



**OKLAHOMA
WORKS**



2017 STUDY RESULTS

Post-Secondary Educational Attainment

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Executive Summary

2017 Oklahoma Post-Secondary Attainment Study

Oklahoma is at a pivotal crossroads. Economically, our state has remained strong for years with a relatively low unemployment rate. Only recently, has unemployment eased above the national average. However, despite relatively low and steady unemployment, many jobs, particularly those that require a skilled or educated workforce, remain unfilled. The economies of our country and state are changing—and changing quickly. No longer is a high school graduate able to compete for these increasingly high-skill, high-pay jobs of the present and future. Tomorrow’s workforce requires more than a high school diploma to achieve economic success.

Experts at the Lumina Foundation show *a skills gap of 37 points* between the education attainment level held by Oklahomans today and the educational attainment needed to compete for new jobs in 2025. For Oklahomans to be employed and achieve the American Dream, and for Oklahoma to compete in our ever changing global economy, we must increase our state’s post-secondary attainment to grow the skilled workforce necessary to meet the needs of business.

Multiple initiatives in the state of Oklahoma seek to advocate for and increase enrollment and persistence in post-secondary education. However, there is very little research on why Oklahomans do not complete high school or do not start or complete post-secondary education.

The Oklahoma Office of Workforce Development commissioned a study with the above problem in mind, in order to identify barriers to starting or continuing post-secondary education, and to propose statewide solutions to achieve degree and credential completion for *all* Oklahomans.

This study **confirmed many national findings** (see pages 71-72), including: educational attainment correlates with income, whereas the income increases as educational attainment increases, and lower educational attainment correlates with greater use of public assistance programs.

The study unveiled other key findings that were not expected, but are crucial for all Oklahoma (see page 9) partners in business, government, education, and within the community to address. These issues include **the lack of family and community expectations** to attend, persist and obtain a degree or credential from post-secondary education institution, the **prevalence of bullying** as a factor in non-completion and the **low perception of the value of post-secondary education**, among others.

Also within this report are **nineteen immediate action items** (see pages 14-16) for Oklahoma to meet the pressing skills gap challenge. Under Governor Mary Fallin's Oklahoma Works initiative, through the Launch Oklahoma goal and with our Workforce Innovation and Opportunity Act partners, we must work together with our business, government, education and community partners to tackle these barriers and have a thriving Oklahoma with economic growth and individual prosperity.

This report is available at www.oklahomaworks.gov/attainment.

Briefing

Oklahoma Works

Oklahoma Works is Governor Mary Fallin's transformational plan to align education and training with business' needs to ensure all Oklahomans can achieve the American Dream. By coordinating strategic priorities and plans across education, training and industry, Oklahoma will increase the wealth of its citizens by providing employment opportunities for workers, and ensure availability of highly skilled talent for business and industry to grow. The initiative is built upon a coalition of Workforce Partners: state agencies, educational institutions, businesses and other partners who work together to strengthen the workforce development infrastructure in the state of Oklahoma. To accomplish the overarching goal of wealth generation for all Oklahomans, Workforce Partners identified four objectives of Oklahoma Works: develop, align and connect the education and training pipeline with the needs of the state's regional economies by coordinating strategic priorities and plans across the education and workforce system; integrate and use workforce and economic development data to inform policy, track progress and measure success; build partnerships between local industry and education at the regional level; and optimize the use of resources and incentives to achieve the Oklahoma Works goal.

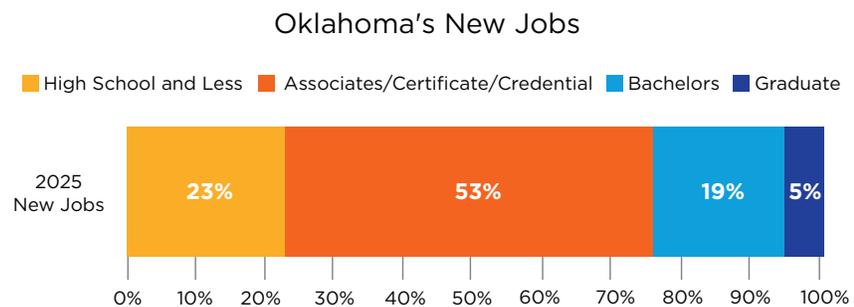


Workforce Innovation and Opportunity Act (WIOA)

The goals of Oklahoma Works are in alignment with the federal Workforce Innovation and Opportunity Act (WIOA), authorized in 2014, which seeks to strengthen the public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers. The public workforce system plays a key role in getting adults, dislocated workers and youth trained, educated and in the workforce. For more information on Oklahoma Works and WIOA, visit www.oklahomaworks.gov.

Attainment/Skills Gap

Oklahoma's workforce faces a substantial skills gap. Current estimates by the Lumina Foundation show a 37 point gap between the skill level of the state's current workforce (40%) and the post-secondary skill



level (77%) employers advise they will need by 2025 for new jobs in the state. Thus, the new minimum for success requires a post-secondary degree or credential in order for Oklahoma to meet labor demands, for businesses and industry to grow and for Oklahoma citizens to start businesses or succeed in wealth-generating occupations. Governor Mary Fallin created Oklahoma Works to address this crisis.

Details about how Oklahoma compares on post-secondary educational attainment with the nation as a whole and with individual states can be found on the [Lumina Foundation website](#).

Launch Oklahoma

On Dec. 29, 2016, Governor Mary Fallin announced a goal as part of her Oklahoma Works initiative: to increase post-secondary education and training attainment for Oklahomans. The ambitious yet achievable goal, named Launch Oklahoma, is for 70% of Oklahoma's residents ages 25-64 to complete a post-secondary degree, certificate or credential by 2025.

To reach this goal, nearly 600,000 more workers will need a post-secondary degree, certificate or other high-quality credential in eight years, which will come close to meeting workforce demand projections.

A task force was created by the Governor to outline strategies for the Launch Oklahoma goal by November 2017. Led by the Cabinet Secretary of Education and Workforce Development, Natalie Shirley, the task force is composed of leadership from the State Regents for Higher Education, the Department of Career and Technology Education, the Office of Workforce Development, the State Department of Education, the Department of Commerce and the State Chamber's Educated Workforce Initiative.

The study also tests and validates for Oklahoma certain national research findings of relationships between the lack of education attainment and the following:

- lower wage levels,
- higher participation in government-supported programs, and
- perceived expectations from key influencers such as parents, teachers, spouses, friends, employers and counselors.

Study results will inform the collaboration of workforce partners united under Oklahoma Works, who will create a strategic plan for the Launch Oklahoma goal.

Study Phases

Tulsa-based market research firm RVA LLC was engaged to conduct the research project to gain insight into why many Oklahomans do not complete high school and post-secondary programs. The project was divided into four phases:



Phase one: Review existing U.S. research data relating to correlations between incomplete education and societal problems. (See Appendix for secondary research list.)



Phase two: Conduct three focus groups in Tulsa, McAlester and Oklahoma City with 32 participants who had incomplete education experiences. This work further identified conclusions to test in a representative quantitative statewide study and provided testimonials illustrative of later findings in the quantitative research.

Survey

Phase three: Conduct a quantitative study using a non-random, quota sample of Oklahomans. The target sample included those with no post-secondary degree between the ages of 18-55 and reflected the statewide population ethnicity and gender breakdowns.

The sample also was large enough to provide representative results for the four quadrants of the state and Tulsa and Oklahoma metropolitan areas. The survey was conducted online and on the telephone with the 743 target sample participants in April and May 2016.

In addition to the primary target sample, 192 individuals with completed college and career tech degrees were surveyed for comparison purposes. (For more details, see Appendix “Demographic of Target Sample” charts.)

Interviews Age 55+

Phase four: Conduct follow-up interviews with 68 Oklahomans above the age of 55 who have no post-secondary attainment in order to gather information related to past educational choices.

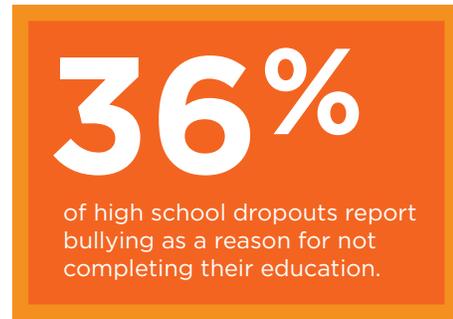
Key Findings

- **External influencers and expectations to complete degrees are essential.** Expectations from spouses/partners, parents, children, friends and employers, increase the likelihood of an individual to intend to take action toward degree completion, and in some instances, to fulfill that desire and return to classes. This seems to be especially true when there are multiple sources of external influencers.

Focus Group Comment: “My parents expected me to finish high school but they didn’t care about college. In my case I expect my kids to finish college. They have to do better than we have done.”

(For more details, see the Results section charts “Very Likely to Start Classes within Three Years,” “Influencer Expectations for More Education Whether Expects ‘To Get’ More/Or ‘Not to Get’ More Education” and “Most Inspirational Influencers for More Education.”)

● **Bullying was the highest reported issue (36%) for high school non-completers as to why they dropped out of school.** Bullying was also one of the top three reported issues among all non-completers (19%) (For more details, see the Results section charts “Past Personal Issues during Education,” “Specific Past Personal Issues during Education,” “Average Number Past Personal Issues during Education” and “Review of Educational Attitudinal Concerns.”)



● **Follow-up from schools is lacking.** Students reported that schools generally did not follow up with them when they did not complete post-secondary education and training programs. Only 11% reported their last school contacted them about completing a program. Respondents who were closer to degree completion recalled a higher level of school follow up, around 25%. Only 15% reported an attempt to restart their education by contacting a school. (For more details, see the Results section charts “Contact from Last School Attended to Return.”)

● **Perceptions about the value of education are important.** Those study participants with the lowest educational attainment (some high school, high school diploma and some postsecondary education) perceive the lowest need for educational advancement.

For example, 35% of those who have not graduated from high school feel they need no further education; 26% of high school graduates perceive no need for additional education; and only 36% of respondents believe that more education would be very valuable in helping them to reach their career goals.

Focus Group Comment:
“A piece of paper doesn’t matter that much. It depends if you make the right choices to make it pay off.”

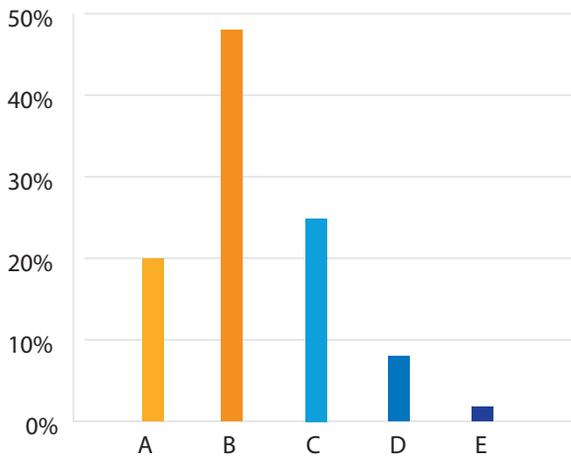
Focus Group Comment: “I have a friend who has a college degree who works in the shoe department. I don’t think college brings more money except for select fields.”

Focus Group Comment: “It would be great to know there would be a job at the end. It needs to be pretty close to a guarantee. I wouldn’t want to be the 10% that didn’t get a job.”

Focus Group Comment:
“What if I am one of the two that does not see increased income?”

● **Many Oklahomans quit because the degree or credential is not seen as relevant to their employment, career, or life’s journey, not because they couldn’t succeed at the coursework.**

Grade Average During Last Year of School



Of those surveyed, 92% indicated an average grade of a C or higher in their last year in school before dropping out.

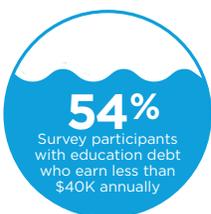
Study participants with the highest grades (As, Bs, Cs) have a greater perceived likelihood of starting post-secondary classes. (For more details, see the Results section charts “More Education Perceived Valuable to Reach Job Goals” and “Very Likely to Start Classes within Three Years.”)

● **It’s generational. Educational experience is significantly lower for Oklahomans whose father or mother did not complete high school or post-secondary education and training.**

A total of 45% of the target sample had no father or mother with any higher education experience. However, nearly 83% of survey respondents reported having one or more siblings who completed either a college degree or a career tech certificate. These seemingly inconsistent statistics highlight an opportunity for further research. (For more details, see the Results section charts “Family Educational Experience” and “Very Likely to Start Classes within Three Years by Parents’ Experience.”)



● **Money borrowed for education that is not completed is adding to the financial pressure on individuals and their families.**



Of the respondents who attempted post-secondary education but failed to graduate college or career tech, 43% borrowed money to finance their education. Nearly three-quarters of those who borrowed are still paying down the debt for programs they did not complete.

Focus Group Comment: “I refuse to go into debt for it. My dad was almost 60 when he finished paying off his loans. I don’t want to be indebted to somebody for my entire life.”

Additionally, 54% of those with debt earn less than \$40,000 annually. (For more details, see the Results section charts “Borrowed Money or Acquired Debt for Higher Ed” and “Currently Still Paying Off Higher Ed Debt.”)

● **Shorter degree programs, more online courses and individual help rank very important for those considering a return to school.**

- Some high school: These individuals desire stimulation and participation, as well as guidance in personal responsibility.
- High school graduates: These participants want flexibility in the types of courses offered and online and hybrid (online/in-class combination) courses of interest. They value real-world training through career exploration and life skills studies.
- Some career tech: These students value flexibility in course types and career exploration.
- Some college: In addition to shorter degree programs and individual assistance, college students are predominantly focused on flexibility of class types. They value online and hybrid courses, and to a slightly lesser extent, evening and weekend courses.

(For more details, see the Results section chart “Perceived Importance among Target Sample of New Educational Opportunities.”)

● **Oklahomans under age 25 and those with mid-level incomes relative to this study and no children at home are a key audience to target to achieve more education.** These groups have a higher perception of the value of education and report the lowest conflicting responsibilities or barriers in their lives. (For more details, see the Results section charts “Target Market Receptive to More Education” and “Overview of Receptivity to More Education.”)

● **Job/career satisfaction is lower among those with lower levels of educational attainment.** The least satisfied also include those with middle incomes and no children. (For more details, see the Results section charts “Dissatisfied with Current Job or Career.”)

● **There is a correlation between educational attainment and income and employment status.**

Income: The average income for the target sample with some high school is 55% less than that reported by high school graduates. Those with some career or technology school education

report average incomes about 8% less than that of career or technology graduates. Those with some college, report average incomes about 22% of those reported by college graduates. This is consistent with national Bureau of Labor Statistics (BLS) data. (For more details, see the Results Report section charts “Income Over \$50K” and “Average Income.”)

Employment: The majority of those who reported being unemployed had the lowest educational attainment: no high school diploma or equivalent, or high school graduates with no post-secondary completion. This is consistent with national BLS data.

Over 60% of the survey respondents report working either full-time, part-time or as self-employed. Of the 45% who are employed full time, 14% reported working multiple jobs. Of the 40% who reported not working, most were not seeking employment (retirement, disability or those choosing to not look for work).

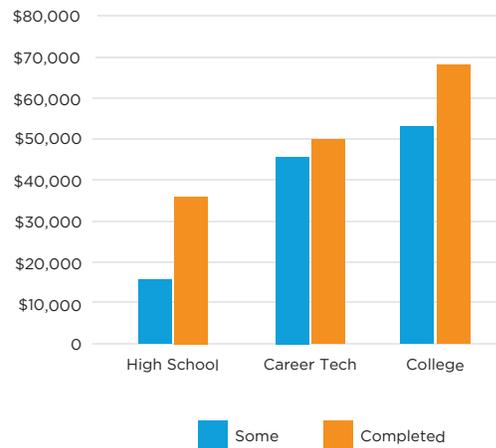
However, over 14% reported they are in the labor pool actively seeking a job, the same metric used to calculate the state unemployment rate which was reported as 4.8% in June 2016 for a similar time-period as the study. (For more details, see the Results section charts “Total Unemployed” and “Work More than One Job.”)

- **Those who do not complete their education express regret.** In interviews with Oklahomans above the age of 55, regret was highest among those with the lowest educational attainment, those with and without a high school diploma.

Over Age 55 Interview Comment: “I just think I would have been more prepared for my future and I could have gotten a better job.”

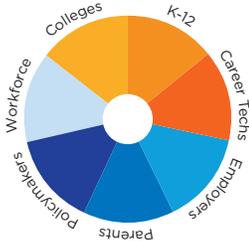
- **Lower educational attainment correlates with greater use of public assistance programs. Overall, 39% of the target sample report using some form of public assistance.** About 46% of those who only graduated high school report using at least one public assistance program, versus 24% of those with a college degree. SoonerCare (Oklahoma Medicaid), Supplemental Nutrition Assistance Program (SNAP) and Social Security disability appear to be the most used.

Educational Attainment & Average Income



Action Items

Oklahoma citizens must be prepared for wealth-building occupations to meet labor demands and to grow the economy. To close the large gap in high school and post-secondary attainment, students and their influencers must understand the new *minimum* for career success requires a post-secondary degree or credential. This requires supportive action by the community, including state and federal programs, workforce and economic development boards, and organizations, K-12, career tech, higher education, and employers.



Recommendations from this survey include action items for key members of our state community:

AUDIENCE	ACTION
<p>Family, Educators, Friends and Entire Community</p>	<p>Expect post-secondary education. This is especially important for those individuals who do not have a parent who completed high school or post-secondary education. Generational change occurs through educational attainment of a parent.</p> <p>Commit to being an influencer. Engage in conversations with fellow Oklahomans about their relationship with postsecondary education. If they have not enrolled, set expectations that they do so. If they have, set expectations that they persist and complete. Create a cultural expectation for postsecondary attainment.</p>
<p>K-12 Educators, Staff and Administrators</p>	<p>Address bullying with zero tolerance for verbal and physical abuse within our schools or online at the earliest age possible. High school non-completers list this as one of the top issues for not completing education.</p> <p>Create greater student engagement in school to increase high school graduation rates and the likelihood of students entering post-secondary programs.</p> <p>Discuss student career and life goals and career pathways, with the required education/training attainment to achieve those goals beginning in middle school with all students. Ask alumni who have completed post-secondary programs and successfully obtained well-paying jobs to provide first-hand testimonials to students. Career exploration should not be through debt acquisition. Ensure that career exploration happens earlier in education.</p>

AUDIENCE	ACTION
<p>Career and Technology and Higher Education, Educators and Administrators</p>	<p>Ensure tuition/fees are affordable by reducing costs, if possible, and better communicate and market the value of post-secondary education. Oklahoma study participants overwhelmingly indicated the perceived high cost of postsecondary education is a motivator to not return to school, and they are not seeing or believing the return on investment.</p> <p>Connect with students who have departed your institution to bring them back or connect them to another institution. Let them know you care about their future; and it is imperative that they finish, if not at your institution, at another institution.</p> <p>Support students, especially those who are first generation. Create tailored orientation sessions and support groups to increase the likelihood of completion. This is especially important when students drop out or take a break from a program to address personal barriers. Help them get back on track.</p> <p>Listen to what students want: online options, more weekend and evening courses and shorter degree and credentialing programs.</p> <p>Target those individuals who are close to degree completion to enroll and complete in order to achieve the ambitious goal of 70% post-secondary attainment. By initially focusing on those who are a few credits shy of a degree or credential, early wins toward the goal can be celebrated.</p>
<p>Policymakers School Boards and Administrators</p>	<p>Dedicate local, state and federal funding to initiatives that reduce high school dropout rates and improve post-secondary educational attainment. Investments such as these improve Oklahoma's competitive position in the economy and reduce dependence on public assistance programs which occurs at a higher rate for high school dropouts and those with less educational attainment.</p> <p>Incentivize administrators and educators to tie curriculum and the resulting post-secondary degrees and credentials to Oklahoma's <i>critical occupations</i>. Teachers who integrate career and life goal messages in their lesson plans, and involve employers in curriculum, increase student engagement and understanding of the relevance and benefits of continued learning to attainment of life goals. To increase attainment, offer shorter degree programs, more online courses and more individualized help.</p>

AUDIENCE	ACTION
<p>Employers and HR Professionals</p>	<p>Tie degrees and credentials earned to raises or promotions to motivate existing employees. Assurance of higher pay was identified as a motivator to return to college or a career and technology institution.</p> <p>Recognize employees who complete programs. Public demonstrations of success validate the employees journey, motivates other employees to advance their skills and training, and reinforces your commitment to your employees' and Oklahoma's success.</p> <p>Offer internships, <i>apprenticeships</i>, on-the-job training, and workplace tour opportunities to youth and adults to inspire excitement about your company or agency and to introduce the future workforce to the opportunities available within Oklahoma</p> <p>Contribute to tuition and book costs. Monetary support should be tied to parameters (grades, subject matter, credential/degree, time limit) that encourage successful completion of qualified programs.</p>
<p>Workforce Professionals and Community Leaders</p>	<p>Compel employers to use their geographic and employee connections with K-12 schools and post-secondary institutions to provide opportunities for real-world career exploration.</p> <p>Focus attainment efforts on crucial populations: those close to completion for early wins, parents to ensure generational change, young adults without children who indicate higher levels of intent to complete, and WIOA-identified individuals with significant barriers to employment.</p> <p>Invest in training and education strategies within existing and new programs to ensure Oklahomans are well-trained to fill current demand, but also well-educated to have versatility in the future, ever changing global economy.</p>

Ultimately, more students and their influencers need to understand and believe that successful completion of high school and post-secondary programs will qualify candidates for jobs with higher paying wages. Jobs requiring post-secondary degrees and/or training will position Oklahomans for career growth and satisfaction, as well as a better quality of life for themselves and their families. Families, public and private sector partners are the solution to closing the workforce gap in order to create a brighter, more competitive future for Oklahoma.

Results

Method

Focus Group

Participants: 32 Oklahomans with incomplete educational experiences met in one of three focus groups in Tulsa, McAlester and Oklahoma City. The conversations contributed to question development for the quantitative study.

The focus group moderator guide is in the Appendix of this report.

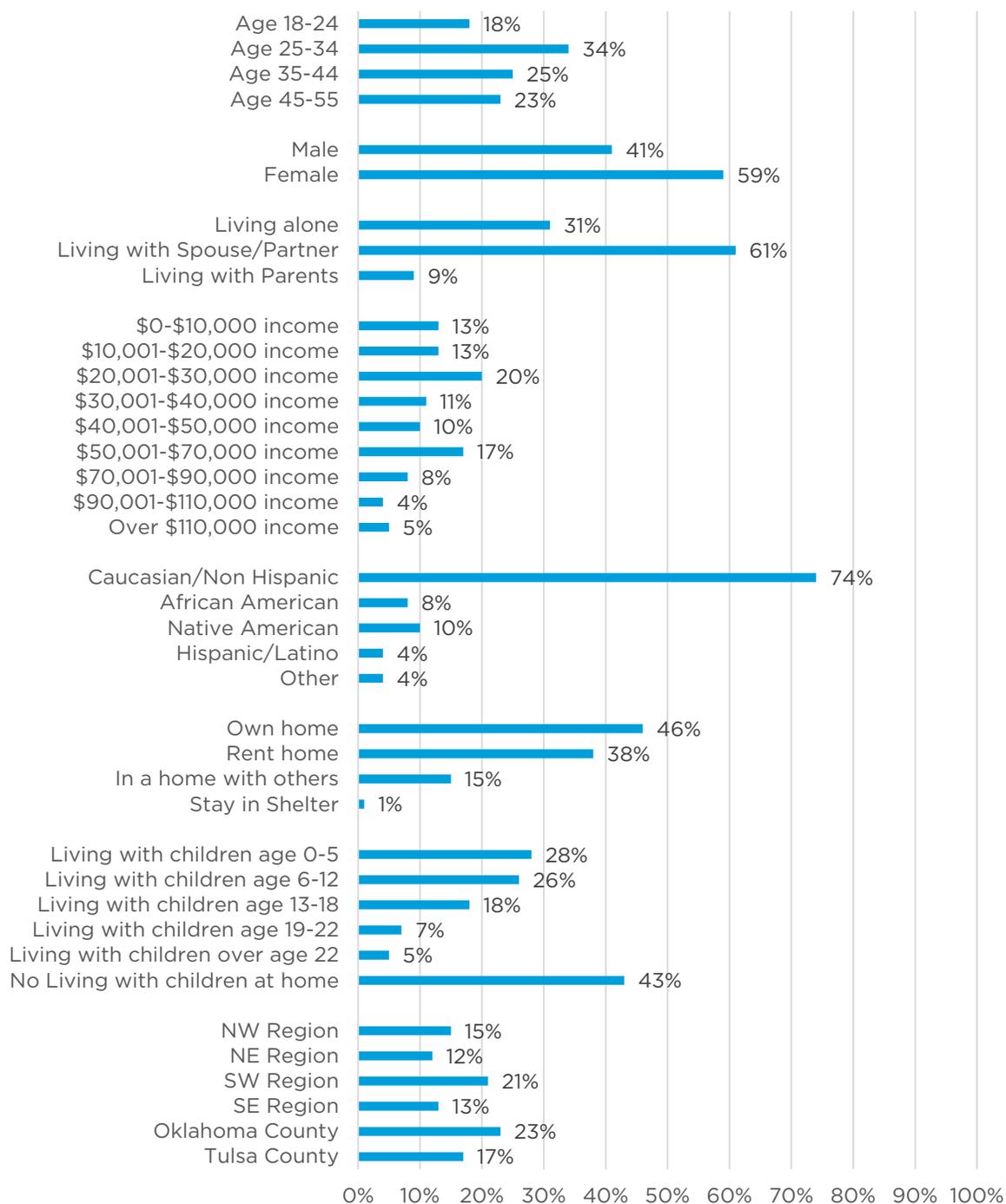
Quantitative Survey

- *The target quota sample of 743 individuals was representative of the state ethnicity and gender breakdowns for those with no higher education degree between the ages of 18-55.*
- The target sample was large enough to provide representatation for the four quadrants of the state and Tulsa and Oklahoma metros.
- Surveys were completed online and via telephone with the target sample of 743 during April and May 2016.
- *Another 192 surveys were completed by persons who had completed college and career tech degrees for comparison purposes to the target sample.*
- A sample of 68 persons age 55 and above completed a survey to gather information about thoughts related to past educational choices. (See comments below.)
- The total sample count was 1,016.

The quantitative survey questions are located in the Appendix of this report.

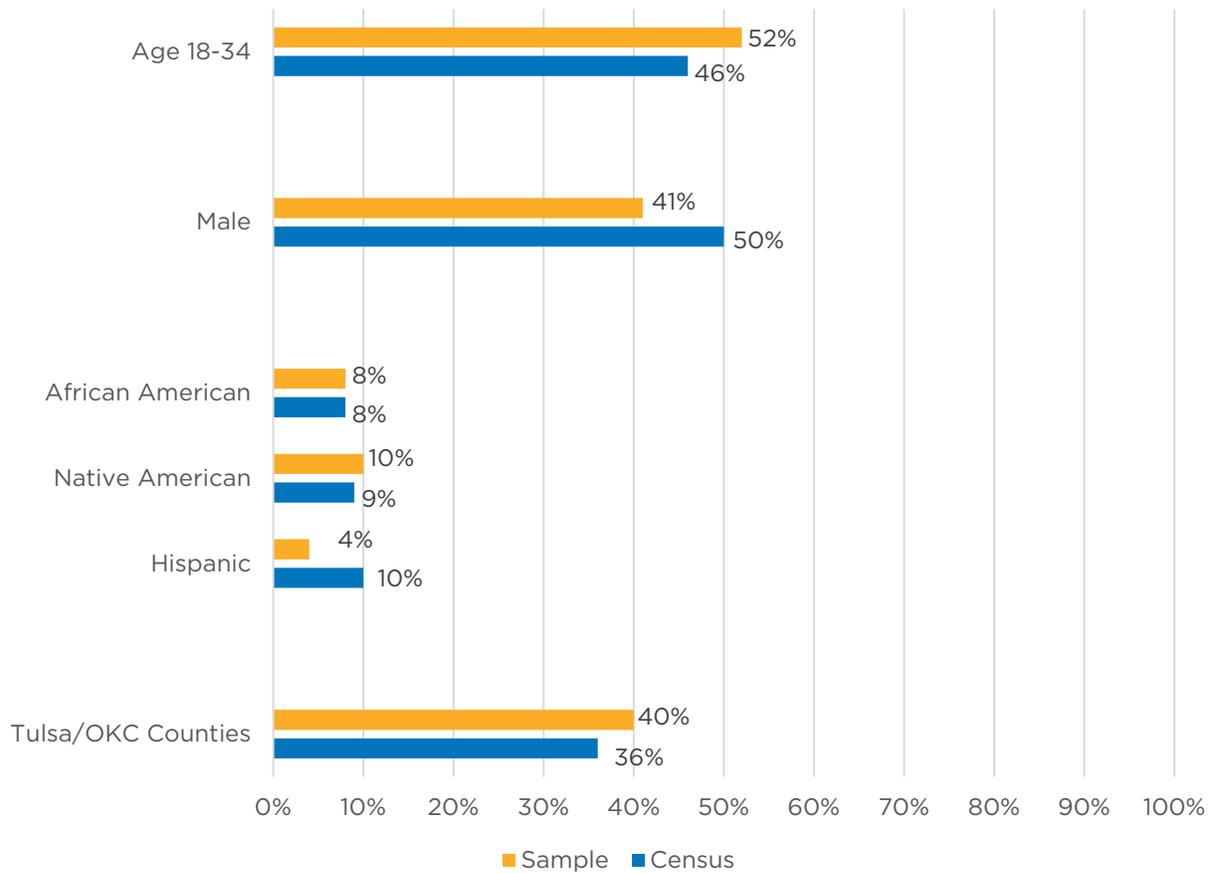
Demographics of Target Sample: Some High School, Some Career and Technology Education and Some College

Demographics of Target Sample



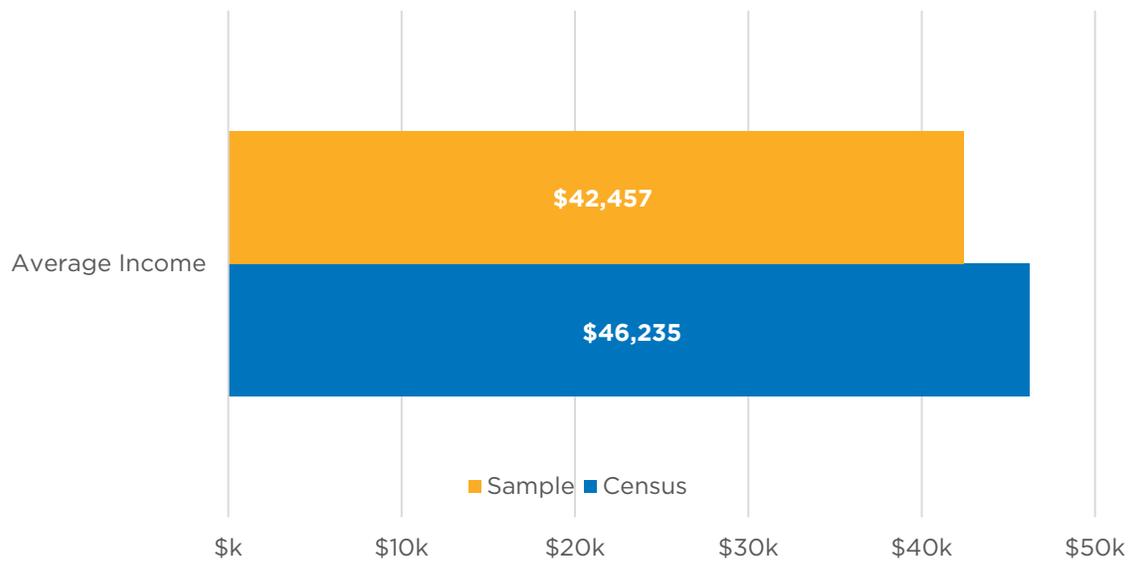
Oklahoma Works: 2017

Demographics of Target Sample v. 2016 U.S. Census Bureau Population Estimates Oklahoma Age 18-55



Oklahoma Works: 2017

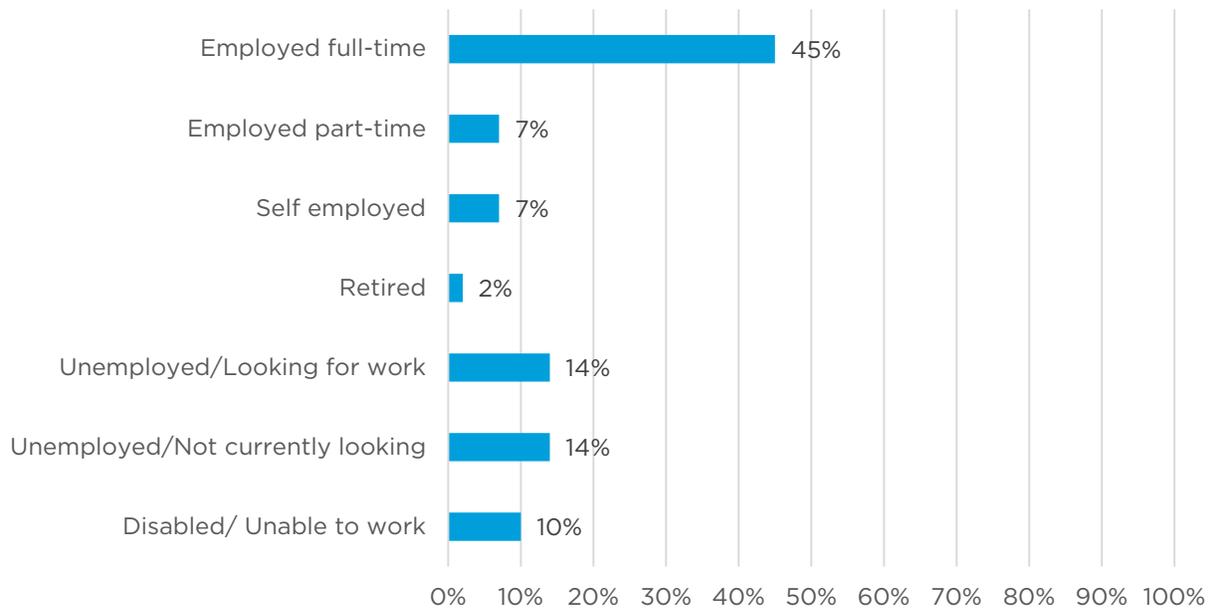
Demographics of Target Sample v. 2016 U.S. Census Bureau Data Oklahoma Age 18-55



Oklahoma Works: 2017

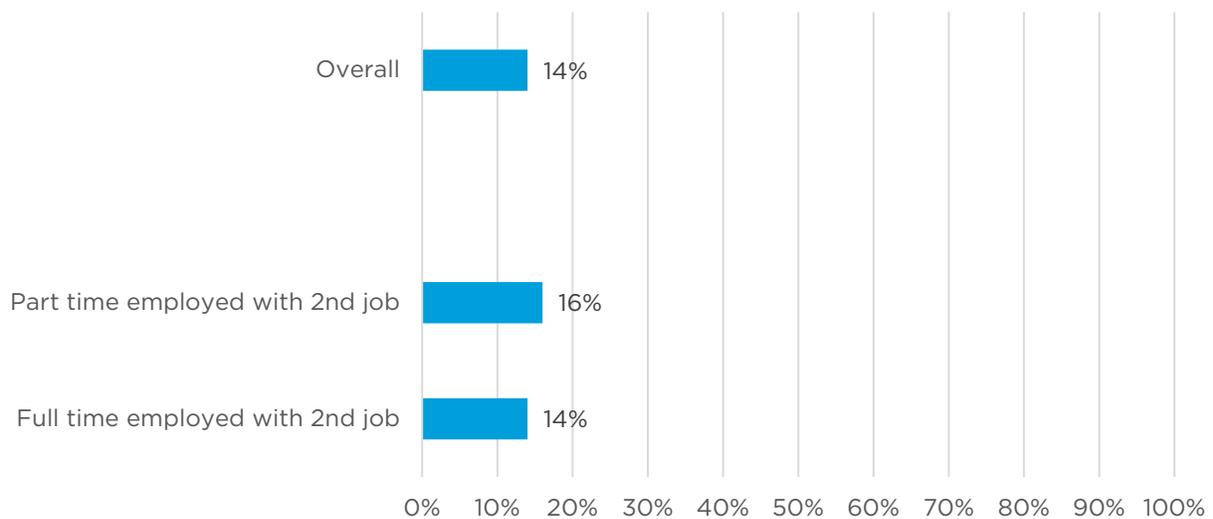
Survey Results by Target Sample Only: Some High School, Some Career and Technology Education and Some College

Employment Status of Target Sample



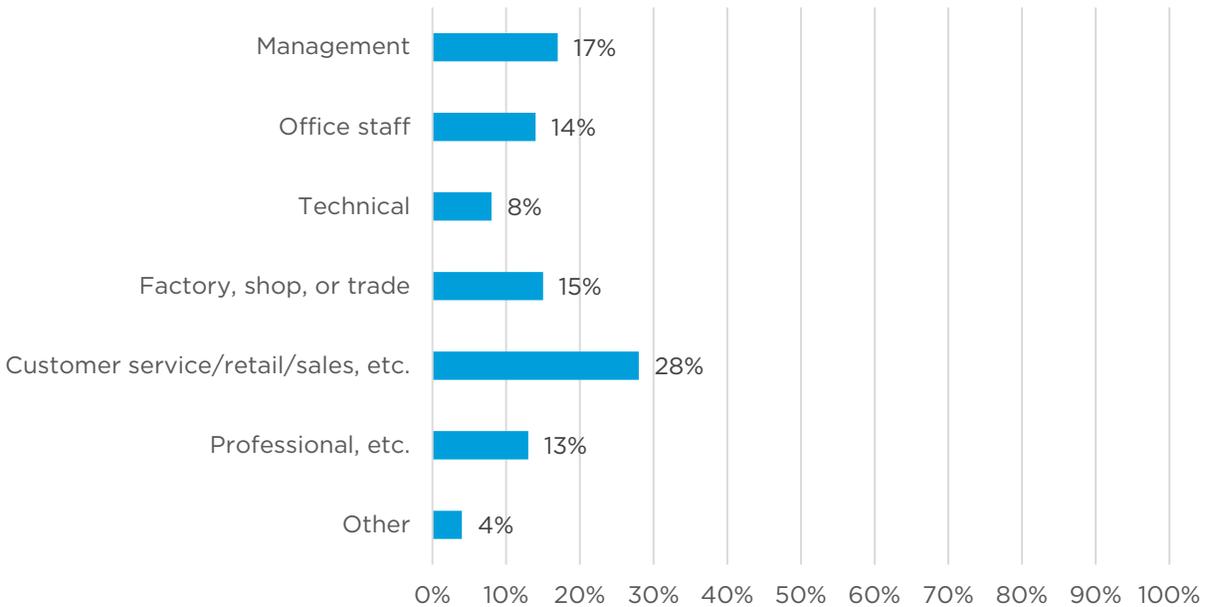
Oklahoma Works: 2017

Work More than One Job among Those Employed in Target Sample



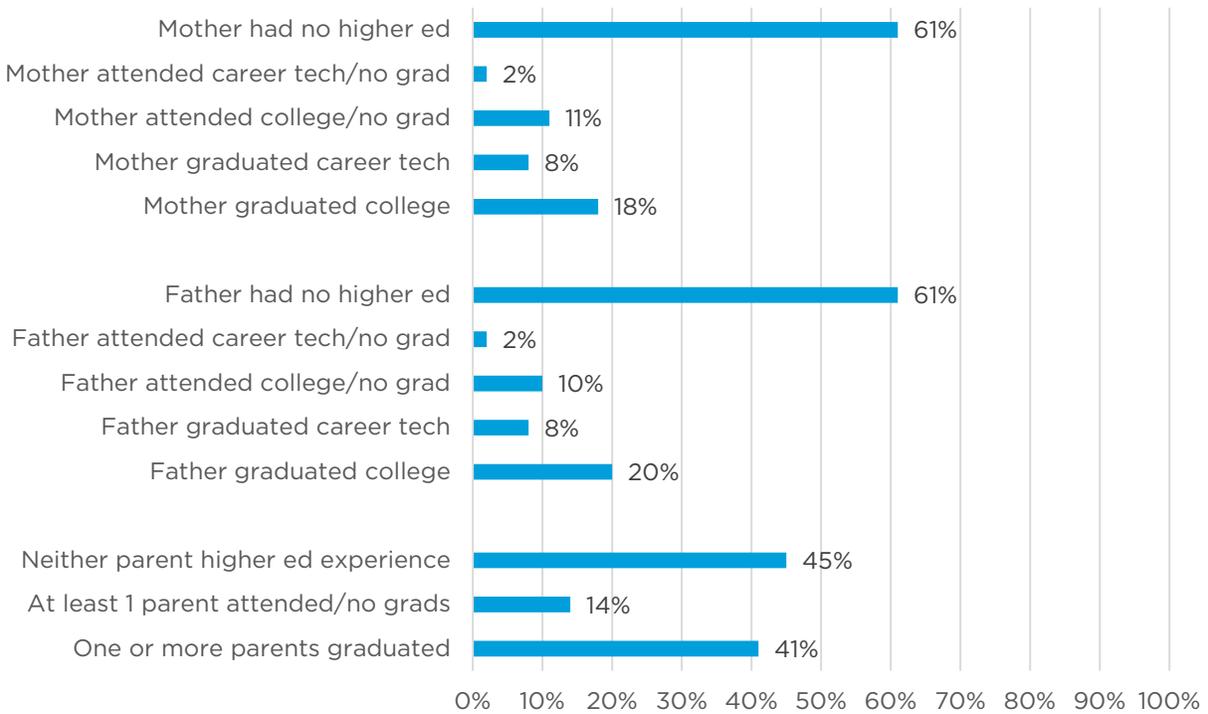
Oklahoma Works: 2017

Current Occupation of Target Sample



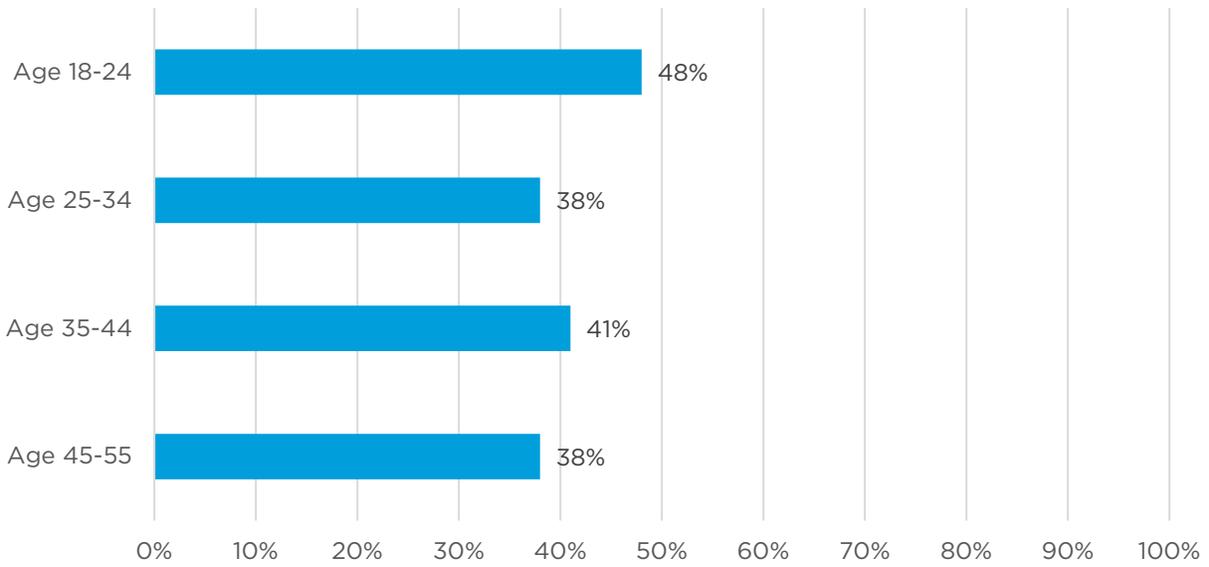
Oklahoma Works: 2017

Family Educational Experience of Target Sample



Oklahoma Works: 2017

Total Unemployed by Age in Target Sample



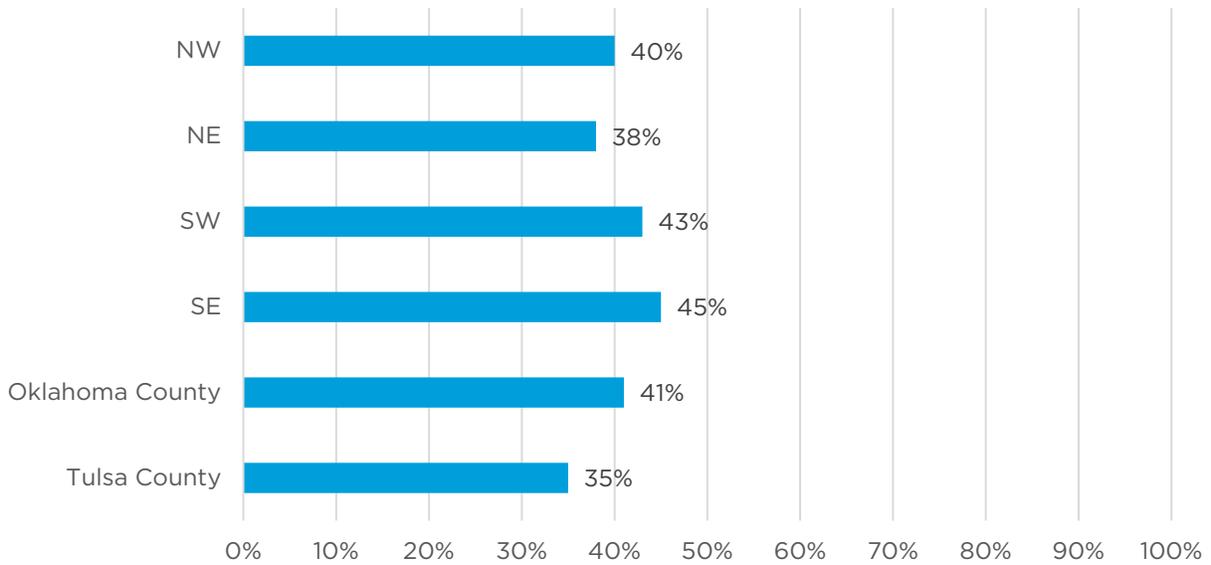
Oklahoma Works: 2017

Unemployed Status by Age in Target Sample

	Age 18-24	Age 25-34	Age 35-44	Age 45-55
"Retired"	0.0%	0.4%	1.7%	4.7%
Unemployed/Looking	29.4%	13.1%	11.5%	7.6%
Unemployed/Not looking	15.4%	16.3%	12.6%	11.1%
Disabled	2.9%	7.9%	14.8%	14.5%
Total	48%	38%	41%	38%

Oklahoma Works: 2017

Total Unemployed in Target Sample by Region of State



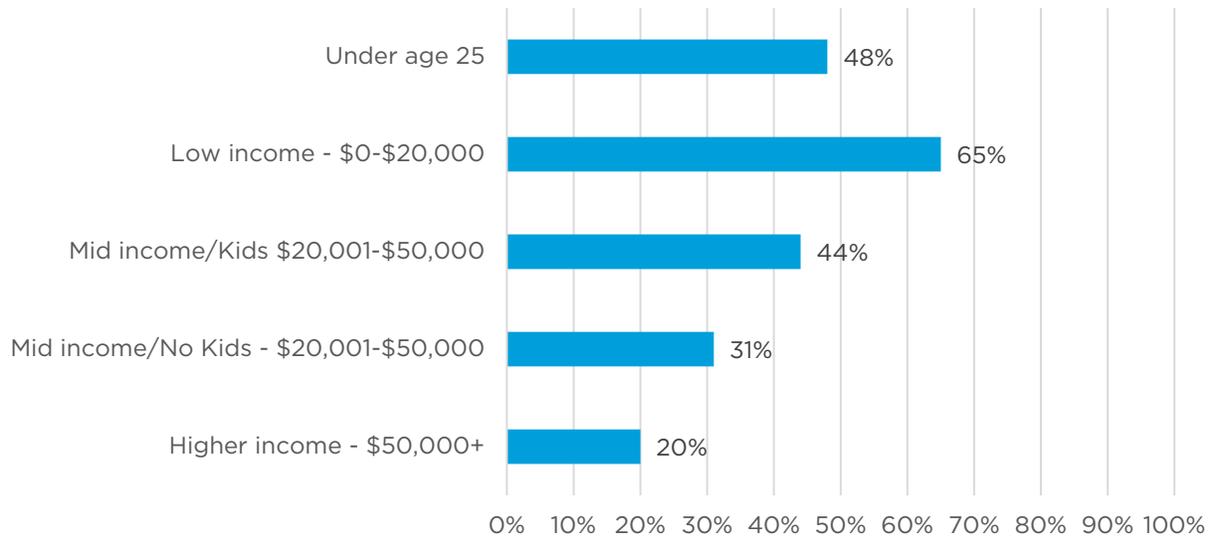
Oklahoma Works: 2017

Unemployment Status for Target Sample by Region in State

	NW	NE	SW	SE	Oklahoma County	Tulsa County
“Retired”	2%	2%	1%	4%	1%	0%
Unemployed/ Looking	12%	9%	15%	16%	18%	15%
Unemployed/ Not Looking	15%	17%	17%	16%	14%	7%
Disabled	11%	10%	10%	9%	8%	14%
Total	40%	38%	43%	45%	40%	35%

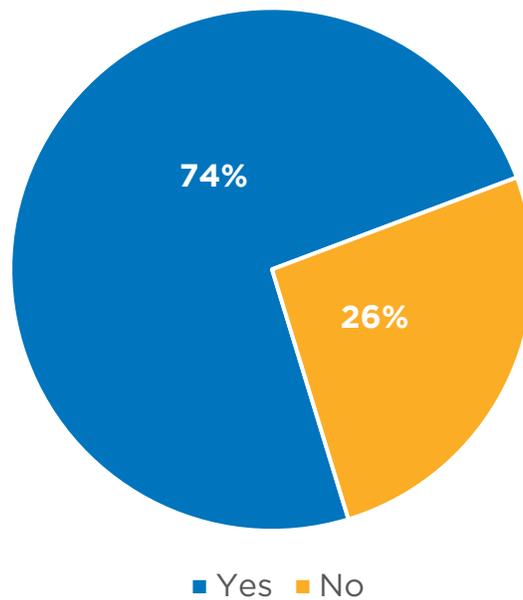
Oklahoma Works: 2017

Total Unemployed of Target Sample by Income/ Family Segment



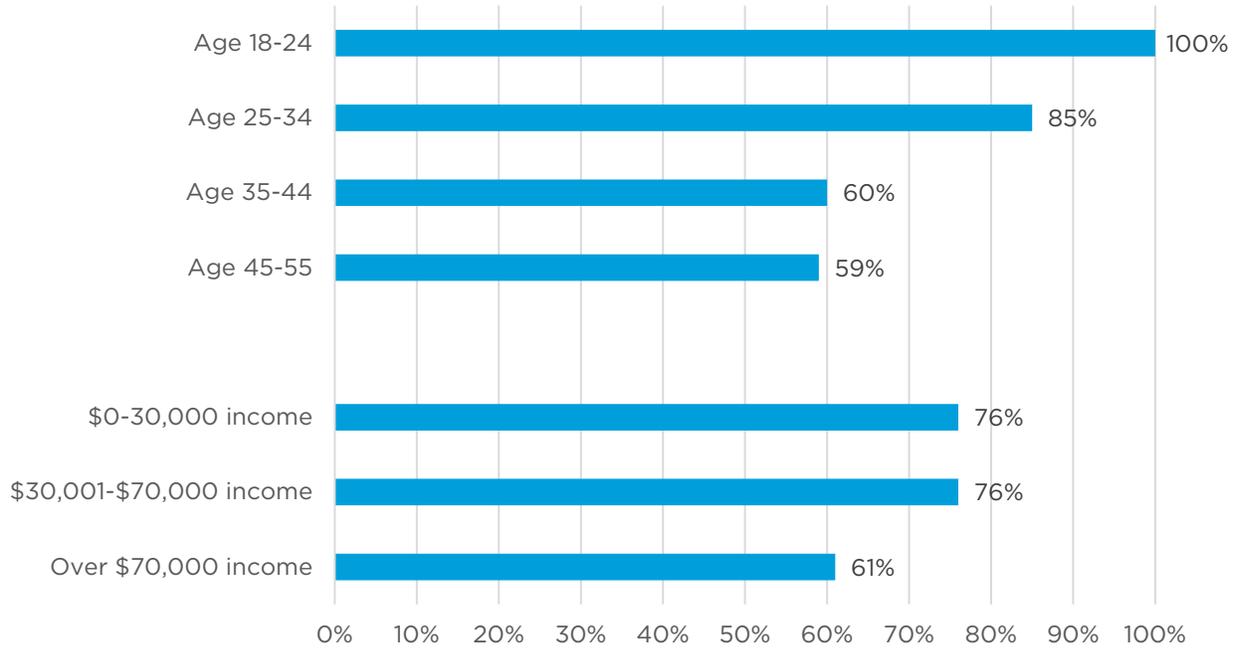
Oklahoma Works: 2017

Currently Still Paying Off Higher Ed Debt among those in Target Sample with Initial Debt



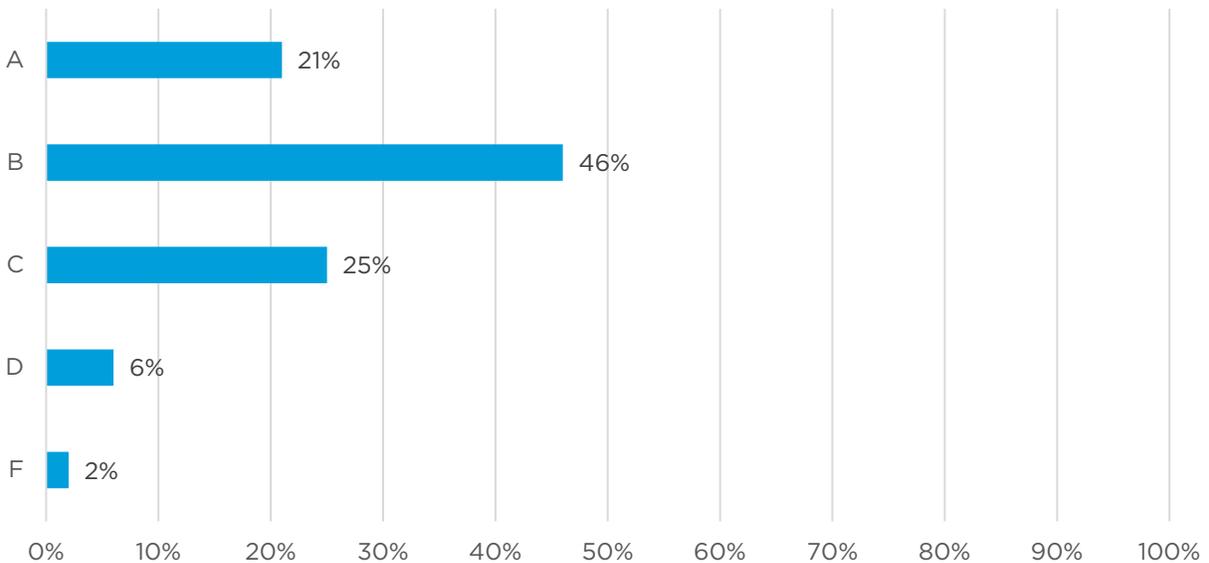
Oklahoma Works: 2017

Currently Still Paying Off Higher Ed Debt by Age/ Income in Target Sample



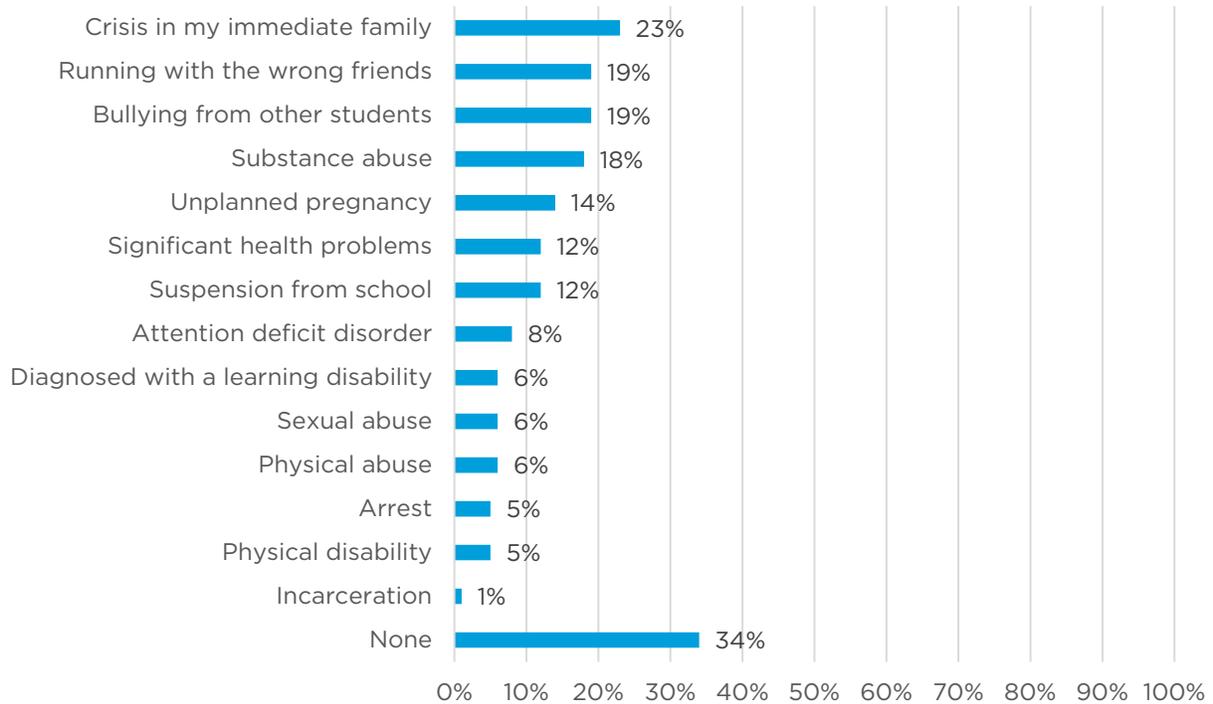
Oklahoma Works: 2017

Academic Average in Last Year of School of Target Sample



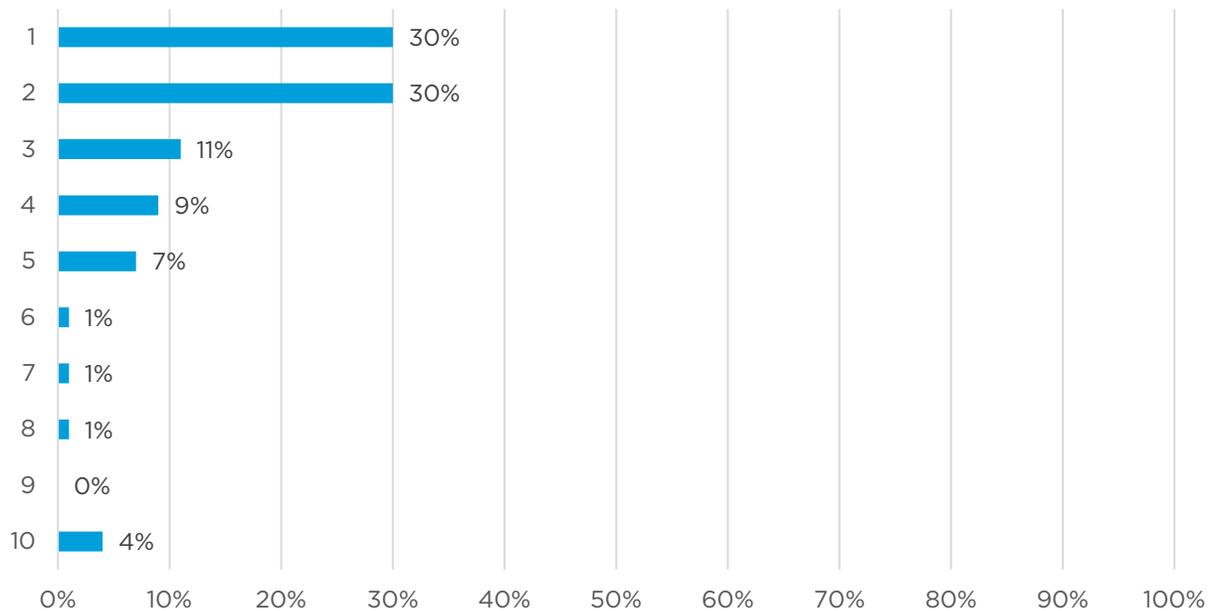
Oklahoma Works: 2017

Past Personal Issues during Education for Target Sample



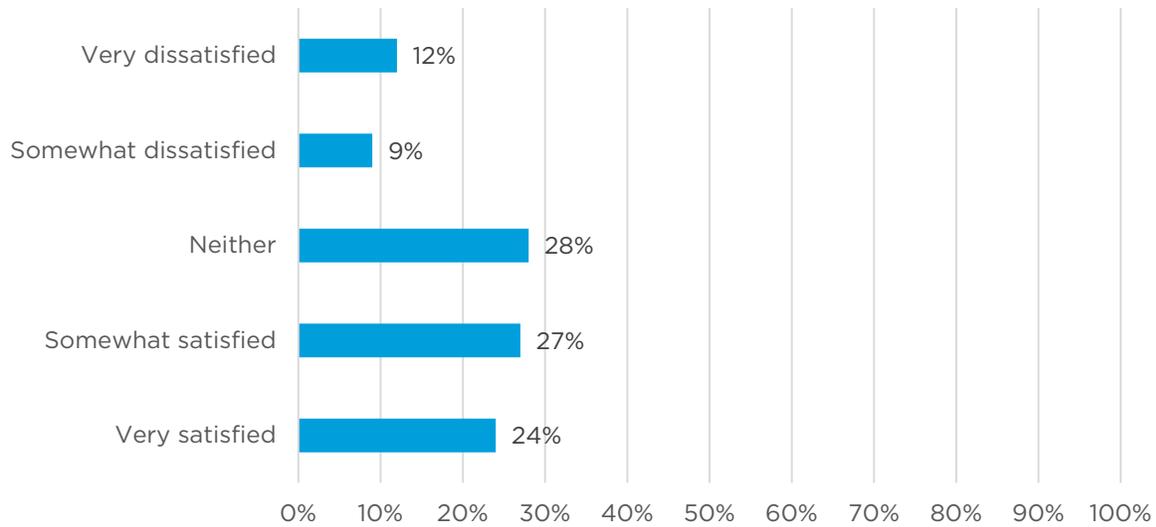
Oklahoma Works: 2017

Times School Counselors Met with Target Sample in Last Year of Education



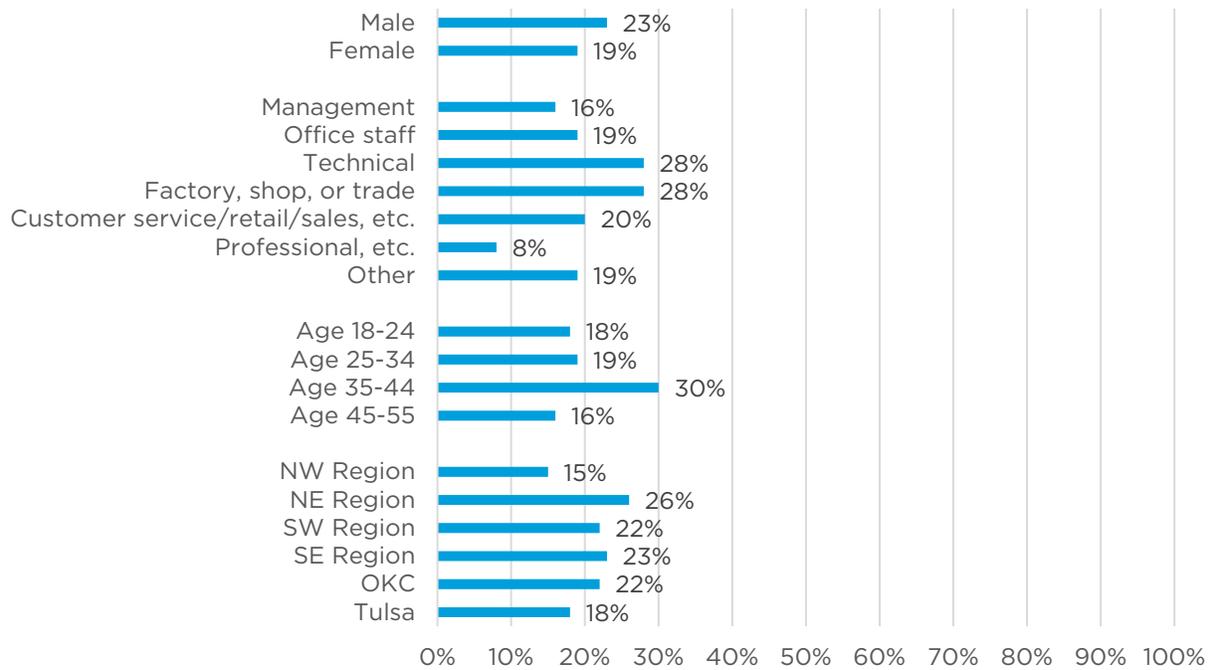
Oklahoma Works: 2017

Satisfaction with Current Job or Career for Target Sample



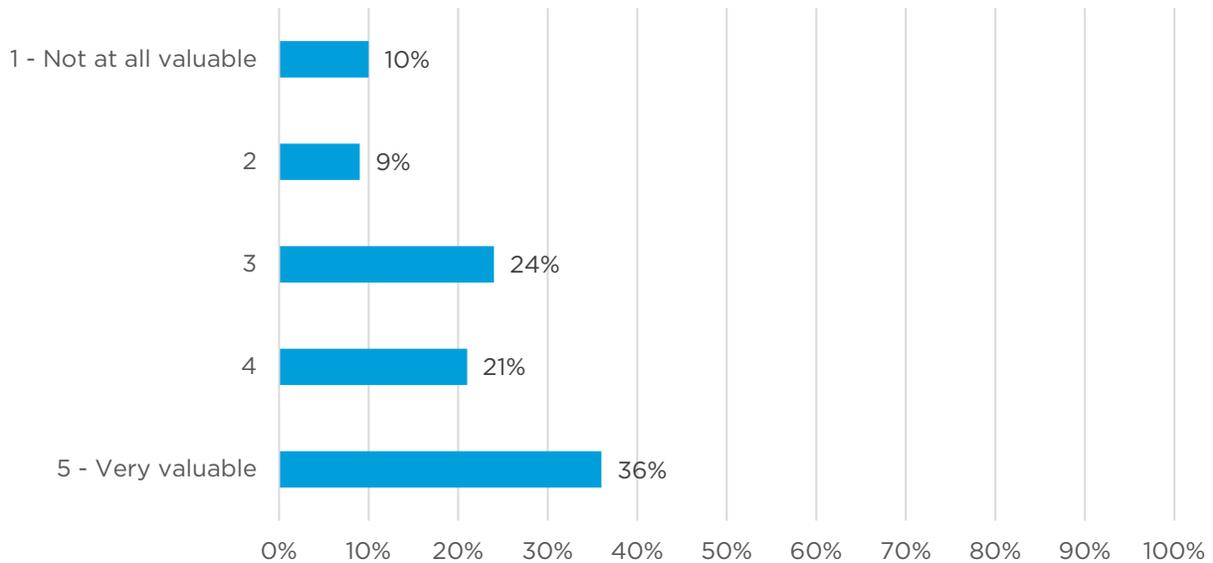
Oklahoma Works: 2017

Dissatisfaction with Current Job or Career by Demographic Subgroups of Target Sample (Those rating very/ somewhat dissatisfied)



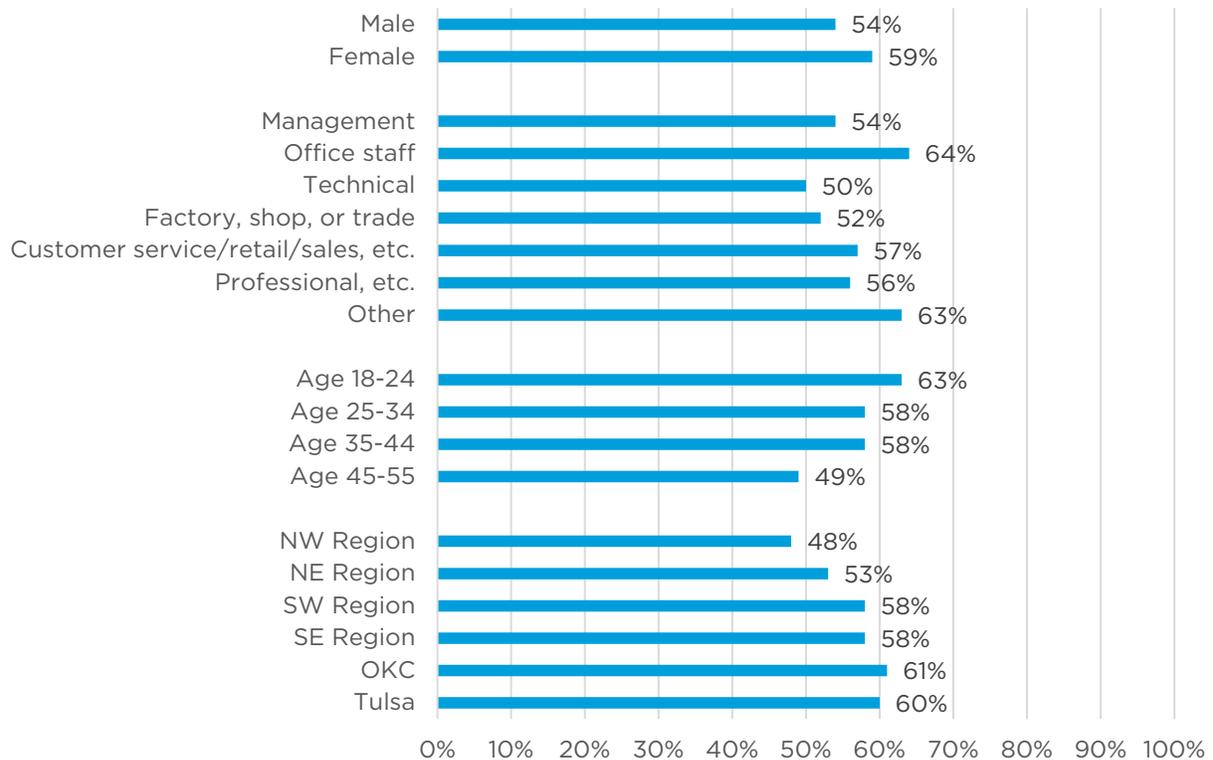
Oklahoma Works: 2017

More Education Perceived Valuable to Reach Job Goals among Target Sample



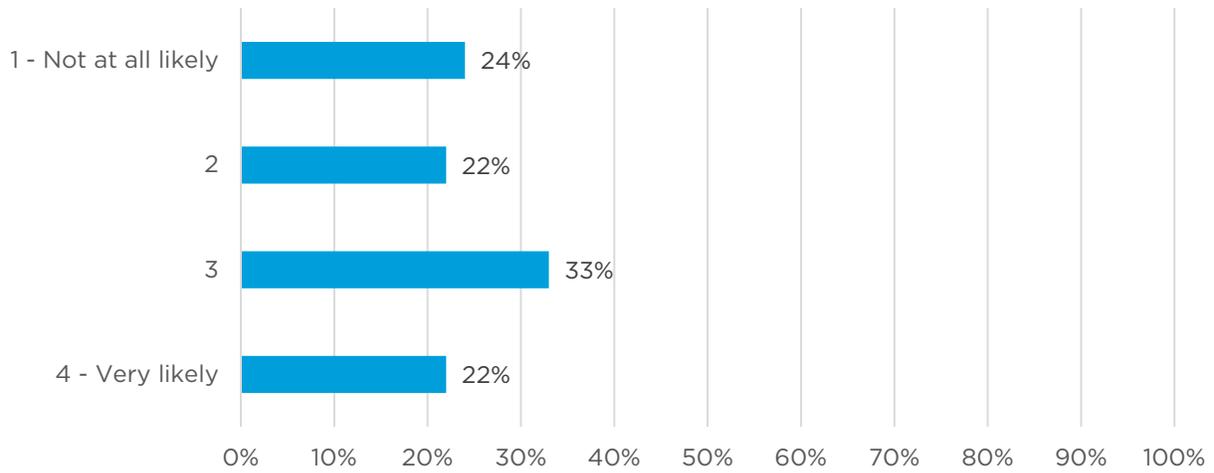
Oklahoma Works: 2017

More Education Perceived Valuable by Demographic Subgroups in Target Sample (Those rating somewhat or very valuable)



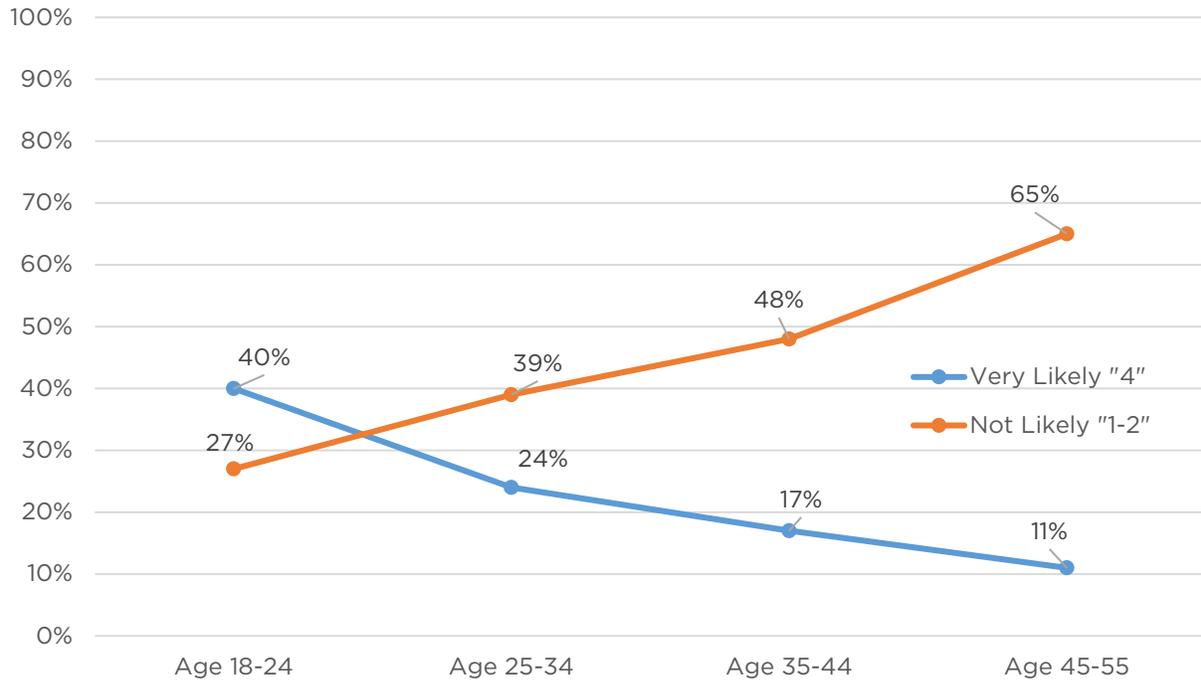
Oklahoma Works: 2017

Likely to Start Classes within Three Years among Target Sample



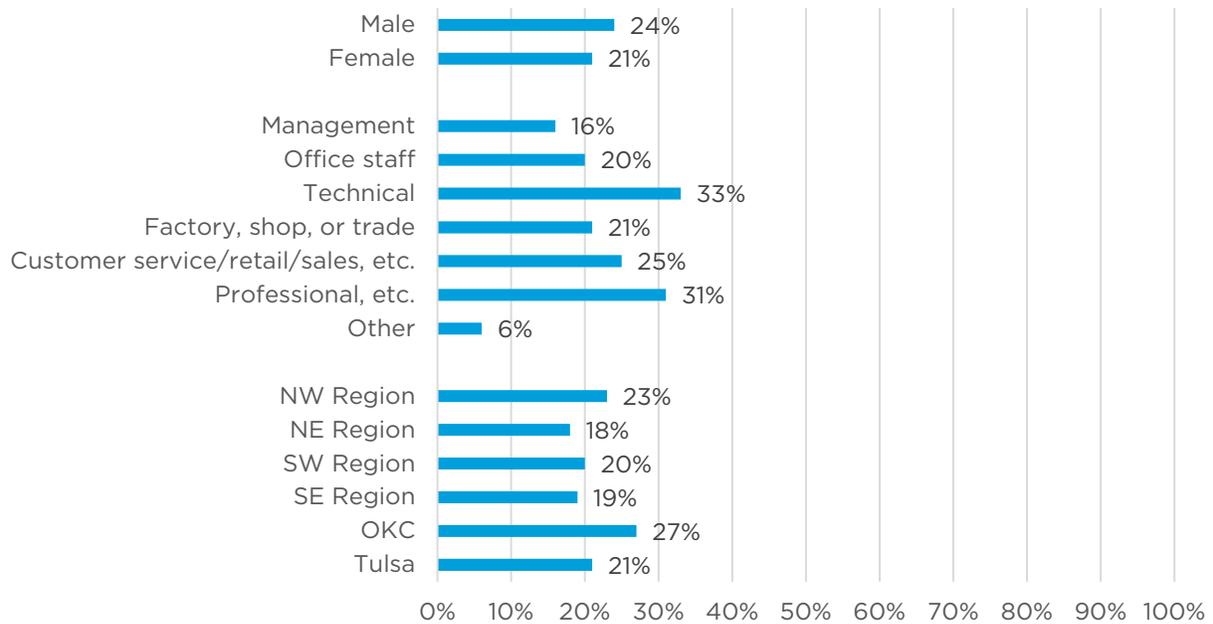
Oklahoma Works: 2017

Very Likely to Start Classes within Three Years by Age and among Target Sample



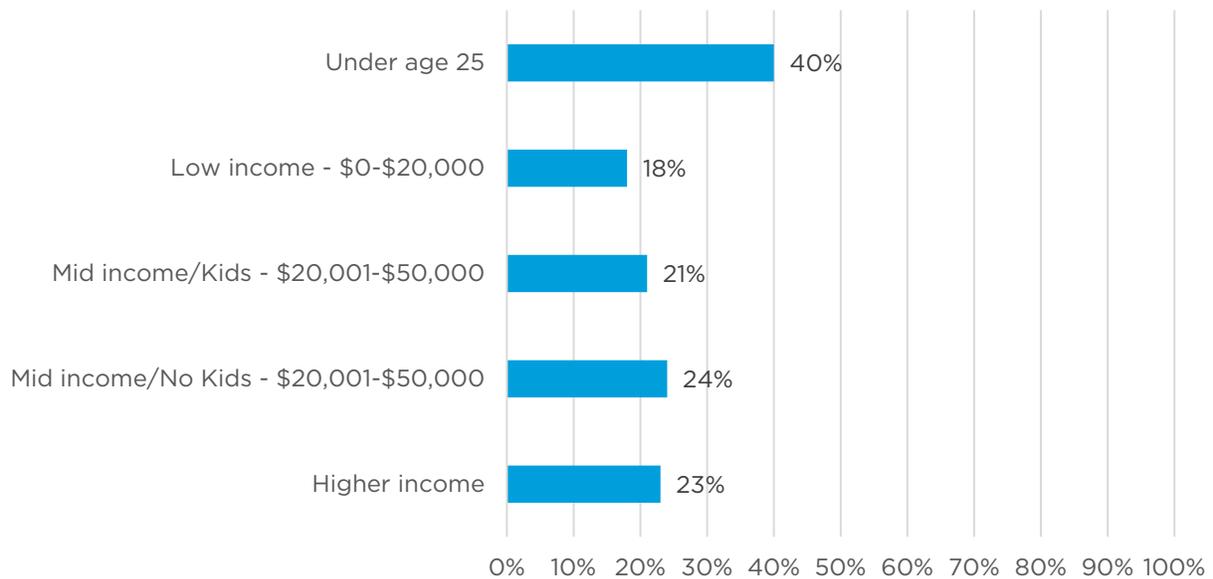
Oklahoma Works: 2017

Very Likely to Start Classes within Three Years by Demographic Subgroups in Target Sample



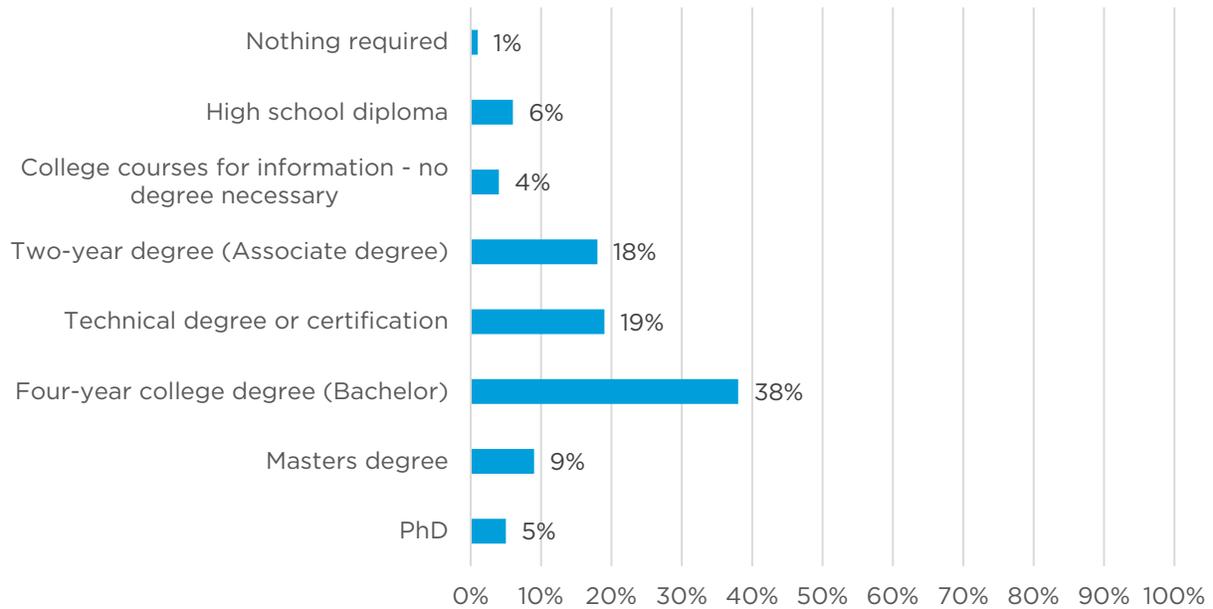
Oklahoma Works: 2017

Very Likely to Start Classes within Three Years by Income/ Family Segments in Target Sample



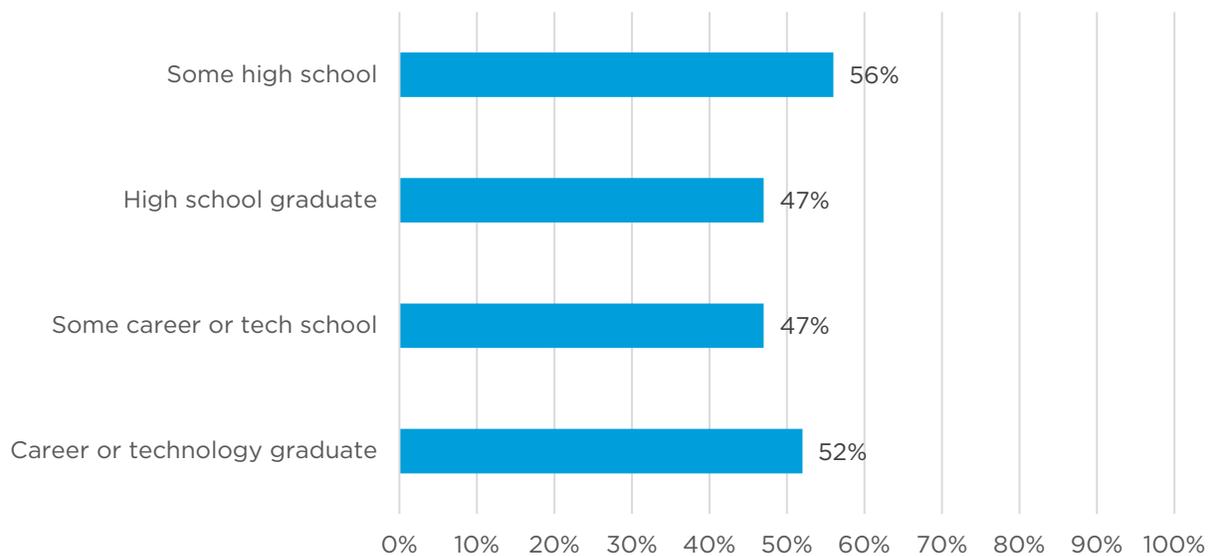
Oklahoma Works: 2017

Perceived Highest Education Level Needed to Attain Goals among Those Very Likely to Start Classes within 3 Years in Target Sample



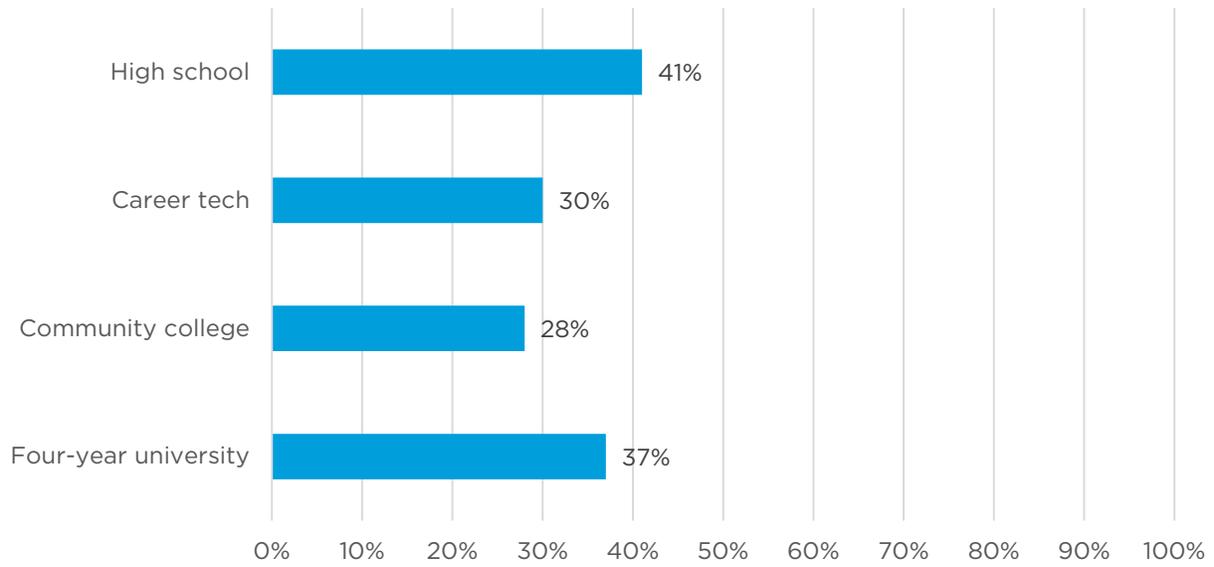
Oklahoma Works: 2017

Of Those Who Perceived 4-year College Degree Needed to Attain Goals by Education Achieved



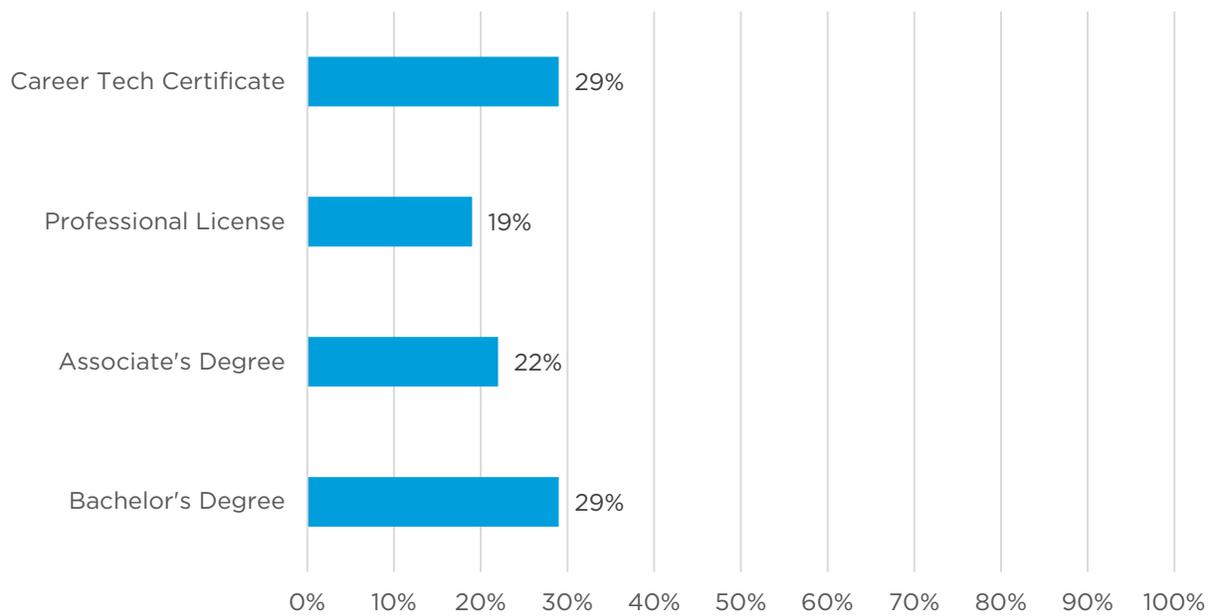
Oklahoma Works: 2017

Very Positive Perceptions of School Types by Target Sample



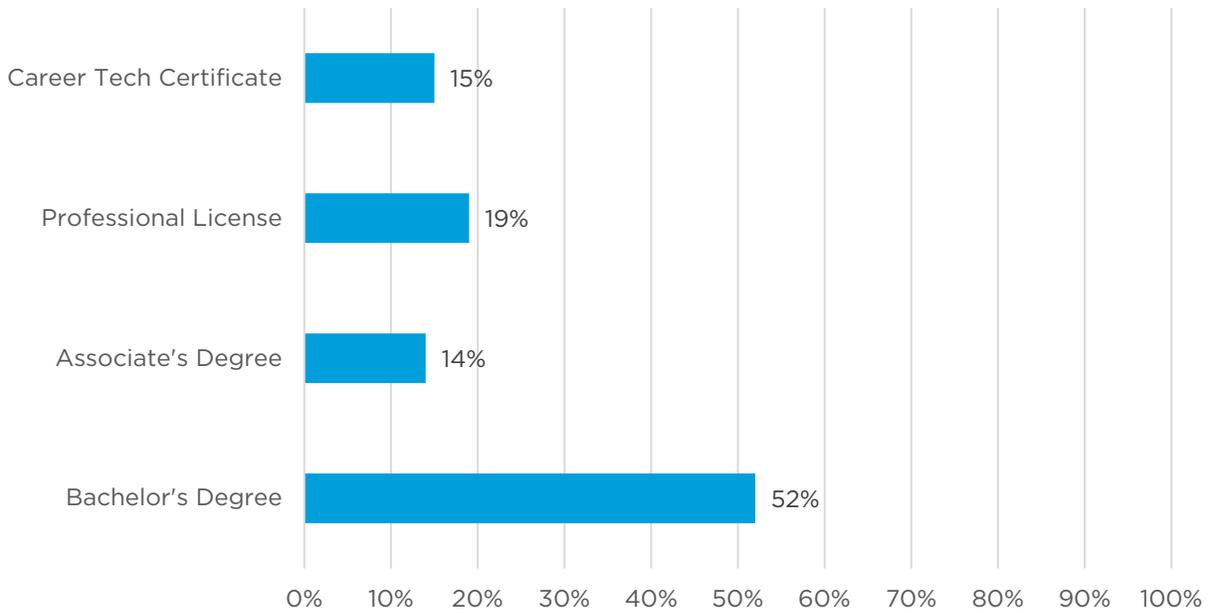
Oklahoma Works: 2017

Degree Perceived Personal "Best Fit" by Target Sample



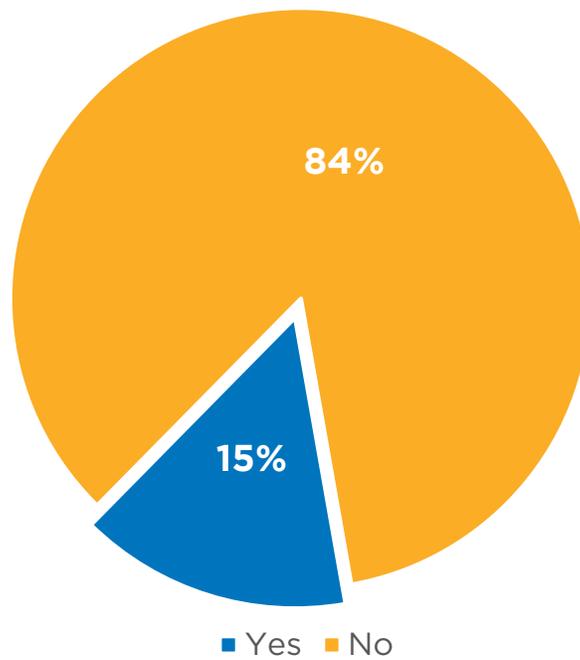
Oklahoma Works: 2017

Degree Perceived Most Proud Have by Target Sample



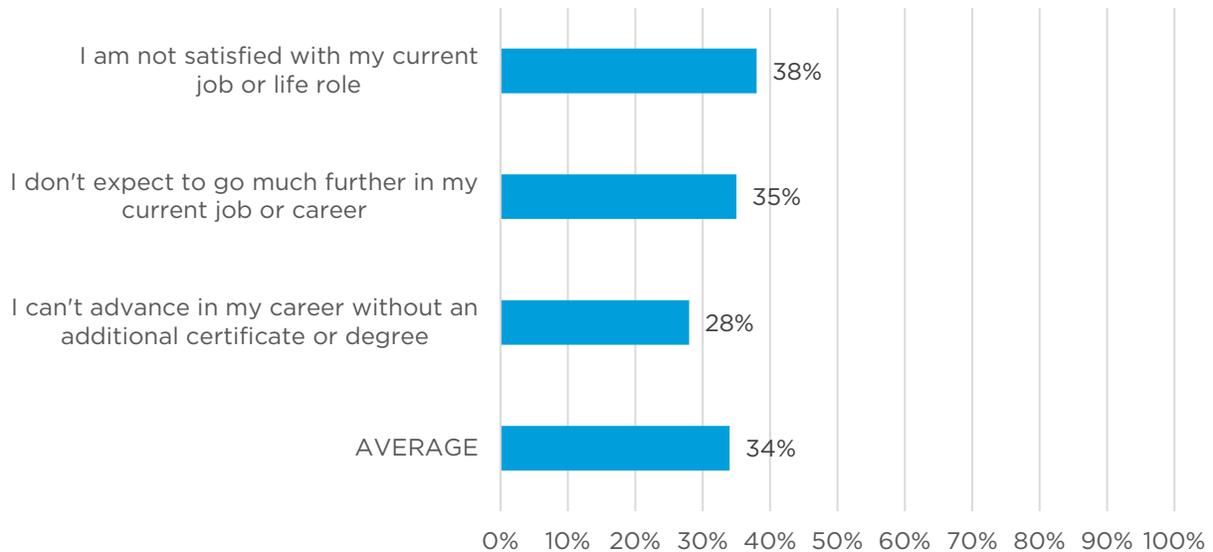
Oklahoma Works: 2017

Recent Attempt by Member of Target Sample to Contact School To Restart



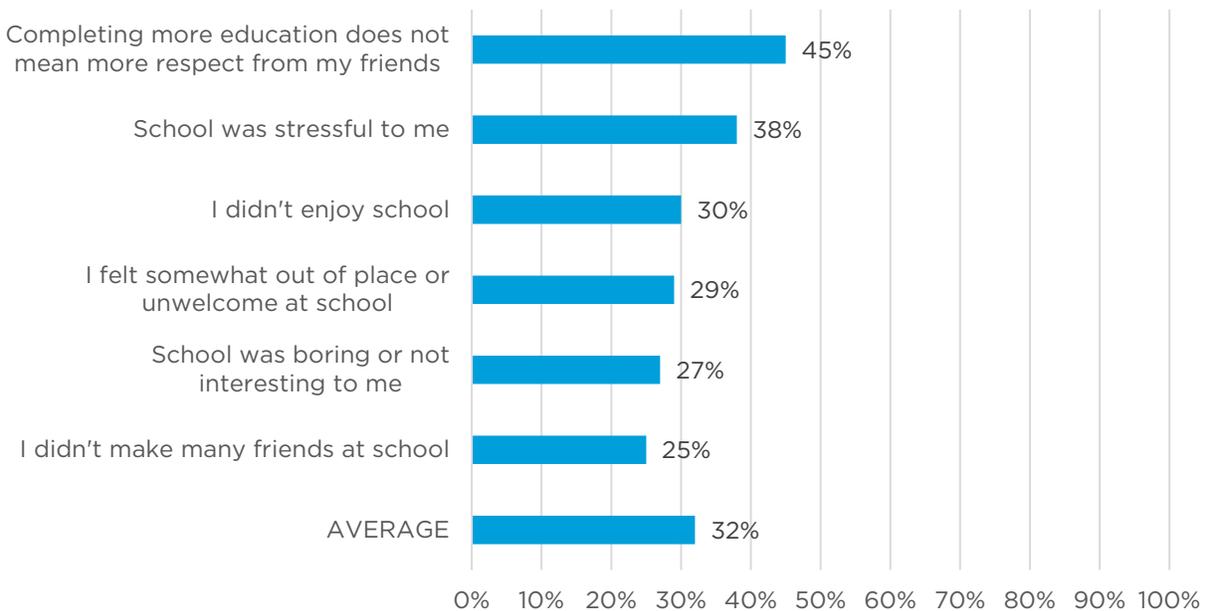
Oklahoma Works: 2017

Review of Educational Attitudinal Concerns Perceived Need for Target Sample



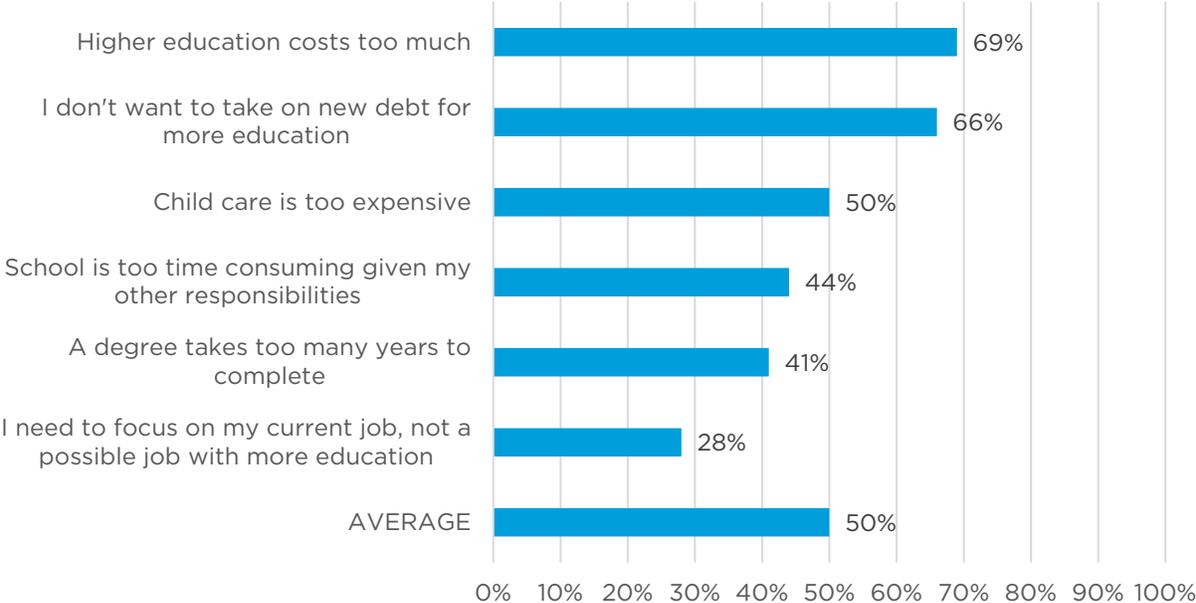
Oklahoma Works: 2017

Review of Educational Attitudinal Concerns Emotional Concerns for Target Sample



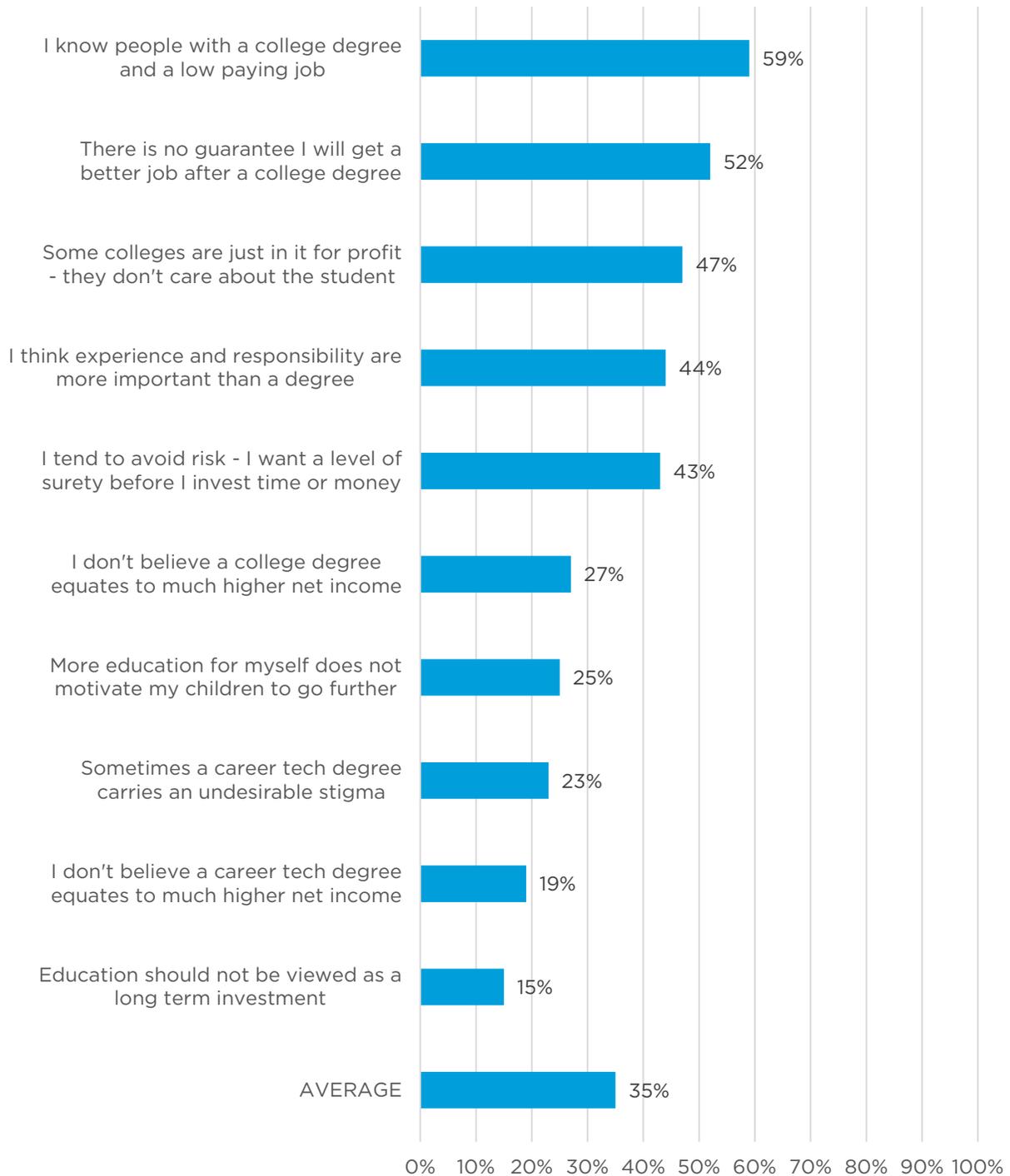
Oklahoma Works: 2017

Review of Educational Attitudinal Concerns Rational Cost Concerns for Target Sample



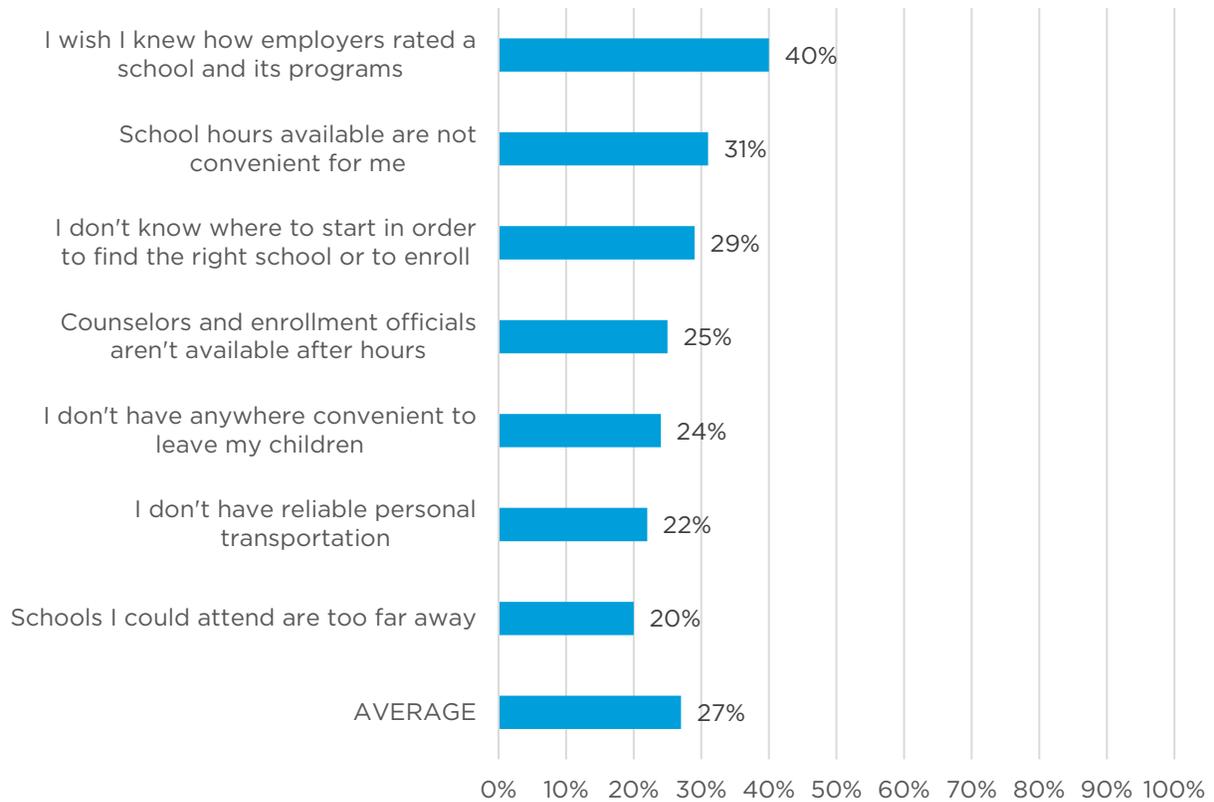
Oklahoma Works: 2017

Review of Educational Attitudinal Concerns Rational Value Concerns for Target Sample



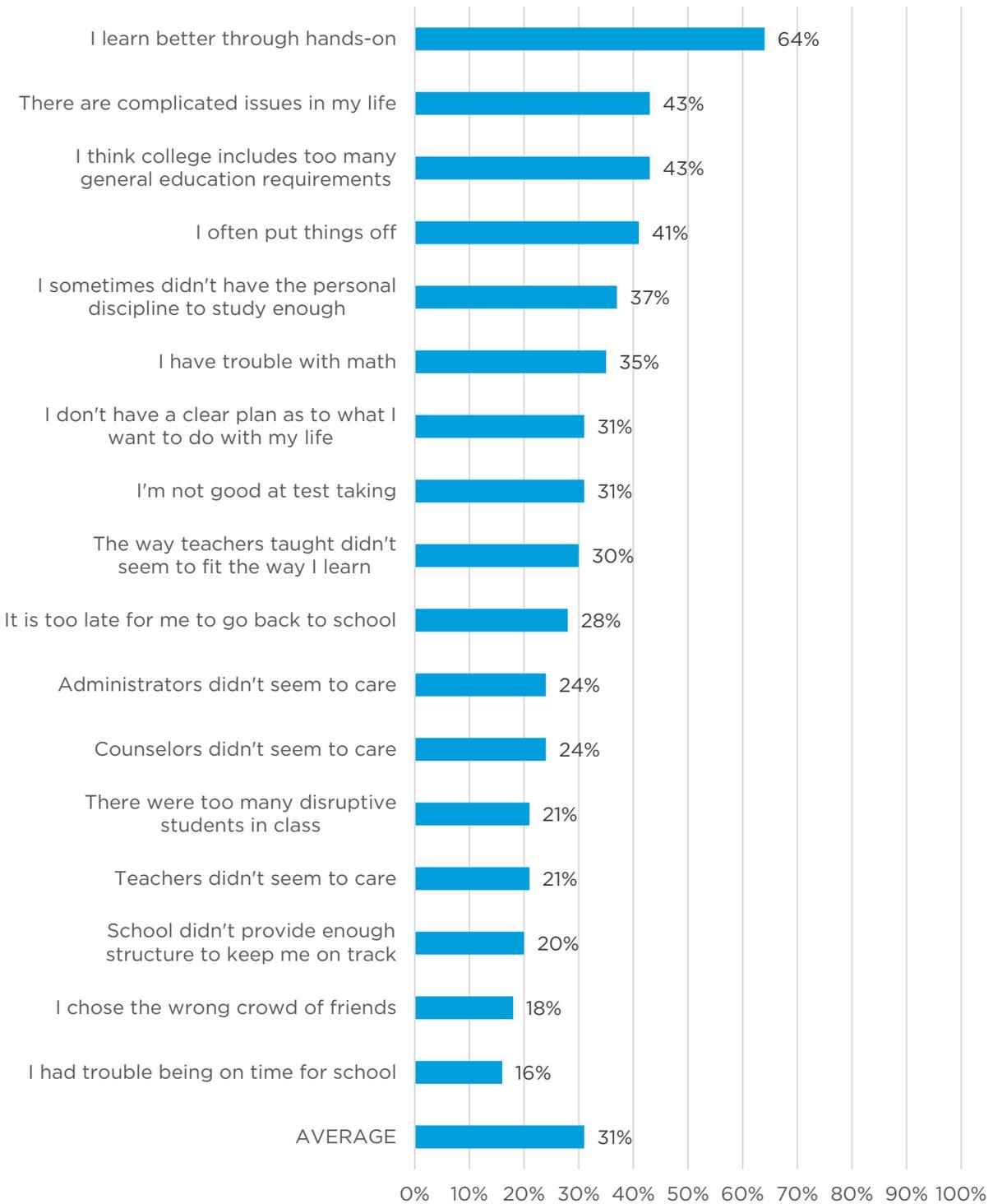
Oklahoma Works: 2017

Review of Educational Attitudinal Concerns External Barriers for Target Sample



Oklahoma Works: 2017

Review of Educational Attitudinal Concerns Internal Barriers for Target Sample



Oklahoma Works: 2017

Educational Concerns Categories for Target Sample by Region

	NW	NE	SW	SE	OKC	Tulsa County
Perceived Need	39%	45%	37%	41%	34%	36%
Emotional Concerns	30%	29%	29%	27%	29%	31%
Rational (Cost and Value Concerns)	49%	53%	49%	51%	48%	50%
External Barriers	25%	30%	27%	29%	24%	30%
Internal Barriers	31%	32%	32%	34%	33%	34%
	Factor positive to completion					
	Factor negative to completion					

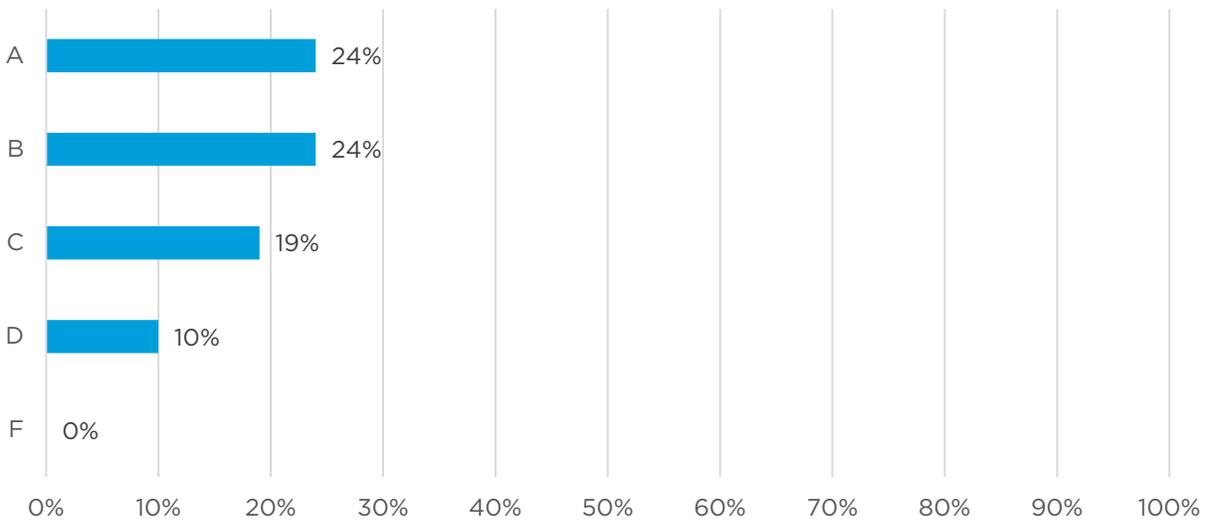
Oklahoma Works: 2017

Overview of Receptivity to More Education among Target Sample by Market Segment

Factor positive to targeting					
	Under Age 25	Mid Income/No Kids - \$20,000-\$50,000	Low Income - \$0-\$20,000	Mid income/Kids - \$20,001-\$50,000	Higher income - \$50,000+
Factor neutral to targeting					
Factor negative to targeting					
I am not satisfied with my current job or career	49%	48%	28%	33%	21%
I don't expect to go much further in my current job or career	31%	44%	39%	37%	25%
I need to focus on my current job, not a possible future job/more education	22%	24%	30%	27%	36%
School is too time consuming given my other responsibilities	34%	37%	48%	46%	55%
I think experience and responsibility are more important than a degree	35%	37%	49%	46%	55%
SUMMARY:					
Perceived need	High	High	Mid	Mid	Low
Conflicting current responsibility	Low	Low	High	High	High
Educational Capability: %A or B last grade	69%	68%	57%	69%	73%
Percent of Total Market	19%	18%	29%	11%	22%

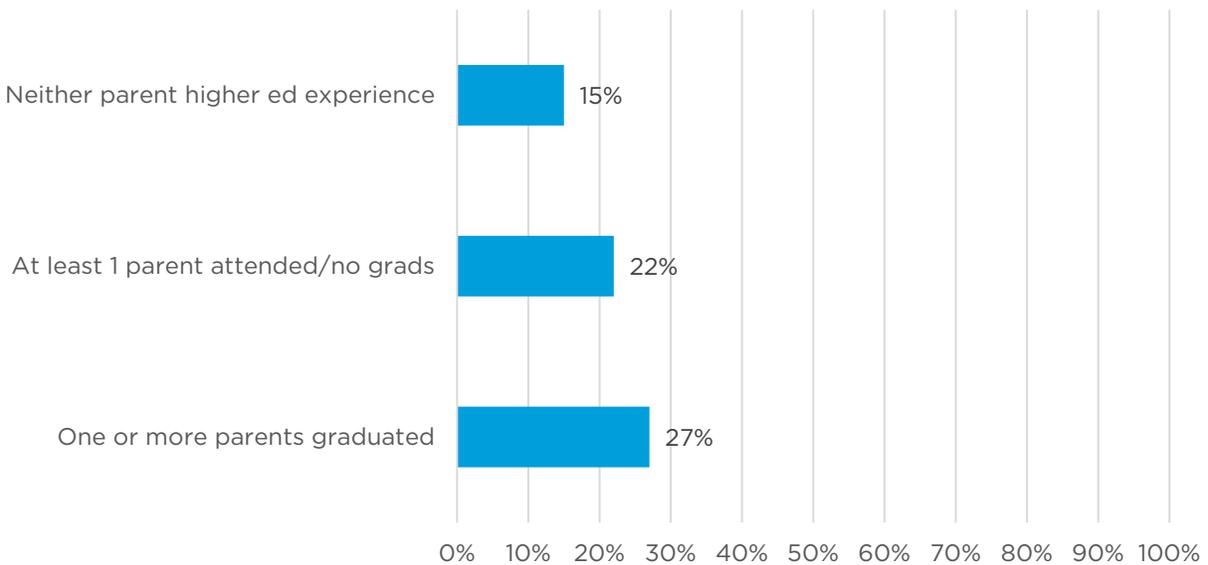
Oklahoma Works: 2017

Very Likely to Start Classes within Three Years by Academic Grade in Last Year Of School of Target Sample



Oklahoma Works: 2017

Very Likely to Start Classes Within Three Years by Parents Experience of Target Sample



Oklahoma Works: 2017

	Likely	Not Likely	Not Likely Versus Likely	Times higher
NEED RECOGNITION CONCERNS				
I don't expect to go much farther in my current job or career	28%	36%		
I am not satisfied with my current job or life role	44%	26%		
I can't advance in my career without an additional certificate or degree	42%	15%		
	38%	26%	68%	-0.3
EMOTIONAL BARRIERS				
Completing more education doesn't mean more respect from my friends	12%	31%		
School was boring or not interesting to me	22%	27%		
I didn't enjoy school	21%	34%		
School was stressful to me	33%	37%		
I didn't make many friends at school	21%	25%		
I felt somewhat out of place or unwelcome at school	21%	32%		
	22%	32%	147%	0.5
RATIONAL BARRIERS				
A degree takes too many years to complete	30%	45%		
Child care is too expensive	46%	50%		
Higher education costs too much	65%	72%		
I can't worry about my future job, I need to worry about my current job	14%	40%		
I don't want to take on new debt for more education	56%	72%		
School is too time consuming given my other responsibilities	32%	38%		
Education should not be viewed as a long term investment	39%	50%		
I don't believe a career tech degree equates to much higher net income	18%	23%		
I don't believe a college degree equates to much higher net income	18%	32%		
I know people with a college degree and a low paying job	61%	60%		
I tend to avoid risk - I want a level of surety before I invest time or money	37%	45%		
I think experience and responsibility are more important than a degree	27%	53%		
More education for myself doesn't motivate my children to go further	22%	60%		
Some colleges are just in it for profit - they don't care about the student	40%	51%		
Sometimes a career tech degree carries an undesirable stigma	22%	21%		
There is no guarantee I will get a better job after a college degree	39%	60%		
	35%	48%	136%	0.4
EXTERNAL BARRIERS				
Counselors and enrollment officials aren't available after hours	23%	21%		
I don't have anywhere convenient to leave my children	24%	21%		
I wish I knew how employers rated a school and its programs	34%	30%		
I don't know where to start in order to find the right school or enroll	30%	26%		
School hours available are not convenient for me	29%	34%		
I don't have reliable personal transportation	23%	24%		
Schools I could attend are too far away	21%	19%		
	26%	25%	95%	0.0
INTERNAL BARRIERS				
I had trouble being on time for school	16%	47%		
I don't have a clear plan as to what I want to do with my life	32%	25%		
It is too late for me to go back to school	15%	37%		
I'm not good at test taking	24%	34%		
I have trouble with math	35%	34%		
I sometimes didn't have the personal discipline to study enough	35%	38%		
I often put things off	39%	41%		
There are complicated issues in my life	39%	47%		
	29%	38%	129%	0.3

Oklahoma Works: 2017

	College Grad	Some HS	Some HS Versus College Grad	Times higher
NEED RECOGNITION CONCERNS				
I don't expect to go much farther in my current job or career	30%	35%		
I am not satisfied with my current job or life role	19%	50%		
I can't advance in my career without an additional certificate or degree	23%	29%		
	24%	38%	158%	0.6
EMOTIONAL BARRIERS				
Completing more education doesn't mean more respect from my friends	39%	44%		
School was boring or not interesting to me	12%	51%		
I didn't enjoy school	15%	53%		
School was stressful to me	26%	49%		
I didn't make many friends at school	20%	42%		
I felt somewhat out of place or unwelcome at school	12%	41%		
	21%	47%	224%	1.2
RATIONAL BARRIERS				
A degree takes too many years to complete	26%	42%		
Child care is too expensive	57%	44%		
Higher education costs too much	66%	58%		
I can't worry about my future job, I need to worry about my current job	26%	33%		
I don't want to take on new debt for more education	66%	56%		
School is too time consuming given my other responsibilities	35%	42%		
Education should not be viewed as a long term investment	13%	32%		
I don't believe a career tech degree equates to much higher net income	20%	11%		
I don't believe a college degree equates to much higher net income	23%	26%		
I know people with a college degree and a low paying job	60%	39%		
I tend to avoid risk - I want a level of surety before I invest time or money	35%	50%		
I think experience and responsibility are more important than a degree	31%	42%		
More education for myself doesn't motivate my children to go further	23%	32%		
Some colleges are just in it for profit - they don't care about the student	46%	44%		
Sometimes a career tech degree carries an undesirable stigma	27%	17%		
There is no guarantee I will get a better job after a college degree	45%	44%		
	37%	38%	103%	0.0
EXTERNAL BARRIERS				
Counselors and enrollment officials aren't available after hours	26%	23%		
I don't have anywhere convenient to leave my children	22%	25%		
I wish I knew how employers rated a school and its programs	40%	25%		
I don't know where to start in order to find the right school or enroll	13%	39%		
School hours available are not convenient for me	23%	29%		
I don't have reliable personal transportation	12%	34%		
Schools I could attend are too far away	12%	29%		
	21%	29%	139%	0.4
INTERNAL BARRIERS				
I had trouble being on time for school	12%	26%		
I don't have a clear plan as to what I want to do with my life	19%	33%		
It is too late for me to go back to school	14%	28%		
I'm not good at test taking	24%	39%		
I have trouble with math	24%	40%		
I sometimes didn't have the personal discipline to study enough	24%	44%		
I often put things off	24%	42%		
There are complicated issues in my life	26%	52%		
	21%	38%	181%	0.8

Oklahoma Works: 2017

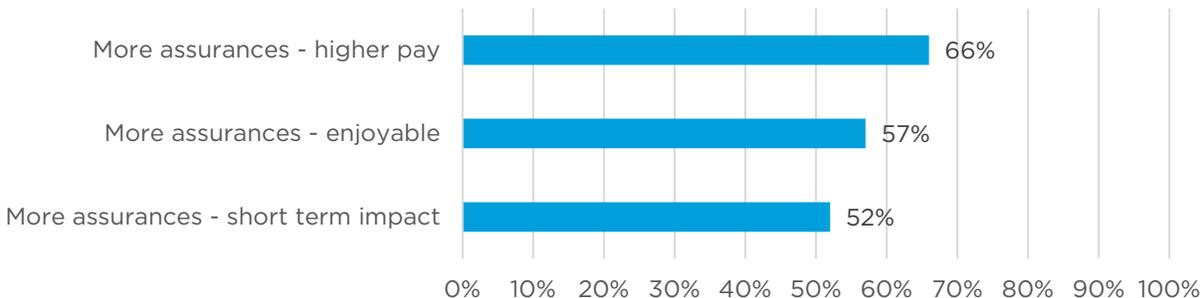
	College Grad	HS Grad	HS Grad Versus College Grad	Times higher
NEED RECOGNITION CONCERNS				
I don't expect to go much farther in my current job or career	30%	34%		
I am not satisfied with my current job or life role	19%	42%		
I can't advance in my career without an additional certificate or degree	23%	24%		
	24%	33%	103%	0.3
EMOTIONAL BARRIERS				
Completing more education doesn't mean more respect from my friends	39%	41%		
School was boring or not interesting to me	12%	28%		
I didn't enjoy school	15%	32%		
School was stressful to me	26%	41%		
I didn't make many friends at school	20%	25%		
I felt somewhat out of place or unwelcome at school	12%	32%		
	21%	33%	157%	0.6
RATIONAL BARRIERS				
A degree takes too many years to complete	26%	35%		
Child care is too expensive	57%	49%		
Higher education costs too much	66%	62%		
I can't worry about my future job, I need to worry about my current job	26%	25%		
I don't want to take on new debt for more education	66%	59%		
School is too time consuming given my other responsibilities	35%	42%		
Education should not be viewed as a long term investment	13%	15%		
I don't believe a career tech degree equates to much higher net income	20%	20%		
I don't believe a college degree equates to much higher net income	23%	28%		
I know people with a college degree and a low paying job	60%	53%		
I tend to avoid risk - I want a level of surety before I invest time or money	35%	39%		
I think experience and responsibility are more important than a degree	31%	39%		
More education for myself doesn't motivate my children to go further	23%	22%		
Some colleges are just in it for profit - they don't care about the student	46%	38%		
Sometimes a career tech degree carries an undesirable stigma	27%	20%		
There is no guarantee I will get a better job after a college degree	45%	47%		
	37%	37%	99%	0.0
EXTERNAL BARRIERS				
Counselors and enrollment officials aren't available after hours	26%	21%		
I don't have anywhere convenient to leave my children	22%	26%		
I wish I knew how employers rated a school and its programs	40%	39%		
I don't know where to start in order to find the right school or enroll	13%	31%		
School hours available are not convenient for me	23%	32%		
I don't have reliable personal transportation	12%	26%		
Schools I could attend are too far away	12%	21%		
	21%	28%	132%	0.3
INTERNAL BARRIERS				
I had trouble being on time for school	12%	15%		
I don't have a clear plan as to what I want to do with my life	19%	31%		
It is too late for me to go back to school	14%	25%		
I'm not good at test taking	24%	34%		
I have trouble with math	24%	36%		
I sometimes didn't have the personal discipline to study enough	24%	32%		
I often put things off	24%	37%		
There are complicated issues in my life	26%	38%		
	21%	31%	149%	0.5

Oklahoma Works: 2017

	College Grad	Some College	Some College Versus College Grad	Times higher
NEED RECOGNITION CONCERNS				
I don't expect to go much farther in my current job or career	30%	39%		
I am not satisfied with my current job or life role	19%	37%		
I can't advance in my career without an additional certificate or degree	23%	31%		
	24%	36%	150%	0.5
EMOTIONAL BARRIERS				
Completing more education doesn't mean more respect from my friends	39%	50%		
School was boring or not interesting to me	12%	20%		
I didn't enjoy school	15%	25%		
School was stressful to me	26%	35%		
I didn't make many friends at school	20%	22%		
I felt somewhat out of place or unwelcome at school	12%	23%		
	21%	29%	138%	0.4
RATIONAL BARRIERS				
A degree takes too many years to complete	26%	42%		
Child care is too expensive	57%	51%		
Higher education costs too much	66%	76%		
I can't worry about my future job, I need to worry about my current job	26%	30%		
I don't want to take on new debt for more education	66%	73%		
School is too time consuming given my other responsibilities	35%	45%		
Education should not be viewed as a long term investment	13%	13%		
I don't believe a career tech degree equates to much higher net income	20%	18%		
I don't believe a college degree equates to much higher net income	23%	24%		
I know people with a college degree and a low paying job	60%	68%		
I tend to avoid risk - I want a level of surety before I invest time or money	35%	42%		
I think experience and responsibility are more important than a degree	31%	47%		
More education for myself doesn't motivate my children to go further	23%	27%		
Some colleges are just in it for profit - they don't care about the student	46%	51%		
Sometimes a career tech degree carries an undesirable stigma	27%	23%		
There is no guarantee I will get a better job after a college degree	45%	57%		
	37%	43%	115%	0.2
EXTERNAL BARRIERS				
Counselors and enrollment officials aren't available after hours	26%	26%		
I don't have anywhere convenient to leave my children	22%	22%		
I wish I knew how employers rated a school and its programs	40%	43%		
I don't know where to start in order to find the right school or enroll	13%	26%		
School hours available are not convenient for me	23%	28%		
I don't have reliable personal transportation	12%	16%		
Schools I could attend are too far away	12%	15%		
	21%	25%	119%	0.2
INTERNAL BARRIERS				
I had trouble being on time for school	12%	15%		
I don't have a clear plan as to what I want to do with my life	19%	29%		
It is too late for me to go back to school	14%	29%		
I'm not good at test taking	24%	27%		
I have trouble with math	24%	33%		
I sometimes didn't have the personal discipline to study enough	24%	38%		
I often put things off	24%	42%		
There are complicated issues in my life	26%	44%		
	21%	32%	1.54%	0.5

Oklahoma Works: 2017

Perceived Importance among Target Sample of Motivating Factors to Take Classes



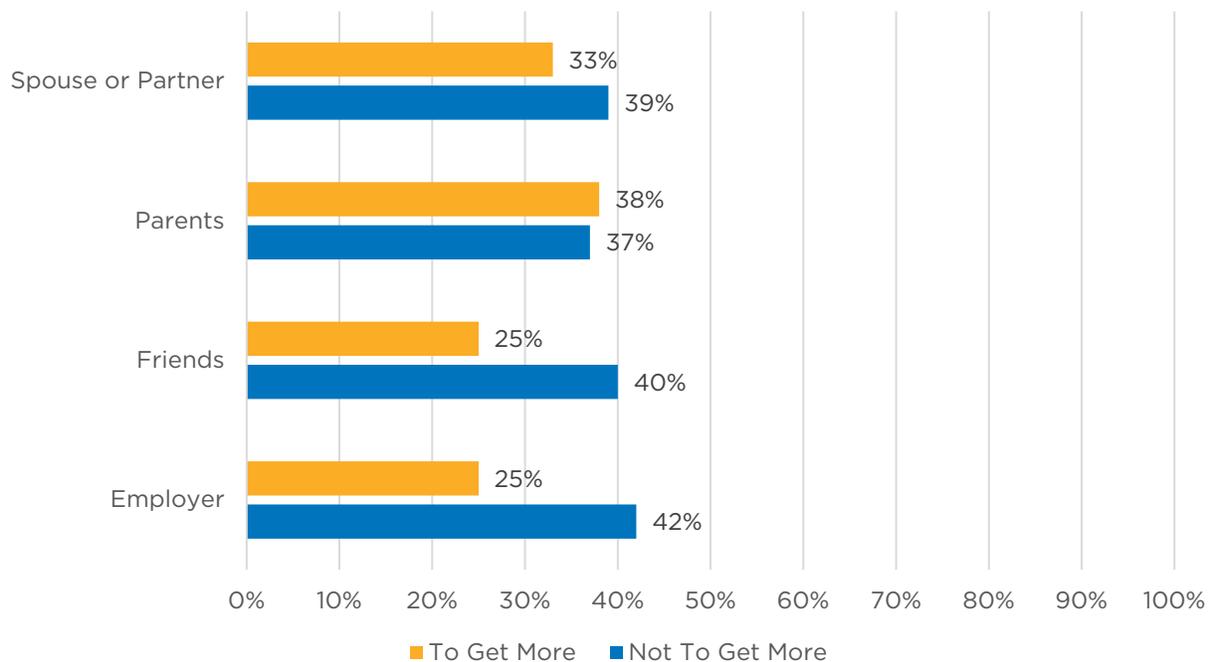
Oklahoma Works: 2017

Perceived Importance of New Opportunities for Education by Target Sample (Those rating very/ somewhat important)

	Some Career or Technology	Some College
Classes in my neighborhood or community	68%	62%
Weekend courses	68%	58%
More evening courses	72%	63%
Transportation to school	44%	36%
More education about various career opportunities	74%	63%
More basic life training in high school such as financial basics, etc.	68%	67%
More training about the importance of personal responsibility	51%	51%
Counseling classes allowing more contact with counselors	57%	44%
College or Career Tech tied directly with work internships	72%	64%
More interesting lectures from teachers	68%	61%
Opportunities to do school projects related to my interests and passions	65%	62%
Less standardized testing in public and high school	42%	51%
More interactive discussion classes	63%	53%
More individual help when having trouble	79%	69%
Ways to get college general ed requirements completed while in high school	66%	61%
Instruction to help me learn how to be a better test taker	46%	45%
Shorter degree programs	79%	75%
More opportunities for online courses	79%	71%
More opportunities for partial online and partial in-class courses	73%	66%
Counselors and enrollment personnel available after hours	63%	56%

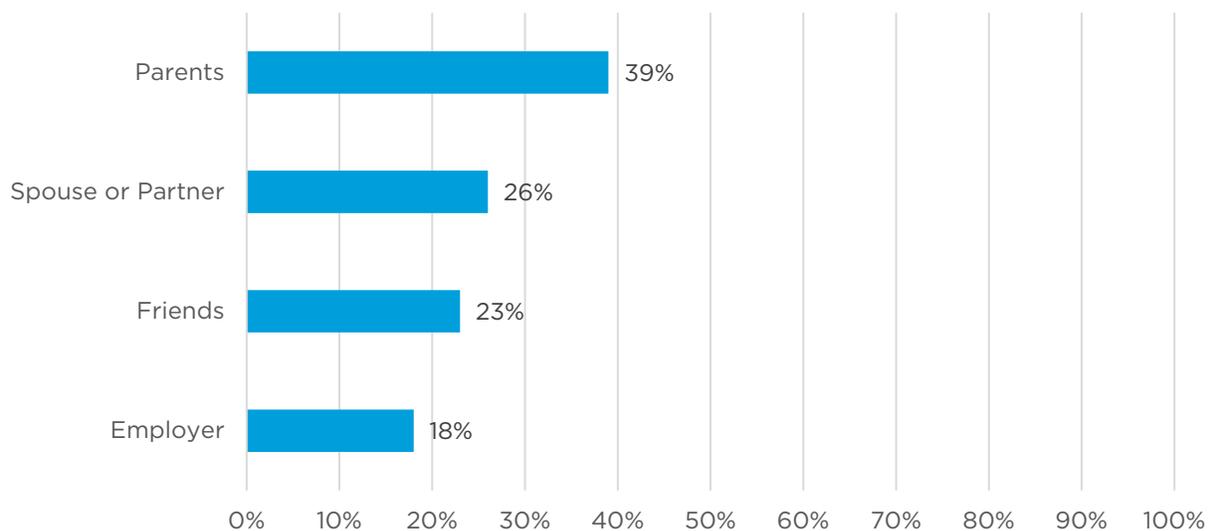
Oklahoma Works: 2017

Influencer Expectations for More Education for Target Sample



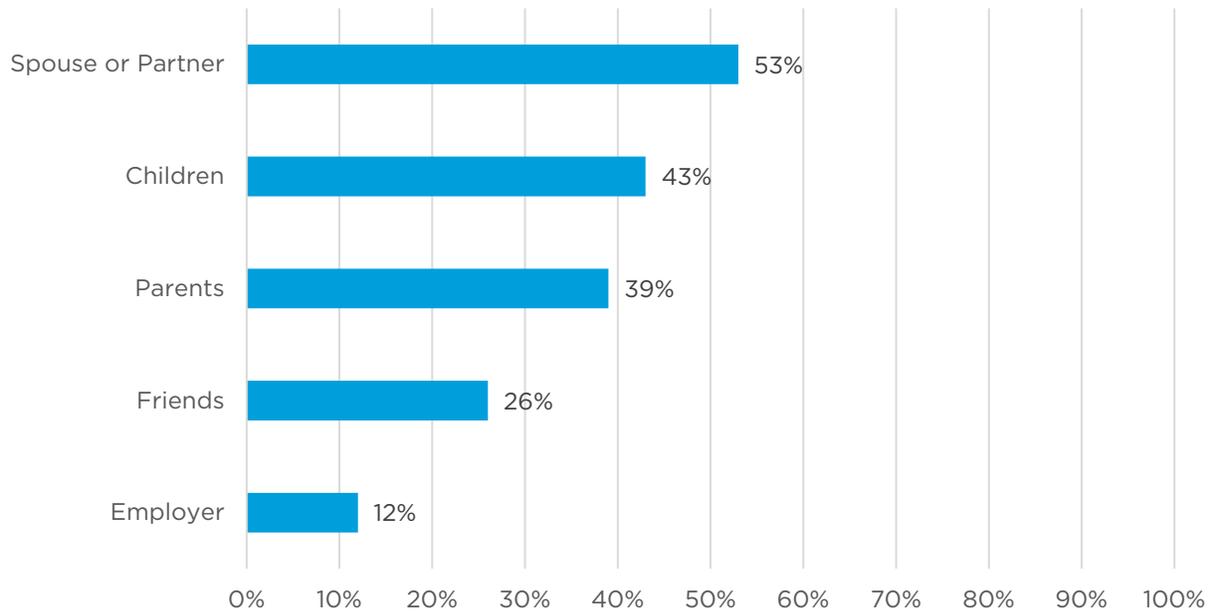
Oklahoma Works: 2017

Target Sample Very Likely to Start Classes Within Three Years by Positive Influencer Expectations for More Education



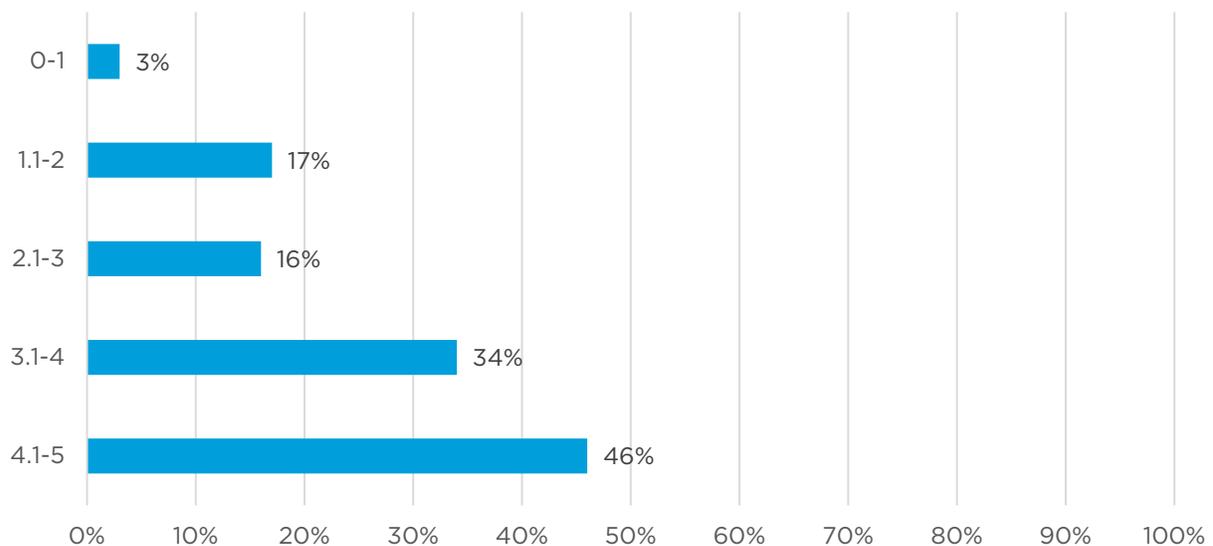
Oklahoma Works: 2017

Most Inspirational Influencers for More Education for Target Sample



Oklahoma Works: 2017

Very Likely to Start Classes within Three Years by Average Expectations from All Sources for Target Sample (5 is "Expects Me To")



Oklahoma Works: 2017

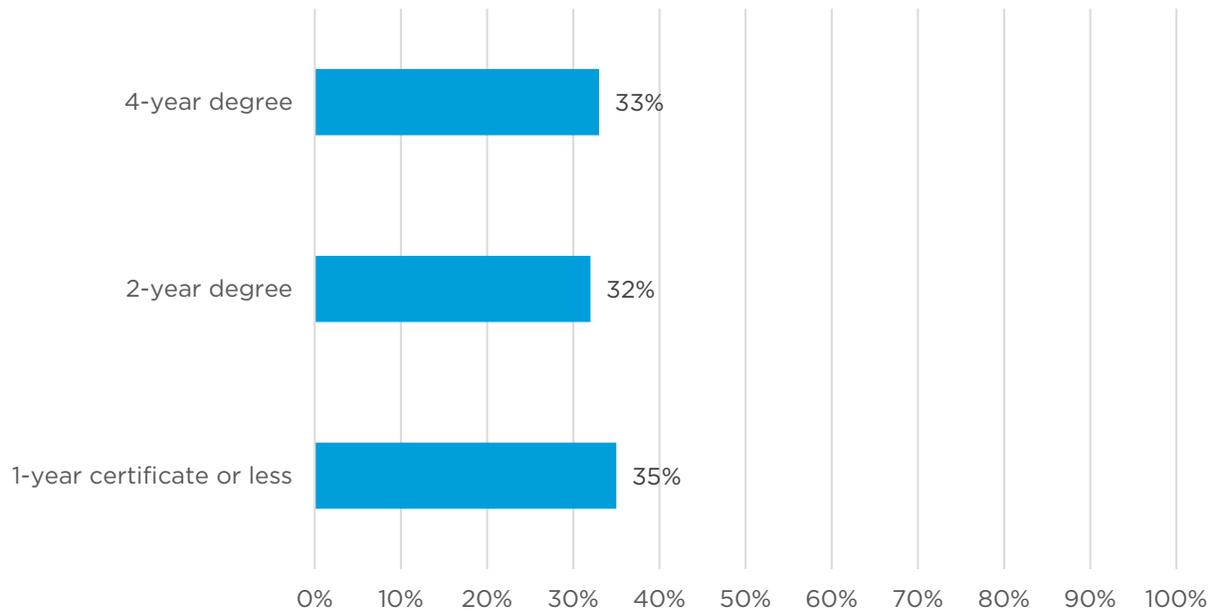
Specific Past Personal Issues during Education by Education Achieved in Target Sample

	Some High School	High school graduate	Some career tech	Career tech graduate	Some college	College graduate
Crisis in my immediate family	18%	20%	26%	24%	26%	20%
Running with the wrong friends	35%	26%	13%	18%	11%	3%
Bullying from other students	36%	29%	7%	14%	9%	4%
Substance abuse	26%	20%	17%	18%	14%	14%
Unplanned pregnancy	11%	15%	13%	10%	13%	8%
Significant health problems	9%	9%	9%	12%	17%	8%
Suspension from school	28%	18%	4%	11%	5%	2%
Attention deficit disorder	19%	9%	6%	8%	6%	3%
Diagnosed with a learning disability	22%	7%	1%	4%	3%	2%
Sexual abuse	9%	7%	4%	5%	5%	3%
Physical abuse	14%	7%	1%	11%	5%	3%
Arrest	7%	6%	4%	2%	3%	0%
Physical disability	9%	3%	1%	3%	6%	7%
Incarceration	4%	1%	0%	0%	1%	1%

Oklahoma Works: 2017

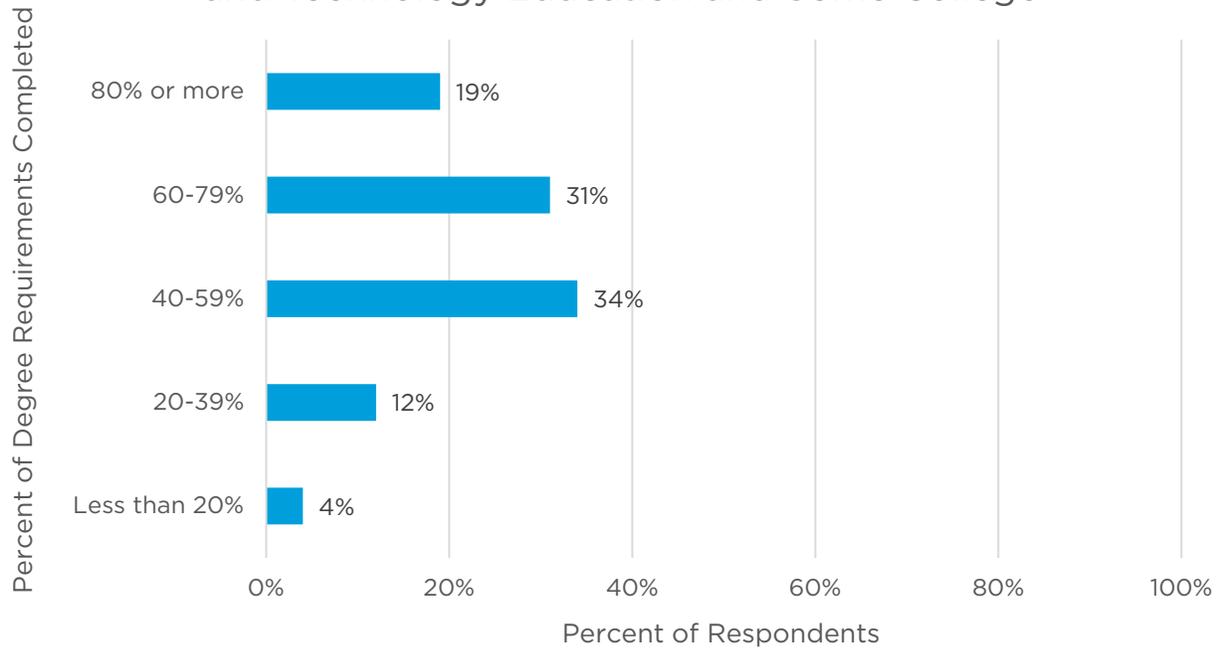
Survey Results by Target Sample Subgroups: Some Career and Technology Education and Some College

Degree Attempted by Target Sample
among Former Career Tech Students



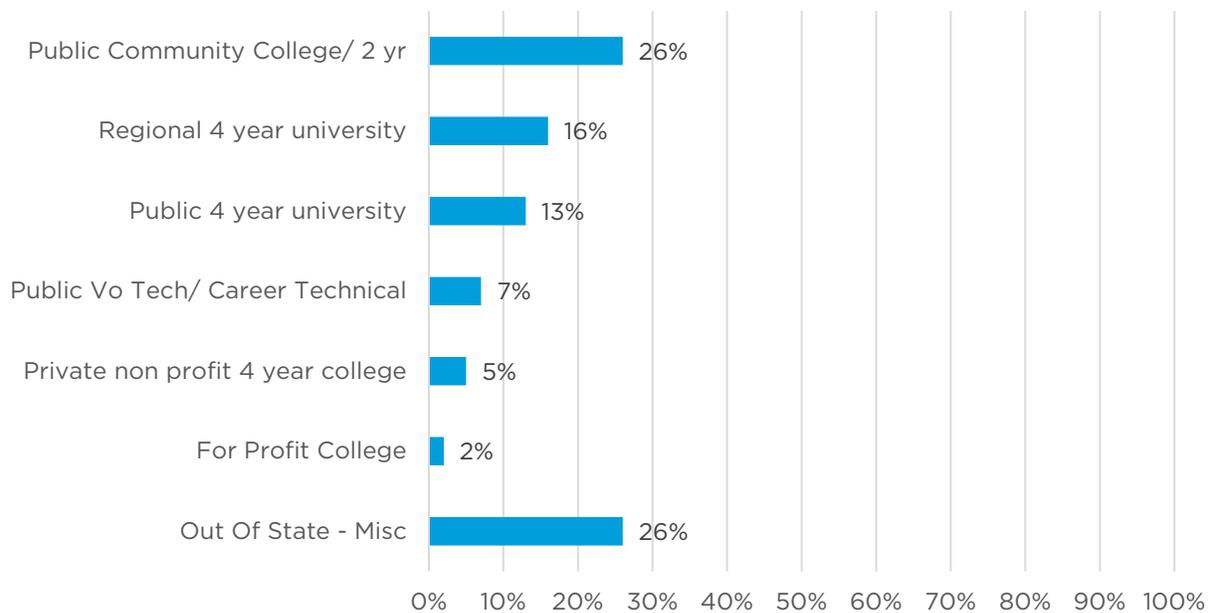
Oklahoma Works: 2017

Percentage of Progress Achieved Toward Degree among Those with Some Career and Technology Education and Some College



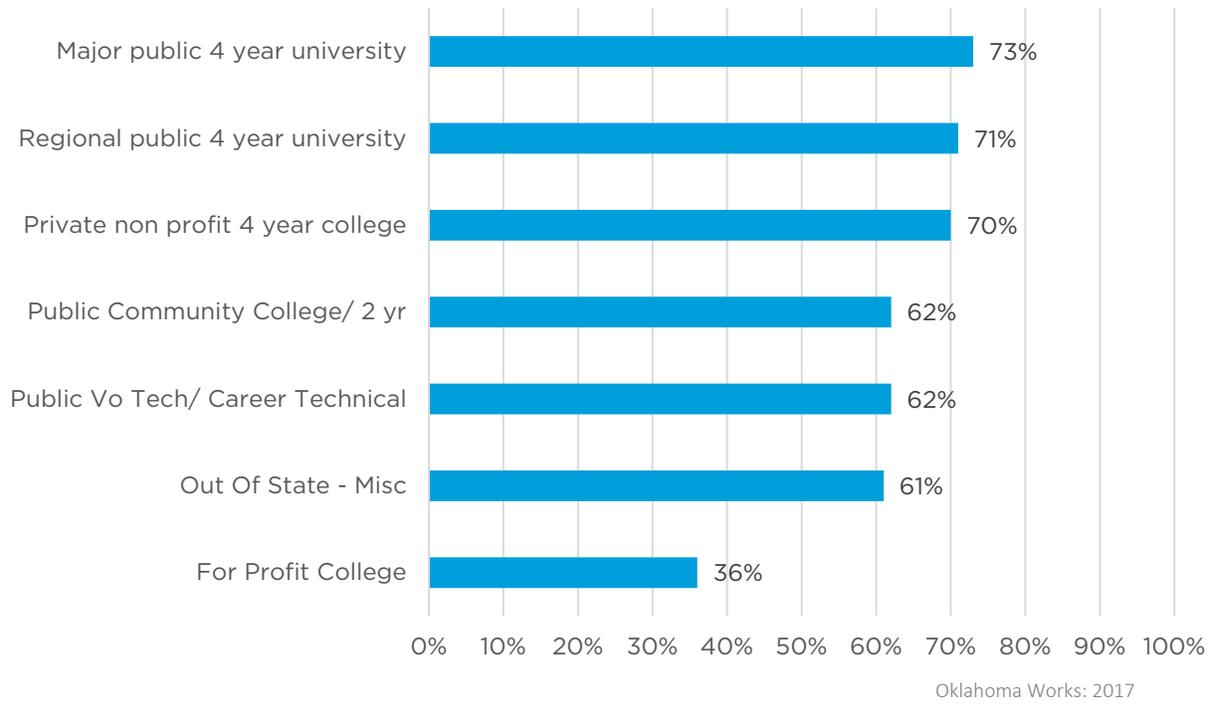
Oklahoma Works: 2017

Type of College Last Attended for Some Career and Technology School and Some College Only

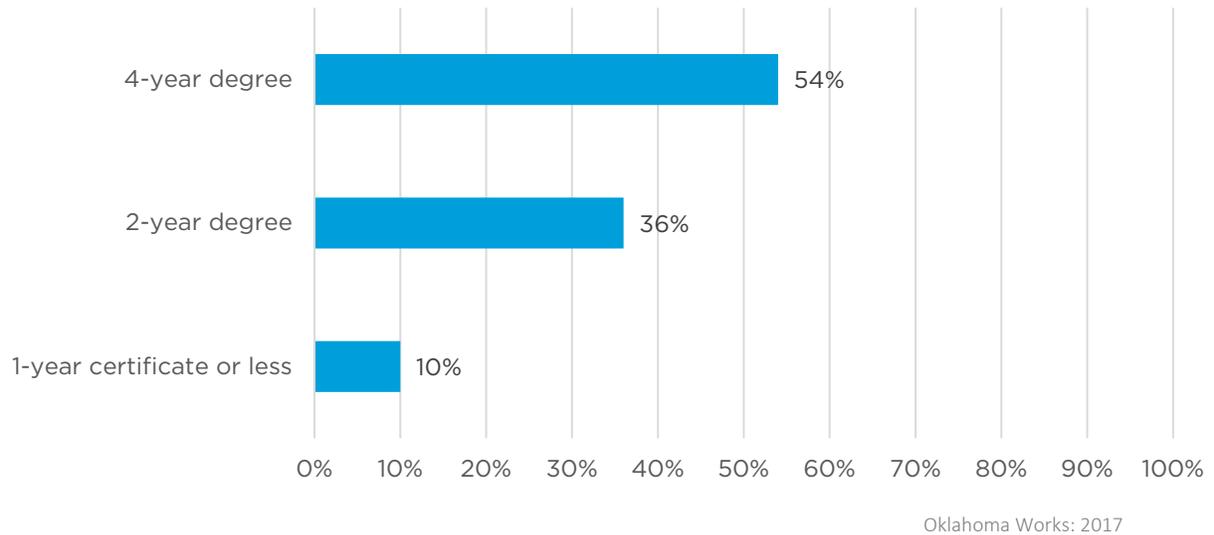


Oklahoma Works: 2017

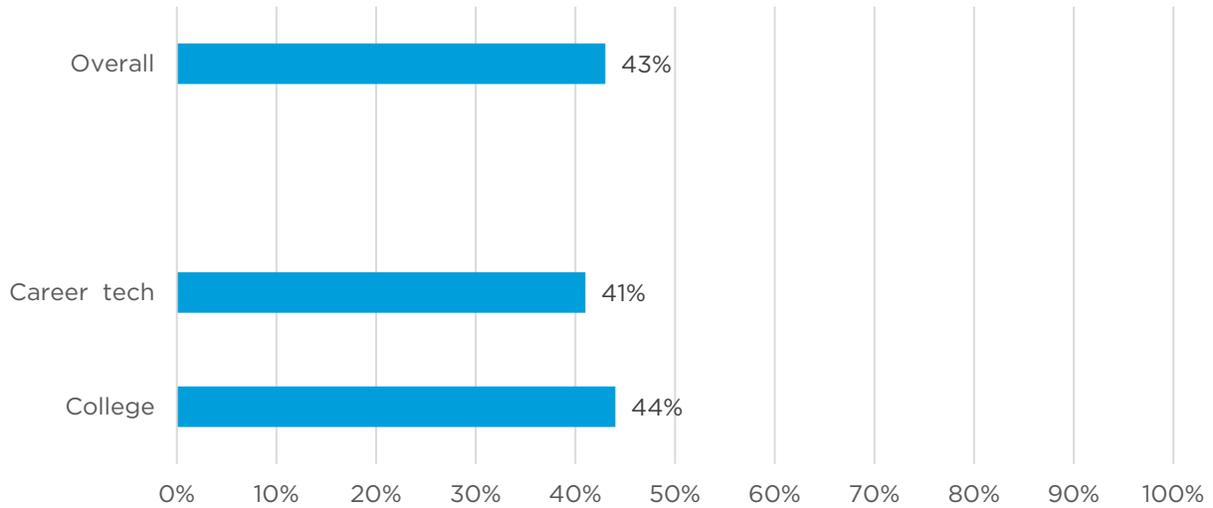
Satisfaction with Last School by Some Career Tech and Some College Only by Type of School



Degree Attempted by Target Sample among Former College Students

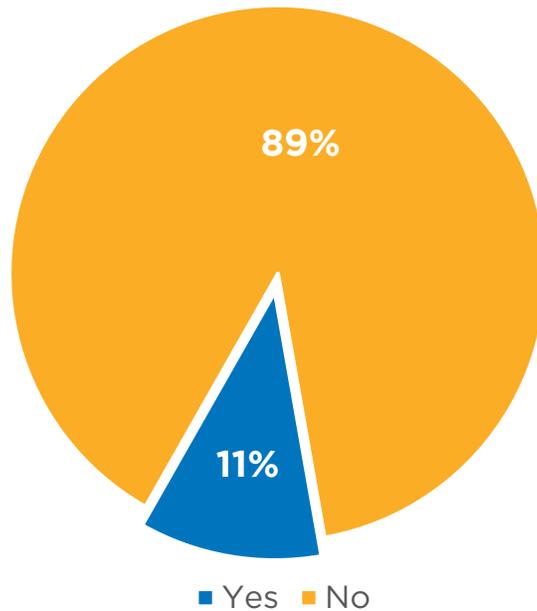


Borrowed Money or Acquired Debt for Higher Ed among those in Target Sample with Some Career Tech/College



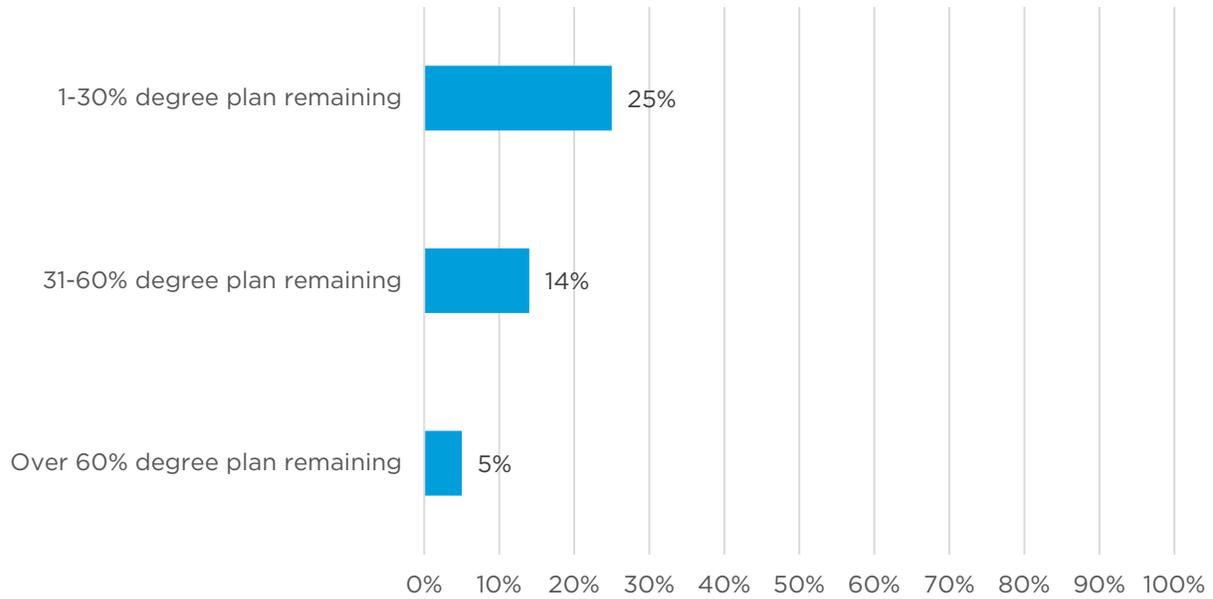
Oklahoma Works: 2017

Contact From Last School Attended to Return among Those with Some Career Tech and Some College



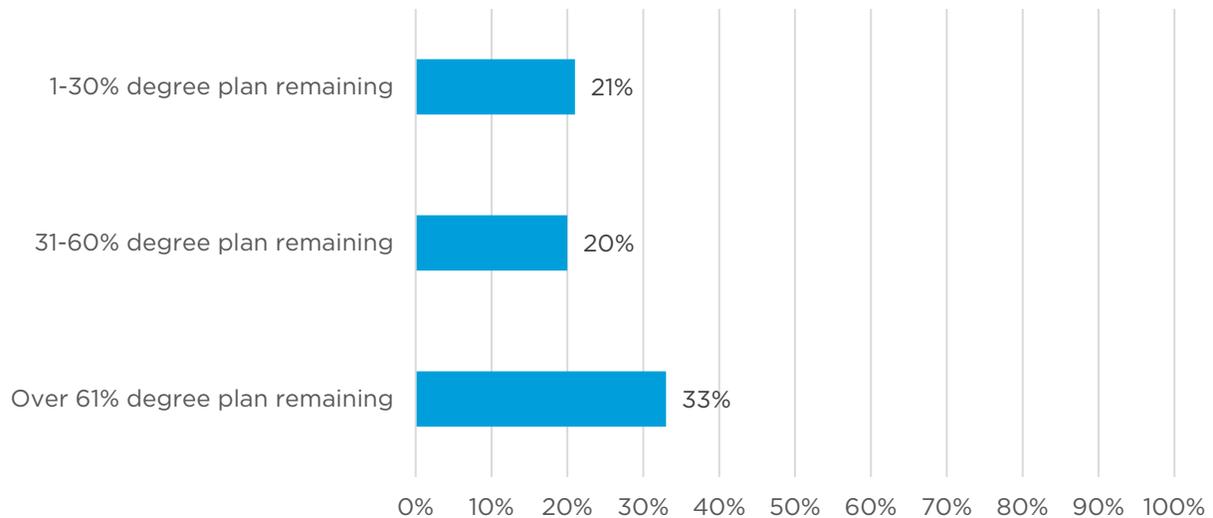
Oklahoma Works: 2017

Contact from Last School Attended to Return by Percent of Degree Plan Remaining by those with Some Career Tech and Some College



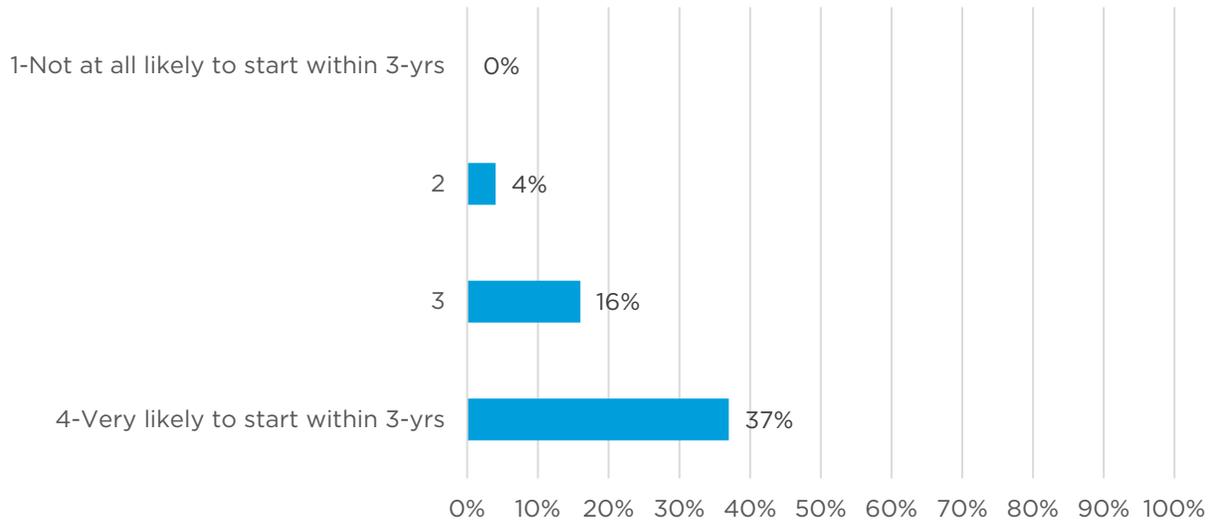
Oklahoma Works: 2017

Recent Attempt to Restart by Those with Some Career Tech and Some College by Percent of Degree Plan Remaining



Oklahoma Works: 2017

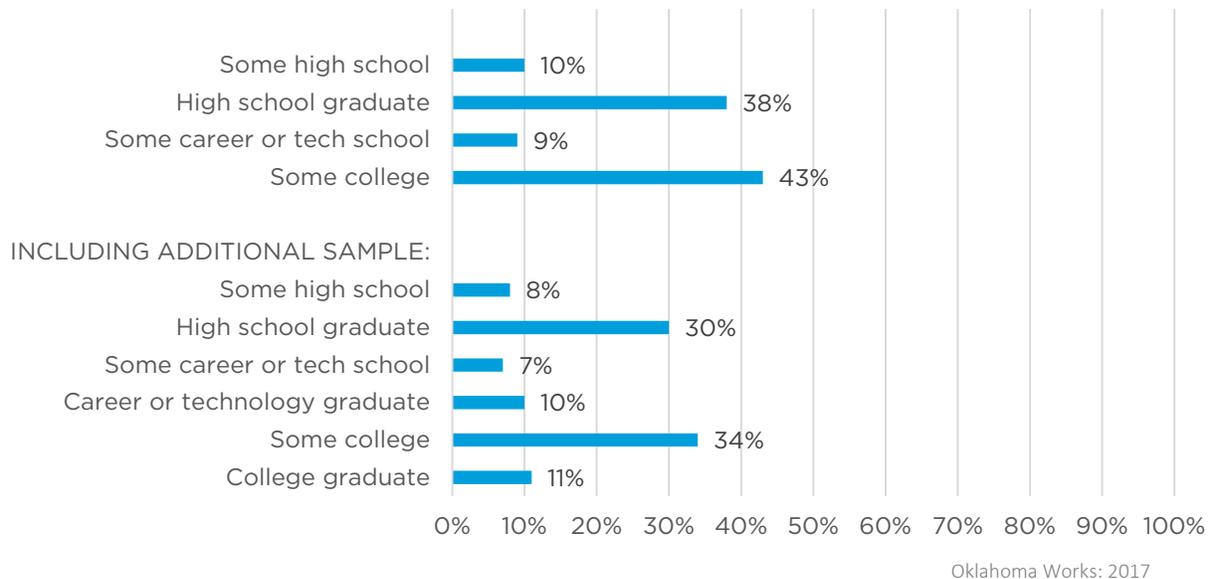
Recent Attempt by Those With Some Career and Technology School and Some College to Contact School to Restart by Likelihood of Starting Classes within Three Years



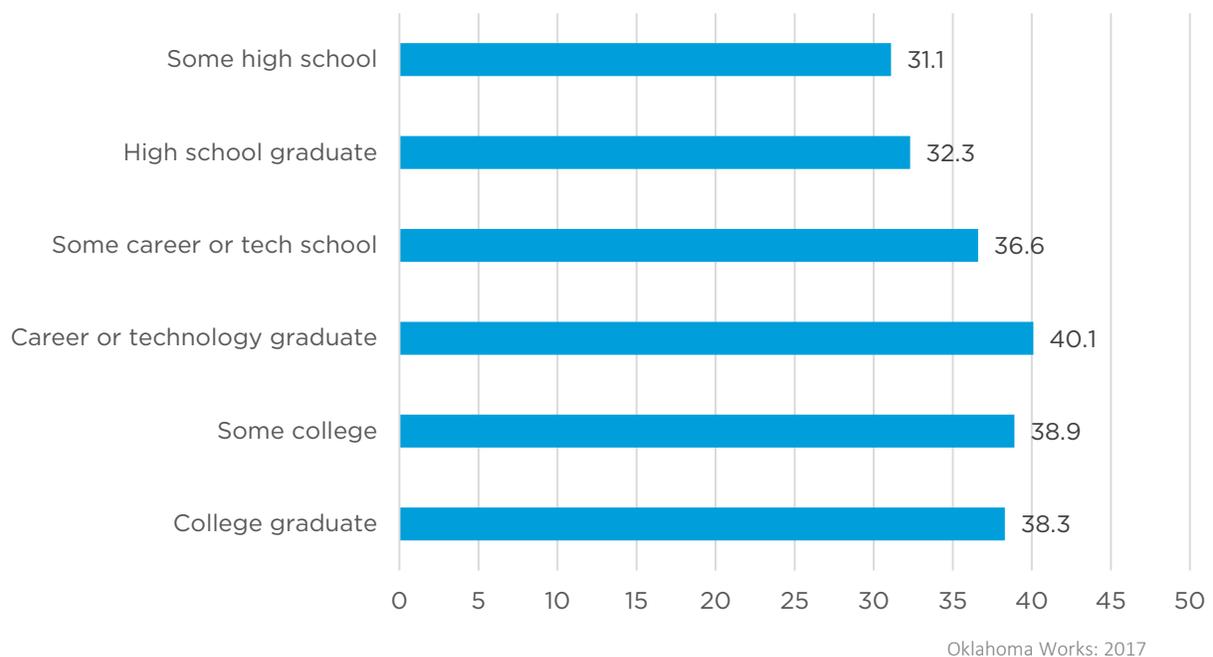
Oklahoma Works: 2017

Survey Results by Target and Comparison Samples: Some High School, Some Post-Secondary Education and Post- Secondary Certificate and Degree Holders

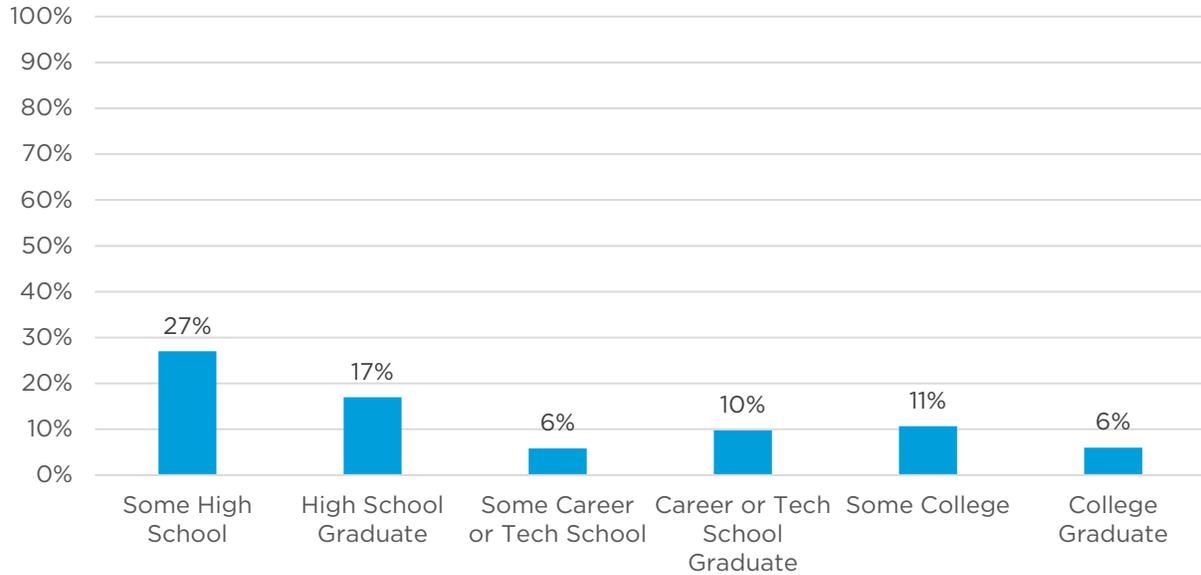
Education Achieved by Target Sample and with Comparison Sample



Average Age for Target and Comparison Samples

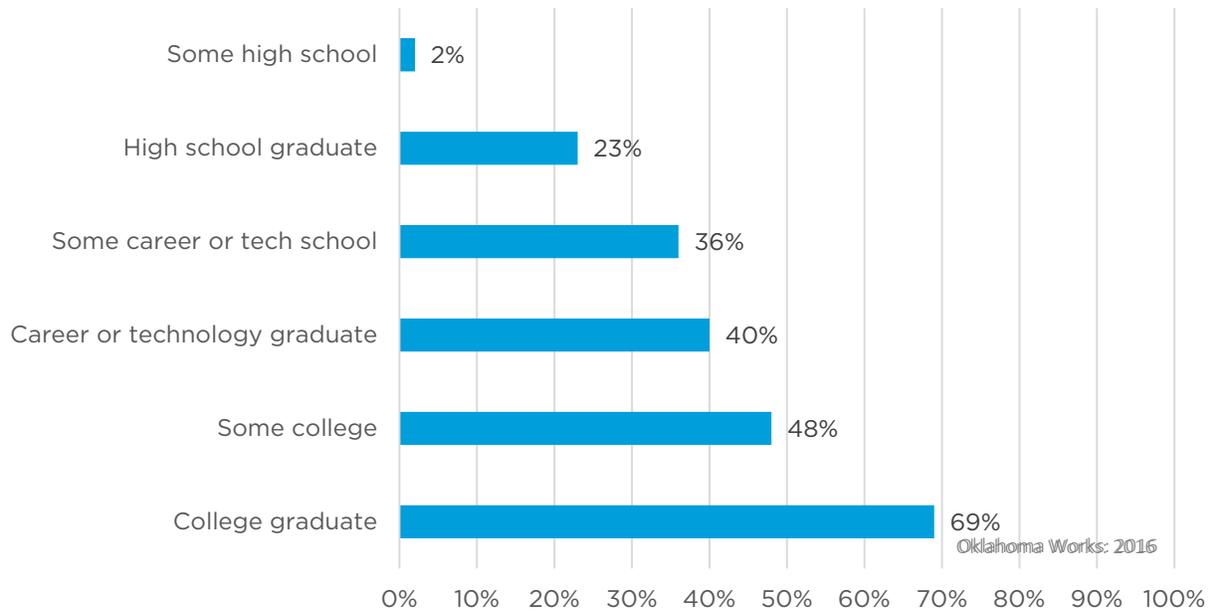


Unemployment Status of Target and Comparison Samples by Education Achieved



Oklahoma Works: 2017

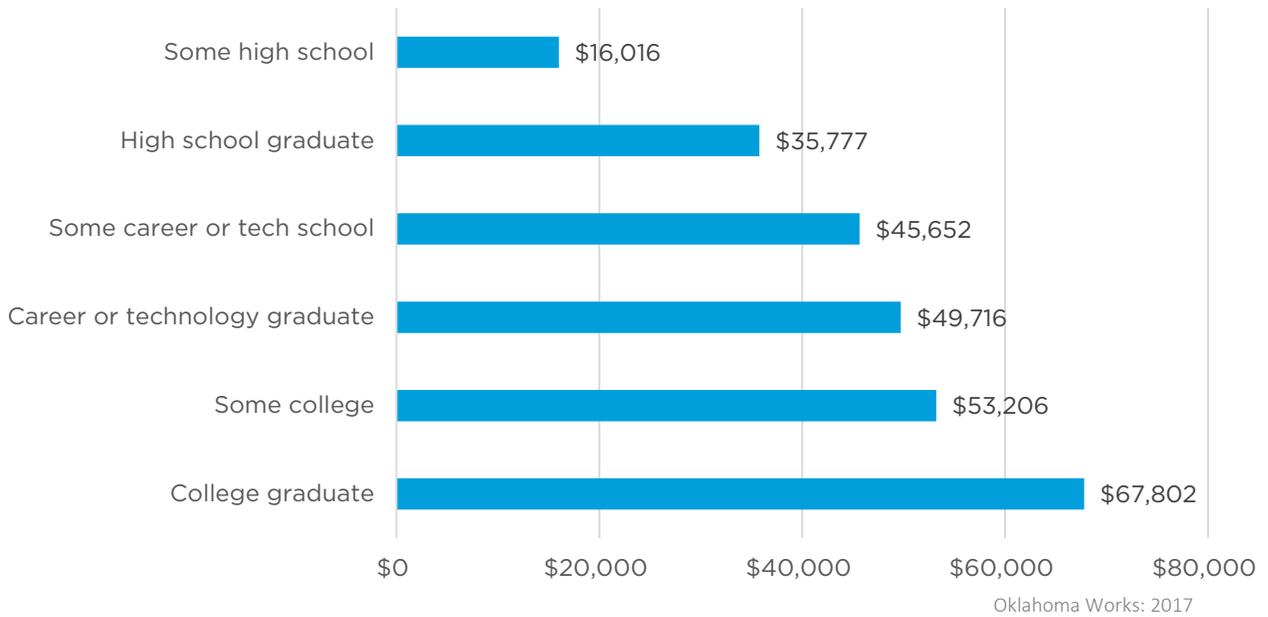
Income over \$50K by Education Achieved for Target and Comparison Samples



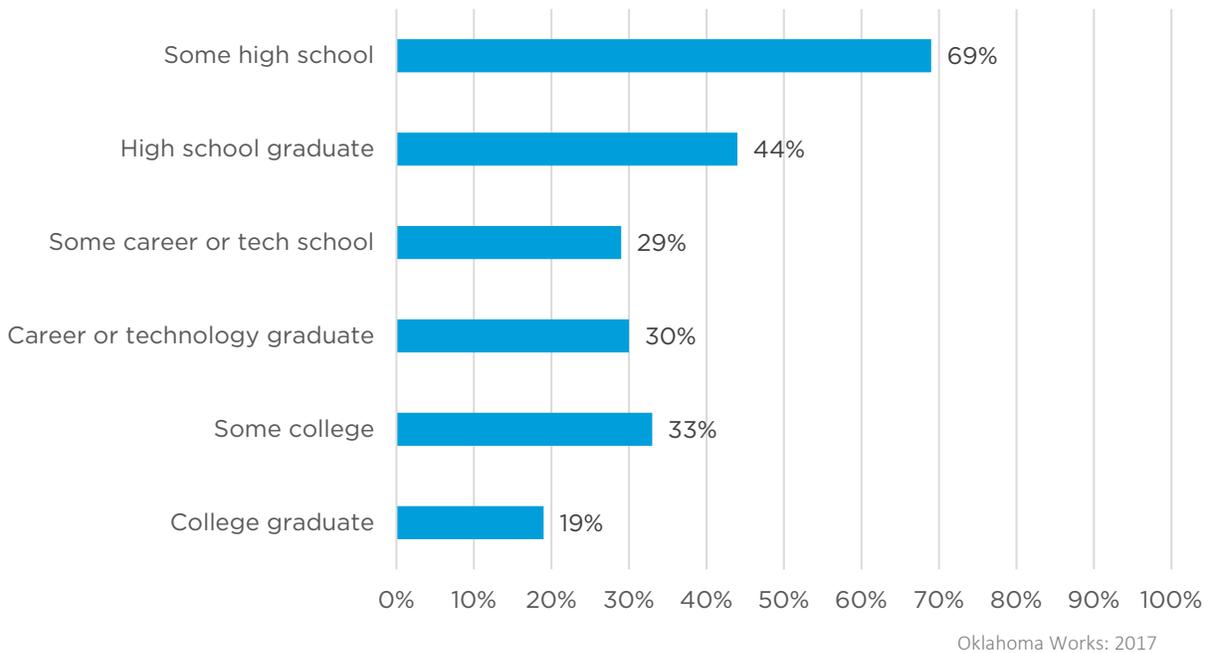
Oklahoma Works: 2016

Oklahoma Works: 2017

Average Income of Education Achieved for Target and Comparison Samples



Total Unemployment by Education Achieved for Target and Comparison Samples

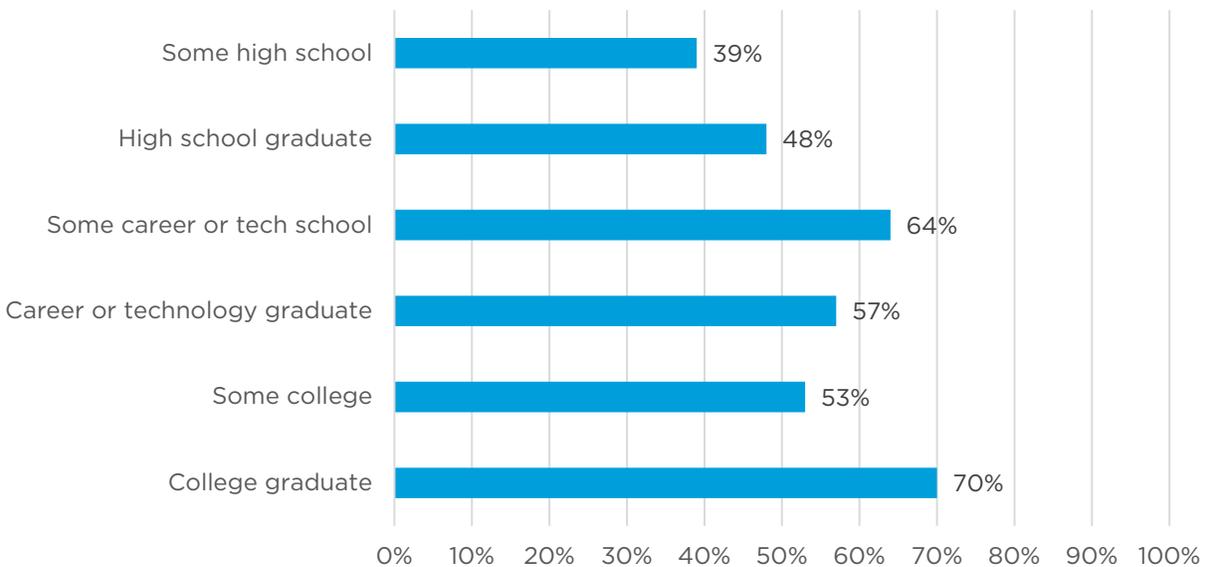


Unemployed Status by Education Achieved of Target and Comparison Samples

	Some high school	High school graduate	Some career tech	Career tech graduate	Some college	College graduate
"Retired"	0.0%	1.4%	4.4%	2.2%	1.6%	0.0%
Unemployed/Looking	27.0%	17.4%	5.8%	9.8%	10.7%	6.0%
Unemployed/Not looking	23.0%	14.5%	10.1%	9.8%	12.3%	7.0%
Disabled	19.0%	10.6%	8.7%	8.7%	8.5%	6.0%
Total	69%	44%	29%	30%	33%	19%

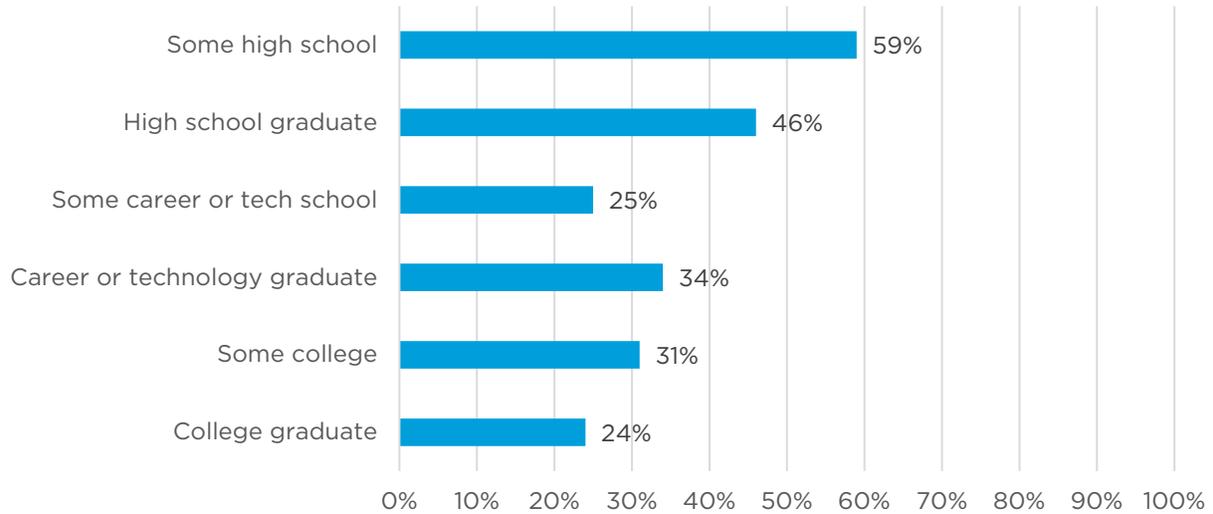
Oklahoma Works: 2017

Satisfied with Current Job or Career by Education Achieved for Target and Comparison Samples



Oklahoma Works: 2017

Public Assistance Utilized by Education Achieved for Target and Comparison Samples



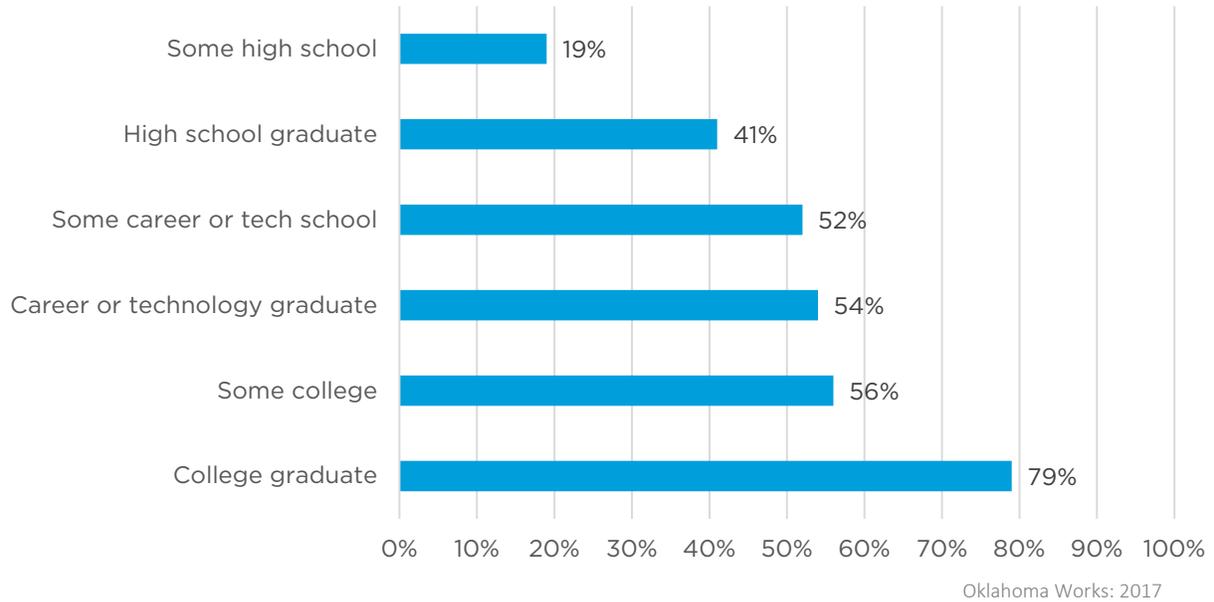
Oklahoma Works: 2017

Specific Public Assistance Utilized by Education Achieved by Target and Comparison Samples

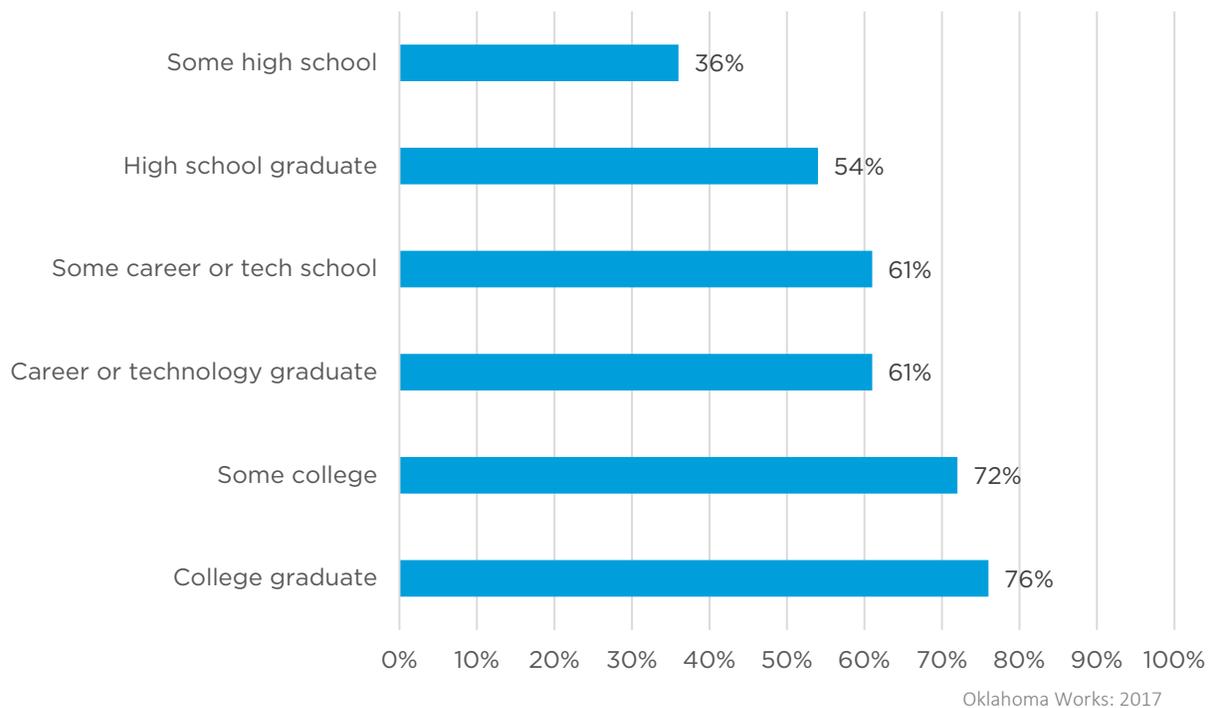
	Some high school	High school graduate	Some career tech	Career tech graduate	Some college	College graduate
SoonerCare	32%	26%	13%	20%	16%	10%
SNAP	39%	20%	9%	14%	11%	6%
Social security disability	23%	10%	4%	12%	7%	6%
WIC	14%	11%	6%	3%	8%	2%
LIHEAP	7%	5%	0%	1%	1%	1%
SoonerPlan	3%	3%	0%	3%	2%	0%
TANF	3%	2%	1%	2%	1%	1%
SoonerRide	7%	2%	1%	1%	1%	0%
TEFRA	0%	0%	0%	1%	0%	0%
None	41%	54%	75%	66%	69%	76%

Oklahoma Works: 2017

Home Ownership by Education Achieved by Target and Comparison Samples



Married or With Partner by Education Achieved by Target and Comparison Samples

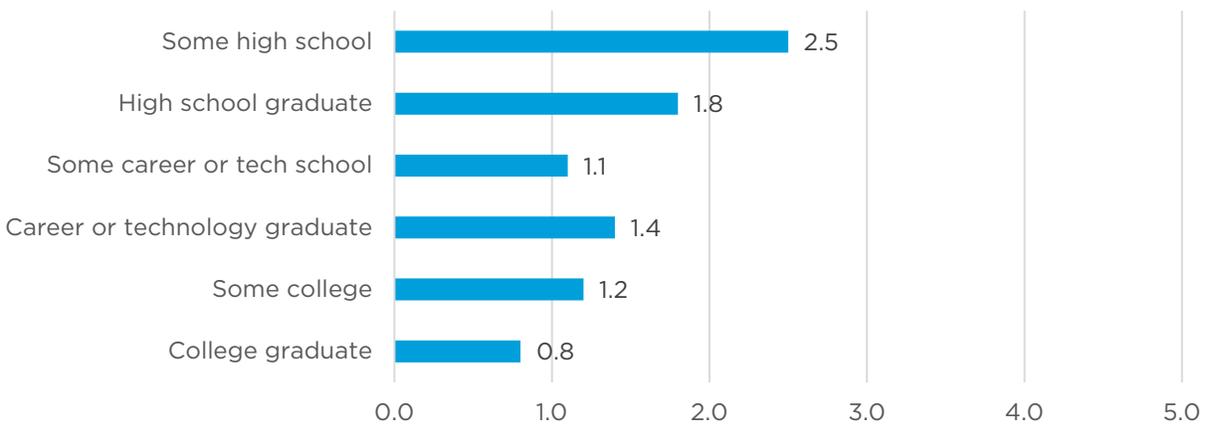


Status of Academic Grade Average by Education Achieved by Target and Comparison Samples

	Some High School	High school graduate	Some career tech	Career tech graduate	Some college	College graduate
A	18%	23%	17%	39%	21%	50%
B	34%	45%	57%	43%	47%	43%
C	20%	27%	20%	16%	25%	7%
D	14%	4%	6%	0%	5%	0%
F	15%	1%	0%	1%	1%	0%

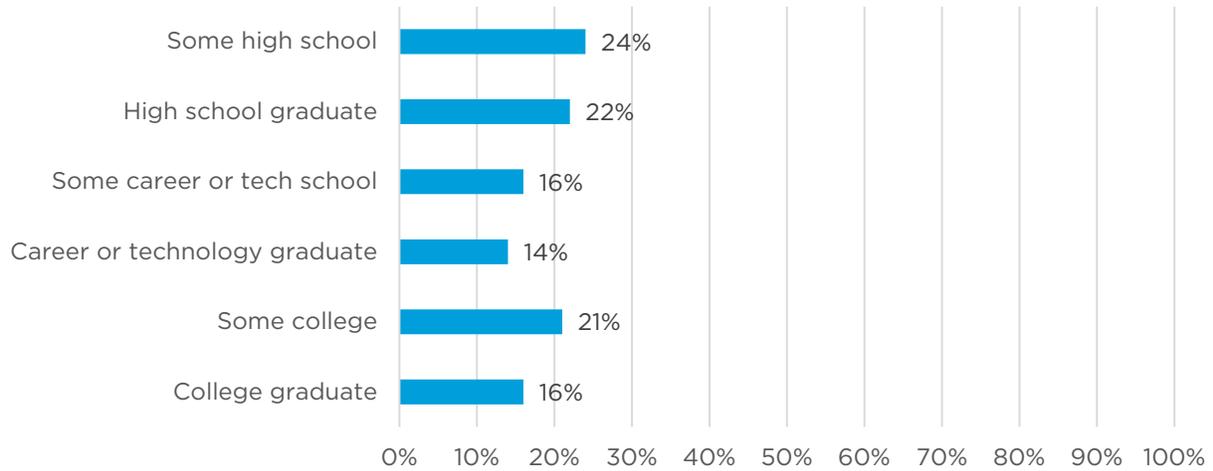
Oklahoma Works: 2017

Past Personal Issues during Education by Education Achieved for Target and Comparison Samples



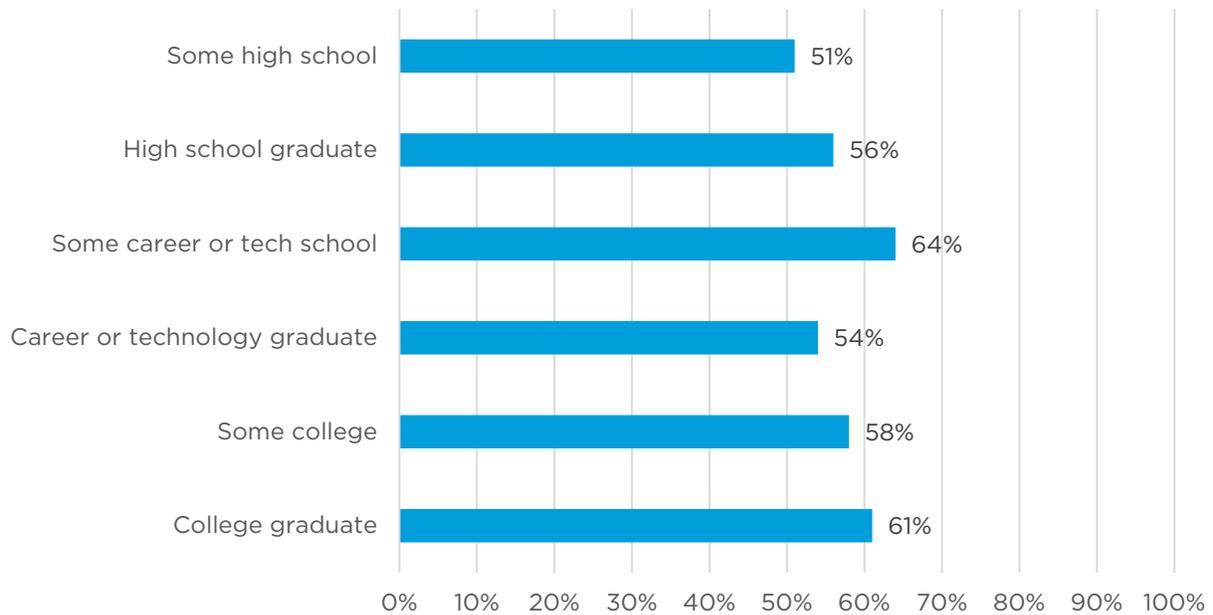
Oklahoma Works: 2017

Dissatisfaction with Current Job or Career by Education Achieved among Target and Comparison Samples (Those rating very/somewhat dissatisfied)



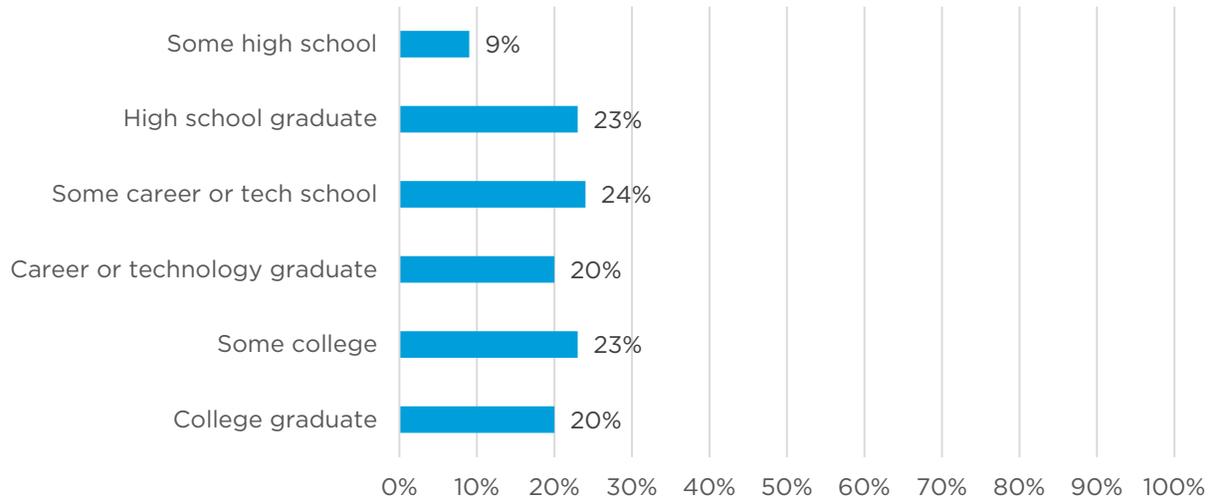
Oklahoma Works: 2017

More Education Perceived Valuable by Education Achieved in Target and Comparison Samples (Those rating somewhat to very valuable)



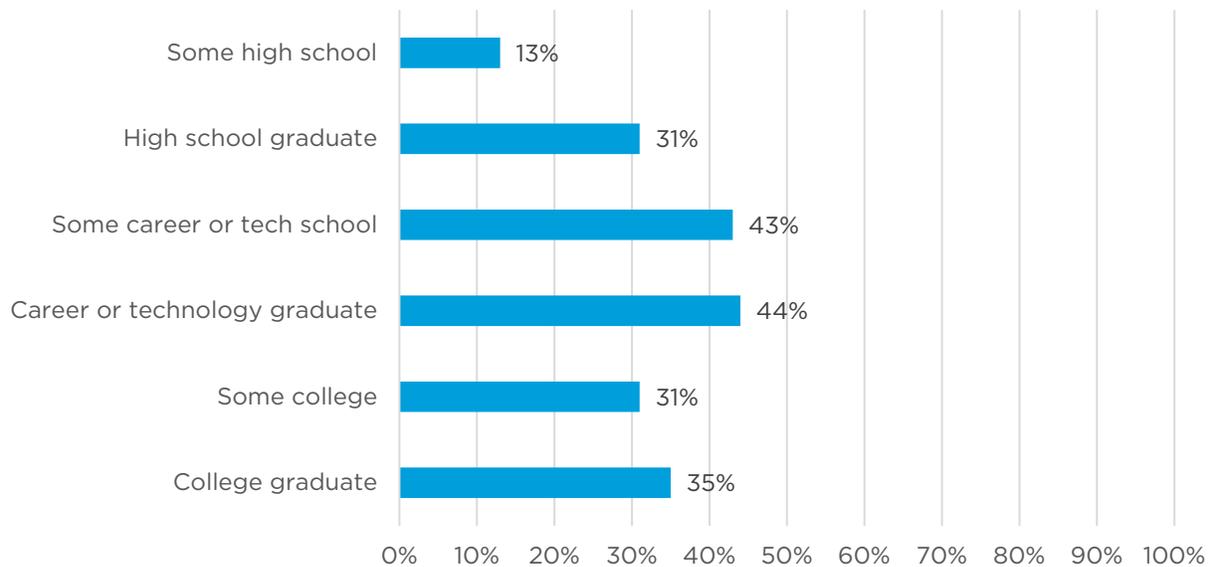
Oklahoma Works: 2017

Very Likely to Start Classes within Three Years by Education Achieved in Target and Comparison Samples



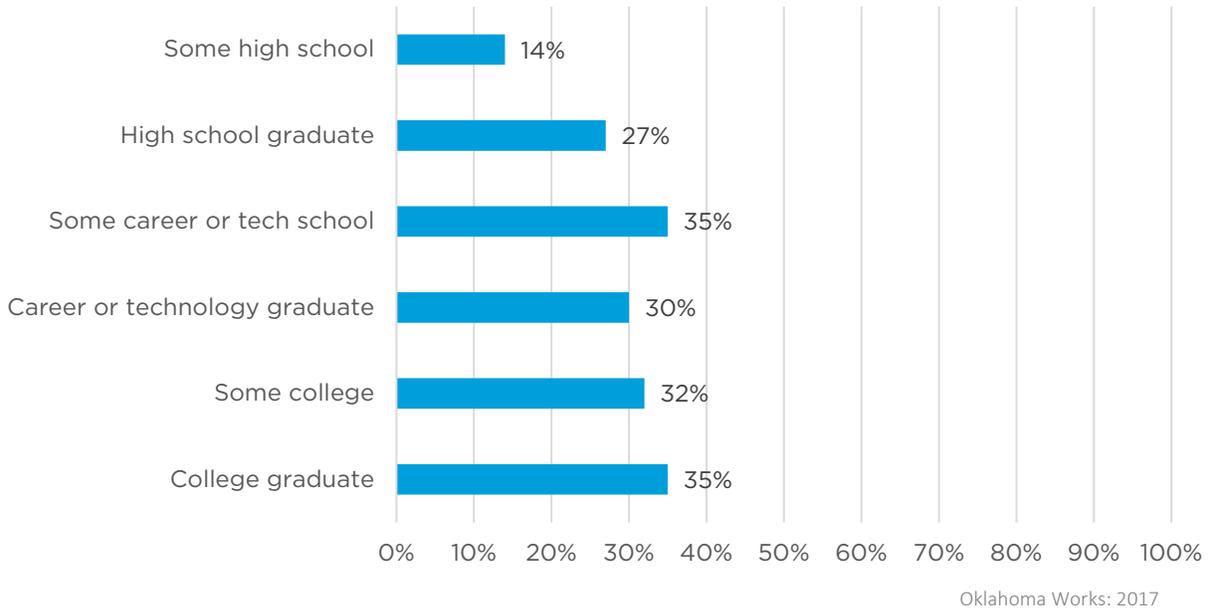
Oklahoma Works: 2017

Very Positive Image of Career Tech by Education Achieved by Target and Comparison Samples

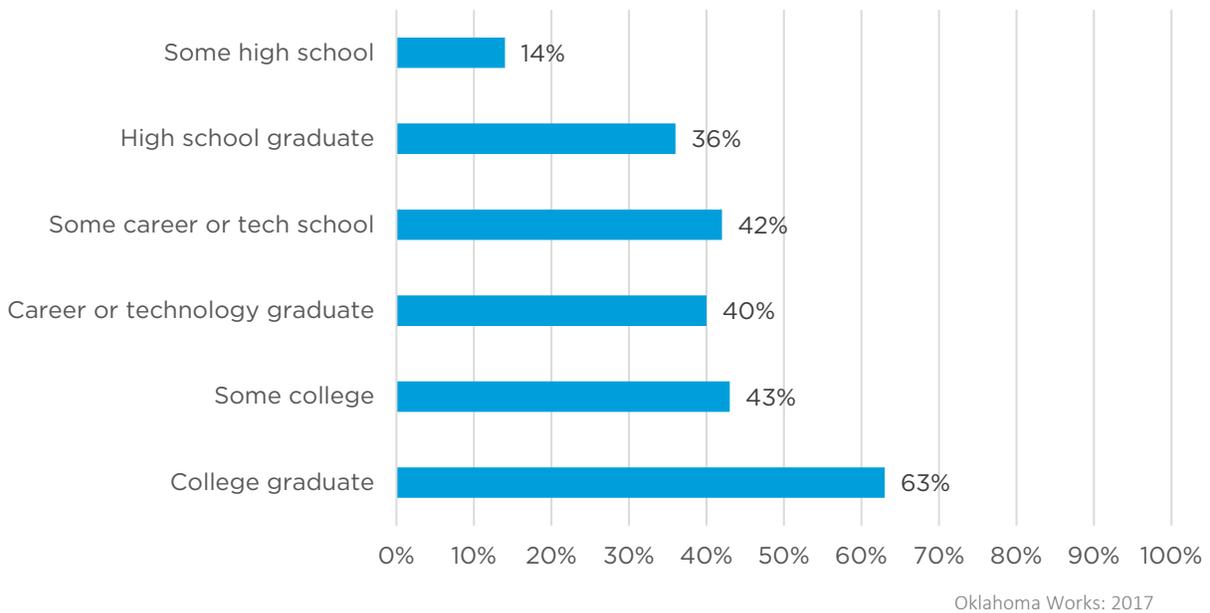


Oklahoma Works: 2017

Very Positive Image of Community College by Education Achieved by Target and Comparison Samples



Very Positive Image of 4-Year University by Education Achieved by Target and Comparison Samples



Review of Educational Attitudinal Concerns
Selected Barriers for Target and Comparative Populations
By Education Achieved
(Those rating Agree or Strongly Agree)

	Some High School	High School Grad	Some Career or Technology	Career or Technology Grad	Some College	College Grad
I have trouble with math	40%	36%	35%	30%	33%	24%
I tend to avoid risk - I want a level of surety before I invest time or money	50%	39%	57%	47%	42%	35%
I don't want to take on new debt for more education	56%	59%	76%	72%	73%	66%
I wish I knew how employers rated a school and its programs	25%	39%	43%	39%	43%	40%

Oklahoma Works: 2017

Positive Influencer Expectations for More Education
by Education Achieved by Target and Comparison Samples

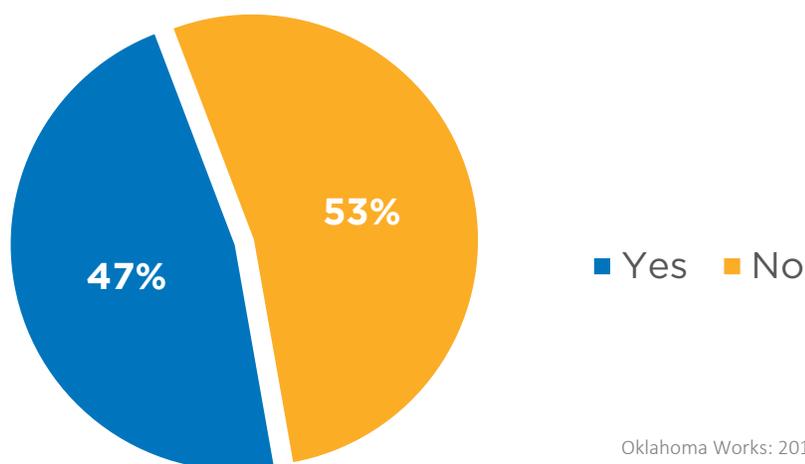
	Some High School	High school graduate	Some career tech	Career tech graduate	Some college	College graduate
Spouse or Partner	26%	35%	40%	32%	28%	38%
Parents	31%	42%	46%	35%	33%	40%
Friends	24%	29%	31%	23%	21%	23%
Employer	32%	28%	33%	21%	19%	34%
Average	29%	34%	38%	28%	25%	34%

Oklahoma Works: 2017

Over Age 55 Results

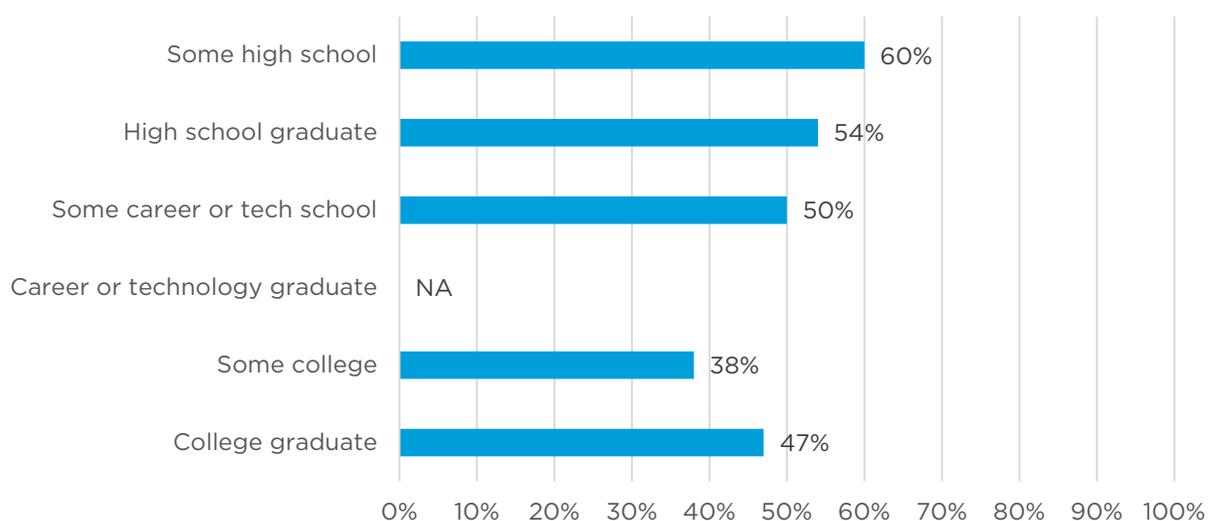
Interviews were completed with respondents above age 55 in order to gather information about regrets related to past educational choices.

Those Wishing They Received More Education Earlier In Life among Those Over Age 55



Oklahoma Works: 2017

Those Wishing They Received More Education Earlier In Life by Education Achieved



Oklahoma Works: 2017

Over Age 55 Results

The desire for more education among seniors appears fairly similar across all educational groups, although it's important to note this is a small subsample.

Reasons given by members of the over 55 age group for desiring more education earlier in life relate primarily to further career advancement and higher wages, but also to personal satisfaction. They include the following comments:

“Be smarter.”

“Because I learned as I grew up and now that I know what I have learned, it is sad to know that I could've bettered my life.”

“Better jobs. You just feel better about yourself.”

“Better off than now.”

“Could have advanced further.”

“Could have got better wages.”

“Education is important for everyone and it helps in a society to have a strong one because it wasn't like how I started, like how I did it. But if you have good education, you can probably do more with more education.”

“Higher education means a better life for you and your family.”

“I could have made more money for my old age.”

“I don't know. I just think I would have been more prepared for my future and I could have gotten a better job. I was working as a medical transcriber. Probably would have made my life easier.”

“I never got there to do anything. I can't talk or read good.”

“I probably would have had a better job than I had.”

“I worked out at the hospital 48 years.”

“I would be living better than I am now.”

“I would have liked to have been a nurse but I couldn’t afford it.”

“I would like to be more educated. I’ve been lucky enough to be able to pay for myself in life but I would like to be more educated. I’ve had some jobs which were fine.”

“It would have helped me in life.”

“I’ve been a truck driver for 55 years and it’s not a very good life. I’m still driving.”

“Just mainly for personal satisfaction.”

“Just wish I had it.”

“Maybe a better job.”

“More opportunities, better paying jobs.”

“There was something I would have liked to have done. At that time I didn’t have the money to go to college.”

“To be able to understand more about what’s going on in life and to be happier.”

“To better my living conditions.”

“To live a better life.”

“Waited until kids were older.”

“Well, I don’t know that it would have benefited me financially but I would have been more secure. I’m not lacking. Not really concerned about that. It’s my retirement that could be in danger with the presidential campaign. They want to get rid of the retirement benefits. That’s what I’m concerned about now. If we change the policies we have now my retirement’s in jeopardy. When I was in the work force I had the opportunity to get an education to advance further to change my part of the work. I advanced but not as far I wanted to. I went to a religious college and graduated with a bachelor’s degree. I’m glad the situation worked out.”

“Well, I probably would have gotten a career more than I did. Never did get settled down to get an education.”

“Would make a heck of a lot more money.”

Appendix

Secondary Research Links

Cost Value

Time	http://www.naspcenter.org/adol_sdpe.html
Cost barriers	http://www.naspcenter.org/adol_sdpe.html
First Generation students	http://files.eric.ed.gov/fulltext/ED504448.pdf

School Climate

Learning style, learning disability	https://www.ahead.org/uploads/docs/resources/ada/Opportunities%20for%20Students%20with%20Disabilities.pdf
Problems interfacing - financial aid, counselors, etc.	http://www.naspcenter.org/adol_sdpe.html
College-going rate of the high school	http://www.studentclearinghouse.org/high_schools/files/STHS_ChicagoSchools.pdf
Overuse of suspensions	http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/out-of-school-and-off-track-the-overuse-of-suspensions-in-american-middle-and-high-schools
State policies with unintended consequences	http://knowledgecenter.completionbydesign.org/sites/default/files/364%20Moore%202007.pdf
Campus climate	https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Transfer-Students.aspx
Constraints on transfer credits	http://www.cael.org/pdfs/124_degree_completion_beyond_borders
Transfer shock	https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Transfer-Students.aspx
Developmental/ Remedial education in need of reform	http://www.mdrc.org/publication/developmental-education-barrier-postsecondary-credential-millions-americans
Lack of reading proficiency by 4th grade	https://www.dosomething.org/facts/11-facts-about-dropping-out
Early education, literacy, and critical milestones	http://www.apa.org/pi/families/resources/school-dropout-prevention.aspx

External Barriers

Transportation	http://www.naspcenter.org/adol_sdpe.html
Child care	http://www.naspcenter.org/adol_sdpe.html
Barriers In general	https://www.whitehouse.gov/assets/documents/MCTF_staff_report_barriers_to_college_FINAL.pdf

Internal Barriers

Insufficient motivation/ persistence/ confidence	http://www.ncbi.nlm.nih.gov/pubmed/24547752
Problems: addiction, pregnancy, depression, family, etc.	https://www.sciencedaily.com/releases/2009/07/090706161302.htm
Problems: health, financial crisis, etc.	http://www.doe.mass.edu/news/news.aspx?id=2841
Disability	http://www.ndpc-sd.org/
Undocumented status can impact completion	http://www.tandfonline.com/doi/abs/10.1080/1369183X.2014.968534
Boredom	http://education.seattlepi.com/problems-cause-students-drop-out-school-1412.html

Support And Expectations

Lack of support from family (first gen college)	http://www.studentclearinghouse.org/high_schools/files/STHS_ChicagoSchools.pdf
Discouragement from family (first gen college)	http://alumni.berkeley.edu/california-magazine/spring-2015-dropouts-and-drop-ins/struggle-be-first-first-gen-students-may-be
Lack of in-school support network	https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Transfer-Students.aspx

Focus Group Moderator Guide

RVA LLC, Market Research & Consulting, 15 West Sixth Street, Suite 1204, Tulsa 74119, (918) 592-3100

OSU Oklahoma Works Certificate/Degree Completion Focus Groups

THIS IS A MODERATOR GUIDE ONLY - NOT EXACT WORDING FOR GROUPS

I. GENERAL INTRODUCTION

A. Hello! Thank you for coming today and agreeing to participate in this group discussion.

B. My name is _____ and I'm with a business called RVA Market Research. I often work with companies needing various types of public opinion research – such as involving surveys or focus group discussions like this. I am also videotaping the comments today so I don't have to take notes.

C. The purpose of these discussions will be to learn your attitudes and opinions toward specific school related areas or issues. Your answers should be based on your experiences or perceptions. Age or the amount of experience you have is not important. Each of your opinions is absolutely just as important as someone else's. Please speak up and tell me what you are thinking.

And lastly, there are no right or wrong answers. In fact, if your viewpoint is different from someone else who has spoken, please let your opinions be known.

I would like to request that only one person speak at a time and that everyone please speak as clearly as possible. We will all want to hear what others are saying and I think you will find our conversation here today both interesting and enjoyable. Because of our short time limitations today, I may occasionally divert us on to other topics or give another speaker a chance to voice an opinion.

Before we begin, I would ask that everyone please turn off their cell phones and please remember to speak loudly and clearly.

II. GROUP INTRODUCTIONS

A. First, I'd like to find out a bit about each of you such as:

- *What is your name?*
- *What part of the area do you currently live in?*
- *Are you single? With partner or married? Any children?*
- *What are you currently doing with your time? Are you employed?*
- *(For the disconnected) Are you trying to find employment? Why or why not?*

III. SCHOOL/COLLEGE ASSOCIATIONS

A. I would like you to write down the first word or phrase that comes into your mind when I say a word. The word is “school”.

Now please write down the first word or phrase that comes into your mind when I say the word “career tech”.

And now the word “college”.

(Pick up papers.) We will discuss these in a few minutes.

What would it do for them?

IV. FUTURE PLANS

A. Let's talk a bit about the future

- *What does your life look like in ten years?*
- *What would you eventually like to do for your job or occupation? Why?*
- *What steps will you use to get there?*
- *How optimistic are you about your own future? Why?*

V. SCHOOL PERCEPTIONS & INTERRUPTION

A. Discuss school/career tech/college first word association answers.

B. I believe everyone invited to participate in this group has had an experience of beginning, but not completing a course of training or schooling. Is that correct?

- *What is the highest grade you have competed?*
- *When did you decide to leave school?*
- *Did your family and friends support your decision?*

C. Let's talk now about your reasons for stopping taking classes. What would you say were the main reasons you stopped taking classes when you did? (Record open end answers within four categories below. **Probe for detail and exact reason with each answer.**

Ask about factors below if not mentioned by group.)

Financial and Logistical Barriers

Cost

Lack of time

Hours not convenient

Transportation concerns

Moving frequently

Child care difficulties

Problems dealing with the system - financial aid, guidance counselors, etc.

Other

Climate of the School

Felt out of place/unwelcome

School was very different than previous schools

Lack of friends

School doesn't fit the way I learn best

Teachers and administrators don't seem to care

Not interesting, stimulating, fun

Other

Culture

Expectation to attend from friends or family

Expectation not to attend from friends or family

Other

Personal Issues or Motivation

Can't decide what I want to do with my life

Don't feel there is a rush

A degree doesn't seem that important

Complicated issues in my life (Family crisis, health, depression, pregnancy, addiction...)

Feel it's too late now

Not a good student

Not very motivated

Other

1. What category would you say is a biggest reason for your stopping school? Let's vote by a show of hands. (Probe re: why)

- *Financial barriers*
- *School climate*
- *Culture*
- *Personal issues or motivation*

2. Within in each category, what would you say are the most critical factors or issues? Let's vote by show of hands for the two most important factors per category. (Probe re: why

- *Explore parental, sibling, spouse, and friend expectations to go, or not to go.*
- *Explore education role models/ examples. Do they have one? What do they think of people who have completed a degree? What do they think of folks who are educated?*
- *Who, in your life, would have been the most important person to keep you in school/ college/ career tech?*
- *What would make it easier to meet with resources such as counselors?*

VI. SCHOOL RESUMPTION

A. General Re: School Resumption

- *Have you ever thought about going back to school or enrolling in classes? Why not? What are the factors that are holding you back now? Why shouldn't you go back to school?*
- *Who else in your family has not completed school? Why not?*
- *There are some studies out there that say people with college degrees make more money than those that don't. Do you agree with that? Why or why not?*

- (Below question based on dynamic of group):

1. “Now imagine that all of you have been appointed as the education decision makers within state government. It has been determined that the state of Oklahoma does not have enough trained and educated workers to fill the need that companies have, because not enough people are completing their education goals and degrees.

Your job is to turn this around and find solutions for people to earn their chosen degree. First, what would you add or change to reduce barriers and increase the motivation to complete degrees? (Focus especially on the areas said to be problems earlier).

Still assuming you were a statewide education decision maker, what big advertising or social media message do you think would work best to give to those without degrees to get them back into school? OR

2. “What would you do to fix the system?”

B. Steps To School Resumption

Who in your life could help you most to return to/ finish school?

Where would you go?

What school is the best for you? What program?

How do you go about finding this out? Who has this information?

VII. FINAL WRAP-UP

Loop back re: plans in 10 years

- *I am curious, did anything we talked about today make you personally more motivated to start school again? What and why?*

- (Provide resources for those interested)

www.okcareerguide.org

Workforce Tulsa: 918-796-1200

Workforce (McAlester): 918-423-6830

Workforce Oklahoma: 405-713-1890

Discuss logistics for getting check, etc.

Quantitative Survey Questions

RVA LLC, Market Research & Consulting, 15 West Sixth Street, Suite 1204, Tulsa 74119, (918) 592-3100

RVA Degree Completion Survey – Final Online Version

S. Qualifications

S1. What is your age?

1. Age 17-24 (See quotas)
2. Age 25-34 (See quotas)
3. Age 35-44 (See quotas)
4. Age 45-55 (See quotas)
5. Over Age 55 (TERMINATE)

S2. Please indicate your gender.

1. Male (See quotas)
2. Female (See quotas)

S3. What is the highest level of education you have received?

1. Some school but not a high school graduate
2. High school graduate (Confirm no post HS edu /TERMINATE)
3. Some career or technology school but not a graduate
4. Career or technology school graduate (Confirm no college edu /TERMINATE)
5. Some college but not a graduate
6. College graduate (TERMINATE)

S4. (ASK IF Q. #S3 = “some high school”/ “1”) Are you currently in high school?

1. Yes (TERMINATE)
2. No

S5. (ASK IF Q. #S3 = “some career or technology”/ “3”) Are you currently enrolled in career or technology school?

1. Yes (TERMINATE)
2. No

S6. (ASK IF Q. #S3 = “some college”/ “5”) Are you currently enrolled in college?

1. Yes (TERMINATE)
2. No

S7. In what Oklahoma county do you live in?

(Select from list of Oklahoma counties - alphabetic) (TERMINATE IF NONE)

A8. (ASK IF Q. #S3 = “some career/ tech or some college”/ “3” or “5”)

Has the last school you attended made an effort to contact you about completing your degree?

1. Yes
2. No

A9. (ASK IF Q. #S3 = “some career/ tech or some college”/ “3” or “5”)

Have you made any recent attempts to contact a school to restart your education?

1. Yes
2. No

B. Current Employment

B1. What is your current employment status?

1. Employed full-time
2. Employed part-time
3. Self employed
4. Retired
5. Unemployed/ Looking for work
6. Unemployed/ Not currently looking for work
7. Disabled/ Unable to work

B2. (ASK IF Q. #B1 = “employed”/ “1” or “2”)

Do you currently work more than one job?

1. Yes
2. No

B3. (ASK IF Q. #B1 = “employed”/ “1” or “2” or “3”)

Which of the following best describes your current occupation?

1. Management
2. Office staff
3. Technical
4. Factory, shop or trade
5. Customer service/ retail/ sales, etc.
6. Professional
7. Other

B4. How satisfied are you with your current job or career?

1. Very dissatisfied
2. Somewhat dissatisfied
3. Neither satisfied or dissatisfied
4. Somewhat satisfied
5. Very satisfied

C. Educational Interest

C1. How valuable do you think additional education would be in helping you reach your job or career goals?

Not at all Valuable				Very Valuable	
1	2	3	4	5	

C2. What is the highest level of additional education that you think would be realistic and helpful to you in attaining your future goals?

1. Nothing required
2. High school diploma
3. College courses for information – no degree necessary
4. Two-year degree (Associate)
5. Technical degree or certification
6. Four-year college degree (Bachelor)
7. Masters degree
8. PHD

C3. How likely are you to actually start taking classes and work toward more education in the next three years?

1. Not at all likely
2. Not very likely
3. Somewhat likely
4. Very likely
5. NA – Currently taking classes

C4. What is your overall perception of the following school types?

	Very negative			Very positive	
a. High School	1	2	3	4	5
b. Career Tech	1	2	3	4	5
c. Community College	1	2	3	4	5
d. Four-year University	1	2	3	4	5

C5. Which of the following do you feel would be the best fit for you?

1. Career tech certificate
2. Professional license
3. Associate’s degree
4. Bachelor’s degree

C6. Which of the following would you personally be most proud to have?

1. Career tech certificate
2. Professional license
3. Associate’s degree
4. Bachelor’s degree

D. Educational Barriers

D1. How much do you disagree or agree with the following statements? (ROTATE)

	Don't agree at all			Agree strongly	
a. I don't have a clear plan as to what I want to do with my life	1	2	3	4	5
b. It is too late for me to go back to school	1	2	3	4	5
c. I'm not good at test taking	1	2	3	4	5
d. I learn better through a hands-on approach	1	2	3	4	5
e. I expect to go much farther in my current job or career	1	2	3	4	5
f. I have trouble with math	1	2	3	4	5
g. I sometimes didn't have the personal discipline to study enough	1	2	3	4	5
h. I think college includes too many general education requirements	1	2	3	4	5
i. I tend to avoid risk - I want a level of surety before I invest time or money	1	2	3	4	5
j. I don't believe a college degree equates to much higher net income	1	2	3	4	5
k. I don't believe a career tech degree equates to much higher net income	1	2	3	4	5
l. I know people with a college degree and a low paying job	1	2	3	4	5
m. I am satisfied with my current job or life role	1	2	3	4	5
n. More education for myself can motivate my children to go further	1	2	3	4	5

o. Completing more education means more respect from my friends	1	2	3	4	5
p. I can't advance in my career without an additional certificate or degree	1	2	3	4	5
q. School is too time consuming given my other responsibilities	1	2	3	4	5
r. Higher education costs too much	1	2	3	4	5
s. I didn't make many friends at school	1	2	3	4	5
t. Teachers didn't seem to care about me	1	2	3	4	5
u. Administrators didn't seem to care about me	1	2	3	4	5
v. There is no guarantee I will get a better job after a college degree	1	2	3	4	5
w. I chose the wrong crowd of friends to be a successful student	1	2	3	4	5
x. Counselors didn't seem to care about me	1	2	3	4	5
y. School was boring or not interesting to me	1	2	3	4	5
z. The way teachers taught didn't seem to fit the way I learn	1	2	3	4	5
aa. School didn't provide enough structure to keep me on track	1	2	3	4	5
ab. I don't want to take on new debt for more education	1	2	3	4	5
ac. A degree takes too many years to complete	1	2	3	4	5
ad. If someone in my life cared, I would complete my degree	1	2	3	4	5
ae. I need to focus on my current job, not a possible job with more education	1	2	3	4	5
af. I wish I had a life career coach/ mentor to help navigate logistics	1	2	3	4	5
ag. I didn't enjoy school	1	2	3	4	5
ah. School was stressful to me	1	2	3	4	5
ai. I often put things off	1	2	3	4	5
aj. Counselors and enrollment officials aren't available after hours	1	2	3	4	5
ak. I don't have anywhere convenient to leave my children	1	2	3	4	5
al. I think experience and responsibility are more important than a degree	1	2	3	4	5
am. I wish I knew how employers rated a school and its programs	1	2	3	4	5

an. Sometimes a career tech degree carries an undesirable stigma	1	2	3	4	5
ao. I don't know where to start in order to find the right school or to enroll	1	2	3	4	5
ap. School hours available are not convenient for me	1	2	3	4	5
aq. Some colleges are just in it for profit - they don't care about the student	1	2	3	4	5
ar. I don't have reliable personal transportation	1	2	3	4	5
as. I felt somewhat out of place or unwelcome at school	1	2	3	4	5
at. Education should be viewed as a long-term investment	1	2	3	4	5
au. There were too many disruptive students in class	1	2	3	4	5
av. Child care is too expensive	1	2	3	4	5
aw. Schools I could attend are too far away	1	2	3	4	5
ax. There are complicated issues in my life	1	2	3	4	5
ay. I had trouble being on time for school	1	2	3	4	5

D2. On a scale of “1 to 5” with “1” being “Expects me NOT TO GET more education” and “5” being “Expects me TO GET more education”, how would you rate the expectations of various people in your life?

	Expects me not to			Expects me to		
a. Spouse or Partner	1	2	3	4	5	na
b. Parents	1	2	3	4	5	na
c. Friends	1	2	3	4	5	na
d. Employer	1	2	3	4	5	na

D3. How would you characterize your grade average in the last school year you attended?

1. A
2. B
3. C
4. D
5. F

D4. During your last year of education, how many times do you recall meeting with counselors?

_____ times met with counselor (99 >None)

D5. Which of the following ever happened to you during your years of education? (Select all that apply) (ROTATE)

1. Unplanned pregnancy
2. Running with the wrong friends
3. Arrest
4. Incarceration
5. Suspension from school
6. Crisis in my immediate family
7. Significant health problems
8. Physical disability
9. Alcohol abuse / partying
10. Drug abuse
11. Attention deficit disorder
12. Bullying from other students
13. Sexual abuse
14. Physical abuse
15. Diagnosed with a learning disability
16. None

E. Educational Re-engagement

E1. Which of the following people would be the most inspirational to you to achieve more education? (Select ALL that apply)

1. Parents
2. Friends
3. Spouse or partner
4. Your employer
5. Your children
6. Others: _____

E2. How important would the following be to motivate you to take more classes? (ROTATE)

	Not at all			Very	
	Important			Important	
	1	2	3	4	5
a. More assurance a diploma will ultimately result in higher net pay	1	2	3	4	5
b. More assurance attending will be enjoyable, interesting, and stimulating	1	2	3	4	5
c. More assurance attending will help me in the short term	1	2	3	4	5

E3. How important do you consider the following possible new opportunities for education? (ROTATE)

	Not at all Important			Very Important	
a. Classes in my neighborhood or community	1	2	3	4	5
b. Weekend courses	1	2	3	4	5
c. More evening courses	1	2	3	4	5
d. Transportation to school	1	2	3	4	5
e. More education about various career opportunities	1	2	3	4	5
f. More basic life training in high school such as financial basics, etc.	1	2	3	4	5
g. More training about the importance of personal responsibility.	1	2	3	4	5
h. Counseling classes allowing more contact with counselors	1	2	3	4	5
i. College or Career Tech tied directly with work internships	1	2	3	4	5
j. More interesting lectures from teachers	1	2	3	4	5
k. Opportunities to do school projects related to my interests and passions	1	2	3	4	5
l. Less standardized testing in public and high school	1	2	3	4	5
m. More interactive discussion classes	1	2	3	4	5
n. More individual help when having trouble	1	2	3	4	5
o. Ways to get college general ed requirements completed while in high school	1	2	3	4	5
p. Instruction to help me learn how to be a better test taker	1	2	3	4	5
q. Shorter degree programs	1	2	3	4	5
r. More opportunities for online courses	1	2	3	4	5
s. More opportunities for partial online and partial in-class courses	1	2	3	4	5
t. Counselors and enrollment personnel available after hours	1	2	3	4	5

E4. (ASK IF Q. #S3 = “some career/ tech or some college”/ “3” or “5”)

How certain would you need to be of getting a significantly better paying job to cause you to complete a degree or certificate?

60%	70%	80%	90%	100%	None
1	2	3	4	5	6

F. Demographics

F1. Did your mother have higher education experience?

1. No
2. Mother earned college degree
3. Mother earned career tech degree
4. Mother attended college, but did not graduate
5. Mother attended career tech, but did not graduate

F2. Did your father have higher education experience?

1. No
2. Father earned college degree
3. Father earned career tech degree
4. Father attended college, but did not graduate
5. Father attended career tech, but did not graduate

F3. Do you have brothers or sisters with higher education experience? (Select ALL that apply)

1. No
2. One or more earned college degree
3. One or more earned career tech degree
4. One or more attended college, but did not graduate
5. One or more attended career tech, but did not graduate

F4. What kind of residence do you currently have?

1. Own home
2. Rent home
3. In a home/ With others who rent or own
4. Stay in shelter / no residence

F5. How would you describe your predominant ethnicity?

1. Caucasian/ Non Hispanic
2. African American
3. Native American
4. Hispanic/ Latino
5. Other

F6. What is your household status?

1. Single
2. Married or with partner
3. Living with parents

F7. If you have children living at home, what are their ages? (Check all that apply)

1. Age 0-5
2. Age 6-12
3. Age 13-18
4. Age 19-22
5. Over age 22
6. No children at home

F8.What is the total annual income of your household?

1. \$0-\$10,000
2. \$10,001-\$20,000
3. \$20,001-\$30,000
4. \$30,001-\$40,000
5. \$40,001-\$50,000
6. \$50,001-\$70,000
7. \$70,001-\$90,000
8. \$90,001-\$110,000
9. Over \$110,000
10. Refused/ NA

F9. Do you receive any of the following government benefits? (Check all that apply)

1. WIC
2. SNAP
3. Social security disability
4. TANF
5. LIHEAP
6. SoonerCare
7. SoonerPlan
8. SoonerRide
9. TEFRA
10. None



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