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ABSTRACT

This follow-up study of 1988 graduates of Detroit (Michigan) public high schools examines the status of graduates one year following graduation. Information was gathered from a survey and correlated with demographic and achievement information from student records. Findings must be interpreted in light of a 24 percent response rate to the survey, evidence that the respondents are representative of higher achieving, more affluent students, and overrepresentation of females in the response sample. The following key findings are included: (1) the majority of those who were working were also enrolled in postsecondary education; (2) of the 69 percent who were enrolled in an educational program, the majority attended four-year colleges, 78 percent were receiving financial aid, and the mean self-reported post-high school grade point average (GPA) was 2.7; (3) 5 percent were in a military program; (4) 2 percent were married and 11 percent were parents; (5) 51 percent gave the letter grade of "A" or "B" to the overall quality of their high schools; and (6) when asked to identify how their high schools had prepared them for the job market, the graduates indicated that the schools had provided an academic education (66 percent) taught them how to complete job applications (59 percent), and taught them interview skills (56 percent). The following materials are appended: (1) a history of graduate follow-up studies in Detroit; (2) a list of survey development members; and (3) modified survey forms presenting statistical data for respondents by the entire sample, by school type, and by gender. (FMW)

DETROIT PUBLIC SCHOOLS

FOLLOW-UP STUDY OF 1988 GRADUATES

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FOLLOW-UP STUDY OF 1988 GRADUATES

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KEY FINDINGS

The findings of this study are numerous and varied. Some of the key findings are presented below. These key findings are explained in greater detail in the Executive Summary and the full report.

- Survey respondents were more frequently female than male and were more likely to have attended schools with lower levels of poverty than were non-respondents.

- The majority of graduates who were working at the time of the survey were also enrolled in post-high school educational programs.

- 69% of the respondents were enrolled full- or part-time in an educational program. For these students...

  * the majority attended four-year colleges or universities,

  * 78% were receiving financial aid, and

  * the mean self-reported post-high school G.P.A. was 2.7.

- 5% of the respondents were in a military program.

- 2% of the graduates were married; 11% were parents.

- 76% of the graduates reported having high school grade point averages which were higher than the G.P.A.'s maintained on the district's data base.

- 51% of the graduates gave a letter grade of "A" or "B" to the overall quality of their high schools.

- When asked to identify how their high school helped prepare them for the job market, the graduates indicated that the schools had...

  * provided their academic education (66%),

  * taught them how to complete job applications (59%), and

  * taught them interview skills (56%).

FOLLOW-UP STUDY OF 1988 GRADUATES

EXECUTIVE SUMMARY

DESCRIPTION OF THE STUDY

This follow-up study of 1988 graduates of Detroit Public Schools represents a continuation of graduate survey efforts begun in 1944. The study's objectives are to determine the status of graduates one year following graduation; to compile information from former students for use in educational planning; to obtain graduates' perceptions of their high school experiences; and to fulfill the recommendations of the North Central Association of Secondary Schools and Colleges and other groups which deem such studies to be of importance.

METHODOLOGY

District records indicate that there were 7329 school completers in 1988. Questionnaires were mailed to these individuals at the end of June, 1989, one year following the their graduation date. Responses from 1771 (24%) respondents were included in the survey results. The percents of graduates responding from each school ranged from a high of 49% to a low of 16%.

Information labels were affixed to the survey instruments to make it possible to monitor the return of questionnaires and send duplicate questionnaires to graduates who had not responded by August, 1989. The information labels also included demographic and achievement data from the district's data base. This made it possible to analyze response data on a number of demographic and achievement variables.

FINDINGS

The Sample

The findings of this study must be interpreted based on an understanding that the sample of respondents represented 24% of the graduates to whom surveys were mailed. In addition, there is evidence to suggest that the individuals who elected to complete and return surveys are representative of higher achieving, rather than lower achieving, students. Other evidence demonstrating the difference between all graduates and the responding sample was that females were over-represented whereas males were under-represented in the responding sample; graduates from schools having higher levels of poverty tended to respond less frequently than did graduates from schools with lower poverty levels; and respondents had attained higher standardized test scores than did

their non-responding classmates.

Respondents' Status

The majority of respondents who were working full- or part-time did so in Detroit or the tri-county area. Their jobs were largely in the areas of office/business, food management/production, public service and distribution/marketing. The majority of graduates who were working were also enrolled in post-secondary educational programs.

Sixty-nine percent of the respondents were enrolled full- or part-time in a post high school educational program. The majority were in four-year colleges or universities. The largest percent of respondents attending any one institution was 18% at Wayne State University.

The respondents enrolled in post-secondary education programs reported a mean grade point average of 2.7, although there is some indication that this may be an inflated G.P.A. based on differences in self-reported high school G.P.A.'s and G.P.A.'s maintained on district records, the latter of which were generally lower than the former.

Seventy-eight percent of the respondents who were enrolled in post-secondary educational programs were receiving some form of financial aid. The Pell Grant was the type of assistance most frequently received. Lack of funds was the most frequently cited reason for not attending an educational institution.

Five percent of the respondents were in the military full- or part-time.

Two percent were married and 11% were parents. The percent of graduates having children ranged from 19% to 0% when individual school data were analyzed.

Respondents' Descriptions of High School Experiences

The majority of respondents (64%) indicated that while in high school they were enrolled in a college preparatory curriculum. Twenty-six percent of the respondents did not work while in high school. Of those who worked, 40% did so for more than 18 hours per week. Fifty-seven percent of the respondents who participated in a co-op program worked for more than 18 hours per week; 36% of the students not in co-op programs worked more than 18 hours per week.

A comparison between self-reported final high school grade point averages and G.P.A.'s carried on the district data base showed that 76% of the graduates reported G.P.A.'s which were

higher than those on the district data base.

Respondents gave the highest marks to "instruction provided by teachers." The overall quality of the high school was given "A" or "B" marks by 51% of the graduates. The greatest percent of respondents selecting any one instructional method as the one which was "best" for them was 38% selecting "teacher lecture."

When asked how high school helped to prepare them for the job market, a majority of respondents selected "provided me academic education" (66%), "taught me how to complete job applications" (59%), and "taught me interview skills" (5[illegible]). Seventy-three percent of the respondents indicated having received no help in obtaining after-graduation employment.

Thirty-one percent of the respondents did not participate in extra-curricular activities; for those who did (68%), career clubs were the activities most frequently reported. Respondents would have liked more help from their high schools in study habits (40%) and planning for college or a job (35%). The high school classes from which respondents indicated having received the most help were mathematics (28%) and English (22%). The classes which respondents most frequently wished to have taken more of were business education (18%) and mathematics (17%).

Examination of Differences by Type of High School Attended

An examination of responses of survey-takers who had graduated from Select Schools (admission by competitive examination), Regular Schools (regular comprehensive high schools), and Special Programs (special education and programs for pregnant girls), revealed several differences among the groups.

Differences were found in the types of high school curricula in which respondents were enrolled (college preparatory enrollment = 94% Select, 58% Regular, 20% Special); the programs in which they had participated (vocational technical center enrollment = 53% Special, 27% Regular, and 20% Select); and the extent to which self-reported grade point averages matched the averages carried on the district's data base (Select graduates most frequently matched).

Respondents from the different school types felt differently about the most important thing their high school did to prepare them for the job market, the most useful subject taken, and the subject they would have liked to have studied in greater depth. The grades given by respondents to various aspects of their high school experiences also varied by school type -- respondents from Select schools gave gave higher percents of "A" and "B" ratings to the majority of the aspects which were graded. The percents of graduates giving the overall quality of their high schools "A" and "B" ratings were 82% (Select), 44% (Regular) and 43%

(Special).

Post-high school employment status and enrollment in higher education programs varied by school type as did the number of post-high school remedial classes taken by respondents.

Examination of Differences by Gender

A review of survey results by gender revealed many similarities and some differences. Differences included the proportion of each gender enrolled in vocational/technical programs (more males) and co-op programs (more females.)

Female respondents indicated more frequently than did males that the high schools had provided them with job procurement skills. Similar proportions of male and female respondents gave the same letter marks to the majority of high school variables they were asked to grade. Slightly higher percents of males gave higher marks than did females to "interest in you shown by the high school staff" and "administration of the school."

Post high school status varied for males and females with greater proportions of males in the military and working in the following job categories: construction, transportation, manufacturing, protection services, food management or production, and custodial. Greater percents of females worked in office and business. Greater percents of females were enrolled full- or part-time in post high school educational programs. Greater percents of males reported not working because they were attending school, and greater percents of males also reported not going to school because they were working.

Slightly higher proportions of males were attending 4-year colleges or universities than were females. Greater percents of females reported attending business or trade schools. The types of financial aid received varied by gender with a higher proportion of females receiving multiple forms of assistance.

Both males and females reported having high school grade point averages which were .3 higher than the G.P.A.'s carried on the district's data base. Of the respondents enrolled in post high school educational programs, males reported a grade point average of 2.6; females reported an average of 2.7.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made.

1. Explore survey techniques which might yield a higher response rate.

2. Insure that all graduates know their grade point averages and understand that employers and school admission officers can verify G.P.A.'s with the district.

3. Insure that there is a match between the G.P.A.'s carried on local school records and those maintained on the district's data base.

4. Insure compliance with Child Labor Laws which state that the combined hours of school and work may not exceed 40 hours for 14 and 15 year olds and 48 hours for 16 and 17 year olds unless a waiver is obtained for the latter case.

5. Use a variety of instructional strategies in high school courses to assure that all students are reached regardless of their learning style.

6. Ensure that males and females attending Select, Regular and Special schools are recruited for vocational/technical centers and co-op programs.

7. The staff at each high school should review their graduates' responses and develop school-specific recommendations; implementation plans should then be developed.

FOLLOW-UP STUDY OF 1988 GRADUATES

DESCRIPTION OF THE STUDY

This follow-up study of 1988 graduates of Detroit Public Schools represents a continuation of graduate survey efforts begun in 1944. The present undertaking continues to use objectives similar to those used in the past. The objectives of the present study follow.

1. To determine the status of graduates one year following graduation;

2. To compile information from former students that will be useful for educational planning;

3. To obtain graduates' perceptions of their high school experiences; and

4. To fulfill the recommendations of the North Central Association of Secondary Schools and Colleges and other groups which deem such studies to be of importance.

The methodology used in this study is presented first followed by a presentation and analysis of the data, and concluding statements. The document's appendices contain a graduate questionnaire, presentations of graduate responses by item, a short history of the district's graduate follow-up studies, and a list of committee members.

METHODOLOGY

District records indicate that there were 7329 school completers in 1988. Questionnaires were mailed to these individuals at the end of June, 1989, one year following their graduation date. Responses from 1771 (24%) respondents were included in the survey results.

Information labels were affixed to the survey instruments to make it possible to monitor the return of questionnaires. Individuals who had not responded by the end of August, 1989 were mailed a second questionnaire. Pre-addressed, stamped envelopes were enclosed with the questionnaire for use in return mailing. Instruments received by the Research and Evaluation Department after October 25, 1989 were not processed or included in the final results.

The mailing labels affixed to the questionnaires were generated from the district's computerized list of enrollees and past enrollees. The number of graduate records contained in the file was greater than the total number of names submitted by the district's high schools for diploma preparation. The computerized list was edited to assure that the graduate file contained only individuals who had attended specified schools and who had birth dates within a specified range of years. The resulting set of graduate mailing labels remained somewhat greater than the number of graduates derived from the diploma count. Some of the difference is accounted for by the inclusion of individuals in the graduate file who completed Special Education training programs but who were not identified as having received diplomas from one of the district's twenty-two North Central accredited high schools. To assure that only graduates answered the questionnaire, directions were printed on the instrument instructing non-graduates to disregard the survey. The responses to survey items were not affected by any discrepancies in the original, computerized data set. Data comparing the demographics of respondents to those of the total population of graduates may be affected by file errors, albeit slightly as randomness of errors is assumed.

The 1988 Graduate Follow-Up instrument represents a revision of instruments previously used in the district. While some items were broadened, some deleted, and others added, the revised instrument retained the overall structure and character of previous surveys. The restructuring of the survey was the product of a committee of individuals representing various disciplines and position classifications within the district. A list of the committee members and a copy of the survey instrument appear in the appendix.

In addition to the revision of the instrument, one of the major changes effected this year was to broaden the level of data analysis through the inclusion of information obtained from the district's data base. High school grade point averages and scores from standardized achievement tests were included with

each respondent's record for purposes of analyzing outcome differences among the respondents. For example, this procedure allowed for a comparison of graduates self-reported high school grade point averages with the averages maintained on the district's data base. Similarly, it allowed for testing the relationship between scores attained on the California Achievement Tests and the High School Proficiency Examination with the graduates' reports of their current status.

The use of information from central data files provided additional descriptive data for each graduate and reduced the number of items included on the survey instrument. For example, gender and race data were taken from district files making it unnecessary to include those items on the survey.

Comparisons were made between survey respondents and the entire group of graduating seniors on a number of characteristics. Differences are reported in the "Presentation and Analysis of the Data" section of the report. One way of compensating for the existing disparities between the responding sample and the entire population of graduates is to weight response distributions in favor of the under-represented groups. Another method is to acknowledge disparities between the total graduating population and the respondents but display the data as received. This latter method has been employed for this report.

In addition to the display of data as described above, data were also disaggregated by gender and by the three categories of schools the respondents attended. The three school categories are described below.

1. Select Schools -- Schools which have admission based upon competitive examination. There are two schools in this category, Cass Technical High School and Renaissance High School. While graduates from these two schools account for 10% of the 1988 graduating class, respondents from these two schools account for 18% of the respondent sample. Forty-one percent of all graduates from these two schools completed and returned questionnaires before the cutoff date. Data for the Mathematics, Science and Applied Technology program at M. L. King High School are not included in this report as no students had graduated from this program as of June, 1988. In the future, graduates from this program will be included with Regular Schools in accordance with the school of enrollment carried on the district's data base.

2. Regular Schools -- All comprehensive high schools other than Cass and Renaissance. Graduates from these high schools account for 88% of all 1988 graduates; respondents from these two schools account for 81% of the respondents. Twenty-two percent of the graduates from these schools completed and returned their questionnaires before the cutoff date.

3. Special Programs -- Special education schools and schools serving pregnant girls. Graduates from these schools account for 2% of all 1988 graduates; respondents from these schools accounted for 1% of the respondents. Seventeen percent of the graduates from these schools completed and returned their questionnaires before the cutoff date. Because of the unique nature of this group, their responses are presented separately rather than combined with those of the other two groups.

PRESENTATION AND ANALYSIS OF THE DATA

In this section of the report, demographic data are presented first. These data show similarities and differences between the survey respondents and the entire group of graduating seniors. Next, data relative to the respondents' statuses as of the survey completion date are presented followed by the respondents' descriptions and assessments of their high school experiences.

Demographic Data

A total of 1771 graduates returned survey instruments on or before October 25, 1989. This represents twenty-four percent of the individuals to whom surveys were mailed. Parents returned seven incomplete surveys stating that their children were in the armed forces. One form was returned with lewd answers; it is assumed that someone other than the graduate completed the form. The post office returned 644 instruments (9%) that were marked undeliverable.

Tables 1, 2, and 3 present the racial-ethnic and gender composition of the population to whom questionnaires were sent and the sample of graduates who responded to the survey. Data in Table 1 show that racial-ethnic groups were represented in the responding sample in approximately the same proportion as represented in the population of all graduates. African Americans were slightly under-represented; Asian or Pacific Islanders, Hispanics and Whites were slightly over-represented when the respondent sample was compared to the entire population of graduates.

Table 2 displays the numbers and percents of male and female graduates and respondents, respectively, in each racial-ethnic group. African Americans represented the overwhelming majority of both genders. Among the graduates, 91.9% of the males and

TABLE 1

Follow-Up Study of 1988 Graduates
Distribution of Graduates and Respondents
Across Racial-Ethnic Groups

Racial-Ethnic Group	Graduates		Respondents	
	N	%	N	%
American Indian or Alaskan Native	10	.1	2	.1
Asian or Pacific Islander	42	.6	14	.8
African American	6835	93.3	1619	91.4
Hispanic	103	1.4	27	1.5
White	338	4.6	109	6.2
Total	7327	100.0	1771	100.0

TABLE 2

Follow-Up Study of 1988 Graduates
Distributions Graduates and Respondents
Across Gender and Racial-Ethnic Group

Racial-Ethnic Group	Graduates				Respondents			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
American Indian or Alaskan Native	3	.1	7	.2	0	0	2	.2
Asian or Pacific Islander	27	.9	15	.3	9	1.8	5	.4
African American	2710	91.9	4125	94.2	443	88.6	1176	92.5
Hispanic	51	1.7	52	1.2	12	2.4	15	1.2
White	159	5.4	179	4.1	36	7.2	73	5.7
Total	2950	100.0	4377	100.0	500	100.0	1271	100.0

TABLE 3

Follow-Up Study of 1988 Graduates
Percent Each Racial-Ethnic/Gender Group Contributed to the Total Group of Graduates and the Total Group of Respondents

Racial-Ethnic Group	Graduates				Respondents			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
American Indian or Alaskan Native	3	*	7	0.1	0	0	2	0.1
Asian or Pacific Islander	27	0.4	15	0.2	9	0.5	5	0.3
African American	2710	37.0	4125	56.3	443	25.0	1176	66.4
Hispanic	51	0.7	52	0.7	12	0.7	15	0.9
White	159	2.2	179	2.4	36	2.0	73	4.1
Total	7327 (100%)				1771 (100%)			

*less than one tenth of one percent

94.2% of the females were African American. Among the respondents, 88.6% of the males and 92.5% of the females were also African Americans.

Table 3 reports the numbers and percents of graduates and respondents both by gender and racial-ethnic group. Numbers and percents in this table vary from those shown in the previous table. While Table 2 presents the percent of all male graduates in particular racial-ethnic groups and then the percent of all female graduates by racial-ethnic group, Table 3 displays the percent of all graduates accounted for by males and females of a particular racial-ethnic group. A similar breakdown is presented for survey respondents.

Referring to Table 3, it is possible to assess under- and over-representation of respondents by various racial-ethnic/gender groups when compared to all graduates. For example, it can be seen that while Asian males represented .4% of the graduating class, they accounted for .5% of the respondents. Males and females in two groups, American Indians or Alaskan Natives and Asian or Pacific Islanders, each comprised less than 1% of the graduating class. These groups were represented in the group of survey respondents in nearly the same proportions as they were represented in the group of all graduates. Groups which accounted for over 1% of the graduating class and respondents include African American, Hispanic, and white. (See Table 1). For these three groups, data in Table 3 reveal that White and African American males were under-represented in the group responding to the survey when compared to their proportions in the total group of graduates. Hispanic males had the same proportions both in the responding sample and the graduating class. Females from all three groups, African American, Hispanic, and White were over-represented in the responding group when compared to their representations among the graduates.

The percents of graduates and respondents accounted for by each of the district's high schools are presented in Table 4. In addition, the percent of each school's graduates responding to the survey is shown. For example, graduates from Chadsey High School accounted for 3% of all 1988 graduates. The number of Chadsey graduates who returned questionnaires accounted for 2.7% of all respondents. The final column of Table 4 shows that 21.9% of all 1988 Chadsey graduates returned their questionnaires.

When the percents of respondents are compared to the percents of graduates, it may be seen that five North Central accredited comprehensive schools were over-represented in the responding group (Cass, Northwestern, Northern, Renaissance and Pershing. Continuing Education for Girls, a special program, was also over-represented.) Three schools had equal proportions in both the responding sample and the graduating class (Redford, Osborn, and Davis.) All other schools were under-represented.

Chapter 1 poverty indices were examined in relation to the percents of graduates completing and returning questionnaires per

TABLE 4

Follow-Up Study of 1988 Graduates
Percents of Graduates and Respondents Accounted for
by Each of the District's High Schools and Programs

High Schools	Graduates		Respondents		Percent of Graduates Responding
	N	%	N	%	
CASS	615	8.4	243	13.7	39.5
CHADSEY	219	3.0	48	2.7	21.9
M. L. KING	308	4.2	60	3.4	19.5
MURRAY-WRIGHT	369	5.0	76	4.3	20.6
SOUTHWESTERN	193	2.6	42	2.4	21.8
WESTERN	191	2.6	40	2.3	20.9
CODY	445	6.1	105	5.9	23.6
MACKENZIE	399	5.4	96	5.4	24.1
NORTHWESTERN	213	2.9	64	3.6	30.0
COOLEY	583	8.0	131	7.4	22.5
HENRY FORD	417	5.7	100	5.6	24.0
REDFORD	414	5.6	100	5.6	24.2
CENTRAL	302	4.1	64	3.6	21.2
MUMFORD	435	5.9	70	4.0	16.1
NORTHERN	85	1.2	23	1.3	27.1
RENAISSANCE	147	2.0	72	4.1	49.0
KETTERING	327	4.5	60	3.4	18.3
OSBORN	455	6.2	109	6.2	24.0
PERSHING	317	4.3	79	4.5	24.9
DAVIS	35	.5	6	.3	17.1
DENBY	370	5.0	88	5.0	23.8
FINNEY	247	3.4	48	2.7	19.4

TABLE 4 (Cont'd)

High Schools	Graduates		Respondents		Percent of Graduates Responding
	N	%	N	%	
SOUTHEASTERN	130	1.8	28	1.6	21.5
SPECIAL ED PROGRAMS	79	1.1	9	.5	11.4
ED. FOR PREGNANT GIRLS	34	.5	10	.6	29.4
Total	7329	100.0	1771	100.0	24.2

TABLE 5

Follow-Up Study of 1988 Graduates
Percents of Graduates and Respondents Scoring at or Above Grade Level on the California Achievement Tests, Form C, Level 19

High Schools	CAT Reading Scores Percent at or above Grade Level		CAT Math Scores Percent at or Above Grade Level	
	Graduates	Respondents	Graduates	Respondents
CASS	83.4	84.5	93.7	93.7
CHADSEY	24.6	37.1	43.0	54.3
M. L. KING	22.4	31.8	23.8	36.4
MURRAY-WRIGHT	22.0	24.4	31.4	36.6
SOUTHWESTERN	30.7	36.7	30.7	40.0
WESTERN	25.9	27.8	34.5	33.3
CODY	22.5	30.1	28.8	34.2
MACKENZIE	22.7	22.2	24.9	25.4
NORTHWESTERN	26.1	40.5	34.8	47.6
COOLEY	28.8	35.6	41.4	46.5
HENRY FORD	32.8	42.3	47.8	50.7
REDFORD	33.8	37.5	36.2	43.8
CENTRAL	26.6	36.0	45.2	58.3
MUMFORD	32.6	39.2	32.1	43.1
NORTHERN	15.9	22.2	32.4	44.4
RENAISSANCE	97.9	98.6	99.3	100.0
KETTERING	13.9	17.1	19.8	28.6
OSBORN	34.1	31.0	40.2	44.4
PERSHING	21.7	22.2	36.1	40.9

TABLE 5 (Cont'd)

High Schools	CAT Reading Scores Percent at or above Grade Level		CAT Math Scores Percent at or Above Grade Level	
	Graduates	Respondents	Graduates	Respondents
DAVIS	54.8	20.0	29.0	20.0
DENBY	23.5	24.2	22.1	17.7
FINNEY	27.6	29.4	40.5	41.2
SOUTHEASTERN	18.2	19.0	41.0	42.9
SPECIAL ED PROGRAMS	50.0a	100.0c	50.0a	100.0c
ED. FOR PREGNANT GIRLS	0.0b	0.0d	0.0b	0.0d
Total	36.3	45.4	43.9	53.7
	(N=4536)	(N=1247)	(N=4540)	(N=1246)

a. Data for two students.
b. Data for five students and all 5 scored below grade level.
c. Data for one student.
d. Data for three students.

school to ascertain if school response rates were significantly related to school poverty indices. The Pearson correlation coefficient of -.397, $p < .05$ was found to exist for the 23 select and regular schools that were included in the computation. Special Schools were not included because of their limited and specialized enrollment. These findings indicate a statistically significant negative correlation between the percent of a school's 1988 graduates who completed and returned surveys and the percent of a school's student population (by attendance area) who were AFDC recipients and/or participants in the Free or Reduced Payment Lunch Program. In other words, the greater the school's poverty index, the smaller the percent of survey respondents.

The percents of graduates per school responding to the survey range from a high of 49% to a low of 16%. This range does not include combined Special Education Programs which had a response rate of 11%.

Table 5 presents the percent of individuals who scored at or above grade level (11.2) on the California Achievement Test (CAT), Form C, in both reading and mathematics for survey respondents and all graduates to whom surveys were mailed. The information for this latter group would not necessarily be the same as the school mean for all Grade 11 students at the time of testing because some of the students originally tested at one school could have transferred, dropped out, or not graduated for another reason. The use of CAT data provided an additional source for establishing differences between all graduates and the subset of graduates who responded to the survey.

A review of Table 5 indicates that, in most cases, a greater percent of the graduates responding to the survey had test scores which were at or above grade level than was the case for the total group of graduates.

Summary of Demographic Data

A review of Tables 1-5 indicates that survey respondents had the following characteristics.

1. African American females comprised the largest racial-ethnic gender group among the respondents (66%). They were over-represented in the respondent group when compared to their proportion within the total group of graduates (56%).

2. The group which comprised the second largest percent of respondents was that of African American males. This group represented 25% of the respondents but was under-represented in the response group when compared to its 37% representation in the entire graduating class.

3. Males of all racial-ethnic groups were under-represented

in the respondent group except for Hispanic males who were proportionately represented; all female racial-ethnic groups were over-represented.

4. Graduates from schools having higher levels of poverty, tended to respond less frequently than did graduates from schools with lower levels of poverty.

5. Survey respondents had attained higher scores on the reading and mathematics subtests of the California Achievement Test than had the total group of graduates.

Respondents' Status as of Survey Completion Date

One year following graduation from Detroit high schools...

Thirty-five percent (35%) of the respondents were working full-time; 32% were working part-time; 28% were not working although they had been previously employed; and 5% had never been employed.

Half of those who were employed were working in Detroit (51%); approximately a third worked beyond Detroit but within the tri-county area (31%); approximately one in ten worked elsewhere in Michigan (12%); while 7% worked outside of the state (7%).

Data from the 1132 respondents who identified both their educational enrollment status and geographic place of employment are presented in Table 6. The majority of respondents working in any one geographic area are also full- or part-time students. Specifically, of the 572 respondents working in Detroit, 66% are students; of those working in the tri-county area, 75% are students; of those who work elsewhere in Michigan, 75% are students; and of those working outside of Michigan, 69% are also students.

Twenty-six percent (26%) categorized their jobs as "Office and Business" type; 16% as "Food Management or Production;" 12% as "Public Service;" and 10% as "Distribution and Marketing." The remaining thirty-six percent of the responses were distributed among twelve other categories presented in the survey. One hundred eighty-four respondents chose to write in specific information about the area and/or establishment in which they worked. These responses are presented in the appendix.

Primary reasons for not working were going to school (52%) and not having found work (24%). The following reasons for not working were each listed by three to four percent of the

TABLE 6

Follow-Up Study of 1988 Graduates
Respondents' Educational Enrollment Status and
Geographic Place of Employment

Enrollment Status	Place of Employment							
	Detroit		Tri-County*		Michigan		Out of State	
	N	%	N	%	N	%	N	%
Full-Time	297	51.9	209	59.7	86	63.7	39	52.0
Part-Time	78	13.6	55	15.7	15	11.1	13	17.3
Not Enrolled	197	34.4	86	24.6	34	25.2	23	30.7
Total by Place of Employment	572	50.5	350	30.9	135	11.9	75	6.6

*Wayne, Oakland and Macomb Counties but not in Detroit.

respondents: lost job, lack child care, and personal choice. Reasons given by two percent or fewer of the the respondents included having given up looking, not having looked, loss of job, poor health, and being a full-time homemaker. Write-in responses included: lack of transportation, pregnancy, and "don't need money."

Over half of the respondents were enrolled full-time in a post-secondary education program (57%), another 12% were enrolled part-time, and 31% were not enrolled.

Of those who were enrolled, 70% were attending a 4-year college or university, 14% were in 2-year liberal arts colleges, 9% were attending business or trade schools, 6% were enrolled in 2-year vocational-technical colleges, and .2% were in apprentice programs.

Of the 958 respondents who indicated attending one of the 65 schools printed on the questionnaire, 83% indicated attending a school in Michigan and 17% indicated attending school out of the state. Thirteen percent of the respondents were enrolled in private colleges, 47% in public four-year colleges or universities, and 23% in two-year community colleges, all in Michigan. Fourteen percent of the respondents indicated that they attended a historically black school while 3% indicated attending other types of public or private colleges or universities, all outside of Michigan.

Wayne State University claimed the highest percent of graduates enrolled in post-secondary programs: eighteen percent. Following Wayne State University, in descending order of percents of respondents attending, were Wayne County Community College (12%), Michigan State University (9%), Detroit College of Business (6%), and the University of Michigan (5%). Four percent (4%) each were at Oakland University, Henry Ford Community College, and Oakland Community College, respectively. Three percent (3%) each attended Western Michigan University and Eastern Michigan University, respectively. Two percent (2%) each attended Highland Park Community College, Howard University and Ferris State College, respectively. Less than 2% attended each of a number of other schools which were listed on the survey instrument. An additional 280 graduates indicated attending one of 45 in-state and 76 out-of-state colleges, universities, trade schools and business schools which were not listed on the survey instrument. A list of these schools is presented in the appendix.

The mean of the self-reported grade point averages of graduates enrolled in post high school educational programs during 1988-89 was 2.7. These same individuals reported having had a final high school G.P.A. of 2.9. District records indicate that the average of their final high school G.P.A.'s was 2.6. The apparent disparity between self-reported final high school G.P.A.'s and that recorded on the district's data base was not confined to the sample of respondents enrolled in post secondary

educational programs. For the entire sample of respondents, the average of self-reported G.P.A.'s was 2.8. The average based on district records for these same individuals was 2.5.

The difference between self-reported G.P.A.'s and G.P.A.'s recorded on the district's data base may be a function of either imprecise district records or respondents' tendency to over-report grade point averages. If the disparity is a function of over-reporting, then the actual G.P.A.'s for those enrolled in post high school educational programs at the time of the survey may well have been below the 2.7 indicated by the respondents.

Of those who indicated current full- or part-time enrollment in a post-secondary school program, 36% reported that they had taken one or more remedial classes. Of all graduates who were enrolled in post-secondary educational programs at the time of the survey, 16% had taken one remedial class, 11% two remedial classes, 4% three remedial classes and 4% had taken four remedial classes. These percents have been rounded and therefore do not equal exactly 36%. Of the 402 graduates who indicated remedial class participation, 29% had taken reading, 30% had taken writing, 58% had taken English, and 68% had taken mathematics. These percents do not equal 100 due to participation by individuals in multiple remedial classes.

Seventy-eight percent (78%) of the respondents who were enrolled in post-secondary educational programs reported that they were receiving one or more forms of financial aid. Of this group, 78% were Pell Grant recipients. Other forms of aid received included student loans (39%), college/school scholarships (24%), State of Michigan tuition grants (16%), private/institutional scholarships (9%), State of Michigan Competitive Scholarships (7%), National Achievement Scholarships (2%), Veteran benefits (1%), National Merit Scholarships (.7%), and other forms of aid not listed (19%).

Graduates were asked to identify who was most responsible for their receipt of aid. They indicated parents, relatives and friends (29%), college financial aids representatives (26%), high school counselors (16%) and "no one but myself" (16%).

The reasons most often cited by respondents for not being enrolled in a post secondary school educational program were the need for money (30%), a lack of time due to employment (17%), and personal choice (9%).

Three percent of the respondents (3%) were in military service full-time; less than 2% were part-time military.

One hundred sixty-five respondents (9%) indicated that they had not been employed since graduation and were neither in the military nor enrolled in a post-secondary educational program. Of these 165 graduates 31% indicated having been in a high school college preparatory program, 30% in a vocational/technical program, 5% in a bilingual program and 23% in a co-op program.

The majority (61%) of these 165 respondents indicated having high school grade point averages that fell between 2.1 and 2.9; 16% indicated G.P.A.'s somewhere between 1.5 to 2.0 and 23% recorded G.P.A.'s that were greater than 3.0. The gender and racial-ethnic group characteristics of these respondents were similar to those of the entire sample of respondents.

Two percent of the respondents indicated that they were married while less than one percent said that they were full-time homemakers. The percents of graduates indicating that they were married ranged from a high of 7% at one school to a low of 0% at four other schools. One out of ten respondents reported being a parent (11%). The percents of graduates having children varied by high school ranging from a high of 19% at one school to a low of 0% at another. Data from programs for pregnant girls are not included in the ranges cited; 100% of the respondents from these programs indicated having children, 12.5% indicated that they were married.

Summary of Status of Respondents

The majority of respondents who were working full- or part-time did so in Detroit or the tri-county area. Their jobs were largely in the areas of office/business, food management/production, public service and distribution/marketing. The majority of graduates who were working were also students.

Sixty-nine percent of the respondents were enrolled full- or part-time in a post high school educational program. The majority were in four-year colleges or universities. The largest percent of graduates attending any one institution is 18% at Wayne State University.

The respondents enrolled in post-secondary education programs reported a mean grade point average of 2.7, although there is some indication that this may be an inflated G.P.A. Thirty-six percent of the enrolled graduates had taken one or more remedial class since graduating from high school, with the greatest concentration in Mathematics (68%) and English (58%).

Seventy-eight percent of the respondents who were enrolled in post-secondary educational programs were receiving some form of financial aid. The Pell Grant was the type of assistance most frequently received. Lack of funds was the most frequently cited reason for not attending an educational institution.

Five percent of the respondents were in the military full or part-time.

Two percent were married and 11% were parents. The percent of graduates having children ranged from 19% to 0% when individual school data were analyzed.

Respondents' Descriptions of Their High School Experiences

Table 7 presents a picture of the kinds of curricular experiences the respondents had while in high school. Curricular enrollments included college preparatory curriculum (64%), vocational/technical centers (24%), bilingual programs (6%), and Co-op programs (23%).

Some graduates indicated participation in more than one program. For example, a bilingual student could be in a college preparatory curriculum and also attend a vocational/technical center. Of the 1586 respondents who answered all four questions dealing with curricular/program participation, less than one percent (.6%) circled participation in all four, 3% circled three, 23% circled two, 55% indicated one, and 18% circled none of the curriculum/program options.

A separate analysis of pairs of program participation found that the two most frequent pairings were college preparatory and co-op (15%) and college preparatory and vocational/technical (10%). These were followed by vocational/technical and co-op (6%) and college preparatory and bilingual (4%). The least frequent combinations of participation in two programs were vocational/technical and bilingual (1.8%) and bilingual and co-op (1.6%). (See Table 8.)

Twenty-six percent of the respondents did not work during the time they were in high school; 40% worked more than 18 hours per week, 18% worked 13-18 hours, 10% worked 7-12 hours, and 5% worked less than 7 hours. Respondents in co-op programs worked greater numbers of hours than did students who were not in co-op programs--57% of the co-op respondents worked more than 18 hours per week whereas 36% of the respondents who were not in co-op programs worked more than 18 hours per week. Conversely, 6% of the respondents who indicated that they were in co-op programs indicated that they did not work while 32% of the respondents not in co-op programs indicated that they did not work. (See Table 9.)

Graduates were asked to enter their final high school grade point average (G.P.A.) on the survey. A comparison was then made between the G.P.A. recorded by the respondents and the G.P.A. carried on the district's data base. Fourteen percent of the graduates entered G.P.A.'s which matched the G.P.A.'s carried on district records; 76% entered G.P.A.'s which were higher that those on district records; and 10% entered G.P.A.'s which were lower than those on district records. (See Table 10.) The reasons for the mismatches may be that graduates did not know or had forgotten their true G.P.A.'s and thus reported averages that were usually higher, and in some cases lower, than their true averages; they knew their true G.P.A.'s but for some reason reported an incorrect figure; or, their reports were accurate but the district figures were in error.

Graduates were asked to give a letter grade of "A," "B,"

TABLE 7

Follow-Up Study of 1988 Graduates
Respondents' Curricular Experience
While in High School

Curriculum	Participation N	%
College Prep	1100	64.3
Vocational/Technical	402	23.9
Bilingual	101	6.3
Co-op	391	23.4

TABLE 8

Follow-Up Study of 1988 Graduates
Respondents' Multiple Participation in
Curricular Programs

Curricular Pair	Participation N	%
College Prep and Vocational/Technical	168	10.2
Vocational/Technical and Bilingual	28	1.8
Bilingual and Co-op	25	1.6
College Prep and Bilingual	64	4.0
Vocational/Technical and Co-op	91	5.5
College Prep and Co-op	238	14.5

TABLE 9

Follow-Up Study of 1988 Graduates
Number of Hours Worked While in High School
for Students Enrolled and Not Enrolled
in a Co-op Program

Hours Worked	Program			
	In Co-op		Not in Co-op	
	N	%	N	%
0	22	5.7	403	32.0
1 - 6	19	4.9	66	5.2
7 - 12	28	7.3	130	10.3
13 - 18	95	24.7	202	16.4
More than 18	221	57.4	454	36.0
Total	385	100.0	1260	99.9

TABLE 10

Follow-Up Study of 1988 Graduates
Self-reported G.P.A.'s Compared
to G.P.A.'s on District Records

Self Report Compared to District Records	Frequency	
	N	%
Greater Than	1275	75.6
Less Than	172	10.2
Equal To	241	14.3

"C," "D," or "F" to various aspects of their high school experiences. The percents of graduates giving "A" and "B" grades to various items ranged from a high of 65% for the instruction provided by teachers to a low of 37% for administration of the school provided by the principal, assistant principal, and other administrators. The low percents of graduates giving high marks to school administration is not unlike the findings in previous surveys. One reason for this could be that the size of most high schools makes it impossible for students to know or understand, much less grade, the variety of functions undertaken by administrators.

To examine this possibility, a Spearman rank-order correlation test was computed comparing the percent of the respondents assigning their school's administration an "A" and the Fourth Friday (1987) student population count for each of the twenty-three high schools. There was a statistically significant inverse association between the two variables compared ($rho = -.448$, $n = 23$, $p<.05$): the larger a school's student population, the greater the likelihood of fewer respondents grading the school's administration with an "A". However, further analyses of the relationship of school size and percent assigning "A" and "B" marks or percent assigning "D" and "F" marks resulted in low, or virtually no, association, i.e., a Spearman rho of .003 in the former case and in the latter a rho of .105. Neither correlation value was statistically significant.

The overall quality of the high school was marked "A" or "B" by 51% of the respondents. The services of the counselors were marked "A" or "B" by 53%, and the interest shown by the staff in the students was marked "A" or "B" by 56%. When asked to grade the preparation received from the high school courses for what they were then doing, 47% of the respondents assigned marks of "A" or "B".

For all items so graded, approximately one-fourth to one-third of the respondents gave grades of "C." The lowest percent of "D" and "F" marks were given to instruction provided by high school teachers (7%); the highest percent was given to the school provided administration (27%).

The graduates were presented with a list of instructional methods used by high school teachers and asked to identify the one which worked best for them. Thirty-eight percent (38%) felt that student discussions worked best, 29% chose teacher lectures 14% indicated independent study, and 8% selected work on projects or in labs. The remaining graduate responses were distributed over six other methods. Favored instructional methods varied by type of school; this will be addressed in a later section of this report.

When presented with eight possible ways high school helped students prepare for the job market and asked to "circle all that apply," respondents most often chose the provision of an academic

education (66%), learning how to complete job applications (59%) and interview skills (56%). Items receiving response rates of 10 to 30 percent were training for a specific job (22%), help in finding after-school work (12%) and nothing (11%). Thirty-six graduates wrote responses indicating the importance of the lessons they received about the value of work, respecting one's self, and cooperating with others.

Seventy-three percent (73%) of the graduates indicated that their respective high schools gave them no help in obtaining after-graduation employment; 16% said that they had been told about a job opening, and 8%, 7%, and 6% respectively acknowledged receiving placement service, being sent for an interview, or having school information sent to prospective employers. Write-in responses included: involvement in Career Days and Job Fairs (6), support and best wishes (2), and "provided me with the school's reputation" (1).

When asked to identify the person who had given them the greatest assistance in finding or getting into their present job, military or educational program, over one-third of the respondents identified, "Parent, other relative, or friend." Another one-third responded, "No one but myself." Approximately one-forth of the respondents identified school-based personnel.

While 31% of the respondents indicated not having participated in any extra-curricular activities, 19% reported that career clubs such as future teachers and DECA were, of all extra curricular activities, of most value to them. Sixteen percent indicated that the greatest value was obtained from athletics; 10% indicated that the most value was derived from academic clubs or music. Less than 10% chose drama/debate (4%), Junior Achievement (6%), and Student Council (4%).

Respondents reported that they would have liked more help in high school with study habits (40%), and planning for college or a job (35%). Less than 10% of the graduates indicated desiring additional help in thinking skills (9%), practical living skills (6%), interpersonal skills (5%), and selecting high school courses (5%).

Respondents were asked to designate the subject in school that had helped them the most in their work, school, or other present situation in addition to being asked to identify the subject in which they would have liked to have taken more classes. Respondents indicated having received the most help from mathematics (28%) and English (22%). Business Education was the class most frequently marked (18%) as the one they "wished to have taken more." The next most frequent "wish" was for mathematics (17%). Only 7% of the graduates expressed a desire for additional English courses, a percent which trails computer science (13%) and vocational/technical school courses (10%).

Summary of Respondents' Descriptions of High School Experiences

The majority of respondents (64%) indicated that while in high school they were enrolled in a college preparatory curriculum. Twenty-six percent of the respondents did not work while in high school. Of those who worked, 40% did so for more than 18 hours per week.

A comparison between self-reported final high school grade point averages and G.P.A.'s carried on the district data base showed that 76% of the graduates reported G.P.A.'s which were higher than those on the district data base.

Respondents gave the highest marks to "instruction provided by teachers." The overall quality of the high school was given "A" or "B" marks by 51% of the graduates. The greatest percent of respondents selecting any one instructional method as the one which was "best" for them was 38% selecting "teacher lecture."

When asked how high school helped to prepare them for the job market, a majority of graduates selected "provided my academic education" (66%), "taught me how to complete job applications" (59%), and "interview skills" (56%). Seventy-three percent of the respondents indicated having received no help in obtaining after-graduation employment.

Thirty-one percent of the respondents did not participate in extra-curricular activities; for those who did, career clubs were the activities most frequently reported. Respondents would have liked more help from their high schools in study habits (40%) and planning for college or a job (35%). The high school classes from which respondents indicated having received the most help were mathematics (28%) and English (22%). The classes which respondents most frequently wished to have taken more of were business education (18%) and mathematics (17%).

Examination of Differences by Type of High School Attended

This section presents information about respondents based on the type of high school from which they graduated. The three types of schools are described below.

1. Select Schools - Schools which have admission based upon competitive examination. There are two schools in this category, Cass Technical High School and Renaissance High School.

2. Regular Schools - All comprehensive high schools other than Cass and Renaissance.

3. Special Programs - Special education schools and schools serving pregnant girls.

The information presented is for selected items which appear to describe differences between the groups. Complete, item by item responses for each school type are presented in the appendix. The three types of schools will be referred to hereafter as "Select Schools, Select, or SS," "Regular Schools, Regular, or RS," and "Special Programs, Special, or SP."

Table 11 displays the numbers and percents of graduates from each of the three types of schools and from the total response group, who indicated enrollment in various curricular programs while in high school. For the total group of respondents, 64% indicated having been in the college preparatory curriculum, 24% in vocational-technical centers, 6% in bilingual education, and 23% in co-op programs. Totals of greater than 100% are possible because individuals were often enrolled in several programs at once. For example, a student could be enrolled in the college preparatory curriculum and could also participate in a bilingual and co-op program.

Review of Table 11 shows that 94% of the Select School respondents were in the college preparatory curriculum whereas 58% and 20% of the Regular and Special respondents, respectively, were so enrolled.

A majority (53%) of the Special respondents and 27% of the Regular respondents indicated enrollment in a vocational-technical center. Only 10% of the Select School respondents so indicated.

Bilingual services were indicated as being received by 3% of the Select respondents and 7% each of the Regular and Special respondents.

Co-op programs were participated in by 21% of the Select and 24% of the Regular respondents. None of the Special respondents indicated participation in a co-op program.

TABLE 11

Follow-Up Study of 1988 Graduates
Respondents' Curricular Experiences While in
High School by School Type

Curriculum	Total		School Type					
			SS		RS		SP	
	N	%	N	%	N	%	N	%
College Prep	1100	64.3	294	93.9	803	58.1	3	20.1
Vocational/Technical	402	23.9	28	9.5	364	26.6	10	52.6
Bilingual	101	6.3	10	3.4	90	6.9	1	7.1
Co-op	391	23.4	63	21.3	328	24.2	0	0

Percents may total more than 100 due to multiple curricular enrollments by single students.

TABLE 12

Follow-Up Study of 1988 Graduates
Self-reported G.P.A.'s Compared to
G.P.A.'s on District Records by School Type

School Type	Greater Than		Less Than		Equal To	
	N	%	N	%	N	%
Select	201	64.8	27	8.7	82	26.5
Regular	1061	77.8	143	10.5	159	11.7
Special	13	86.7	2	13.3	0	0.0
Total	1275	75.6	172	10.2	241	14.3

Mean self-reported final high school grade point averages varied by school type. Select graduates (SS) reported a mean of 3.1, Regular (RS) graduates reported 2.7, and Special (SP) graduates reported 2.7. Mean G.P.A.'s derived from the district's data base were 3.0 (SS), 2.4 (RS) and 2.0 (SP). The self-reported grade point average of Select graduates was closer to data on the district's data base then were the self-reported G.P.A.'s of graduates from the two other types of schools.

In an effort to ascertain the frequency of over-reporting, data base and self-reported G.P.A.'s were compared on an individual basis. Table 12 shows the percents of respondents from each of the three types of schools whose self-reported G.P.A.'s were greater than, less than, or equal to the G.P.A.'s carried on the data base. Over 75% of all respondents over-reported. By school type, the percents of respondents over-reporting was 65% (SS), 78% (RS), and 87% (SP). Only 10% of the total respondent group under-reported their G.P.A.'s. By school type, under-reports were made by 9% (SS), 11% (RS) and 13% (SP).

Fourteen percent of the total group reported G.P.A.'s which were the same as those carried on the districts data base. Twenty-seven percent of the Select School graduates so reported as did 12% of the Regular School graduates. None of the Special Program graduates reported G.P.A.'s matching those carried on the district's data base.

Self-reported grade point averages at post high school educational institutions were, by school type, 3.1 (SS), 2.7 (RS), and 2.7 (SP). It is possible that these self-reported grades were subject to the same over-reporting as described above.

When asked to identify what their high schools did to prepare them for the job market, 93% of the Select School graduates chose the response "Provided my academic education." The response most frequently selected by Regular School graduates was "Taught me how to complete job applications." This response was made by 63% of the RS respondents. Special Program respondents most frequently selected the response, "Taught me interview skills." This selection was made by 63% of the SP respondents.

While Select and Regular School graduates most frequently said that they would have liked additional help from their high schools in the development of study habits, Special Programs graduates most frequently selected, "Planning for college or a job."

There were differences in the number of hours worked by respondents while they were in high school. Thirty-nine percent of the Select graduates and 40% of the Regular graduates worked eighteen hours or more per week; only 21% of the Special Program respondents indicated working this many hours per week. Special Program respondents most frequently indicated that they did not

work.

Respondents from all three school types indicated the high school course that helped them most in their post-high school situation was mathematics. In addition, both Regular School and Special Program respondents most frequently indicated that mathematics was the subject in which they should have taken more classes. Select School respondents most frequently selected business education as the subject in which more classes should have been taken.

Select School respondents gave higher percents of "A" and "B" ratings than did Regular School and Special Program graduates to the preparation received from high school courses, amount of interest in them shown by the staff, instruction provided by high school teachers, and overall quality of the high school. Ratings of counselor services and the school administration received approximately the same number of "A" and "B" ratings from the three groups of respondents. The percents of graduates giving the overall quality of their high schools an "A" or "B" rating were 82% (Select), 44% (Regular) and 43% (Special).

While nearly 70% of the Select School and Regular School respondents indicated being employed full or part-time at the time of the study, only 18% of the Special Program respondents so indicated. Eighty-two percent of the Special Program respondents said either that they had never been employed or they had once been employed but were not at the time of the survey.

Among those unemployed, "Going to school," was the most frequently given reason for not working. This reason was given by 73% of the Select School respondents, 48% of the Regular School respondents, and 21% of the Special Program respondents. The next most frequently given reason for not working was, "Have been looking but haven't found work." This choice was selected by 14% SS, 26% RS and 21% SP respondents.

Enrollment in full or part-time post-high school educational programs varied greatly with Select School respondents' enrollment at 95%, Regular School respondents' enrollment at 64% and Special Program respondents' enrollment at 27%.

Regular School respondents were more than twice as likely to take post high school remedial classes as were Select School respondents. The small number (4) of Special Program enrollees attending post-high school educational programs preclude meaningful comparisons with the other two groups.

Graduates from Regular and Select Schools who took one or more remedial classes in their post high school educational institutions, were equally as likely to be enrolled in remedial writing and mathematics courses. Regular School respondents were nearly twice as likely to enroll in remedial reading and english classes than were Select School respondents.

Summary of Differences by Type of High School Attended

An examination of responses of survey-takers who had graduated from Select Schools (admission by competitive examination), Regular Schools (regular comprehensive high schools), and Special Programs (special education and programs for pregnant girls), revealed several differences among the groups.

Differences were found in the types of high school curricula in which respondents were enrolled (college preparatory = 94% Select, 58% Regular, 20% Special); the programs in which they had participated (vocational/technical center enrollment = 53% Special, 27% Regular, 10% Select); and the extent to which self-reported grade point averages matched the averages carried on the district's data base (Select graduates most nearly matched).

Respondents from the different school types felt differently about the most important thing their high school did to prepare them for the job market, the most useful subject taken, and the subject they would have liked to have studied in greater depth. The grades given by respondents to various aspects of their high school experiences also varied by school type -- greater percents of Select graduates gave "A" and "B" ratings than did Regular and Special graduates.

Post high school employment status and enrollment in higher education programs varied by school type, but more so in the latter case (employment = 69% Select, 66% Regular, 18% Special; enrollment = 95% Select, 64% Regular, 27% Special). The number of post high school remedial classes taken by the respondents also varied by school type, with Regular School respondents being more than twice as likely to take post high school remedial classes than were respondents from Select Schools.

Examination of Differences by Gender

For the majority of items, the response frequencies of male and female graduates were within a few percentage points of each other. This section of the report will highlight those items with notable response differences. In some cases, responses on multiple-option questions did not differ markedly between the two genders, but the overall picture painted by the response frequencies to the various options does deserve comment.

Male and female respondents were enrolled in the high school college preparatory curriculum at approximately equal percents: 63% for males, 65% for females. Males were more likely to have been enrolled in vocational/technical center programs (34% males to 20% females) whereas females were more likely to have been in co-op programs (26% females to 17% males).

When identifying activities provided by the high schools that helped prepare students for the job market, females were slightly more likely to identify activities such as training for a specific job, completing applications, or interviewing. Females were also much more likely to cite, "Placed me on a job as part of a high school course" than were males (22% females, 15% males). This is an example of a question where the differences in the percents of male and female respondents selecting the various options are small, but the overall picture is one in which females appeared to have received more training in job procurement skills. However, the question related to direct assistance provided by the high school in obtaining after-graduation employment elicited approximately the same responses from both males and females.

Thirty-four percent of the males and thirty percent of the females indicated that they did not participate in extra-curricular activities. Of those who did participate, 30% of the males indicated involvement in athletics, whereas only 11% of the females so responded. Females were more likely than males to have participated in career clubs such as future teachers, DECA, etc. (22% females to 9% males).

Male and female respondents gave approximately the same percents of "A" and "B" grades to "preparation received for what you are doing now," "instruction provided by teachers," "services of counselors," and "overall quality of the high school." The only notable differences, albeit slight, were in the grading of "amount of interest shown by the high school staff" -- 59% of the males gave "A" and "B" grades, 54% of the females, and "administration of the school provided by the principal, assistant principal, and other administrators," where "A" and "B" grades were given by 42% of the males and by 35% of the females.

Males were more likely to be in full- or part-time military service than were females (12.6% males, 1.8% females.)

Employment status was virtually the same for both genders, although a slightly greater percent of males reported being employed full-time and a slightly greater percent of females reported being employed part-time. Fifty-eight percent of the males and forty-seven percent of the females reported that the reason they were not working was because they were going to school. As expected, only females reported not being employed because of a lack of child care. Five percent of the females so reported.

Similar percents of males and females reported employment in the majority of the job categories listed. Exceptions were found in the categories of construction, transportation, manufacturing, protection services, food management or production, and custodial where larger percents of males than females reported employment. The opposite held true for the category of office and business, where 31% of the females but only 12% of the males reported employment.

Greater percents of females than males were enrolled full- or part-time in post high school educational programs: seventy-one percent of the females and sixty-four percent of the males. Reasons for not being enrolled in a post high school educational program were cited by approximately equal proportions of both males and females. The exception was "lack of time due to employment," which was chosen by 22% of the males and only by 15% of the females. As in the case of employment status, 5% of the females selected a lack of child care as the reason for not continuing their educations. Both males and females were most often likely to indicate that it was parents, other relatives or friends who gave them the greatest assistance in finding and/or getting into their present job, military or educational programs (39% male, 36% female). The next most frequently selected response option was "no one but myself." A higher percent of females than males selected this response (35% females to 29% males).

Males were more likely to be attending 4-year colleges or universities than were females (73% males, 68% females),but females were more frequently found to be attending business or trade schools (11% females, 6% males.)) Seventy-three percent of the males and eighty percent of the females reported receiving some form of scholarship or financial aid to attend a post-secondary institution. A far greater percent of females were recipients of Pell Grants (81% females, 69% males.) Females were also more frequent recipients of student loans than were males (41% females, 35% males.) A slightly greater percent of males received college/school scholarships than did females (27% males, 23% females.) The percent of females receiving two or more types of financial aid was ten percentage points higher than the percent of males receiving multiple forms of aid (48% female, 38% male.)

Both male and female respondents' self-reported grade point averages were higher than those carried on district records. For

both genders, the differences was exactly three-tenths of a grade point. Males reported an average high school G.P.A. of 2.7; district records indicated 2.4. Females self-reported 2.8, while district records showed 2.5. Mean self-reported grade point averages for graduates attending post high school educational programs were 2.6 for males and 2.7 for females.

Summary of Differences by Gender

An review of survey results by gender revealed many similarities and some differences. Differences included the proportion of each gender enrolled in vocational/technical programs (more males) and co-op programs (more females.)

Female respondents indicated more frequently than did males that the high schools had provided them with job procurement skills. Similar proportions of male and female respondents gave the same letter marks to the majority of high school variables they were asked to grade. Slightly higher percents of males gave higher marks than did females to "interest in you shown by the high school staff" and "administration of the school."

Post high school status varied for males and females with greater proportions of males in the military and working in the following job categories: construction, transportation, manufacturing, protection services, food management or production, and custodial. Greater percents of females worked in office and business. Greater percents of females were enrolled full- or part-time in post high school educational programs. Greater percents of males reported not working because they were attending school, and greater percents of males also reported not going to school because they were working.

Slightly higher proportions of males were attending 4-year colleges or universities than were females. Greater percents of females reported attending business or trade schools. The types of financial aid received varied by gender with a higher proportion of females receiving multiple forms of assistance.

Both males and females reported having high school grade point averages which were .3 higher than the G.P.A.'s carried on the district's data base. Of the respondents enrolled in post high school educational programs, males reported a grade point average of 2.6; females reported an average of 2.7.

CONCLUSIONS

The Sample

The findings of this study must be interpreted based on an understanding that the sample of respondents represented 24% of the graduates to whom surveys were mailed. In addition, there is evidence to suggest that the individuals who elected to complete and return surveys are representative of higher achieving, rather than lower achieving, students. Other evidence demonstrating the difference between all graduates and the responding sample was that females were over-represented whereas males were under-represented in the responding sample; graduates from schools having higher levels of poverty tended to respond less frequently than did graduates from schools with lower poverty levels; and respondents had attained higher standardized test scores than did their non-responding classmates.

Respondents' Status

The majority of respondents who were working full- or part-time did so in Detroit or the tri-county area. Their jobs were largely in the areas of office/business, food management/production, public service and distribution/marketing. The majority of graduates who were working were also students.

Sixty-nine percent of the respondents were enrolled full- or part-time in a post high school educational program. The majority were in four-year colleges or universities. The largest percent of graduates attending any one institution was 18% at Wayne State University.

The respondents enrolled in post-secondary education programs reported a mean grade point average of 2.7, although there is some indication that this may be an inflated G.P.A. based on differences in self-reported high school G.P.A.'s and G.P.A.'s carried on district records, the latter of which were generally lower than the former.

Seventy-eight percent of the respondents who were enrolled in post-secondary educational programs were receiving some form of financial aid. The Pell Grant was the type of assistance most frequently received. Lack of funds was the most frequently cited reason for not attending an educational institution.

Five percent of the respondents were in the military full- or part-time.

Two percent were married and 11% were parents. The percent of graduates having children ranged from 19% to 0% when individual school data were analyzed.

Respondents' Descriptions of High School Experiences

The majority of respondents (64%) indicated that while in high school they were enrolled in a college preparatory curriculum. Twenty-six percent of the respondents did not work while in high school. Of those who worked, 40% did so for more than 18 hours per week. Fifty-seven percent of the respondents who participated in a co-op program worked for more than 18 hours per week; 36% of the respondents not in co-op programs worked more than 18 hours per week.

A comparison between self-reported final high school grade point averages and G.P.A.'s carried on the district data base showed that 76% of the graduates reported G.P.A.'s which were higher than those on the district data base.

Respondents gave the highest marks to "instruction provided by teachers." The overall quality of the high school was given "A" or "B" marks by 51% of the respondents. The greatest percent of respondents selecting any one instructional method as the one which was "best" for them was 38% selecting "teacher lecture."

When asked how high school helped to prepare them for the job market, a majority of graduates selected "provided my academic education" (65%), "taught me how to complete job applications" (59%), and "interview skills" (56%). Seventy-three percent of the respondents indicated having received no help in obtaining after-graduation employment.

Thirty-one percent of the respondents did not participate in extra-curricular activities; for those who did, career clubs were the activities most frequently reported. Respondents would have liked more help from their high schools in study habits (40%) and planning for college or a job (35%). The high school classes from which respondents indicated having received the most help were mathematics (28%) and English (22%). The classes which respondents most frequently wished to have taken more of were business education (18%) and mathematics (17%).

Examination of Differences by Type of High School Attended

An examination of responses of survey-takers who had graduated from Select Schools (admission by competitive examination), Regular Schools (regular comprehensive high schools), and Special Programs (special education and programs for pregnant girls), revealed several differences among the groups.

Differences were found in the types of high school curricula

in which respondents were enrolled (college preparatory enrollment = 94% Select, 58% Regular, 20% Special); the programs in which they had participated (vocational technical center enrollment = 53% Special, 27% Regular, and 20% Select); and the extent to which self-reported grade point averages matched the averages carried on the district's data base (Select graduates most frequently matched).

Respondents from the different school types felt differently about the most important thing their high school did to prepare them for the job market, the most useful subject taken, and the subject they would have liked to have studied in greater depth. The grades given by respondents to various aspects of their high school experiences also varied by school type -- respondents from Select schools gave gave higher percents of "A" and "B" ratings to the majority of the aspects which were graded.

Post-high school employment status and enrollment in higher education programs varied by school type as did the number of post-high school remedial classes taken by respondents.

Examination of Differences by Gender

A review of survey results by gender revealed many similarities and some differences. Differences included the proportion of each gender enrolled in vocational/technical programs (more males) and co-op programs (more females.)

Female respondents indicated more frequently than did males that the high schools had provided them with job procurement skills. Similar proportions of male and female respondents gave the same letter marks to the majority of high school variables they were asked to grade. Slightly higher percents of males gave higher marks than did females to "interest in you shown by the high school staff" and "administration of the school."

Post high school status varied for males and females with greater proportions of males in the military and working in the following job categories: construction, transportation, manufacturing, protection services, food management or production, and custodial. Greater percents of females worked in office and business. Greater percents of females were enrolled full- or part-time in post high school educational programs. Greater percents of males reported not working because they were attending school, and greater percents of males also reported not going to school because they were working.

Slightly higher proportions of males were attending 4-year colleges or universities than were females. Greater percents of females reported attending business or trade schools. The types of financial aid received varied by gender with a higher proportion of females receiving multiple forms of assistance.

Both males and females reported having high school grade

point averages which were .3 higher than the G.P.A.'s carried on the district's data base. Of the respondents enrolled in post high school educational programs, males reported a grade point average of 2.6; females reported an average of 2.7.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made.

1. Explore survey techniques which might yield a higher response rate.

2. Insure that all graduates know their grade point averages and understand that employers and school admission officers can verify G.P.A.'s with the district.

3. Insure that there is a match between the G.P.A.'s carried on local school records and those maintained on the district's data base.

4. Insure compliance with Child Labor Laws which state that the combined hours of school and work may not exceed 40 hours for 14 and 15 year olds and 48 hours for 16 and 17 year olds unless a waiver is obtained for the latter case.

5. Use a variety of instructional strategies in high school courses to assure that all students are reached regardless of their learning style.

6. Ensure that males and females attending Select, Regular and Special schools are recruited for vocational/technical centers and co-op programs.

7. The staff at each high school should review their graduates' responses and develop school-specific recommendations; implementation plans should then be developed.

APPENDICES

A. History of Graduate Follow-up Studies in Detroit

B. List of Survey Development Committee Members

C. Modified Survey Forms Showing Data For Respondents By
   1. Entire Sample
   2. School Type
   3. Gender

APPENDIX A

HISTORY OF GRADUATE FOLLOW-UP STUDIES IN DETROIT

HISTORY OF GRADUATE FOLLOW-UP STUDIES IN DETROIT

As early as 1944, the Detroit Public Schools Guidance and Counseling Department conducted a survey of senior high school students with regard to their educational and vocational plans. By 1964, this survey approach included the cooperative efforts of the Michigan Employment Security Commission (MESC) in working with the local school personnel to obtain survey data. The usual survey approach was to enter high school study halls, explain the purpose of the questionnaire, give information about the current labor market and services available through MESC. By 1970, this survey approach was discarded because of the social and economic pressures which were beginning to raise issues as to the effectiveness of education and society to provide for post high school student needs.

At the beginning of the decade, a school-leaver project was developed by the MESC and the Detroit Public Schools, in cooperation with the United States Department of Labor. The thrust of the project was to identify those elements which caused students to leave school before graduation. The project sample was only 256 in number and dealt with individuals over twenty-five years of age.

In 1972, Region Seven of the Detroit Public Schools formally adopted a follow-up study approach which had been periodically used at Denby High School. Each Region Seven graduate was sent a two-part, pre-paid postal card having one section as the questionnaire. The questionnaire was then to be mailed to the Department of Guidance and Counseling. The questions on the postcard dealt with employment, college attendance, institutional enrollment other than college, apprenticeship programs, military status, marital status, and receipt of financial aid. This approach continued until 1977 when the report noted that data collection was decreasing at a rate which was hampering the study. Factors such as decreasing enrollment, population mobility, and problems of forwarding postcard questionnaires to new addresses, affected the survey return rate.

In 1972, the Detroit Public Schools Department of Business Education, in conjunction with the Michigan Department of Education, developed an annual study of all graduates, city-wide, who had previously been enrolled in vocational programs that were financially reimbursed by the Michigan Department of Education.

During the spring of 1976, a city-wide follow-up study proposal was developed by a committee of Detroit Public Schools personnel. The proposal was approved by the administration and funded by the Michigan Department of Education, with ESEA, Title IV B funds. The initial phases of the program were implemented during the 1976-77 school year. The first city-wide follow-up study of the 1977 graduates was completed and published in the fall of 1978.

The study format remained constant until the 1988-89 school

year when the responsibility for conducting the study was shifted to the Office of Research, Evaluation and Testing. The content of the survey instrument was revised by a committee of educators representing schools and area and central offices respectively. The new instrument was first used for the collection of data from June, 1988 graduates.

The percent of graduates responding to the survey has varied over the years, with the overall trend being one of fewer responses each year. The number of surveys mailed, the number returned, and the percent returned for all years since 1977 are presented in the following table.

GRADUATE FOLLOW-UP STUDY RETURN RATES

Date	Number Mailed	Number Returned	Percent Returned
1977	9446	3441	36%
1978	7437	2340	32
1979	8559	2901	34
1980	6562	2487	38
1981	7518	2744	37
1982	8232	2598	32
1983	7774	2394	31
1984	7550	2121	28
1985	6028	1744	29
1986	6075	1828	30
1987	5213	1320	25
1988	7329	1771	24

APPENDIX B

LIST OF SURVEY DEVELOPMENT COMMITTEE MEMBERS

LIST OF SURVEY DEVELOPMENT COMMITTEE MEMBERS
January, 1989

1. Emmalee Barham, Special Education Department
2. James Evans, Guidance and Counseling Department
3. Juanita Flores, Bilingual Education Department
4. Aaron Hedgepeth, Office of Planning, Research and Evaluation
5. Ruthie Johnson, Office of Student Code and Attendance
6. Sharon Johnson-Lewis, Research and Evaluation Department
7. Linda Leddick, Research and Evaluation Department
8. Audrey Lester, Renaissance High School
9. Henny Mae Major, Central High School
10. Denny Stavros, Research and Evaluation Department
11. Carolyn Taylor, City-Wide Community Organization
12. Joyce Tibbs, Vocational Educational Department
13. Velma Walker, Instructional Technology Department
14. Harry Woods, Adult Education Department

APPENDIX C

Modified Survey Forms Showing Data for Respondents By...

1. Entire Sample
2. School Type
3. Gender

THE DISTRIBUTION OF RESPONSES OF THE 1988 GRADUATES SURVEYED

TOTAL SAMPLE

(N=1771)

While you were in high school, were you in a ---
(Questions 1-4)

		Percent Choosing	(N)
1.	College preparatory curriculum?	64.3	(1711)
2.	Vocational/Technical Center program?	23.9	(1682)
3.	Program for bilingual students?	6.3	(1605)
4.	Co-op program?	23.4	(1668)

Enter your final high school grade point average.
(Question 5)

Average of GPA responses: 2.8 (N=1689)

Enter the cumulative grade point average you earned at the school (post high school educational institution) you now attend.
(Question 33)

Average of post high school GPA responses: 2.7 (N=1089)

What did your high school do to help you prepare for the job market? Answer this item even if you are not currently employed. CIRCLE ALL THAT APPLY.
(Question 6)

		Percent Choosing
1.	Provided my academic education	65.6
2.	Trained me in a specific job	22.3
3.	Taught me how to complete job applications	59.0
4.	Taught me interview skills	55.5
5.	Placed me on a job as part of a high school course	19.5
6.	Helped me find after-school work which was not part of a high school class	11.8
7.	Nothing	11.1
8.	Other	6.9

(N=1735)

What did your high school do to help you obtain after-graduation job placement? Answer this item even if you are not currently employed. CIRCLE ALL THAT APPLY.

(Question 7)

		Percent Choosing
1.	Provided placement service	8.4
2.	Told me about job opening	15.8
3.	Sent me for interview	7.2
4.	Gave information about me to my employer	6.3
5.	Nothing	73.4
6.	Other	4.1

(N=1701)

What extra-curricular activity has been the most valuable for you? CIRCLE ONLY ONE.

(Question 10)

		Percent Choosing
1.	Academic clubs, such as a science club	9.7
2.	Athletics	16.2
3.	Dramatics, Debate	4.3
4.	Music	9.7
5.	Junior Achievement	6.4
6.	Student Council	3.7
7.	Career clubs, such as future teacher, DECA, etc.	18.5
8.	Did not participate	31.5

(N=1737)

In what one area would you have liked your high school to help you more? CIRCLE ONLY ONE.

(Question 12)

		Percent Choosing
1.	Thinking skills	9.1
2.	Study Habits	40.5
3.	Interpersonal Skills	5.4
4.	Practical Living Skills	6.0
5.	Selecting high school courses	4.5
6.	Planning for college or a job	34.5

(N=1737)

If you worked while you were in high school, how many hours per week did you work? CIRCLE ONLY ONE.

(Question 8)

		Percent Choosing
1.	None, I did not work	25.9
2.	Less than 7 hours	5.4
3.	7 to 12 hours	10.1
4.	13 to 18 hours	18.3
5.	More than 18 hours	40.3

(N=1744)

What school subject has helped you the most in your work, school, or other present situation? CIRCLE ONLY ONE.

(Question 9 -- see below)

In what subject area would you have liked to have taken more classes? CIRCLE ONLY ONE.

(Question 11)

		Percent Choosing	
		Quest. 9	Quest. 11
1.	Art	2.5	4.1
2.	Mathematics	27.8	16.6
3.	Foreign Languages	1.3	6.3
4.	Social Studies	1.9	1.9
5.	Home Economics	2.0	1.4
6.	Business Education	11.5	17.6
7.	English	21.6	7.1
8.	Science	4.4	5.7
9.	Music	1.0	4.1
10.	Physical Ed/Athletics	2.4	2.0
11.	Industrial Arts	.4	1.3
12.	Career Guidance	1.7	4.8
13.	Voc/Tech School Courses	9.4	10.3
14.	Computer Science	4.4	13.1
15.	Co-op	6.2	2.9
16.	JROTC	1.6	.7
		(N=1721)	(N=1743)

Students are often given grades A, B, C, D, or F to describe the quality of their work. Use this A, B, C, D, or F grading scale to answer Items 13-18.

THINKING BACK OVER YOUR HIGH SCHOOL YEARS, WHAT GRADE WOULD YOU GIVE TO THE ---

(Questions 13 to 18)

	Percent Choosing				
	A	B	C	D	F
13. Preparation you received from your high school courses for what you are doing now?	13.6	33.6	36.2	10.3	6.3 (N=1690)
14. Amount of interest shown by the high school staff?	17.3	38.2	31.4	10.2	2.9 (N=1698)
15. Instruction provided by your high school teachers?	19.1	46.3	28.0	5.5	1.1 (N=1699)
16. Services provided by your high school counselors?	27.4	26.0	25.8	13.8	7.0 (N=1703)
17. Administration of the school provided by the principal, assistant principal, and other administrators?	11.1	26.0	35.9	16.4	10.6 (N=1701)
18. Overall quality of your high school?	13.1	37.5	37.4	9.3	2.7 (N=1700)

The list below shows different types of teaching methods used in high schools. Which one worked best for you? CIRCLE ONLY ONE.

(Question 19)

		Percent Choosing
1.	Teacher lectures	28.5
2.	Student discussions	37.7
3.	Work on projects or in labs	8.2
4.	Films/Filmstrips	.9
5.	Field trips	1.0
6.	Tutoring	4.4
7.	Teaching machines or computers	3.5
8.	Television lessons	.2
9.	Independent study	13.6
10.	Other	2.0

(N=1678)

What is your marital status?

(Question 20)

		Percent Choosing
1.	Single	97.7
2.	Married	2.3
3.	Divorced	0.0
4.	Separated	0.0

(N=1716)

Do you have children?

(Question 21)

		Percent Choosing
1.	Yes	10.8
2.	No	89.2

(N=1707)

Which one of the following statements best describes you now?

(Question 22)

		Percent Choosing
1.	I am in the military service FULL-TIME.	3.2
2.	I am in a PART-TIME National Guard program.	1.8
3.	I am NOT in a military program.	95.0

(N=1665)

Which one of the following statements best describes you now?

(Question 23)

		Percent Choosing
1.	I am employed FULL-TIME.	34.6
2.	I am employed PART-TIME.	31.9
3.	I was employed, but am NOT NOW.	28.3
4.	I have NEVER been employed.	5.2

(N=1685)

If you are **NOT EMPLOYED**, what is the main reason? **CIRCLE ONLY ONE.** If you are employed, SKIP this item.

(Question 24)

		Percent Choosing
1.	Going to school	51.5
2.	Have been looking but haven't found work	23.5
3.	Have given up looking for work	1.3
4.	Have not looked for work	.6
5.	Lost job	3.2
6.	Lack schooling or training	2.1
7.	Poor health	.5
8.	Full-time homemaker	.3
9.	Lack child care	3.2
10.	Personal choice	3.4
11.	Other	10.4

(N= 625)

If you **ARE EMPLOYED**, what category best describes your job? **CIRCLE ONLY ONE.** If you are not employed, SKIP this item.

(Question 25)

		Percent Choosing
1.	Office & Business	25.6
2.	Distribution & Marketing	10.4
3.	Communication & Media	2.9
4.	Public Service	11.6
5.	Health	3.7
6.	Fine Arts-Humanities	.8
7.	Construction	1.3
8.	Personal Service	2.3
9.	Consumer & Homemaking	1.0
10.	Transportation	1.2
11.	Hospitality	2.0
12.	Manufacturing	3.3
13.	Protection Service	2.0
14.	Food Management or Production	15.8
15.	Custodial	1.8
16.	Other	14.3

(N=1150)

If you ARE EMPLOYED, where do you work? CIRCLE ONLY ONE. If you are not employed, SKIP this item.

(Question 26)

		Percent Choosing
1.	In Detroit	50.7
2.	Not in Detroit but in Wayne, Oakland or Macomb County	30.6
3.	Elsewhere in Michigan	11.7
4.	Not in Michigan	7.0

(N=1151)

Which one of the following statements best describes you now?

(Question 27)

		Percent Choosing
1.	I am ENROLLED FULL-TIME in an education program.	56.7
2.	I am ENROLLED PART-TIME in an education program.	12.3
3.	I am NOT ENROLLED in an education program.	31.0

(N=1659)

If you are NOT CURRENTLY ENROLLED in a post high school educational program, what is the main reason? CIRCLE ONLY ONE. If you are continuing your education, SKIP this item.

(Question 28)

		Percent Choosing
1.	Lack of time due to employment	17.0
2.	Not interested	6.0
3.	Applied but not accepted	3.4
4.	Need money	30.2
5.	Began in a school or program but dropped out	4.3
6.	Poor health	.9
7.	Full-time homemaker	.9
8.	Lack child care	3.0
9.	Personal choice	9.3
10.	Other	25.0

(N= 464)

Who gave you the greatest assistance in finding and/or getting into your present job, military or education program? CIRCLE ONLY ONE. If you are not in a job, military, or educational program, SKIP this item.

(Question 29)

		Percent Choosing
1.	Guidance Department Head	2.2
2.	High school counselor	9.0
3.	High school teacher or co-op coordinator	7.0
4.	Parent, other relative or friend	36.7
5.	College placement office staff or admissions official	4.7
6.	Regular high school placement office staff	.4
7.	Vocational/Technical School	4.1
8.	No one but myself	33.0
9.	Other	2.9

(N=1480)

IF YOU ARE ENROLLED IN AN EDUCATIONAL PROGRAM, PLEASE COMPLETE THE ADDITIONAL SURVEY ITEMS. If you are not attending school, go to Item 39.

What type of program or school are you now attending? CIRCLE ONLY ONE.

(Question 30)

		Percent Choosing
1.	2-Year College (vocational-technical)	5.7
2.	2-Year College (liberal arts)	13.8
3.	4-Year College or University	69.0
4.	Business or Trade School	9.4
5.	Apprentice Program	.2
6.	Any other not listed	1.9

(N=1117)

Look at the last page of this survey. Find the name of the school you are attending. (SKIP this item if your school is not listed)

Enter the number of your school....

(Question 31)

Code	School	Choosing	Percent
10002	Alabama A & M University	11	1.1%
10580	Albion College	0	0.0
11002	Alcorn University	1	.1
11580	Alma College	1	.1
12080	Aquinas College	1	.1
12580	Calvin College	0	0.0
13080	Center for Creative Studies	2	.2
13590	Central Michigan University	14	1.5
14002	Central State University	19	2.0
14502	Clark College (Atlanta)	1	.1
15080	Concordia College	0	0.0
15580	Davenport College of Business	1	.1
16080	Detroit College of Business	55	5.7
16502	Dillard University	3	.3
17090	Eastern Michigan University	28	2.9
17590	Ferris State College	19	2.0
18002	Florida A & M University	18	1.9
18502	Grambling State College	6	.6
19090	Grand Valley State College	2	.2
19302	Hampton College	5	.5
19570	Henry Ford Community College	40	4.2
20070	Highland Park Community College	24	2.5
20580	Hope College	1	.1
21002	Howard University	22	2.3
21580	Jordan College-Flint	5	.5
22080	Kendall College of Art and Design	0	0.0
22590	Lake Superior State College	1	.1
23002	Lane College	1	.1
23580	Lawrence Institute of Technology	11	1.1
24080	Marygrove College	7	.7
24580	Mercy College	11	1.1
25090	Michigan State University	87	9.1
25590	Michigan Technological University	5	.5
26002	Mile College	0	0.0
26530	Madonna College	2	.2
27002	Morehouse College	6	.6
27580	Muskegon Business College	0	0.0

Code	School (Cont'd)	Choosing	Percent
28002	North Carolina A & T University	3	.3%
28590	Northern Michigan University	6	.6
29080	Northwood Institute	11	1.1
29570	Oakland Community College	36	3.8
30090	Oakland University	42	4.4
30502	Prairie View A & M	6	.6
31080	Sacred Heart Seminary	0	0.0
31590	Saginaw Valley State College	3	.3
32002	Selma College	0	0.0
32580	Siena Heights College	4	.4
33002	Southern University (B.R.)	7	.7
33502	Spelman College	5	.5
34002	Stillman College	2	.2
34580	Suomi College	4	.4
35002	Tennessee State University	10	1.0
35502	Tougaloo College	0	0.0
36002	University of Arkansas Pine Bluff	1	.1
36580	University of Detroit	11	1.1
37002	University of District of Columbia	1	.1
37502	University of Maryland/ Eastern Shore	1	.1
38090	University of Michigan	48	5.0
38590	University of Michigan-Dearborn	15	1.6
39002	Virginia State University	1	.1
39570	Wayne County Community College	120	12.5
40090	Wayne State University	177	18.5
40502	West Virginia State College	1	.1
41090	Western Michigan University	26	2.7
41502	Wilberforce University	7	.7
		(N=958)	

Have you taken any remedial classes?

(Question 34)

		Percent Choosing
1.	Yes	36.4
2.	No	63.6

(N=1097)

If you answered "yes" to Number 34, what types of remedial classes did you take? CIRCLE ALL THAT APPLY.

(Question 35)

		Percent Choosing
1.	Reading	28.9
2.	Writing	30.3
3.	English	57.7
4.	Mathematics	68.4

(N= 402)

Are you receiving a scholarship or financial aid to attend a post-secondary institution?

(Question 36)

		Percent Choosing
1.	Yes	78.1
2.	No	21.9

(N=1121)

If you answered "yes" to Number 36, who assisted you the most in obtaining your financial aid? CIRCLE ONLY ONE.

(Question 37)

		Percent Choosing
1.	Guidance Department Head	5.6
2.	High school counselor	15.9
3.	High school teacher	2.8
4.	Parent, other relative, or friend	29.2
5.	College financial aid representative	26.2
6.	No one but myself	15.6
7.	Other	4.7

(N= 878)

If you answered "yes" to Number 36, what types of financial aide do you receive? CIRCLE ALL THAT APPLY.
(Question 38)

		Percent Choosing
1.	Pell Grant	77.7
2.	State of Michigan Competitive Scholarship	6.8
3.	State of Michigan Tuition Grant	16.1
4.	National Merit Scholarship	0.7
5.	National Achievement Scholarship	1.8
6.	College/School Scholarship	24.0
7.	Private-Institutional Scholarship	9.2
8.	Veteran Benefits	1.0
9.	Student loans	39.3
10.	Others not listed	19.1

(N= 870)

Demographic Characteristics of the Respondents

Racial-Ethnic Status

		Percent
1.	Native Americans	.1
2.	Asian	.8
3.	African American	91.4
4.	Hispanic	1.5
5.	White	6.2

(N=1771)

Gender

		Percent
1.	Male	28.2
2.	Female	71.8

(N=1771)

Average final GPA from school records: 2.5 (N=1762)

Average scores on the California Achievement Tests in grade equivalent units and percents of students scoring at or above grade level.

Demographic Characteristics of Respondents (Cont'd)

Sub Tests	Average GME Scores	Percent at or above Grade Level	(N)
Reading	10.6	45.4	(1247)
Mathematics	10.6	53.7	(1246)

High School Proficiency Examination Results

Percent passing all three subtests: 76.9 (N=1759)

THE DISTRIBUTION OF RESPONSES OF THE 1988 GRADUATES SURVEYED

TOTAL SAMPLE BY TYPE OF SCHOOL

(N=1771)

While you were in high school, were you in a ---
(Questions 1-4)

		Percent Choosing SS	RS	SP
1. College preparatory curriculum?		93.9	58.1	20.0
	(N)	(313)	(1383)	(15)
2. Vocational/Technical Center program?		9.5	26.6	52.6
	(N)	(296)	(1367)	(19)
3. Program for bilingual students?		3.4	6.9	7.1
	(N)	(291)	(1300)	(14)
4. Co-op program?		21.3	24.2	0.0
	(N)	(296)	(1358)	(14)

Enter your final high school grade point average.
(Question 5)

		SS	RS	SP
Average of GPA responses:		3.1	2.7	2.7
	(N)	(310)	(1363)	(16)

Enter the cumulative grade point average you earned at the school (post high school educational institution) you now attend.
(Question 33)

		SS	RS	SP
Average of post high school GPA responses:		2.8	2.6	2.9
	(N)	(276)	(809)	(4)

What did your high school do to help you prepare for the job market? Answer this item even if you are not currently employed. CIRCLE ALL THAT APPLY.
(Question 6)

	Percent Choosing SS	RS	SP
1. Provided my academic education	93.0	59.8	42.1
2. Trained me in a specific job	19.1	22.6	52.6
3. Taught me how to complete job applications	42.0	62.8	57.9
4. Taught me interview skills	45.2	57.7	63.2
5. Placed me on a job as part of a high school course	17.2	19.9	31.6
6. Helped me find after-school work which was not part of a high school class	8.9	12.4	10.5
7. Nothing	4.1	12.6	15.8
8. Other	8.6	6.4	10.5
(N)	(314)	(1402)	(19)

What did your high school do to help you obtain after-graduation job placement? Answer this item even if you are not currently employed. CIRCLE ALL THAT APPLY.

(Question 7)

		Percent Choosing SS	RS	SP
1.	Provided placement service	3.9	9.2	22.2
2.	Told me about job opening	12.3	16.4	22.2
3.	Sent me for interview	3.9	7.8	16.7
4.	Gave information about me to my employer	6.1	6.4	5.6
5.	Nothing	79.9	72.2	55.6
6.	Other	4.2	4.1	5.6
	(N)	(309)	(1374)	(18)

What extra-curricular activity has been the most valuable for you? CIRCLE ONLY ONE.

(Question 10)

		Percent Choosing SS	RS	SP
1.	Academic clubs, such as a science club	16.3	8.4	0.0
2.	Athletics	15.3	16.3	23.5
3.	Dramatics, Debate	7.2	3.7	0.0
4.	Music	12.4	9.1	11.8
5.	Junior Achievement	6.2	6.5	0.0
6.	Student Council	6.8	3.0	5.9
7.	Career clubs, such as future teacher, DECA, etc.	14.0	19.7	5.9
8.	Did not participate	21.8	33.3	52.9
	(N)	(307)	(1413)	(17)

In what one area would you have liked your high school to help you more? CIRCLE ONLY ONE.

(Question 12)

		Percent Choosing SS	RS	SP
1.	Thinking skills	12.6	8.3	10.5
2.	Study Habits	40.1	41.0	10.5
3.	Interpersonal Skills	10.6	4.1	15.8
4.	Practical Living Skills	10.6	4.9	15.8
5.	Selecting high school courses	3.0	4.8	10.5
6.	Planning for college or a job	23.2	36.9	36.8
	(N)	(302)	(1416)	(19)

If you worked while you were in high school, how many hours per week did you work? CIRCLE ONLY ONE.

(Question 8)

	Percent Choosing SS	RS	SP
1. None, I did not work	19.7	26.5	47.4
2. Less than 7 hours	3.5	5.6	10.5
3. 7 to 12 hours	14.6	8.9	10.5
4. 13 to 18 hours	23.2	17.0	5.3
5. More than 18 hours	38.7	40.2	21.1
(N)	(315)	(1437)	(19)

What school subject has helped you the most in your work, school, or other present situation? CIRCLE ONLY ONE.

(Question 9 -- see below)

In what subject area would you have liked to have taken more classes? CIRCLE ONLY ONE.

(Question 11)

	Percent Choosing Quest. 9 SS	RS	SP	Quest. 11 SS	RS	SP
1. Art	4.9	1.9	5.6	8.1	3.2	5.3
2. Mathematics	27.7	27.7	38.9	8.1	18.3	31.6
3. Foreign Languages	2.6	1.0	0.0	7.1	6.1	5.3
4. Social Studies	1.3	2.0	0.0	2.9	1.6	5.3
5. Home Economics	.7	2.4	0.0	1.0	1.5	5.3
6. Business Education	12.4	11.3	11.1	19.2	17.3	10.5
7. English	25.4	21.0	5.6	4.9	7.6	5.3
8. Science	10.4	3.2	0.0	7.5	5.4	0.0
9. Music	1.6	.9	0.0	6.8	3.5	0.0
10. Physical Ed/Athletics	.7	2.8	0.0	1.9	2.0	5.3
11. Industrial Arts	0.0	.5	0.0	1.3	1.3	0.0
12. Career Guidance	1.3	1.9	0.0	5.5	4.7	0.0
13. Voc/Tech School Courses	2.3	10.6	33.3	5.5	11.2	21.1
14. Computer Science	4.6	4.3	5.6	17.2	12.3	5.3
15. Co-op	3.3	6.9	0.0	2.3	3.1	0.0
16. JROTC	1.0	1.7	0.0	.6	.8	0.0
(N)	(307)	(1396)	(18)	(308)	(1416)	(19)

Students are often given grades A, B, C, D, or F to describe the quality of their work. Use this A, B, C, D, or F grading scale to answer Items 13-18.

THINKING BACK OVER YOUR HIGH SCHOOL YEARS, WHAT GRADE WOULD YOU GIVE TO THE ---

(Questions 13 to 18)

		Percent Choosing				
		A	B	C	D	F
13.	Preparation you received from your high school courses for what you are doing now?	SS 32.8	43.4	16.9	5.0	2.0
		RS 9.4	31.4	40.5	11.5	7.2
		SP 13.3	33.3	33.3	6.7	13.3
	(N)	SS (302)	RS (1373)		SP (15)	
14.	Amount of interest shown by the high school staff?	SS 28.8	46.4	18.9	5.6	.3
		RS 14.6	36.4	34.3	11.2	3.5
		SP 25.0	37.5	18.8	18.8	0.0
	(N)	SS (302)	RS (1380)		SP (16)	
15.	Instruction provided by your high school teachers?	SS 31.2	52.5	15.0	.7	.7
		RS 16.4	44.9	30.9	6.6	1.2
		SP 20.0	46.7	26.7	6.7	0.0
	(N)	SS (301)	RS (1383)		SP (15)	
16.	Services provided by your high school counselors?	SS 24.8	27.8	30.8	10.6	6.0
		RS 27.8	25.7	24.5	14.6	7.4
		SP 37.5	18.8	37.5	6.3	0.0
	(N)	SS (302)	RS (1385)		SP (16)	
17.	Administration of the school provided by the principal, assistant principal, and other administrators?	SS 14.9	29.5	37.4	13.2	5.0
		RS 10.1	25.5	35.4	17.1	11.9
		SP 31.3	6.3	43.8	12.5	6.3
	(N)	SS (302)	RS (1383)		SP (16)	
18.	Overall quality of your high school?	SS 35.3	46.9	15.5	2.3	0.0
		RS 8.0	35.7	42.2	10.8	3.3
		SP 28.6	14.3	42.9	14.3	0.0
	(N)	SS (303)	RS (1383)		SP (14)	

The list below shows different types of teaching methods used in high schools. Which one worked best for you? CIRCLE ONLY ONE.
(Question 19)

		Percent Choosing SS	RS	SP
1.	Teacher lectures	30.5	28.2	25.0
2.	Student discussions	40.3	37.4	18.8
3.	Work on projects or in labs	12.4	7.1	18.8
4.	Films/Filmstrips	0.0	1.0	6.3
5.	Field trips	1.0	1.0	0.0
6.	Tutoring	3.4	4.5	6.3
7.	Teaching machines or computers	2.3	3.7	6.3
8.	Television lessons	0.0	.3	0.0
9.	Independent study	8.1	14.7	18.8
10.	Other	2.0	2.1	0.0
	(N)	(298)	(1364)	(16)

What is your marital status?
(Question 20)

		Percent Choosing SS	RS	SP
1.	Single	99.3	97.4	94.1
2.	Married	.7	2.6	5.9
3.	Divorced	0.0	0.0	0.0
4.	Separated	0.0	0.0	0.0
	(N)	(304)	(1395)	(17)

Do you have children?
(Question 21)

		Percent Choosing SS	RS	SP
1.	Yes	3.6	11.8	52.9
2.	No	96.4	88.2	47.1
	(N)	(304)	(1386)	(17)

Which one of the following statements best describes you now?
(Question 22)

		Percent Choosing SS	RS	SP
1.	I am in the military service FULL-TIME.	2.0	3.5	0.0
2.	I am in a PART-TIME National Guard program.	1.0	2.0	0.0
3.	I am NOT in a military program.	97.0	94.5	100.0
	(N)	(301)	(1348)	(16)

Which one of the following statements best describes you now?
(Question 23)

		Percent Choosing SS	RS	SP
1.	I am employed FULL-TIME.	29.3	36.0	11.8
2.	I am employed PART-TIME.	40.0	30.4	5.9
3.	I was employed, but am NOT NOW.	26.3	28.6	41.2
4.	I have NEVER been employed.	4.3	5.0	41.2
	(N)	(300)	(1368)	(17)

If you are NOT EMPLOYED, what is the main reason? CIRCLE ONLY ONE. If you are employed, SKIP this item.
(Question 24)

		Percent Choosing SS	RS	SP
1.	Going to school	72.6	47.6	21.4
2.	Have been looking but haven't found work	14.2	25.7	21.4
3.	Have given up looking for work	0.0	1.6	0.0
4.	Have not looked for work	.9	.6	0.0
5.	Lost job	.9	3.8	0.0
6.	Lack schooling or training	.9	2.2	7.1
7.	Poor health	0.0	.2	14.3
8.	Full-time homemaker	0.0	.2	7.1
9.	Lack child care	.9	3.6	7.1
10.	Personal choice	3.5	3.2	7.1
11.	Other	6.2	11.2	14.3
	(N)	(113)	(498)	(14)

If you ARE EMPLOYED, what category best describes your job? CIRCLE ONLY ONE. If you are not employed, SKIP this item.
(Question 25)

		Percent Choosing SS	RS	SP
1.	Office & Business	29.0	24.8	25.0
2.	Distribution & Marketing	12.9	9.9	0.0
3.	Communication & Media	2.9	2.9	0.0
4.	Public Service	11.0	11.8	0.0
5.	Health	5.2	3.4	0.0
6.	Fine Arts-Humanities	2.9	.3	0.0
7.	Construction	1.0	1.4	0.0
8.	Personal Service	2.9	2.2	0.0
9.	Consumer & Homemaking	1.4	.9	0.0
10.	Transportation	.5	1.4	0.0
11.	Hospitality	1.9	2.0	0.0
12.	Manufacturing	1.4	3.6	25.0
13.	Protection Service	.5	2.4	0.0
14.	Food Management or Production	8.6	17.4	25.0
15.	Custodial	1.4	1.9	0.0
16.	Other	16.7	13.7	25.0
	(N)	(210)	(936)	(4)

If you ARE EMPLOYED, where do you work? CIRCLE ONLY ONE. If you are not employed, SKIP this item.

(Question 26)

		Percent Choosing SS	RS	SP
1.	In Detroit	43.5	52.2	60.0
2.	Not in Detroit but in Wayne, Oakland or Macomb County	33.8	29.8	40.0
3.	Elsewhere in Michigan	12.1	11.7	0.0
4.	Not in Michigan	10.6	6.3	0.0
	(N)	(207)	(939)	(5)

Which one of the following statements best describes you now?

(Question 27)

		Percent Choosing SS	RS	SP
1.	I am ENROLLED FULL-TIME in an education program.	87.7	50.1	20.0
2.	I am ENROLLED PART-TIME in an education program.	7.7	13.4	6.7
3.	I am NOT ENROLLED in an education program.	4.7	36.5	73.3
	(N)	(300)	(1344)	(15)

If you are NOT CURRENTLY ENROLLED in a post high school educational program, what is the main reason? CIRCLE ONLY ONE. If you are continuing your education, SKIP this item.

(Question 28)

		Percent Choosing SS	RS	SP
1.	Lack of time due to employment	0.0	17.9	0.0
2.	Not interested	6.7	6.1	0.0
3.	Applied but not accepted	6.7	3.4	0.0
4.	Need money	26.7	30.4	25.0
5.	Began in a school or program but dropped out	6.7	4.3	0.0
6.	Poor health	0.0	.7	12.5
7.	Full-time homemaker	0.0	.7	12.5
8.	Lack child care	0.0	3.2	0.0
9.	Personal choice	13.3	8.6	37.5
10.	Other	40.0	24.7	12.5
	(N)	(15)	(441)	(8)

Who gave you the greatest assistance in finding and/or getting into your present job, military or education program? CIRCLE ONLY ONE. If you are not in a job, military, or educational program, SKIP this item.

(Question 29)

		Percent Choosing SS	RS	SP
1.	Guidance Department Head	3.5	1.9	0.0
2.	High school counselor	7.6	9.3	14.3
3.	High school teacher or co-op coordinator	7.3	7.0	0.0
4.	Parent, other relative or friend	39.1	36.2	14.3
5.	College placement office staff or admissions official	7.6	4.1	0.0
6.	Regular high school placement office staff	1.0	.3	0.0
7.	Vocational/Technical School	.7	4.9	0.0
8.	No one but myself	30.4	33.5	57.1
9.	Other	2.8	2.9	14.3
	(N)	(289)	(1184)	(7)

IF YOU ARE ENROLLED IN AN EDUCATIONAL PROGRAM, PLEASE COMPLETE THE ADDITIONAL SURVEY ITEMS. If you are not attending school, go to Item 39.

What type of program or school are you now attending? CIRCLE ONLY ONE.

(Question 30)

		Percent Choosing SS	RS	SP
1.	2-Year College (vocational-technical)	2.0	6.6	20.0
2.	2-Year College (liberal arts)	2.7	16.4	0.0
3.	4-Year College or University	91.9	57.1	40.0
4.	Business or Trade School	3.0	13.8	40.0
5.	Apprentice Program	0.0	.5	0.0
6.	Any other not listed	.3	5.5	0.0
	(N)	(297)	(997)	(5)

Look at the last page of this survey. Find the name of the school you are attending. (SKIP this item if your school is not listed)

Enter the number of your school....

(Question 31)

There were five Special Program students enrolled in post high school educational programs. Two students attended Wayne County Community College and one each in the following schools: Detroit College of Business; University of Michigan, Dearborn Campus; and Wayne State University. The schools attended by respondents from Select Schools and Regular Schools follow.

Code	School	Select N	Select Percent	Regular N	Regular Percent
10002	Alabama A & M University	2	.8%	9	1.3%
10580	Albion College	0	0.0	0	0.0
11002	Alcorn University	0	0.0	1	.1
11580	Alma College	0	0.0	1	.1
12080	Aquinas College	0	0.0	1	.1
12580	Calvin College	0	0.0	0	0.0
13080	Center for Creative Studies	0	0.0	2	.3
13590	Central Michigan University	4	1.6	10	1.4
14002	Central State University	1	.4	18	2.5
14502	Clark College (Atlanta)	0	0.0	1	.1
15080	Concordia College	0	0.0	0	0.0
15580	Davenport College of Business	0	0.0	1	.1
16080	Detroit College of Business	3	1.2	51	7.2
16502	Dillard University	0	0.0	3	.4
17090	Eastern Michigan University	7	2.9	21	3.0
17590	Ferris State College	3	1.2	16	2.3
18002	Florida A & M University	14	5.7	4	.5
18502	Grambling State College	3	1.2	3	.4
19090	Grand Valley State College	1	.4	1	.1
19302	Hampton College	4	1.6	1	.1
19570	Henry Ford Community College	2	.8	38	5.4
20070	Highland Park Community College	0	0.0	24	3.3
20580	Hope College	0	0.0	1	.1
21002	Howard University	18	7.4	4	.6
21580	Jordan College-Flint	0	0.0	5	.7
22080	Kendall College of Art and Design	0	0.0	0	0.0
22590	Lake Superior State College	0	0.0	1	.1
23002	Lane College	0	0.0	1	.1
23580	Lawrence Institute of Technology	4	1.6	7	1.0
24080	Marygrove College	0	0.0	7	1.0
24580	Mercy College	1	.4	10	1.4
25090	Michigan State University	43	17.6	44	6.2
25590	Michigan Technological University	4	1.6	1	.1
26002	Mile College	0	0.0	0	0.0
26580	Madonna College	0	0.0	2	.3
27002	Morehouse College	3	1.2	3	.4
27580	Muskegon Business College	0	0.0	0	0.0

Code	School (Cont'd)	Select N	Select Percent	Regular N	Regular Percent
28002	North Carolina A & T University	2	.8%	1	.1%
28590	Northern Michigan University	0	0.0	6	.8
29080	Northwood Institute	6	2.5	5	.7
29570	Oakland Community College	3	1.2	33	4.7
30090	Oakland University	6	2.5	36	5.0
30502	Prairie View A & M	1	.4	5	.7
31080	Sacred Heart Seminary	0	0.0	0	0.0
31590	Saginaw Valley State College	1	.4	2	.3
32002	Selma College	0	0.0	0	0.0
32580	Siena Heights College	1	.4	3	.4
33002	Southern University (B.R.)	0	0.0	7	1.0
33502	Spelman College	4	1.6	1	.1
34002	Stillman College	0	0.0	2	.3
34580	Suomi College	0	0.0	4	.6
35002	Tennessee State University	3	1.2	7	1.0
35502	Tougaloo College	0	0.0	0	0.0
36002	University of Arkansas Pine Bluff	0	0.0	1	.1
36580	University of Detroit	4	1.6	7	1.0
37002	University of District of Columbia	0	0.0	1	.1
37502	University of Maryland/ Eastern Shore	0	0.0	1	.1
38090	University of Michigan	35	14.3	13	1.8
38590	University of Michigan-Dearborn	7	2.9	7	1.0
39002	Virginia State University	0	0.0	1	.1
39570	Wayne County Community College	4	1.6	114	16.0
40090	Wayne State University	43	17.6	133	18.7
40502	West Virginia State College	0	0.0	1	.1
41090	Western Michigan University	7	2.9	19	2.7
41502	Wilberforce University	0	0.0	7	1.0
	(N)	(244)		(709)	

Have you taken any remedial classes?

(Question 34)

		Percent Choosing SS	RS	SP
1. Yes		19.4	42.2	25.0
2. No		80.6	57.8	75.0
	(N)	(278)	(815)	(4)

If you answered "yes" to Number 34, what types of remedial classes did you take? CIRCLE ALL THAT APPLY.

(Question 35)

	Percent Choosing SS	RS	SP
1. Reading	16.4	30.6	100.0
2. Writing	30.9	30.1	100.0
3. English	43.6	60.1	0.0
4. Mathematics	67.3	68.5	100.0
(N)	(155)	(346)	(1)

Are you receiving a scholarship or financial aid to attend a post-secondary institution?

(Question 36)

	Percent Choosing SS	RS	SP
1. Yes	73.0	79.8	75.0
2. No	27.0	20.2	25.0
(N)	(282)	(835)	(4)

If you answered "yes" to Number 36, who assisted you the most in obtaining your financial aid? CIRCLE ONLY ONE.

(Question 37)

	Percent Choosing SS	RS	SP
1. Guidance Department Head	7.3	5.1	0.0
2. High school counselor	5.9	19.1	0.0
3. High school teacher	3.4	2.7	0.0
4. Parent, other relative, or friend	35.6	27.3	0.0
5. College financial aid representative	22.4	27.3	33.3
6. No one but myself	19.5	14.2	66.7
7. Other	5.9	4.3	0.0
(N)	(205)	(670)	(3)

If you answered "yes" to Number 36, what types of financial aide do you receive? CIRCLE ALL THAT APPLY.

(Question 38)

		Percent Choosing SS	RS	SP
1.	Pell Grant	65.7	81.4	66.7
2.	State of Michigan Competitive Scholarship	17.2	3.5	33.3
3.	State of Michigan Tuition Grant	17.2	15.8	0.0
4.	National Merit Scholarship	1.0	.6	0.0
5.	National Achievement Scholarship	3.9	1.2	0.0
6.	College/School Scholarship	40.2	19.2	0.0
7.	Private-Institutional Scholarship	21.1	5.6	0.0
8.	Veteran Benefits	.5	1.2	0.0
9.	Student loans	43.6	38.0	33.3
10.	Others not listed	21.6	18.3	33.3
	(N)	(204)	(663)	(3)

Demographic Characteristics of the Respondents

Racial-Ethnic Status

		Percent Choosing SS	RS	SP
1.	Native Americans	0.0	.1	0.0
2.	Asian	1.3	.7	0.0
3.	African American	87.3	92.2	100.0
4.	Hispanic	1.0	1.7	0.0
5.	White	10.5	5.3	0.0
	(N)	(315)	(1437)	(19)

Gender

		Percent Choosing SS	RS	SP
1.	Male	27.0	28.6	21.1
2.	Female	73.0	71.4	78.9
	(N)	(315)	(1437)	(19)

Average final GPA from school records:		SS 3.0	RS 2.4	SP 2.0
	(N)	(315)	(1433)	(15)

Average scores on the California Achievement Tests in grade equivalent units and percents of students scoring at or above grade level.

Demographic Characteristics of Respondents (Cont'd)

Sub Tests	GME Read	GME Math	Percent at or above Grade Level Read	Percent at or above Grade Level Math	(N)
SS	12.5	12.7	87.8	95.2	(311)
RS	9.9	10.0	31.3	40.0	(932)
SP	8.3	8.5	25.0	25.0	(4)

High School Proficiency Examination Results

	SS	RS	SP
Percent passing all three subtests:	100.0	80.0	75.0
(N)	(286)	(849)	(4)

THE DISTRIBUTION OF RESPONSES OF THE 1988 GRADUATES SURVEYED

TOTAL SAMPLE BY GENDER

(N=1771)

While you were in high school, were you in a ---
(Questions 1-4)

		Percent Choosing Male	Female
1. College preparatory curriculum?		63.2	64.7
	(N)	(301)	(799)
2. Vocational/Technical Center program?		34.0	20.0
	(N)	(158)	(244)
3. Program for bilingual students?		8.2	5.6
	(N)	(35)	(66)
4. Co-op program?		17.4	25.6
	(N)	(78)	(313)

Enter your final high school grade point average.
(Question 5)

Average of GPA responses:	Male	2.7	Female 2.8
	(N)	(482)	(1207)

Enter the cumulative grade point average you earned at the school (post high school educational institution) you now attend.
(Question 33)

Average of post high school GPA responses:	Male	2.6	Female 2.7
	(N)	(275)	(814)

What did your high school do to help you prepare for the job market? Answer this item even if you are not currently employed. CIRCLE ALL THAT APPLY.
(Question 6)

	Percent Choosing Male	Female
1. Provided my academic education	67.0	65.0
2. Trained me in a specific job	21.8	22.5
3. Taught me how to complete job applications	55.0	60.6
4. Taught me interview skills	53.3	56.3
5. Placed me on a job as part of a high school course	14.5	21.5
6. Helped me find after-school work which was not part of a high school class	11.6	11.8
7. Nothing	11.6	10.9
8. Other	7.1	6.8
(N)	(482)	(1253)

What did your high school do to help you obtain after-graduation job placement? Answer this item even if you are not currently employed. CIRCLE ALL THAT APPLY.

(Question 7)

		Percent Choosing Male	Female
1.	Provided placement service	9.1	8.2
2.	Told me about job opening	16.0	15.7
3.	Sent me for interview	7.4	7.1
4.	Gave information about me to my employer	8.0	5.7
5.	Nothing	72.4	73.9
6.	Other	4.0	4.2
	(N)	(475)	(1225)

What extra-curricular activity has been the most valuable for you? CIRCLE ONLY ONE.

(Question 10)

		Percent Choosing Male	Female
1.	Academic clubs, such as a science club	8.6	10.1
2.	Athletics	29.7	10.9
3.	Dramatics, Debate	2.9	4.8
4.	Music	9.0	10.0
5.	Junior Achievement	4.1	7.3
6.	Student Council	2.7	4.2
7.	Career clubs, such as future teacher, DECA, etc.	9.0	22.3
8.	Did not participate	34.2	30.4
	(N)	(489)	(1248)

In what one area would you have liked your high school to help you more? CIRCLE ONLY ONE.

(Question 12)

		Percent Choosing Male	Female
1.	Thinking skills	10.5	8.5
2.	Study Habits	35.9	42.4
3.	Interpersonal Skills	3.7	6.0
4.	Practical Living Skills	8.5	5.0
5.	Selecting high school courses	5.7	4.1
6.	Planning for college or a job	35.7	34.0
	(N)	(493)	(1244)

If you worked while you were in high school, how many hours per week did you work? CIRCLE ONLY ONE.

(Question 8)

	Percent Choosing Male	Female
1. None, I did not work	23.7	26.8
2. Less than 7 hours	4.1	5.9
3. 7 to 12 hours	12.5	9.2
4. 13 to 18 hours	17.8	18.5
5. More than 18 hours	41.9	39.7
(N)	(489)	(1255)

What school subject has helped you the most in your work, school, or other present situation? CIRCLE ONLY ONE.

(Question 9 -- see below)

In what subject area would you have liked to have taken more classes? CIRCLE ONLY ONE.

(Question 11)

	Percent Choosing Quest. 9 M	F	Quest. 11 M	F
1. Art	3.9	1.9	5.2	3.7
2. Mathematics	29.6	27.1	17.1	16.5
3. Foreign Languages	1.0	1.4	4.1	7.1
4. Social Studies	2.5	1.6	2.3	1.7
5. Home Economics	1.7	2.2	1.6	1.4
6. Business Education	7.5	13.1	13.8	19.0
7. English	20.1	22.2	7.6	6.9
8. Science	3.9	4.6	4.9	6.0
9. Music	1.4	.9	4.3	4.0
10. Physical Ed/Athletics	5.0	1.4	3.3	1.5
11. Industrial Arts	1.2	.1	2.5	.9
12. Career Guidance	1.9	1.7	3.1	5.5
13. Voc/Tech School Courses	11.8	8.4	14.6	8.7
14. Computer Science	3.3	4.8	12.4	13.4
15. Co-op	2.3	7.7	1.9	3.3
16. JROTC	2.9	1.1	1.2	.6
(N)	(483)	(1238)	(485)	(1258)

Students are often given grades A, B, C, D, or F to describe the quality of their work. Use this A, B, C, D, or F grading scale to answer Items 13-18.

THINKING BACK OVER YOUR HIGH SCHOOL YEARS, WHAT GRADE WOULD YOU GIVE TO THE ---

(Questions 13 to 18)

		Percent Choosing				
		A	B	C	D	F
13.	Preparation you received from your high school courses for what you are doing now?					
	M	9.9	35.8	38.1	8.7	7.5
	F	15.1	32.6	35.5	10.9	5.9
	(N)	M (483)		F (1207)		
14.	Amount of interest shown by the high school staff?					
	M	18.7	39.8	29.6	8.8	3.1
	F	16.7	37.5	32.2	10.8	2.8
	(N)	M (487)		F (1211)		
15.	Instruction provided by your high school teachers?					
	M	21.9	43.5	26.8	7.2	.6
	F	18.0	47.4	28.5	4.9	1.3
	(N)	M (485)		F (1214)		
16.	Services provided by your high school counselors?					
	M	27.4	27.0	24.3	14.6	6.8
	F	27.4	25.6	26.4	13.5	7.1
	(N)	M (486)		F (1217)		
17.	Administration of the school provided by the principal, assistant principal, and other administrators?					
	M	12.7	29.2	32.9	16.4	8.8
	F	10.5	24.7	37.1	16.4	11.4
	(N)	M (487)		F (1214)		
18.	Overall quality of your high school?					
	M	14.0	37.4	36.8	9.2	2.7
	F	12.7	37.6	37.7	9.3	2.7
	(N)	M (487)		F (1213)		

The list below shows different types of teaching methods used in high schools. Which one worked best for you? CIRCLE ONLY ONE.

(Question 19)

		Percent Choosing Male	Female
1.	Teacher lectures	29.5	28.2
2.	Student discussions	35.1	38.8
3.	Work on projects or in labs	10.7	7.2
4.	Films/Filmstrips	1.0	.8
5.	Field trips	1.0	.9
6.	Tutoring	5.0	4.1
7.	Teaching machines or computers	4.6	3.1
8.	Television lessons	.2	.3
9.	Independent study	10.7	14.8
10.	Other	2.1	2.0
	(N)	(478)	(1200)

What is your marital status?

(Question 20)

		Percent Choosing Male	Female
1.	Single	98.6	97.4
2.	Married	1.4	2.6
3.	Divorced	0.0	0.0
4.	Separated	0.0	0.0
	(N)	(493)	(1223)

Do you have children?

(Question 21)

		Percent Choosing Male	Female
1.	Yes	5.1	13.0
2.	No	94.9	87.0
	(N)	(486)	(1221)

Which one of the following statements best describes you now?

(Question 22)

		Percent Choosing Male	Female
1.	I am in the military service FULL-TIME.	8.7	.9
2.	I am in a PART-TIME National Guard program.	3.9	.9
3.	I am NOT in a military program.	87.3	98.1
	(N)	(482)	(1183)

Which one of the following statements best describes you now?
(Question 23)

		Percent Choosing Male	Female
1.	I am employed FULL-TIME.	38.6	33.0
2.	I am employed PART-TIME.	28.9	33.0
3.	I was employed, but am NOT NOW.	27.9	28.5
4.	I have NEVER been employed.	4.6	5.5
	(N)	(477)	(1208)

If you are NOT EMPLOYED, what is the main reason? CIRCLE ONLY ONE. If you are employed, SKIP this item.
(Question 24)

		Percent Choosing Male	Female
1.	Going to school	58.3	48.6
2.	Have been looking but haven't found work	21.4	24.4
3.	Have given up looking for work	1.6	1.1
4.	Have not looked for work	.5	.7
5.	Lost job	4.3	2.7
6.	Lack schooling or training	1.1	2.5
7.	Poor health	1.1	.2
8.	Full-time homemaker	0.0	.5
9.	Lack child care	0.0	4.6
10.	Personal choice	2.1	3.9
11.	Other	9.6	10.7
	(N)	(187)	(438)

If you ARE EMPLOYED, what category best describes your job? CIRCLE ONLY ONE. If you are not employed, SKIP this item.
(Question 25)

		Percent Choosing Male	Female
1.	Office & Business	11.9	31.0
2.	Distribution & Marketing	11.3	10.1
3.	Communication & Media	2.4	3.0
4.	Public Service	11.6	11.5
5.	Health	1.5	4.6
6.	Fine Arts-Humanities	.6	.9
7.	Construction	4.0	.2
8.	Personal Service	2.4	2.3
9.	Consumer & Homemaking	.3	1.2
10.	Transportation	3.7	.2
11.	Hospitality	2.1	1.9
12.	Manufacturing	5.2	2.6
13.	Protection Service	4.3	1.1
14.	Food Management or Production	20.8	13.9
15.	Custodial	4.0	1.0
16.	Other	13.8	14.5
	(N)	(327)	(823)

If you ARE EMPLOYED, where do you work? CIRCLE ONLY ONE. If you are not employed, SKIP this item.

(Question 26)

		Percent Choosing Male	Female
1.	In Detroit	46.2	52.4
2.	Not in Detroit but in Wayne, Oakland or Macomb County	29.8	30.9
3.	Elsewhere in Michigan	9.1	12.8
4.	Not in Michigan	14.9	3.9
	(N)	(329)	(822)

Which one of the following statements best describes you now?

(Question 27)

		Percent Choosing Male	Female
1.	I am ENROLLED FULL-TIME in an education program.	53.7	57.8
2.	I am ENROLLED PART-TIME in an education program.	10.6	13.0
3.	I am NOT ENROLLED in an education program.	35.7	29.2
	(N)	(473)	(1186)

If you are NOT CURRENTLY ENROLLED in a post high school educational program, what is the main reason? CIRCLE ONLY ONE. If you are continuing your education, SKIP this item.

(Question 28)

		Percent Choosing Male	Female
1.	Lack of time due to employment	21.6	14.6
2.	Not interested	8.0	5.0
3.	Applied but not accepted	4.9	2.6
4.	Need money	29.6	30.5
5.	Began in a school or program but dropped out	4.3	4.3
6.	Poor health	1.2	.7
7.	Full-time homemaker	.6	1.0
8.	Lack child care	0.0	4.6
9.	Personal choice	7.4	10.3
10.	Other	22.2	26.5
	(N)	(162)	(302)

Who gave you the greatest assistance in finding and/or getting into your present job, military or education program? CIRCLE ONLY ONE. If you are not in a job, military, or educational program, SKIP this item.

(Question 29)

		Percent Choosing Male	Female
1.	Guidance Department Head	1.7	2.4
2.	High school counselor	9.5	8.8
3.	High school teacher or co-op coordinator	7.1	7.0
4.	Parent, other relative or friend	38.9	35.8
5.	College placement office staff or admissions official	4.7	4.7
6.	Regular high school placement office staff	0.0	.6
7.	Vocational/Technical School	5.7	3.4
8.	No one but myself	29.4	34.5
9.	Other	3.1	2.8
	(N)	(422)	(1058)

IF YOU ARE ENROLLED IN AN EDUCATIONAL PROGRAM, PLEASE COMPLETE THE ADDITIONAL SURVEY ITEMS. If you are not attending school, go to Item 39.

What type of program or school are you now attending? CIRCLE ONLY ONE.

(Question 30)

		Percent Choosing Male	Female
1.	2-Year College (vocational-technical)	6.9	5.3
2.	2-Year College (liberal arts)	12.1	14.4
3.	4-Year College or University	73.0	67.6
4.	Business or Trade School	5.5	10.7
5.	Apprentice Program	.3	.1
6.	Any other not listed	2.1	1.8
	(N)	(289)	(828)

Look at the last page of this survey. Find the name of the school you are attending. (SKIP this item if your school is not listed)

Enter the number of your school....

(Question 31)

Code	School	Male N	Male Percent	Female N	Female Percent
10002	Alabama A & M University	5	2.2%	6	.8%
10580	Albion College	0	0.0	0	0.0
11002	Alcorn University	0	0.0	1	.1
11580	Alma College	1	.4	0	0.0
12080	Aquinas College	0	0.0	1	.1
12580	Calvin College	0	0.0	0	0.0
13080	Center for Creative Studies	0	0.0	2	.3
13590	Central Michigan University	5	2.2	9	1.2
14002	Central State University	6	2.6	13	1.8
14502	Clark College (Atlanta)	1	.4	0	0.0
15080	Concordia College	0	0.0	0	0.0
15580	Davenport College of Business	1	.4	0	0.0
16080	Detroit College of Business	12	5.2	43	5.9
16502	Dillard University	1	.4	2	.3
17090	Eastern Michigan University	4	1.7	24	3.3
17590	Ferris State College	4	1.7	15	2.1
18002	Florida A & M University	10	4.4	8	1.1
18502	Grambling State College	2	.9	4	.5
19090	Grand Valley State College	1	.4	1	.1
19302	Hampton College	3	1.3	2	.3
19570	Henry Ford Community College	15	6.6	25	3.4
20070	Highland Park Community College	1	.4	23	3.1
20580	Hope College	1	.4	0	0.0
21002	Howard University	6	2.6	16	2.2
21580	Jordan College-Flint	2	.9	3	.4
22080	Kendall College of Art and Design	0	0.0	0	0.0
22590	Lake Superior State College	1	.4	0	0.0
23002	Lane College	0	0.0	1	.1
23580	Lawrence Institute of Technology	8	3.5	3	.4
24080	Marygrove College	0	0.0	7	1.0
24580	Mercy College	1	.4	10	1.4
25090	Michigan State University	22	9.6	65	8.9
25590	Michigan Technological University	1	.4	4	.5
26002	Mile College	0	0.0	0	0.0
26580	Madonna College	0	0.0	2	.3
27002	Morehouse College	5	2.2	1	.1
27580	Muskegon Business College	0	0.0	0	0.0

Code	School (Cont'd)	Male N	Male Percent	Female N	Female Percent
28002	North Carolina A & T University	2	.9%	1	.1%
28590	Northern Michigan University	2	.9	4	.5
29080	Northwood Institute	3	1.3	8	1.1
29570	Oakland Community College	9	3.9	27	3.7
30090	Oakland University	5	2.2	37	5.0
30502	Prairie View A & M	5	2.2	1	.1
31080	Sacred Heart Seminary	0	0.0	0	0.0
31590	Saginaw Valley State College	0	0.0	3	.4
32002	Selma College	0	0.0	0	0.0
32580	Siena Heights College	2	.9	2	.3
33002	Southern University (B.R.)	2	.9	5	.7
33502	Spelman College	0	0.0	5	.7
34002	Stillman College	0	0.0	2	.3
34580	Suomi College	0	0.0	4	.5
35002	Tennessee State University	3	1.3	7	1.0
35502	Tougaloo College	0	0.0	0	0.0
36002	University of Arkansas Pine Bluff	1	.4	0	0.0
36580	University of Detroit	2	.9	9	1.2
37002	University of District of Columbia	0	0.0	1	.1
37502	University of Maryland/ Eastern Shore	1	.4	0	0.0
38090	University of Michigan	9	3.9	39	5.3
38590	University of Michigan-Dearborn	5	2.2	10	1.4
39002	Virginia State University	1	.4	0	0.0
39570	Wayne County Community College	26	11.4	94	12.9
40090	Wayne State University	25	10.9	152	20.9
40502	West Virginia State College	0	0.0	1	.1
41090	Western Michigan University	7	3.1	19	2.6
41502	Wilberforce University	0	0.0	7	1.0
	(N)	(229)		(729)	

Have you taken any remedial classes?

(Question 34)

		Percent Choosing Male	Female
1.	Yes	38.2	35.7
2.	No	61.8	64.3
	(N)	(288)	(809)

If you answered "yes" to Number 34, what types of remedial classes did you take? CIRCLE ALL THAT APPLY.

(Question 35)

		Percent Choosing Male	Female
1.	Reading	28.3	29.1
2.	Writing	29.2	30.8
3.	English	49.6	60.9
4.	Mathematics	67.3	68.9
	(N)	(113)	(289)

Are you receiving a scholarship or financial aid to attend a post-secondary institution?

(Question 36)

		Percent Choosing Male	Female
1.	Yes	72.7	79.9
2.	No	27.3	20.1
	(N)	(289)	(832)

If you answered "yes" to Number 36, who assisted you the most in obtaining your financial aid? CIRCLE ONLY ONE.

(Question 37)

		Percent Choosing Male	Female
1.	Guidance Department Head	3.7	6.2
2.	High school counselor	14.0	16.6
3.	High school teacher	4.7	2.3
4.	Parent, other relative, or friend	32.2	28.2
5.	College financial aid representative	25.2	26.5
6.	No one but myself	13.1	16.4
7.	Other	7.0	3.9
	(N)	(214)	(664)

If you answered "yes" to Number 36, what types of financial aide do you receive? CIRCLE ALL THAT APPLY.

(Question 38)

		Percent Choosing Male	Female
1.	Pell Grant	69.0	80.5
2.	State of Michigan Competitive Scholarship	7.0	6.7
3.	State of Michigan Tuition Grant	16.0	16.1
4.	National Merit Scholarship	.9	.6
5.	National Achievement Scholarship	2.3	1.7
6.	College/School Scholarship	27.2	23.0
7.	Private-Institutional Scholarship	11.7	8.4
8.	Veteran Benefits	.9	1.1
9.	Student loans	35.2	40.6
10.	Others not listed	18.3	19.3
	(N)	(213)	(657)

Demographic Characteristics of the Respondents

Racial-Ethnic Status

		Percent Choosing Male	Female
1.	Native Americans	0.0	.2
2.	Asian	1.8	.4
3.	African American	88.6	92.5
4.	Hispanic	2.4	1.2
5.	White	7.2	5.7
	(N)	(500)	(1271)

Gender

		Percent
1.	Male	28.2
2.	Female	71.8

(N=1771)

Average final GPA from school records: Male 2.4 Female 2.5
(N) (495) (1267)

Average scores on the California Achievement Tests in grade equivalent units and percents of students scoring at or above grade level.

Demographic Characteristics of Respondents (Cont'd)

Sub Tests	GME Read	GME Math	Percent at or above Grade Level Read	Percent at or above Grade Level Math	(N)
Male	10.8	10.9	51.3	59.9	(339)
Female	10.5	10.6	43.2	51.4	(908)

High School Proficiency Examination Results

Percent passing all three subtests: Male 76.2 Female 77.2

(N) (495) (1264)