

Training Other than Schooling
Grade 11/Year 12
Fast Track Project Technical Report
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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: C12AT

Scored: TTS12

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 twelfth year of the study. Of these, 118 students were missing the complete measure. Forty-three of the control students (5 from Durham, 17 from Nashville, 9 from Pennsylvania, and 12 from Washington) were missing the complete measure and 105 from the normative sample (14 from Durham, 39 from Nashville, 23 from Pennsylvania, and 29 from Washington) were missing the complete measure, with overlap between the normative and control groups. None of the missing data was used in the analyses.

III. Scale Description

No scales were created for this measure. However, for item 6 (how many training programs have you participated in), responses of “skip” were recoded to ‘0’ to accurately enforce the skip pattern and to reflect the number of respondents who did not participate in a training program.

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 32 training programs, with 30 students providing data.

IV. Differences between Groups

A chi-square test of response frequency on one item, C12AT5 (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 Y12 | | | | | | |
|---|-----------------------|---------------------|----|----------------------|---------|-----|
| 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? (C12AT5) | 0.09 | 0.08 | 1 | 0.09 | 0.763 | 345 |

An independent t-test to assess differences between the normative sample and the high-risk control sample for one item, C12AT6 (how many different training programs have you participated in) did not result in any significant difference 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 | | | |
| C12AT6 | How many different schooling, courses or training programs have you participated in? | 0.10 | 0.38 | 0.09 | 0.32 | 343 | -0.33 | 0.7410 |

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 four variables: TTS12COM (did you complete this program), TTS12RWS (which of these skills did you learn?—update your reading and/or writing skills), TTS12MSK (which of these skills did you learn?—update your mathematical skills), and TTS12TWS (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 for all of these variables. Normative students seemed to be more likely than control students to complete a training program, to participate in a training program involving the improvement of basic academic skills such as reading or math, and to participate in training programs involving teamwork or problem solving.

Training Other than Schooling--Program Level Data Y12

| Variable | 0=No 1=Yes | | DF | Chi Square Statistic | P-value | N |
|--|-----------------------|---------------------|----|----------------------|---------|----|
| | Normative Proportions | Control Proportions | | | | |
| Are you currently attending the program? (TTS12ATT) | 0.45 | 0.44 | 1 | 0.00 | 0.959 | 31 |
| Did you receive a training allowance to participate in the program? (TTS12ALL) | 0.14 | 0.00 | 1 | 1.50 | 0.220 | 32 |
| Did you complete this program? (TTS12COM) | 0.62 | 0.22 | 1 | 3.97 | 0.046 | 30 |
| Which of these skills did you learn?-update your computer skills (TTS12CSK) | 0.27 | 0.30 | 1 | 0.03 | 0.874 | 32 |
| Which of these skills did you learn?-update your reading &/or writing skills (TTS12RWS) | 0.36 | 0.00 | 1 | 4.85 | 0.028 | 32 |
| Which of these skills did you learn?-update your mathematical skills (TTS12MSK) | 0.50 | 0.10 | 1 | 4.69 | 0.030 | 32 |
| Which of these skills did you learn?-update your skills in working as a team or problem solving (TTS12TWS) | 0.59 | 0.00 | 1 | 9.95 | 0.002 | 32 |
| Which of these skills did you learn?-learn to operate or repair equipment (TTS12ORE) | 0.32 | 0.30 | 1 | 0.01 | 0.918 | 32 |
| Which of these skills did you learn?-how to be a more effective salesperson (TTS12ESP) | 0.23 | 0.10 | 1 | 0.73 | 0.393 | 32 |
| Which of these skills did you learn?-none of the skills listed apply (TTS12NON) | 0.23 | 0.30 | 1 | 0.19 | 0.660 | 32 |

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, eleven normative students and four control students were currently attending a training program, while a total of 24 normative students and nine control students had attended a training program at some time.

| What type of school or training program [is/was] it? (TTS12TYP) | | | | |
|---|-----------|---------|-----------|---------|
| Reason | Normative | | Control | |
| | Frequency | Percent | Frequency | Percent |
| Business or Secretarial (1) | 1 | 4 | 0 | 0 |
| Vocational, Technical, or Trade (2) | 15 | 60 | 8 | 80 |
| Correspondence course (8) | 1 | 4 | 0 | 0 |
| Community or junior college (12) | 1 | 4 | 0 | 0 |
| Other (14) | 7 | 28 | 2 | 20 |

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

| Which of the reasons on this card was the main reason you enrolled in this training program? (TTS12ENR) | | | | |
|---|-----------|---------|-----------|---------|
| Reason | Normative | | Control | |
| | Frequency | Percent | Frequency | Percent |
| Wanted to get a job (1) | 8 | 32 | 0 | 0 |
| Wanted to get a better job (2) | 6 | 24 | 6 | 60 |
| Didn’t know what else to do (5) | 3 | 12 | 1 | 10 |
| Other (6) | 8 | 32 | 3 | 30 |

Fifteen normative students and two control students completed a training program. For those that did not complete the training program, they were asked for the reason for not completing the program. The majority of students who did not complete a training program cited “other” as their main reason for not completing the program.

| What was the main reason you did not complete this program? (TTS12DNC) | | | | |
|--|-----------|---------|-----------|---------|
| Reason | Normative | | Control | |
| | Frequency | Percent | Frequency | Percent |
| Unsatisfactory conditions (8) | 0 | 0 | 1 | 14 |
| Too much time required (9) | 1 | 11 | 0 | 0 |
| Lost interest (11) | 1 | 11 | 0 | 0 |
| Asked to leave or expelled (12) | 0 | 0 | 1 | 14 |
| Other (13) | 7 | 78 | 5 | 71 |

Only three students in year 12 received any allowance for participating in a training program. All three of these students were from the normative sample.

V. Recommendations for Use

Analysts should note that the total numbers of students completing this measure are low. Since the students were in the eleventh 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.