

Training Other than Schooling
Grade 10/Year 11
Fast Track Project Technical Report
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Table of Contents

- I. Scale Descriptions
- II. Report Sample
- III. Scaling
- IV. Differences between Groups
- V. Recommendations for Use
- VI. Item and Scale Means and SDs
- VII. Item and Scale Correlations

Citations

Instrument

Bureau of Labor Statistics, U.S. Department of Labor. *National Longitudinal Survey of Youth 1997 cohort, 1997-2001 (round 1)*. Produced by the National Opinion Research Center, the University of Chicago and distributed by the Center for Human Resource Research, The Ohio State University, Columbus, OH.

Report

Rains, C. (2004). *Training Other than Schooling* (Fast Track Project Technical Report). Available from the Fast Track Project website: <http://www.fasttrackproject.org>

Data Sources

Raw: C11AT

Scored: TTS11

I. Scale Description

This measure is a series of questions documenting any training (business or trade schools, GED, apprenticeship programs, correspondence courses, government job training, etc.) that a youth might have experienced. These items are derived from the training section of the National Longitudinal Survey of 1997 from the U.S. Department of Labor's Bureau of Labor Statistics. Youth are first asked if, other than regular schooling, they had "attended any schooling, courses or training program designed to help people find a job, improve their job skills, or learn a new job." If they respond "no" to this first question, then the measure ends at that point. If they answer "yes," then the youth are asked about the number of different programs in which they have participated. They are then given the opportunity to answer questions about two of the programs. Questions about the programs include the name of the program, the start and end dates of their participation in the program, the type of training program, whether a training allowance was given and how much it was for, reasons for participating in the training program, whether the program was completed by the youth and reasons for not completing it, and the skills learned.

II. Report Sample

These analyses were conducted on the data collected on the first cohort of the high-risk control sample (n=155) and the normative sample (n=387, N=463 with overlap) from the eleventh year of the study. Of these, 119 students were missing the complete measure. Forty-five of the control students (8 from Durham, 12 from Nashville, 14 from Pennsylvania, and 11 from Washington) were missing the complete measure and 103 from the normative sample (17 from Durham, 29 from Nashville, 31 from Pennsylvania, and 26 from Washington) were missing the complete measure, with overlap between the normative and

control groups.

III. Scale Description

No scales were created for this measure.

Many of the items have yes/no response options. Several questions ask about a specific amount of money or the name of a program. For four items, the youth were given a list of options from which to choose their response. When asked about the type of school or training program they attended, the youth had 14 response options from which they had to choose one. Options included business school, nursing school, GED program, and government training. If they chose government training or “other” training program, the youth were asked to specify what the program was. The youth were also asked for what reason they enrolled in the training program and their response options for this item were: “wanted to get a job,” “wanted to get a better job,” “Juvenile Court made me go,” “required by TANF (Welfare Reform),” “didn’t know what else to do,” and “other.” If the youth did not complete the training program, they were offered a list of 13 response options from which they had to choose one to detail why they did not complete the training program. These response options included “found a job,” “transportation problems,” “problems with child care,” and “lost interest.” If the youth chose the option of “other,” they were asked to specify the reason. Finally, the youth were asked to note what skills they learned in the training program and were offered the choice to choose as many as applied to their situation. The skill choices were: “upgrade your computer skills,” “upgrade your reading and/or writing skills,” “upgrade your mathematical skills,” “upgrade your skills in working as a team or problem solving,” “how to operate or repair equipment,” “how to be a more effective sales person,” or “none of the above.”

In addition, the data on the different training programs a youth attended were analyzed based on a second dataset with each training program providing an observation, rather than each child. There were data on a total of 27 training programs, with 25 students providing data.

IV. Differences between Groups

A chi-square test of response frequency on one item, C11AT5 (other than regular schooling, have you ever attended any training programs), did not result in a significant difference between the normative and control samples. Chi-squares were not run on the categorical data because the cell frequencies were too low.

Training Other than Schooling--Student-Level Data Y11						
Variable	0=No 1=Yes		DF	Chi Square Statistic	P-value	N
	Normative Proportions	Control Proportions				
Other than regular schooling, have you ever attended any schooling, courses or training programs designed to help people find a job, improve job skills, or learn a new job? (C11AT5)	0.08	0.06	1	0.20	0.658	344

An independent t-test to assess differences between the normative sample and the high-risk control sample for one continuous variable in the student-level data, item 6 (how many different schooling, courses or training programs have you participated in), did not indicate any significant difference between the samples for this item.

Comparison of Means for Normative and Control for Training Other than Schooling

Variable	Label	Normative		Control		DF	t Value	Pr > t
		Mean	Std Dev	Mean	Std Dev			
C11AT6	How many different schooling, courses or training programs have you participated in?	0.09	0.37	0.07	0.29	341	-0.44	0.6629

Chi-square tests of response frequency on the training program dataset for the normative group and the control group resulted in a significant value for two variables: TTS11TWS (which of these skills did you learn?—update your skills in working as a team or problem solving), with the normative sample scoring higher than the control sample, and TTS11NON (which of these skills did you learn—none of these apply), with the control sample scoring higher than the normative sample. Normative students seem to be more likely than control students to participate in training programs involving teamwork or problem solving, whereas control students seem more likely than normative students to participate in training programs that taught skills not included on the measure as a response option.

In addition, two variables approached significance. Variable TTS11COM (did you complete this program) approached significance ($p = 0.06$), with students in the normative sample scoring higher than those in the control sample. Variable TTS11ORE (which of these skills did you learn—how to operate or to repair equipment) also approached significance ($p = 0.06$), with students in the control sample scoring higher than those in the normative sample. Students in the normative sample appeared to be more likely than those in the control sample to complete their training program(s), while students in the control sample appeared to be more likely than those in the normative sample to participate in training programs dealing with equipment.

Training Other than Schooling--Program Level Data Y11

Variable	0=No 1=Yes		DF	Chi Square Statistic	P-value	N
	Normative Proportions	Control Proportions				
Are you currently attending the program? (TTS11ATT)	0.28	0.38	1	0.25	0.620	26
Did you receive a training allowance to participate in the program? (TTS11ALL)	0.05	0.00	1	0.44	0.508	27
Did you complete this program? (TTS11COM)	0.84	0.50	1	3.43	0.064	27
Which of these skills did you learn?-update your computer skills (TTS11CSK)	0.37	0.25	1	0.36	0.551	27
Which of these skills did you learn?-update your reading &/or writing skills (TTS11RWS)	0.16	0.13	1	0.05	0.826	27
Which of these skills did you learn?-update your mathematical skills (TTS11MSK)	0.05	0.13	1	0.43	0.512	27
Which of these skills did you learn?-update your skills in working as a team or problem solving (TTS11TWS)	0.53	0.13	1	3.76	0.053	27
Which of these skills did you learn?-learn to operate or repair equipment (TTS11ORE)	0.16	0.50	1	3.43	0.064	27
Which of these skills did you learn?-how to be a more effective salesperson (TTS11ESP)	0.21	0.00	1	1.98	0.160	27
Which of these skills did you learn?-none of the skills listed apply (TTS11NON)	0.05	0.38	1	4.64	0.031	27

The tables in the following section of the report concern the type of training program attended by the students, the student's reason for enrolling in the training program, and the student's reason for not completing the program and are based on the data in the program-level dataset. At the time of the administration of this measure, five normative students and three control students were currently attending a training program, while a total of 21 normative students and eight control students had attended a training program at some time.

What type of school or training program [is/was] it? (TTS11TYP)				
Reason	Normative		Control	
	Frequency	Percent	Frequency	Percent
Business or Secretarial (1)	1	5	0	0
Vocational, Technical, or Trade (2)	4	18	4	50
GED Program (7)	2	9	0	0
Formal company training run by employer (9)	4	18	0	0
Seminar or training program outside of work (11)	1	5	0	0
Government training (13)	1	5	0	0
Other (14)	9	41	4	50

While a number of students from both samples cited “wanted to get a job” as a main reason for participating in the training program, students also cited “wanted to get a better job” and “didn’t know what else to do,” as well as “other” for reasons for participating in the training programs.

Which of the reasons on this card was the main reason you enrolled in this training program? (TTS11ENR)				
Reason	Normative		Control	
	Frequency	Percent	Frequency	Percent
Wanted to get a job (1)	7	33	4	50
Wanted to get a better job (2)	3	14	2	25
Didn’t know what else to do (5)	2	10	0	0
Other (6)	9	43	2	25

Eighteen normative students and four control students completed a training program in which they participated. For those that did not complete the training program, they were asked for the reason for not completing the program. One normative student and one control student stopped participating in a training program because they found jobs. Two normative students and three control students cited “other” as their reason for not completing the program and one normative student did not complete the training program because he/she lost interest in the program.

What was the main reason you did not complete this program? (TTS11DNC)				
Reason	Normative		Control	
	Frequency	Percent	Frequency	Percent
Found a job (1)	1	25	1	25
Lost interest (11)	1	25	0	0
Other (13)	2	50	3	75

One student from the normative sample received an allowance for participating in a training program. No other students reported receiving such an allowance.

V. Recommendations for Use

Analysts should note that the total numbers of students completing this measure are low. Since the students were in the tenth grade, it appeared that few had had exposure yet to training programs other than their regular schooling.

Also, analysts should note that a second dataset had to be created, using the original data, in order to examine the data for each training program in a more comprehensive manner.

VI. Item and Scale Means and SDs

Means can be found in the tables in the previous sections.

VII. Item and Scale Correlations

No correlations were calculated for this technical report.