondents for the item.

Respondents were asked to identify the top three program services that were most helpful. Thirty-one (31) respondents identified a number one program service. Eighty-

| TOP THREE MOST HELPFUL COMPONENTS | | |
|---|---|---|
| **No. 1 Most Helpful Component** | | |
| Tuition, Fees, Books, Supplies | 27 | 87% |
| Child Care | 3 | 10% |
| Guidance & Counseling | 1 | 3% |
| | N=31 | |

Table H-3: Top Three Most Helpful Components No. 1 Most Helpful

seven percent (87%), or twenty-seven (27), of the respondents identified tuition, fees, books and supplies as number one most. Ten percent (10%), or three (3), of the respondents identified child care as of number one. Three percent (3%), or one (1), of the respondents identified guidance and counseling services as of number one. (N=31) See Table H-3

There were twenty-seven (27) respondents identifying components as number two. Thirty-three percent (33%), or nine (9), of the respondents identified uniforms and equipment as number two. Twenty-six percent (26%), or seven (7), of the respondents

| TOP THREE MOST HELPFUL COMPONENTS | | |
|---|---|---|
| **No. 2 Most Helpful Component** | | |
| Uniforms & Equipment | 9 | 33% |
| Child Care | 7 | 26% |
| Career Exploration & Assessment | 2 | 7% |
| Guidance & Counseling | 2 | 7% |
| Transportation | 2 | 7% |
| Tuition, Fees, Books, Supplies | 2 | 7% |
| Information About the Program | 1 | 4% |
| Job Placement | 1 | 4% |
| Referrals to other departments, agencies | 1 | 4% |
| | N=27 | |

Table H-4: Top Three Most Helpful Components - No. 2 Most Helpful Component

identified child care as number two. Seven point four percent (7.4%), or two (2), of the respondents identified career exploration and assessment services, transportation assistance, tuition, fees, books and supplies as number two. Four percent (4%), or one (1)

respondent identified information about the program, referrals to other departments or agencies and job placement each as number two. (N=27) See Table H-4

There were twenty (20) respondents identifying components as being of number three most help to them. Thirty percent (30%), or six (6), of the respondents identified uniforms and equipment as number three. Information about the program was identified as third by twenty-five percent (25%), or five (5) of the respondents. Twenty percent (20%), or four (4), of the respondents identified guidance and counseling as third. Ten percent (10%), or two (2) of the respondents identified specific occupational courses as third. Five percent (5%), or one (1) respondent identified child care, job placement and transportation each as third. (N=20) Table H-5 represents these findings.

| TOP THREE MOST HELPFUL COMPONENTS<br>No. 3 Most Helpful Component | | |
|---|---|---|
| Uniforms | 6 | 30% |
| Information About the Program | 5 | 25% |
| Guidance & Counseling | 4 | 20% |
| Specific Occupational Courses | 2 | 10% |
| Child Care | 1 | 5% |
| Job Placement | 1 | 5% |
| Transportation | 1 | 5% |
| | N=20 | |

Table H-5: Top Three Most Helpful Components - No. 3 Most Helpful Component

Research Question 21: Recommendations & Comments from Respondents

The responses for this question were taken from the thirty-three (33) Single

Parent/Displaced Homemaker survey. Respondents were asked to suggest recommendations or changes to enhance the success of future participants. Seventeen (17) respondents provided recommendations and/or comments. Most identified the program as being of assistance to them and recommendations were made to maintain the program. There were no recommendations to eliminate the program. The following are direct quotes of the comments and recommendations received:

- "I think it is one of the best programs and hope it's still around. Because of it I was able to take classes at " (name of college)" to get out into the work field."
- "None at this time, your program and staff have been extremely helpful. Thank You!!!"
- "I have often thought of the help I received and would like to thank those who helped out - especially my case worker who had such faith in me. It was tough but it can be done and I am proof. I have always thought that the welfare program desperately needs an ex-welfare recipient to sit on the board. They could sure use first hand advice. I would gladly assist further to help some single parent or displaced homemaker as I was. Feel free to contact me." (Name and address included.)
- "These programs benefit a lot of people a wide variety (of ways). I am glad it was available for me when I needed it."
- "Make sure the people really want to get through college. Monitor people at each semester to help them keep on track."
- "Nothing at this time."
- "I can't think of any, I was very pleased with the assistance."
- "Put this program back into " (name of college) " college."
- "When I first graduated and was working in my field of study the wages were poor. As I got more experience, the wages increased. They went from $6.50 to start up to $16.00 when I stopped for the job I'm at now. Please be very truthful with the students. I was led to believe that I would make $30,000 a year straight out of school

and that wasn't the real world. Also, medical insurance is expensive and most jobs require you to pay at least a percentage. They need to be prepared for all these things."

- "Continuing efforts to get needed monies to the individual when requested with the least amount of delay."
- "Have someone come in that was a product of the program and speak to other single parents."
- "Get all the info you can re: the program and support this program and its funding to continue it. Without this program I would not have child care and I would have never graduated."
- "Enroll in the program early and be thorough when filling out the application(s).
- "I only received help for one semester of part-time. Middle class people don't get any help to further their education! This grant did little to help me."
- "I was given the impression that program didn't want to help me, and because I persisted, they gave me the least amount for one book."
- "I thought the program worked well."
- "I would like to see a broader field of degrees especially those in the graduate studies program."

# CHAPTER V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## Introduction

This study sought to examine the effectiveness of one federally funded postsecondary program (the Perkins authorized Single Parent and Displaced Homemakers program), in an urban area designed to assist eligible participants in completing a program of study that removes them from poverty and accomplishes the goal of employment that produces an increased standard of living, and to identify specific recommendations that would enhance and improve programs designed to assist single parents and displaced homemakers. In assessing the impact of the educational completion, the study attempted to compare and contrast the pre-participation status of respondents and that reported after graduation with regard to seven broad categories inclusive of income, age, ethnicity, program of study, dependents, etc. The research design utilized the college data base, the initial application for program services, the college graduate survey and a modified college graduate survey

In this chapter, the research overview, the summary of the findings, conclusions, discussions, and recommendations are presented in five sections. The first sections gives the overview followed by the summary of the findings in the second section. Conclusions are presented in the third section, and discussions offered in the fourth section. Recommendations are set out in the fifth section of the chapter.

## Overview

### Population and Sample

The target population of the study consisted of graduates completing requirements for either a certificate of achievement or an associates degree and who were participants in the Perkins funded Single Parent and Displaced Homemakers program at a community

college located in an urban community in Michigan. There were 292 single parent or displaced homemaker students who received program services, and also completed degree or certificate requirements for graduation in program years 1990 through 1997. Numbers were randomly assigned to each of the participants to assure anonymity.

Instrumentation

The college graduate survey identifies many of the income specific and qualitative items identified as relevant for this study. Modifications were made to this instrument to include questions specific to the Single Parent and Displaced Homemakers program components, dependents status, impact of completing the educational program of study and recommendations or changes to enhance the success of future participants. To maintain a one-page, two sided instrument, some of the questions relative to approval to contact the employer, College Placement Services, and evaluation of overall education were deleted. Both the graduate and modified graduate surveys contained questions relative to employment, salary and wages, family and education continuation. The modified graduate survey also included questions relative to dependents, support systems, family status, program components and recommendations for improvement.

Data Collection

There were four sources of data collection: the college data base, the applicants original application for program services, the graduate survey and the modified graduate survey. The modified graduate survey was mailed to all 292 graduates. Respondents to the colleges' annual graduate survey who were participants of the program during the 1990-1997 program years were identified and the data collected. A total of 33 participants responded to the modified graduate survey and 44 participants were identified as completing the college graduate survey. Where duplicate surveys were identified, the responses from the modified graduate survey was given priority and the college graduate survey was extracted. This process produced 68 unduplicated responses and a 23% response rate. The respondents original application and the college data base was reviewed

and pertinent information retrieved. The acquisition of all information was integrated by numbers assigned randomly to each participant.

Data Analysis

The study was primarily descriptive in nature, utilizing simple descriptive statistics in the form of means, standard deviations, frequencies and percentages.

## Summary of the Findings

### Ethnicity, Gender and Age at Graduation

Kates noted a pattern in the 1980's reflecting more single parents, older, single women, women of low income and women of color attending college (Kates, 1990). The respondents appear to reflect this pattern. All respondents were female and were either African American or White. The majority of respondents were white; however, almost one third were African American .

Respondent's age at the time of graduation ranged from twenty-two (22) years of age to fifty-seven (57) years of age; however white respondents tended to be younger when they graduated, with a mean age of twenty-nine (29), whereas, African American respondents tended to be older at the time of graduation with a mean and a mode age of thirty-five (35). The ages ranged from twenty-two (22) to fifty-seven (57) for white respondents and twenty-two (22) to fifty-one (51) for African American respondents.

Within each ethnic group of respondents, over half, of the forty-eight white respondents completed the Single Parent survey and less than half of the twenty African American respondents completed the Single Parent survey. All other respondents completed the College Graduate Survey.

### Program of Study

Respondents completed ninety-six degrees or certificates of achievement. Choy and others (1995), reported that approximately half of all older single parents were enrolled in business, management or "other" professional/technical field. If social science, arts and other related fields are considered as "other professional/technical fields", then these

respondents are very much like those of Choy, et al. More than half of the respondents received degrees and certificates in business, technical, social science, arts and other program areas. All other (almost half) of the respondents received degrees and certificates from health related programs. Choy, et al, also found that these students were more likely than non-single parents to be enrolled in health occupations. Again, these respondents appear to support the conclusions of Choy, et al. Consistent with Schreiner's and others finding of high levels of academic achievement, almost one half of the total respondents graduated with Honors or High Honors. Over one half of the respondents, fifty-four percent (54%) graduated in 1995 or 1996.

Program of Study & Ethnicity

Associate Degrees dominated the completions for both ethnic groups. Just under one half of the African American respondents received multiple degrees, whereas almost one fourth of the white respondents received multiple degrees. Of those who received multiple degrees, there was no difference ethnically in that both African American and white students received an average of one and one-half degrees or certificates. Over one half, of the white respondents graduated with Honors and High Honors, whereas a little more than one fourth of the African American respondents graduated with these distinctions.

Length of Time to Complete Program Requirements

More than a third of the respondents completed the program of study within three years; and, more than a third of the respondents completed the program of study within four (4), five (5) or six (6) years. Just under one fourth required seven or more years to complete the program. One fourth of the respondents stopped out and later resumed the program of study. Schreiner found that approximately forty percent (40%) of all college students are re-entry students and sixty percent (60%) of the re-entry students are women. The stopping out and re-entering of the respondents in this research appeared to be below the levels for all college students as identified by Schreiner.

Length of Time to Complete Program Requirements & Ethnicity

White respondents appeared to complete degree requirements in less time than African American respondents. Almost one half of the white respondents completed the program within three (3) years. Almost one half of the African American respondents completed program requirements within four (4) years. However, the percentage of respondents stopping out and later resuming the program of study was exactly the same for both ethnic groups: twenty-five percent (25%).

Number of Dependents In The Home

Most of the respondents had one (1) or two (2) children at the time of application as well as at the time of graduation. Some of the respondent's number of children increased by one child from the time of application to the time of graduation. However, the sum total of children for all respondents only increased by one (1) child. One respondent reporting four (4) children at the time of application and at graduation also reported that two (2) of them were currently enrolled in college.

Pre-Participation Income

While national data indicates seventy-one percent (71%) of single parent student have incomes below $15,000, eighty-eight percent (88%) of these respondents reported pre-participation incomes well below $15,000. Almost three quarters of the respondents reported pre-participation incomes below $10,000 and more than half reported incomes below $500 per month (less than $6,000 annually) from all sources. The Department of Labor (1995) reported that the median income of all female single parents in 1992 nationally was approximately $12,000 and that 35% of the female-headed families lived in poverty. However, the median income for these respondents was $5,046 and seventy-five percent (75%) of these female headed families lived in poverty.

The decidedly lower household income among these respondents is consistent with those reported by Choy, Premo and MPR Associates (1995), i.e., single parent students tend to have lower family incomes than non-single parent students However, the

percentage of single parents and displaced homemakers in poverty (75%) is higher than that presented by Dougherty (1990) who found approximately 62% of the Single Parent and Displaced Homemaker program completers were in poverty.

As reported by the Michigan Department of Education in the 1997 Impact Statement, approximately eighty-nine percent (89%) of all single parent/displaced homemaker students who received services/assistance had annual incomes of $15,000 or less. Program respondents reported similar incomes. Eighty-eight percent (88%) of all of the respondents (N-68) reported pre-participation incomes of $15,000 or below. However, the mean income for all respondents was $7,027. The mean income for all respondents receiving FIA was $3,753 and the median was $4,812. Twenty-five percent (25%) reported a zero income- reflecting an onset of education at the same time of application for welfare benefits. The sum total of all income reported by all respondents at the time of initial application was $459,240.00 (N=68).

Source of Income

The Michigan Department of Education found that approximately half of the single parent/displaced homemaker students assisted in these programs also received Aid to Families with Dependent Children (now known as Family Independence Agency Program). However, more than half of the respondents received, or had applied for, assistance through the Family Independence Agency. The next source of income was employment. Respondents also reported receiving assistance through child support, spousal income, alimony and social security and almost one fourth reported more than one source of income.

Source of Income & Ethnicity

Almost three quarters of the white respondents received, or anticipated receiving, assistance from the FIA; whereas just over half of the African American respondents reported this type of assistance. Over one third of the African American respondents reported income from employment; whereas, one fourth of the white respondents reported

income from employment. Further, over one third of the African American respondents reported receiving support from more than one source; whereas, only fifteen percent (15%) of the white respondents reported receiving support from more than one source as pre-participation income. Less than one tenth of the white respondents reported receiving child support; whereas, one fifth of the African American respondents reported receiving child support. No white respondents reported receiving alimony, and only one African American respondent reported receiving alimony.

Continuation of Formal Education

Respondents overwhelmingly indicated an intent to continue their education, either through the completion of multiple degrees, current enrollment, or stated intent to resume their education at some time in the future. Over three fourths of the respondents reported that they were either currently attending college or had plans to continue their education. This pattern was suggested by Schreiner's research when she found that approximately 40% of all college students were re-entry students and 60% of all re-entry students were female, older, employed and tended to maintain at least a 3.0 grade point average.

Current Employment Status

As Austin and Brown (1987), Fisher & Poitier (1987) and William's (1987) found when high demand job markets are identified and training is provided in those occupations, job placement rates are very high. The majority of the respondents in this research were employed, and only four of the unemployed were actively seeking employment. Most were employed full time, with only eight reporting part-time employment.

Current Job Obtained While Completing College Program

Futurist's Ed Barlow and Faith Popcorn as well as Secretary of Labor Robert Reich have repeatedly stated that by the year 2000 ninety percent (90%) of all new jobs will require some post-secondary training. Most of the respondents in this research obtained their job after completing their college program. Less than one fourth reported having their job prior to graduation with one half of these respondents reporting they had the job for

more than one year and one half for less than one year. For most respondents, it appears the degree or certificate was required to obtain the job.

Program Related Employment

Over three quarters of the respondents reported being employed in their field of study. Approximately one fifth of the respondents reported being employed in fields unrelated to their program of study.

Current Wages

Kercher and Houle (1961) concluded that the primary motivation for a college education was the desire to obtain a better job that provided adequate compensation supportive of a quality life. Almost three quarters of the employed respondents reported salary and wages after graduation above $20,000 annually, with a mean salary and wage of $27,642. This is almost a four hundred percent (400%) increase in income - significantly higher than the twenty-eight percent higher (28%) income projected by Workforce Economics for associate degree earners contrasted to high school graduates (December, 1996). Respondents experienced a mean gain of $20,238 in household income resulting from their employment after graduation. The sum total of salary and wages reported by survey respondents was $1,492,665.00.

The average graduation year for employed respondents was 1994, the median year was 1995 and more responses were received for employed respondents graduating in 1996 than in any other year.

Ethnicity

There were differences in salary and wages by ethnicity. The mean salaries and wages reported by African American respondents was only eighty-three percent (83%) of the mean salaries and wages reported by white respondents.

Age at Graduation

The mean age at graduation for employed respondents was thirty-four (34), the median age at graduation was thirty-three (33) and the mode was twenty-nine (29). The

range in age at graduation for the 54 employed respondents reporting salary and wages was from twenty-two (22) to fifty-one (51).

Age at Gradation and Ethnicity

There did not appear to be differences in age ethnically for employed respondents. Both white employed respondents and African American employed respondents had a mean age of thirty-three (33).

Honor Graduates

Employed respondents who graduated with honors or high honors (forty percent of the respondents) reported salaries and wages with a mean that was ten percent (10%) higher than the mean salaries and wages of non-honor graduates.

Programs of Study

Employed respondents in the Health related program areas reported mean salaries and wages that were approximately thirty-three percent (33%) higher than employed respondents in Business or Social Science, Arts and Other related program areas. There was essentially no difference in the mean salary and wages reported by respondents completing program requirements in Business related programs and in the Social Science, Arts and Other Related areas.

Family Independence Agency Respondents

Respondents who had identified FIA as a source of pre-participation income reported mean salaries and wages of $26,236, a substantial increase from the mean of $3,753 reported as pre-participation income. Even those who were employed (twenty-five percent of this population) on a part-time basis reported a mean that was substantially higher, $24,144, than the pre-participation income.

Family Independence Agency Respondents and Ethnicity

The mean salary and wages reported by white employed former FIA recipients was eleven percent (11%) higher than the mean salary and wages reported by African American employed former FIA recipients.

Further differences were apparent for those employed part-time. Less than one fourth (23%) of white former FIA recipients reported part-time employment; whereas, thirty percent (30%) of African American former FIA recipients reported part-time employment. Mean salaries and wages reported by white former FIA recipients for part-time employment was fifteen percent (15%) higher than the mean salary and wages reported by African American former FIA recipients for part-time employment.

Pre-Participation Income & After Graduation Salary and Wages

The mean pre-participation income (including all sources) was $7,424 for the fifty-four respondents reporting employment after graduation. The mean after graduation salary and wages for these respondents was $27,642. Most respondents reported pre-participation incomes of $15,000 or below and most of the after graduation employed respondents (74%) reported salary and wages above $20,000. Less than twenty percent (20%) of the employed graduates reported salary and wages below $15,000.

While almost three fourths of the respondents reported pre-participation incomes below $10,000, there were no employed respondents reporting salary and wages at this level. The sum total of all income reported by all respondents at the time of initial application was $459,240.00 (N=68). The sum total of pre-participation income (all sources) reported by the after graduation employed respondents was $400,872 (N=54). The sum total of salary and wages reported by survey respondents was $1,492,665.00. After graduation employed respondents experienced a mean gain of $20,238 in household income resulting from employment.

Income Satisfaction

Most respondents reported satisfaction (i.e., wages were as expected or better than expected) with their salary and wages. Only thirty percent of the respondents reported dissatisfaction, i.e. the wages were not as high as they expected. One half of both white and African American respondents reported salaries and wages to be as expected. However, one fourth of the African American respondents reported the salaries and wages

to be better than expected; whereas, less than one fifth of the white respondents reported salaries and wages as better than expected. Almost one third of the white respondents reported salaries and wages as not as expected; whereas only one fourth of the African American respondents reported salaries and wages were not as expected.

Earnings in Relation to Poverty Level

Because poverty levels are defined by the number of dependents in the household and the respondents did not always report this information, a cut-off of $14,000 was established to indicate a predictor of poverty- regardless of family size. Twenty percent (20%) of all* of the respondents reported salaries and wages below $14,000. (*excludes three respondents who reported employment but no income).

Job Satisfaction

Most of the employed respondents expressed the belief that the job was either as they expected or it exceeded their expectations. Less than one-fifth of the respondents reported the job to be not as good as expected. There were differences ethnically. Approximately three fourths of the African Americans expressed the belief that the job was either as they expected or it exceeded their expectations, whereas well over three fourths of the white respondents expressed these beliefs. One fourth of the African American respondents reported the job to be not as good as expected, whereas less than one fifth of the white respondents reported this perception.

Support Systems Outside of the College

Most of the respondents reported having support systems outside of the college. Less than one fifth of the respondents reported no support systems outside of the college. Most of these respondents were white. The one (1) African American respondent reporting receiving no support outside of the college was twenty-four (24) at graduation. The three (3) white respondents were thirty-six, thirty-seven and forty at graduation. The lack of support did not appear to have an impact upon employment or earnings.

Perception of Family Status As A Result of Education

The majority of the respondents believe their family is better off as a result of the degree or certificate completion. Only three respondents, or ten percent (10%), expressed the belief that their family was not better off. Those respondents reporting the family as not being better off were white, honor graduates between the ages of thirty-six and thirty-eight. Two of the three were employed.

Most Helpful Components of the Single Parent/Displaced Homemakers Program

When Apling (1991) examined the extent of support student aid provided to older students, he found that aid covered only thirty-nine (39%) of the costs. He also found that for single parent students only forty-one percent (41%) of the costs were covered through student need based aid (i.e., Pell). The respondents in this research appear to concur with the increased need for assistance beyond need based aid.

While all of the program services were identified as of "most help" by respondents in this research, the need for assistance with tuition, books and supplies was stressed by eighty-five percent (85%) of the respondents and the need for assistance with uniforms, equipment was identified by forty-five percent (45%). Schreiner found that the strong needs identified by most of the completers centered around financial issues, training and job placement. Job placement was identified as a strong need by only six percent (6%) of the respondents.

Although almost sixty-eight percent (68%) of the respondents were receiving or had applied for assistance from the FIA and, were therefore eligible for support through the JOBS program (i.e., child care, transportation dollars and uniforms, supplies necessary for entry into the specialized career/occupation), there continued to be unmet need in these areas.

The emphasis by respondents in this research was clearly upon financial assistance. Child care was emphasized by thirty percent (30%) followed by guidance and counseling (24%), career exploration and assessment (18%), information about the program (18%),

referrals to other departments and agencies (15%), specific occupational courses such as Business, Health Science (12%) and job placement (6%). This is consistent with needs identified by Wroblewski and Valentine. Wroblewski (1990) identified child care, emotional and social support as primary barriers for single parents and Valentine (1991) identified child care as a primary need for single parents. The respondents to this research identified different priorities than those identified by Dougherty.

Dougherty (1990) incorporated coordination and referral services into programming so that 53% of completers utilized these services. The use of these services was comparable to that of financial assistance (58%) for completers. Career awareness/career counseling (69%); career assessment/planning (66%) and personal counseling/group support (63%) were the other most highly utilized components by program completers.

Three Most Helpful Components of the Single Parent/Displaced Homemakers Program

Tuition, fees, books and supplies was identified as the number one most helpful component. Uniforms and equipment was identified as the number two most helpful component and child care was identified as the number three most helpful.

Recommendations & Changes from Respondents

Most identified the program as being of assistance to them and recommendations were made to maintain the program and improve service delivery. Three recommendations are viewed as quite significant: an ex welfare recipient to sit on the board, ensure that participants have a realistic perception of the wages and fringe benefits expectations for the field they will enter and to have a "graduate" of the program come into speak to other single parents. There were no recommendations to eliminate the program.

## Conclusions

The following conclusions were drawn from the finding of the study:

1. Employment results from the completion of an educational program and receipt of either a certificate of achievement or an associate degree for single parent and displaced

homemakers. This conclusion was demonstrated by responses to the statements: **What is your current employment status? Did you have your current job prior to completion of your college program?** The majority of respondents, all of whom were female and either African American or white, were employed and represented twenty-three percent (23%) of the graduates of the program during the program years 1990-91 through 1996-97. Only five percent (5%) of the respondents reported being unemployed and seeking employment. All other respondents reported they were employed or were not seeking employment. The majority of respondents reported they did not have their current job prior to completion of their program.

2. Employment after completion of an educational program and receipt of either a certificate of achievement or an associate degree increases the household income derived from salary and wages and effectively removes single parent and displaced homemaker graduates from poverty. This conclusion was demonstrated by the responses to the questions: **What was the pre-participation income? Please indicate your current wages/salary per hour. Are the earnings above poverty level ($14,763) for a family of four? What was the source of the income?** Although the majority of the employed respondents reported pre-participation incomes below $14,000, very few did so after graduation and none reported incomes below $10,000. There were differences ethnically; African American respondents reported earnings that were 83% of that reported by white respondents which may be reflective of more part-time employment by African American respondents. Overall, respondents experienced a $20,000 average increase in income after graduation.

3. Single parent and displaced homemaker graduates are employed in jobs related to their program, find the job and wages to be as expected and believe their family is better off as a result of their education. This conclusion was demonstrated by the responses to the questions: **Is your current job related to the program in which you received your degree? Overall, how does your current job compare to the**

**kind of job you expected to have as a result of completing your program? How does this pay compare to what you expected as a result of completing your college program? Do you believe your family is better off as a result of completing the educational program of study?** The majority of respondents reported being employed in their field, earning above $20,000 annually, reported the job was either as they expected or exceeded their expectations and reported their family was better off because they had completed this educational program.

4. Regardless of age, single parent and displaced homemaker students often complete associate degree and certificate graduation requirements within four years, often with more than one degree/certificate. There is a preference for health related programs followed by programs in social science, arts and other, and programs in business and technology. This conclusion was demonstrated by the responses to the questions: **What was the age of the graduate (at the time of graduation)? How long did it take to complete the degree program? What was the program of study completed to fulfill graduation requirements?** The respondents ages ranged from 22 to 57 with an average age of 35. The length of time to complete requirements ranged from one to seven or more years; however, the majority of respondents graduated within four years, with 25% stopping out prior to completing requirements. More degrees and certificates were completed in health related programs, followed by social science, arts and other. Business and technology related programs were the least preferred.

5. After successfully completing a program of study, most single parent and displaced homemaker students will continue their formal education. This conclusion was demonstrated by the responses to the statement: **Are you currently continuing your formal education?** The majority of respondents reported they were either currently enrolled at the community college or a transfer institution, or planned to continue their education. There is a clear tendency to complete requirements for more than one degree or certificate as more than a quarter of all respondents had done so at the time of the survey.

However, proportionately, almost half of all African American respondents completed more than one degree/certificate whereas less than one fourth of the white respondents did so.

6. Most single parent and displaced homemaker graduates have support systems outside of the institution and one or two dependents. This conclusion was demonstrated by the responses to the questions: **How many children were in the household at the time of initial application? How many children were in the household at the time of degree/certificate completion? Did you have a support system, outside of the college to help you?** Support systems were identified primarily as family, friends and church. There did not appear to be a difference in the number of dependents in the household from the time of application to the point of graduation.

7. Single parent and displaced homemaker students have a need for financial support (to assist in the costs of tuition, books, supplies, uniforms, equipment, and child care), above and beyond that provided by need based aid and welfare assistance; as well as a need for support provided by counseling, career exploration and access to information. This conclusion was demonstrated by the responses to the statements: **What specific components of the Single Parent and Displaced Homemakers program were helpful and why? What three specific components of the Single Parent and Displaced Homemakers program were most helpful and why? What recommendations or changes would you suggest to enhance the success of future participants?** All single parent and displaced homemaker program components were identified as being helpful. However, respondents consistently identified the financial support for education related expenses as high priority items, followed closely by support through counseling, assessment, career exploration, information and referrals. Respondents also expressed support for maintaining and expanding the single parent and displaced homemaker program.

## Discussions

The future is now, and women who are single parents and displaced homemakers are very much a part of it. Single parent and displaced homemaker graduates are employed in a wide range of careers related to their program of study that significantly increased their standard of living. The access to information relative to careers, wages and employability coupled with increased support for educational related expenses appear to be critical issues. When these issues are addressed, students will persist to the completion of the educational goal despite severe impoverishment.

The fact that welfare reform is alive and well in America is a given in most communities. The fact that ones' employability is increasingly linked with post-secondary educational levels is often overlooked in current welfare reform discussions. Those families headed by females with insufficient educational levels are ill-equipped to provide for the families' needs. The fact that the participants in this research reported pre-participation household incomes well below established poverty guidelines and after graduation salary and wages that were often increased by four hundred percent suggests that any anti-poverty program must have an educational component. There is almost a four hundred percent (400%) increase in income - substantially higher than the twenty-eight percent higher (28%) income projected by Workforce Economics for associate degree earners contrasted to high school graduates (December, 1996). However, Workforce Economics included both male and females in their analysis and females were earning only seventy-one percent (71%) of the median weekly wages men received (median weekly earnings for women working full-time - 74% of all working women - was $348 contrasted with $485 for men).

Discussions coupling education with welfare reform must include time frames. While some single parent and displaced homemaker students complete a certificate or an associate degree program within one to two years, most don't. Most students completed

the program of study within four years. Many of the respondents were also employed while completing the program of study; however, the impact (perceived or real) that employment had upon the length of time to complete the program of study is unclear. Any discussion including education with welfare reform must also consider the possible impact of working while pursuing the post-secondary completion.

Ethnicity as a factor must also be considered in these discussions. There were differences in a number of areas between the white and African American respondents as follows:

- African American respondents were more likely to rely upon employment as the source of their pre-participation income.
- African American respondents reported a lower incidence of reliance upon welfare assistance than did white respondents.
- African American respondents had more sources of pre-participation income and therefore, conceivably more issues to address in maintaining the sources of income.
- African American respondents had a higher average income prior to participation, and a lower average income after graduation, than white respondents.
- African American respondents took longer to complete programs of study than did white respondents.
- African American respondents were older than the white respondents at the time of initial participation in the program.
- African American respondents completed multiple degrees at a slightly higher rate than did white respondents.
- African American respondents were older at the time of graduation than were white respondents.
- African American respondents reported a slightly higher rate of part time employment.
- All African American respondents reported an improved family status as a result of the educational experience.

While there were differences relative to ethnicity in the above factors, there did not appear to be differences in other areas, such as:

- The majority of both white and African American respondents either have continued their education or plan to.
- White and African American respondents stopped out and returned to complete the program of study at the same rates.
- There was a clear preference, regardless of ethnicity, for health related fields.
- Both white and African American employed respondents had the same mean age.

There was overwhelming support for the Single Parent and Displaced Homemaker program expressed by all respondents. Tuition, equipment, books, supplies and child care components are critical to the successful completion of an academic program of study for single parents and displaced homemakers. This should not be a surprise, since all current research relative to financial aid indicates there are significant gaps through traditional financial aid sources in these areas for this population of students. And, finally, respondents overwhelmingly expressed receiving significant benefit from the program and support for the continuation of these programs.

## Recommendations for Further Research

This study looked at single parent and displaced homemaker students without regard to ethnicity. There were enough differences reported by respondents to warrant additional study in this area. Future research should consider incorporating national, state and local trends relative to ethnicity and employment in the review of the literature and the analysis of data and could include a more thorough examination of the issues with the intent to explain these apparent differences.

These research efforts should also consider the role of support systems external to the college that is present for graduates and non-graduates. The pre-ponderance of such support identified by respondents raises questions as to the role of such support in successfully completing a program of study such as: If a student lacks external support,

are they less likely to persist to graduation? and If a student lacks external support are they less likely to respond to a survey of this type?.

This research should be replicated throughout the state, with particular emphasis placed upon the pre-participation and after graduation salaries and wages. A comparative analysis could then be conducted to determine if the income reported by participants in this study are typical.

The response rate of the surveys by graduation year suggests follow-up efforts have a higher rate of success when conducted approximately one year after graduation, and program efforts should be so designed.

# APPENDICES

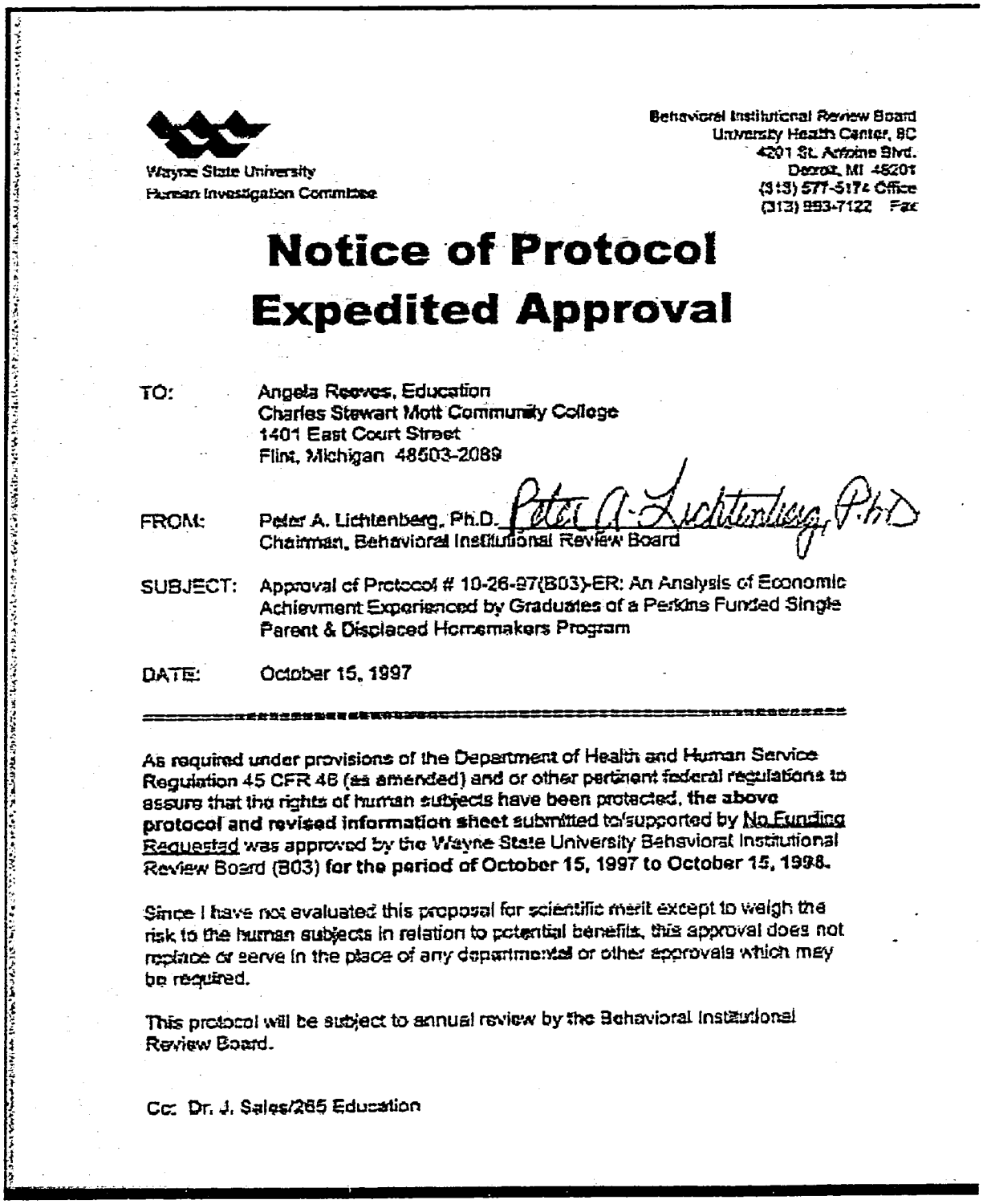
A. Behavioral Investigation Committee Expedited Approval Form

B. The Research Questionnaires

C. Correspondence

# APPENDIX A.

## Behavioral Investigation Committee Expedited Approval Form



Wayne State University
Human Investigation Committee

Behavioral Institutional Review Board
University Health Center, 8C
4201 St. Antoine Blvd.
Detroit, MI 48201
(313) 577-5172 Office
(313) 993-7122 Fax

# Notice of Protocol
# Expedited Approval

TO: Angela Reeves, Education
Charles Stewart Mott Community College
1401 East Court Street
Flint, Michigan 48503-2089

FROM: Peter A. Lichtenberg, Ph.D. Peter A. Lichtenberg, Ph.D
Chairman, Behavioral Institutional Review Board

SUBJECT: Approval of Protocol # 10-26-97(B03)-ER: An Analysis of Economic Achievment Experienced by Graduates of a Perkins Funded Single Parent & Displaced Homemakers Program

DATE: October 15, 1997

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As required under provisions of the Department of Health and Human Service Regulation 45 CFR 46 (as amended) and or other pertinent federal regulations to assure that the rights of human subjects have been protected, **the above protocol and revised information sheet** submitted to/supported by No Funding Requested was approved by the Wayne State University Behavioral Institutional Review Board (B03) **for the period of October 15, 1997 to October 15, 1998.**

Since I have not evaluated this proposal for scientific merit except to weigh the risk to the human subjects in relation to potential benefits, this approval does not replace or serve in the place of any departmental or other approvals which may be required.

This protocol will be subject to annual review by the Behavioral Institutional Review Board.

Cc: Dr. J. Sales/265 Education

Behavioral Investigation Committee Protocol Expedited Approval

# APPENDIX B

## The Research Questionnaires

# GRADUATE SURVEY

**EDUCATIONAL DATA:**

A. Are you currently continuing your formal education?

☐ 1. Yes, I have transferred to another college or university (please indicate)

_____

_____

☐ 2. Yes, I am enrolled at Mott College (please specify program)
☐ 3. No, but I am planning to continue
☐ 4. No, I have no further education planned at this time

If you are currently enrolled, are you attending: ☐ 1. Full-time ☐ 2. Part-time

**EMPLOYMENT DATA:**

B. What is your current employment status?

☐ 1. Employed full-time (30 hours or more per week)
☐ 2. Employed part-time (less than 30 hours per week), not seeking full-time employment
☐ 3. Employed part-time (less than 30 hours per week), seeking full-time employment
☐ 4. Serving in the Armed Services
☐ 5. Unemployed, seeking employment
☐ 6. Unemployed, not seeking employment
☐ 7. Other employment status (please specify)

**IF CURRENTLY EMPLOYED, PLEASE CONTINUE WITH QUESTION C.**
**IF NOT CURRENTLY EMPLOYED, PLEASE SKIP TO QUESTION K ON OTHER SIDE.**

C. Did you have your current job prior to completion of your Mott College program?

_____

☐ 1. Yes, I had my current job less than a year prior to completion of my program ☐ Check here if held as co-op
☐ 2. Yes, I had my current job a year or more prior to completion of my program ☐ Check here if held as co-op
☐ 3. No

If no:

C1. How long did it take to find your current job after you completed your Mott College program?

☐ 1. Less than 3 months
☐ 2. 3-6 months
☐ 3. 7-12 months
☐ 4. More than a year

D. Where are you currently employed?

☐ 1. Flint/Genesee County
☐ 2. Other Michigan location
☐ 3. Location outside of Michigan

E. Is your current job related to the program in which you received your degree?

☐ 1. Yes, directly related
☐ 2. Yes, indirectly related
☐ 3. No, not related ☐ Check here if seeking employment related to your Mott College program

F. Please indicate your current wage/salary per hour:

☐ 1. Less than $4.25
☐ 2. $4.25 (Minimum wage)
☐ 3. $4.26-6.00
☐ 4. $6.01-7.00
☐ 5. $7.01-9.00
☐ 6. $9.01-11.00
☐ 7. $11.01-13.00
☐ 8. $13.01-15.00
☐ 9. More than $15.00

F1. How does this pay compare to what you expected as a result of completing your Mott College program?

☐ 1. Better than expected
☐ 2. About as expected
☐ 3. Not as good as expected

Appendix B: Mott Community College Graduate Survey

(page 1 of 2)

Please provide the following information on your current job:

Job Title _____

Name of Company _____

Mailing Address _____

City _____ State _____ Zip _____

Mott College periodically conducts surveys to help evaluate programs. Please provide the following information if we may contact your supervisor to participate in such a survey.

Supervisor's name _____

Supervisor's title _____

☐ Check here if self-employed

Overall, how does your current job compare to the kind of job you expected to have as a result of completing your Mott College program?
☐ 1. Better than expected ☐ 2. About as expected ☐ 3. Not as good as expected

Please rate the following factors in your current job compared to the most recent job you held prior to graduation. If you already held your current job prior to graduation, please rate how each area compares as a result of completing your program. If you were not employed prior to graduation, PLEASE SKIP TO QUESTION 10

| | Better now | About same | Worse now |
|---|---|---|---|
| 1. Job satisfaction | ☐ | ☐ | ☐ |
| 2. Suitability for the job (interest and aptitude) | ☐ | ☐ | ☐ |
| 3. Pay | ☐ | ☐ | ☐ |
| 4. Opportunity for advancement | ☐ | ☐ | ☐ |
| 5. Job security | ☐ | ☐ | ☐ |

EVALUATION OF OVERALL EDUCATION:

Now that you have graduated, how well prepared do you feel you are in each of the following areas?

| | Very Well | Well | Adequately | Minimally | Poorly |
|---|---|---|---|---|---|
| 1. Communication - Writing skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reading skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| Speaking skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. Math skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. Computer skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. Problem solving skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. Organizational skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. Teamwork skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. Leadership skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. Skills and knowledge related to your college major | ☐ | ☐ | ☐ | ☐ | ☐ |

How would you rate the overall quality of your education at Mott?
☐ 1. Excellent
☐ 2. Good
☐ 3. Average
☐ 4. Fair
☐ 5. Poor

Overall, what effect has your experience at Mott had on your self-confidence/self-concept?
☐ 1. A positive effect
☐ 2. A negative effect
☐ 3. No effect

PLACEMENT SERVICES:

Are you currently registered with the Mott College Placement Services?
☐ 1. Yes
☐ 2. No ☐ Check here if you would like to receive information on how to register

THANK YOU FOR YOUR PARTICIPATION! Please return this questionnaire in the return envelope provided.

Mott College, Placement Services, 1401 E. Court St., Flint MI 48503-2089

Appendix B, cont.: Mott Community College Graduate Survey

(page 2 of 2)

## SINGLE PARENT & DISPLACED HOMEMAKERS PROGRAM
## GRADUATE SURVEY

***Please do not indicate your name anywhere on the survey. This survey is intended to be anonymous and the individual responses will be kept confidential. Your honesty and accuracy are important.***

**EDUCATIONAL DATA:**

A. Are you currently continuing your formal education?

☐ 1. Yes, I have transferred to another college or university (please indicate)*: _____

☐ 2. Yes, I am enrolled at MCC* *If you are currently enrolled, are you attending: ☐ 1. Full-time ☐ 2. Part-time

☐ 3. No, but I am planning to continue ☐ 4. No, I have no further education planned at this time

**EMPLOYMENT DATA:**

B. What is your current employment status?

☐ 1. Employed full-time (30 hours or more per week)

☐ 2. Employed part-time (less than 30 hours per week), not seeking full-time employment

☐ 3. Employed part-time (less than 30 hours per week), seeking full-time employment

☐ 4. Serving in the Armed Services

☐ 5. Unemployed, seeking employment ☐ 6. Unemployed, not seeking employment

☐ 7. Other employment status (please specify) _____

**IF CURRENTLY EMPLOYED, PLEASE CONTINUE WITH QUESTION C.**
**IF NOT CURRENTLY EMPLOYED, PLEASE SKIP TO QUESTION G ON OTHER SIDE.**

C. Did you have your current job prior to completion of your college program?

☐ 1. Yes, I had my job less than a year prior to completion of my program. ☐ Check here, if Co-Op

☐ 2. Yes, I had my current job a year or more prior to completion of my program. ☐ Check here, if Co-Op

☐ 3. No

D. Is your current job related to the program in which you received your degree? ☐ 1. Yes, related ☐ 2. No, not related

E. Please indicate your current wages/salary: (circle one) per hour per month or year

$_____Salary $_____Workers Compensation

$_____Spouses Income $_____Child Support (Not AFDC)

$_____AFDC (How long AFDC_____) $_____Parent/Other Family Members

$_____Social Security (Disability) $_____Social Security (Parents)

$_____Unemployment Compensation $_____Other, please explain

_____

E1. How does this pay compare to what you expected as a result of completing your college program?

☐ 1. Better than expected ☐ 2. About as expected ☐ 3. Not as good as expected

F. Overall, how does your current job compare to the kind of job you expected to have as a result of completing your program?

☐ 1. Better than expected ☐ 2. About as expected ☐ 3. Not as good as expected

Appendix B, cont.: Single Parent/Displaced Homemaker Survey

(page 1 of 2)

G. a. Do you believe your family is better off as a result of your completion of the educational program of study?

☐ Yes ☐ No

b. How many dependent children were in your household at the time of degree/certificate completion?____

c. Did you have a support system (family, friends, church, etc.), outside of the college to help you? ☐ Yes ☐ No

Please explain:_____

_____

I. What specific components of the Single Parent, and Displaced Homemakers program were helpful?

(Check all that apply)

☐ 1. Tuition, Fees, Books, Supplies, ☐ 2. Uniforms and Equipment,

☐ 3. Assessment and/or Career Exploration, ☐ 4. Courses such as Business, Health Sciences, etc.

☐ 5. Job Placement, ☐ 6. Guidance and Counseling,

☐ 7. Referral to other departments, agencies, organizations ☐ 8. Transportation,

☐ 9. Child Care, ☐ 10. Information about the program

J. What three specific components of the Single Parent, and Displaced Homemakers program were most helpful?

(Please rank as: (1) First Most Helpful, (2) Second Most Helpful, (3) Third Most Helpful )

☐ 1. Tuition, Fees, Books, Supplies, ☐ 2. Uniforms and Equipment,

☐ 3. Assessment and/or Career Exploration, ☐ 4. Courses such as Business, Health Sciences, etc.

☐ 5. Job Placement, ☐ 6. Guidance and Counseling,

☐ 7. Referral to other departments, agencies, organizations ☐ 8. Transportation,

☐ 9. Child Care, ☐ 10. Information about the program

K. What recommendations or changes would you suggest to enhance the success of future participants?

_____

_____

_____

THANK YOU FOR YOUR PARTICIPATION! Please return this questionnaire in the postage paid return envelope provided. If you would like a copy of the results of this survey, please contact the office in late October or write your request on a separate sheet of paper and enclose it with the survey (include your name and address on the request). If you have questions, please call (810) 762-0316.

***We appreciate your cooperation and the timeliness of your response! Your participation has enriched this research. Thank You!***

**Single Parent & Displaced Homemakers Program**
**Admissions, Recruitment & Articulation Office**
**Prahl College Center**
**Mott Community College**
**1401 E. Court St.,**
**Flint MI 48503**

Appendix B, cont.: Single Parent/Displaced Homemaker Survey

(page 2 of 2)

# APPENDIX C

## Correspondence

*Student Development & Instructional Support*

September 10, 1997

Dr. Peter A. Lichtenberg, Chairman
Behavioral Investigation Committee
Wayne State University
Detroit, Michigan

Re: Angela M. Reeves
W.S.U. Doctoral Student

Dear Dr. Lichtenberg,

It is my understanding that Angela M. Reeves has proposed a research project to identify the economic gains achieved by Mott Community College graduates who have participated in the Single Parent and Displaced Homemakers programs as partial fulfillment of the requirements for the doctoral degree she is pursuing at Wayne State University. She has requested a letter of support for this project. It is my understanding that she cannot implement this research until she has received approval (per the federal regulations). You may consider this letter as support for the proposed research.

Mrs. Reeves has had administrative responsibility for this program since 1983 and has assisted hundreds of students in completing their college education through this program and others like it. Nationally, the legislature is in the process of determining the level and configuration of funding that will be available for this population of students. We believe now is a good time to pursue this type of research and determine the impact the program has had in these former student's lives. We fully support Mrs. Reeves' efforts in conducting this research and believe it will be of benefit to the college.

We are eager for her to begin the research and would appreciate any support you can provide in expediting the process. Certainly, if you have any questions, please feel free to contact me at (810) 762-0243.

Sincerely,

Dr. Herbert Cohen
Vice President

Charles Stewart Mott Community College
1401 East Court Street • Flint, Michigan 48503-2089 • (810) 762-0200
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Appendix C

Mott Community College Letter of Support

*Office of Admissions, Recruitment & Articulation*
*Single Parent, Displaced Homemakers Program*

October 18, 1997

Dear Graduate,

You may be aware of some of the changes in legislation, such as welfare reform, that is affecting the lives of many students today. You may also be aware of the fact that the Perkins Act that authorizes vocational education and training, as well as the Single Parent and Displaced Homemakers program, is in the process of re-authorization. Because re-authorization is being discussed, it is a good time to ask questions about the effectiveness of some of the programs designed to assist students in achieving a life-style that produces economic well-being.

As a graduate who received assistance from the Perkins funded Single Parent and Displaced Homemakers program, you are being asked to participate in this survey. We are trying to obtain information to help people see the usefulness and the value of programs such as the one you have completed. We are interested in determining how helpful the program was to you as a student and what, if any, recommendations you would make to improve the delivery of services to current students. *Completion of the enclosed survey will take no longer than 5 minutes.* Please return the survey in the enclosed addressed, postage paid envelope by October 29, 1997.

Also enclosed with this letter is an Information Sheet describing the research. The survey is designed to assure participant anonymity. You will note that the enclosed survey has a number on it, and there is no place for you to write your name. We want you to know that your privacy will be protected.

We appreciate your cooperation and support in this research effort. If you would like a copy of the results of the survey, please call the office at (810) 762-0316 in early November with your request. If you have any questions, please feel free to contact the Office. We appreciate your willingness to participate in the survey. Thank you!

Sincerely,

Angela M. Reeves,
Executive Director

Enclosures: 3

(If you receive more than one copy of this letter with the survey, please disregard it. We are diligently attempting to reach former participants and are sending multiple copies to different addresses. However, we only want one response from each past participant.)

Charles Stewart Mott Community College

1401 East Court Street • Flint, Michigan 48503-2089 • (810) 762-0000
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Appendix C, cont.: Survey Cover Letter - First Mailing

*Office of Admissions, Recruitment & Articulation*
*Single Parent, Displaced Homemakers Program*

October 28, 1997

Dear Graduate,

You may be aware of some of the changes in legislation, such as welfare reform, that is affecting the lives of many students today. You may also be aware of the fact that the Perkins Act that authorizes vocational education and training, as well as the Single Parent and Displaced Homemakers program, is in the process of re-authorization. Because re-authorization is being discussed, it is a good time to ask questions about the effectiveness of some of the programs designed to assist students in achieving a life-style that produces economic well-being.

As a graduate who received assistance from the Perkins funded Single Parent and Displaced Homemakers program, you are being asked to participate in this survey. We are trying to obtain information to help people see the usefulness and the value of programs such as the one you have completed. We are interested in determining how helpful the program was to you as a student and what, if any, recommendations you would make to improve the delivery of services to current students. *Completion of the enclosed survey will take no longer than 5 minutes.* Please return the survey in the enclosed addressed, postage paid envelope by November 7, 1997.

Also enclosed with this letter is an Information Sheet describing the research. The survey is designed to assure participant anonymity. You will note that the enclosed survey has a number on it, and there is no place for you to write your name. We want you to know that your privacy will be protected.

We appreciate your cooperation and support in this research effort. If you would like a copy of the results of the survey, please call the office at (810) 762-0316 in early November with your request. If you have any questions, please feel free to contact the Office. We appreciate your willingness to participate in the survey. Thank you!

Sincerely,

Angela M. Reeves,
Executive Director

Enclosures: 3

(If you receive more than one copy of this letter with the survey, please disregard it. We are diligently attempting to reach former participants and are sending multiple copies to different addresses. However, we only want one response from each past participant.)

Charles Stewart Mott Community College
1401 East Court Street • Flint, Michigan 48503-2089 • (810) 762-0200
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Appendix C, cont.: Survey Cover Letter - Second Mailing

**INFORMATION SHEET**

An Analysis of Economic Achievement Experienced by Graduates of a Perkins Funded Single Parent and Displaced Homemakers Program
A Study Conducted by Angela M. Reeves

Purpose: The purpose of this research is to study the effectiveness of one federally funded postsecondary program designed to assist single parents and displaced homemakers in completing a college level program of study that removes them from poverty. This study will evaluate the degree of success experienced by the Perkins authorized program, the Displaced Homemakers and Single Parents program in achieving the goal of employment that results in an increased standard of living and effectively removes families from poverty.

Procedure: The research is a descriptive and summative study. The data collection methods and instruments used in this study will provide self-reporting as well as indirect measurement indices. The analysis of data will be comparative in nature. Participants are asked to complete and return a survey instrument. The data compilation is designed to maintain anonymity. Names have been removed and replaced by randomly assigned numbers to protect each individual participant. Data will be analyzed individually and collectively to determine the degree of success participants have experienced in achieving an increased standard of living and to identify recommendations for improving the program.

Risks: To preserve the confidential treatment of information, each survey instrument has been randomly assigned a number. Loss of confidentiality in the management of the data collected is the primary possibility of risk and potential harm to the participants.

Alternative Treatment/Procedures: There is no treatment proposed. An alternative procedure would include telephone interviews that would collect the data and present it in an anonymous manner.

Benefits: There are no direct benefits that individual participants completing the Survey would experience. There are, however, indirect benefits that can possibly occur for current and potential program participants in the use of the data and implementation of recommendations collected. This information can be useful in modifying the design of the program and can be helpful to those making decisions about the shape and design of the legislation that authorized these programs.

*Participation in this research effort is entirely voluntary.*

Questions: If there are any questions about your rights as a research participant, or related to participation in this research now, or in the future, please contact Mrs. Angela M. Reeves, the staff in the Admission, Recruitment and Articulation office at (810) 762-0316 or Dr. Peter Lichtenberg, Ph.D., Chairman of the Behavioral Investigation Committee at (313) 577-8174.

Confidentiality: Rules and practices of confidentiality will be maintained relative to participants, as well as data collected about individual participants.

Appendix C, cont.: Information Sheet Enclosed in Both Mailings

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# ABSTRACT

## AN ANALYSIS OF ECONOMIC ACHIEVEMENT EXPERIENCED BY GRADUATES OF A PERKINS FUNDED SINGLE PARENT & DISPLACED HOMEMAKERS PROGRAM

by

ANGELA M. REEVES

December, 1998

Advisor: Dr. Joseph Sales

Major: Curriculum and Instruction

Degree: Doctor of Education

This descriptive study examined the economic gains achieved by community college graduates who participated in an urban based Perkins funded Single Parent and Displaced Homemakers program. Indices included ethnicity, age, program of study, salary and wages, age at graduation, length of time required to complete the program, wage, job, and program assistance satisfaction as well as recommendations for program improvement and income reported by certificate of achievement and associate degree graduates as compared with pre-participation income. The college data base, program application, college gradate survey and a modified college graduate survey were included in the research design that had a 23% response rate. These conclusions were drawn from the finding of the study:

1. Single parent and displaced homemaker program completers who receive a certificate of achievement or an associate degree obtain program related employment.

2. These graduates report job and wage satisfaction and believe their family is better off as a result of their education.

3. The income produced by this employment averages $27,000 in salary and wages and effectively removes these graduates from poverty.

4. Despite age, single parent and displaced homemaker students often complete

associate degree and certificate graduation requirements within four years, frequently with more than one degree and/or certificate. Preference for health related programs was followed by programs in social science, arts and other, and programs in business and technology for these graduates.

5. Upon program completion, most single parent and displaced homemaker students will continue their formal education.

6. Most single parent and displaced homemaker graduates have support systems outside of the institution and one or two dependents.

7. Single parent and displaced homemaker students have a need for financial support (for tuition, books, supplies, uniforms, equipment, and child care), above and beyond that provided by need based aid and welfare assistance; as well as a need for support provided by counseling, career exploration and access to information.

## AUTOBIOGRAPHICAL STATEMENT

Angela M. Reeves has extensive administrative and counseling experience in student services at the community college: 11 years as Admissions Director, 3 years as Registrar, 2 years as Bursar, 14 years as administrator of the Single Parent and Sex Equity grants, 3 years as administrator of the At Risk and Upward Bound grants. Included among her responsibilities are the admission and monitoring of international, guest and dual enrolled high school students in compliance with the specific regulations governing their admission and continuance at the college. Her teaching experience includes an adjunct appointment in psychology at the university as well as counseling and student development classes at the community college. She has maintained an active commitment of service in many volunteer and professional organizations and committees including, but not limited to: current vice-president of the Michigan Single Parent Program Coordinators Association (incoming president for 98-99 academic year), past member of the Michigan Council on Vocational Education serving as the post-secondary representative for special population and single parent/sex equity students as well as serving on the Councils' State Plan Committee; past member of several United Way committees and a former United Way Board member; and membership in several departments and committees in her church where she serves in many capacities. Licensed as both a C.S.W. and L.P.C., she is a former alcoholism therapist who has trained many in alcoholism and substance abuse treatment methodologies. She has a B.S. from Central Michigan University in Psychology and Sociology and a M.A. from Michigan State University in Urban Counseling.