

WorkFirst

Fifth Year Accountability Report for WorkFirst Training Programs Conducted in 2002-03

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Prepared by
The Education Services Division

Washington State Board for Community and Technical Colleges

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Washington Community and Technical Colleges

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Introduction

In 1997, Washington state inaugurated WorkFirst, the state's welfare-to-work program based on the 1996 federal Temporary Assistance to Needy Families (TANF) welfare reform legislation. WorkFirst's aim is to help people get "a job, a better job, a better life."

As part of this new program, the community and technical college system created WorkFirst training programs in 1998-99 to provide WorkFirst participants with pre-employment and job training to help them succeed in the economic mainstream. For the first four years, colleges operated five major programs: *Pre-employment Training* – short-term training geared to the hiring needs of specific employers; *Families That Work* – intensive basic education, parenting and other soft skills training for welfare recipients and low-income parents who have more significant barriers to work; *work-study* – a combination of a work-study job with college training; *tuition aid* – assistance that helps low-wage/former welfare recipients and other low-income workers pay for college while they are working; and *employer-based literacy programs* – designed for non-English speaking low-wage workers. These programs comprised the major training activities allowable under WorkFirst rules from 1998 to 2002.

In the fifth year, WorkFirst job training funds were reduced 25 percent as part of an overall WorkFirst budget cut from the state. The State Board for Community and Technical Colleges shifted to funding colleges in block grants¹ with one parameter: every college was required to offer pre-employment-type training that was short in duration and geared toward specific hiring needs. Within this parameter, colleges could combine the services they had previously offered as separate programs, and continue to offer services based upon their local area needs. The block grant had three overall goals:

- 1) Increase the number of welfare parents entering employment with higher than average entry-level wages.
- 2) Increase job placements for welfare parents with low basic skills or limited English proficiency.
- 3) Increase job placements and wage progression for other low-income parents.

¹ A college's block grant was equal to 75% of the previous year's funding (base+ plus all other WorkFirst funding it had received). Private career schools and community organizations also maintained 75% of the previous year funding level.

Block grant training services included:

- Customized Job Skills Training (CJST) lasting from 8 to 22 weeks and tied to a specific industry or set of employers. CJST goes beyond the former pre-employment training model by specifically encouraging providers to integrate more basic education into the job skills training, and establishing performance incentives for them to increase their welfare job placements in both the regular and integrated models.
- High Wage/High Demand Training (HWHD) allows welfare participants to obtain a community or technical college training program in the IT or health care fields, including any prerequisites, within 12 calendar months.
- Other Basic Skills and Work-Related Training serve welfare participants with more significant barriers who do not have an immediate job placement goal. Training may enhance their basic skills or job training while they wait for a specific WorkFirst service. Low-income adults may also be served.
- Work-Study can be done in conjunction with tuition-bearing college training or be combined with CJST, HWHD and other basic skills training. Only welfare adults are eligible for WorkFirst Work-Study.
- Advancement Training is a WorkFirst post-employment program to encourage current and former welfare and other low-wage workers to increase their education and skill levels while they work. Advancement training tuition assistance pays for training to upgrade skills for a person's current job or to help prepare the participant for a better job.

Terms used in this report to describe welfare and low-income students.

Throughout this report, the colleges' training programs are referred to as WorkFirst training, indicating their funding source. Students are referred to as current welfare students, adults or participants if they were on the WorkFirst/TANF caseload in the quarter they started training. Students whose income was below 175 percent of poverty (about \$26,705 for a family of three) are referred to as low-income parents or low-wage workers when they are individuals working and attending training for advancement. Other welfare sub-classifications are also used for analyses; they are explained in the report.

OVERALL FIFTH YEAR FINDINGS

The block grant increased employment for welfare students going to work.

- Nearly 2,000 welfare adults started employment after receiving college training. They included: 1,400 after Customized Job Skills Training (compared to some 1,100 welfare adults who started work after only receiving the more limited Pre-

Employment Training in 2001-02); 260 welfare adults started work after taking other basic skills training; 250 started work after participating in a work-study program combined with college training, and 75 welfare adults started work after completing one year of high wage/high demand training. Performance funds were attached to each college's share of total state welfare placements.

CJST by itself resulted in better starting wages than starting work without training. However, longer high-wage training, and the combination of CJST training with Work-Study resulted in higher starting wages and higher employment rates than CJST.

- Welfare adults starting work after CJST had an average starting wage of \$9.82 per hour. That is \$1.50 per hour higher than the welfare caseload as a whole averaged in going to work.
- Welfare adults who completed year-long high-wage training and those who combined work-study with CJST earned a median of \$9.50 per hour. Their median starting wages were nearly \$1.00 per hour higher than the median hourly wage after just CJST. However, relatively few welfare adults participated in these longer training activities: 230 high-wage participants and 55 people who combined work-study with CJST.

Integrating basic skills along with CJST resulted in increased employment for welfare adults with low basic skills and limited English. WorkFirst should build on this success in ways that lead to higher starting wages.

- Approximately 1,000 welfare adults received combined literacy/GED instruction and customized job skills training through a specific block grant that served more adults with low basic skills in CJST. Fifty (50) percent reported employment at a median hourly wage of \$8.26 per hour the quarter after training was completed.
- While employment was not an immediate goal for them, a little more than 1 in 4 (27 percent) of welfare participants who participated in only literacy training reported employment the quarter after leaving training. The median hourly wage reported was \$7.69 per hour.
- Another 220 limited English-speaking students combined CJST and English as a second language. Fifty-eight (58) percent reported employment at a median hourly wage of \$8.80 per hour the quarter after training.

Welfare and former welfare low-wage workers who attend college to advance themselves are better able to increase their earnings over time than the caseload as a whole. Those who complete two-year degrees and long certificates (45-90 college credits) increase their employment and earnings the most. However, balancing work, family and school is too challenging for too many who leave training early, before they can complete a certificate or degree program.

- Seventy-seven (77) percent of welfare and former welfare low-wage workers attending college for employment advancement were employed and earned \$3,400 the third quarter after leaving training. Forty-seven (47) percent increased their earnings by more than 10 percent in the first year after they left training. This compares to about 1/3 of all welfare adults able to increase their earnings 10 percent or more the first year after leaving welfare for work.
- Welfare low-wage workers who completed degrees and long certificates (one year or more of college training) had an employment rate of 81 percent and earnings of \$4,800 in the third quarter after leaving training. Sixty-two (62) percent increased their earnings at least 10 percent the first year after leaving college. Their earnings were \$1,700 higher and their wage increase rate was 23 percent higher than welfare adults who left college early. Seven (7) percent of welfare low-wage workers graduated with degrees and long certificates. Some three-fourths left with no, little or at best some college due to the inability to balance work, school and family.
- Low-wage workers with less than a high school diploma took an important step forward when they earned a GED to complete high school. However, if they left with no vocational training beyond their GED, they had the lowest employment, earnings and growth increase rates. Sixty seven (67) percent were employed with quarterly earnings of \$2,400, and only 29 percent increased earnings of 10 percent or more.

Through services to non-welfare, low-income parents, colleges served higher percentages of males and people of color than were served in the welfare population as a whole. Low-income parents' employment and earnings were typically higher than welfare adults.

- Through the block grant, colleges served low-income parents with limited services – CJST, other basic skills and advancement training. Low-income parents were typically male (about 1 in 3 compared to 1 in 5 among welfare adults), and nearly half were of color, (compared to about one-third among welfare adults).
- Among low-income parents leaving college training, employment and earnings were higher than welfare adults. however, the patterns were similar. For example, those who completed longer programs, earned certificates or degrees had higher employment than those who left early or received shorter training.

Challenges and Opportunities

It continues to be a significant challenge to determine how to best assist welfare adults in increasing their education and training levels in the context of the Workfirst motto, “a job, a better job, a better life.” Eight in 10 welfare adults come to and leave WorkFirst with a high school education or less. These adults join an economy in which employers ask for increasingly higher skills levels – with most family-wage jobs requiring one to two years of college job training. In Washington state, approximately 1/3 of working-age adults 25 years or older has a

high school education or less. They work in lower pay jobs, are unemployed more and earn they \$6,000 to 13,000 per year less than a worker with an Associate's Degree or at least some college education.

The SBCTC studies show that adults who eventually earn certificates and degrees have the highest earnings. However, relatively few can balance work, family and school long enough after they leave welfare to reach this level. Most attend for just a few classes. Further, the studies find that while the short-term, up-front trainings offered by two-year colleges do help clients find jobs, they are unable to return to school to further their education and training after they go work. Hence, for too many, the pathway to self-sufficiency is cut short.

What can be done? First, welfare clients need an up-front assessment to determine their education and training needs, including aptitude, abilities and interests as well as ability to benefit as part of their long-term success plan. Secondly, the assessment results should be uniformly and consistently applied to WorkFirst training rules. This would allow students with basic skills deficiencies to enhance their basic skill level and gather professional-technical skills, as long as they demonstrate satisfactory progress and the ability to benefit. For other students ready for college-level work, their success plans should directly incorporate appropriate skills training, either full-time or combined with work.

**TRAINING PROGRAMS THAT PREPARE WELFARE AND
OTHER LOW-INCOME PARENTS FOR WORK
2002-03**

CUSTOMIZED JOB SKILLS TRAINING AND INTEGRATED BASIC SKILLS

Background

Customized Job Skills Training (CJST) replaced what was formerly Pre-employment Training (PET) as the major WorkFirst training program that prepares welfare and low-income parents for immediate employment. CJST was a required component of the block grant for all colleges in order to maintain efforts across the board in providing short training geared to hiring opportunities. CJST had these goals: to increase the number of TANF adults going to work; and to create training opportunities for welfare adults with educational and language barriers to employment (non-English speakers and adults with inadequate basic math, reading and writing skills). Colleges that had not previously offered Pre-employment Training started short-term employer-connected training that would achieve at minimum 15 job placements of welfare adults. Also, the colleges integrated adult basic education and English as a Second Language (ESL) instruction into their training for participants who needed it. A performance system was established to reward colleges based upon their share of total effort. The first year recognized welfare enrollments in CJST and Integrated Basic Skills. Beginning the second year, job placement will be included in the performance formula.

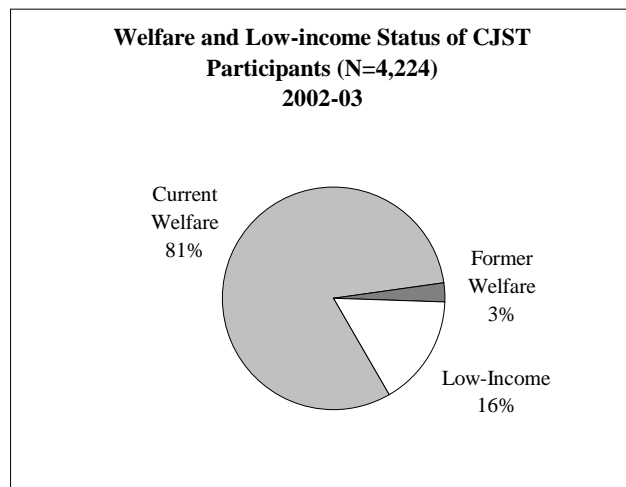
This section of the accountability report describes the participants and training results for customized job skills and integrated basic skills training.

Did colleges and other providers increase training opportunities for welfare adults?

Under the block grant, colleges increased pre-employment training for welfare participants going to work.

In 2002-03, 4,244 participants received CJST. This is compared to 3,164 Pre-employment Training participants a year prior.

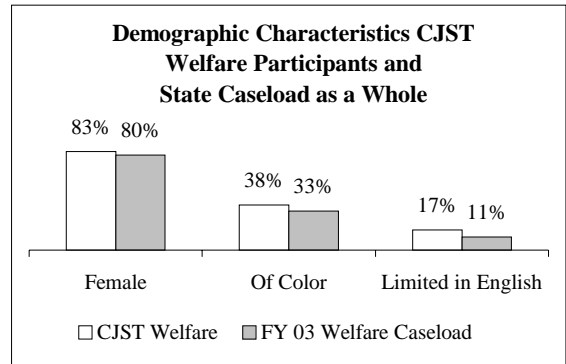
Eighty-four (84) percent of CJST participants (N=3,441) were welfare adults. This included 3,335 current welfare participants and another 106 former welfare recipients.² In comparison, PET in the prior year trained 2,008 current and 251 former welfare recipients (71 percent of all PET participants).



² Former welfare recipients received welfare in at least 1 of the 7 quarters prior to the start of training, but not in the quarter they started.

What are characteristics of CJST participants and how do participants compare to the adult caseload as a whole?

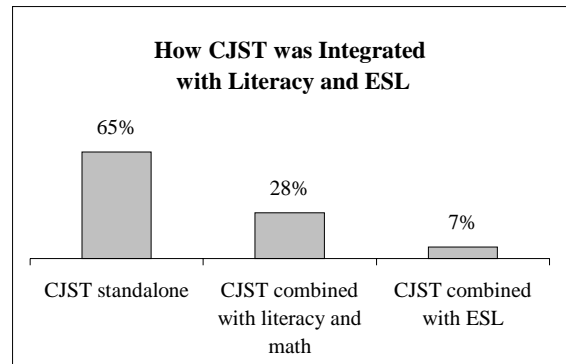
Both the typical CJST welfare participant and caseload welfare adult were 29 years of age. CJST welfare participants are more diverse than the caseload as a whole. Other than being about the same age as other welfare adults, CJST welfare participants are more likely to be female and include higher percentages of both people of color and limited English speakers.



The remaining 16 percent of CJST participants (N=803) were low-income parents. The typical low-income parent enrolled in CJST was 34 years and female (77) percent. Nearly half (49 percent) were of color. Twenty-three (23) percent had limited English.

How many welfare CJST participants received adult basic education integrated into the skills training?

Adult basic education is defined as English as a Second Language (ESL) for non-English speakers and basic literacy/GED/high school completion for students lacking a high school diploma and/or functioning with basic reading, writing and math skills less than high school level. For the purposes of this analysis, integrated instruction was defined as having been enrolled in basic skills classes conducted either the quarter before or any quarter during CJST training.



Colleges integrated adult basic education instruction into training for 1,231 (35 percent) of welfare participants in CJST. This included 1,011 students lacking high school diplomas or with inadequate reading, writing or math skills and 220 non-English speaking students.

Fewer students received ESL instruction than were identified as limited English speakers in either the CJST welfare population as a whole or on the caseload. No comparison can be made to the percent of participants provided literacy and the caseload as a whole, since assessments of this nature are not consistently performed for the caseload.

The typical student entering with less than high school preparation attended one quarter and received the equivalent of five credit hours of basic education instruction and/or GED test preparation. The typical non-English speaking student attended two or more quarters and received the equivalent of 20 credit hours of ESL instruction. This included instruction before entering CJST.

Employment and Earnings³ One Quarter after Training for Welfare CJST Participants That Left Training by June 2002 – Comparisons to Pre-employment Training, and the welfare caseload as a whole

There were 2,935 welfare participants that left CJST training by June 30, 2003. A total of 1,386 welfare leavers (47 percent) reported employment in Unemployment Insurance records one quarter after leaving. This compared to 1,088 welfare participants (54 percent) with reported employment in the last year of PET. The average wage for CJST welfare participants in the first quarter after training was \$9.82 per hour, which was \$1.50 per hour higher than the average wage for all welfare adults starting work.

Employment and Earnings Disaggregated for Welfare Participants Who Combined CJST and Basic Skills and for Low-Income Adults as a whole.

CJST Leaver	Employment	Median Hourly Earnings
All Welfare (N=2,935)	47%	\$8.44
Welfare-Integrated ESL (N=157)	58%	\$8.80
Welfare-Integrated Literacy/GED (N=843)	50%	\$8.26
All Other Low-Income (N=584)	60%	\$9.53

The median wage for all CJST welfare adults leaving training was \$8.44 per hour. There were 1,000 welfare adults included in the CJST leavers who received integrated instruction. Of that, 519 had reported employment for a higher percent than CJST welfare leavers as a whole (52 percent). Results varied for ESL and literacy programs. ESL students had the highest reported employment rates and hourly earnings – 58 percent reported were employed at an hourly wage of \$8.80 per hour. After literacy programs, 50 percent reported employment at an hourly wage of \$8.26 per hour.

Finally, 584 low-income participants left CJST. Of these participants, 60 percent reported employment with median hourly wage of \$9.53.

How do the employment results for CJST completers compare to non-completers? How do welfare participants with more and less work history and education compare?

Employment Results for CJST Completers

In the chart above, placement is measured for all CJST participants who enrolled in training; however, not all CJST participants completed training. There were 1,704 current welfare participants who successfully completed CJST training during the year. This represents 58 percent of all participants who left training. Sixty-four (64) percent of all welfare completers reported employment one quarter after leaving, at a median hourly wage of \$8.50 per hour. In

³ Employment is defined as a participant who has any earnings reported in Unemployment Insurance records one quarter after exiting training. Hourly wage is input from total earnings and total hours worked in the quarter reported. It should be noted that employment results in this report understate total employment. These data include only jobs covered by Unemployment Insurance in Washington State. Self-employment and work in other states are not counted.

comparison, 1,409 current welfare adults were non-completers (42 percent of all leavers). Twenty-seven (27) percent of all non-completers reported employment the quarter after leaving at a median hourly wage of \$8.10 per hour. Completion increased employment 17 percent and increased hourly wages \$.40 per hour (completers earned 5 percent more per hour than non-completers).

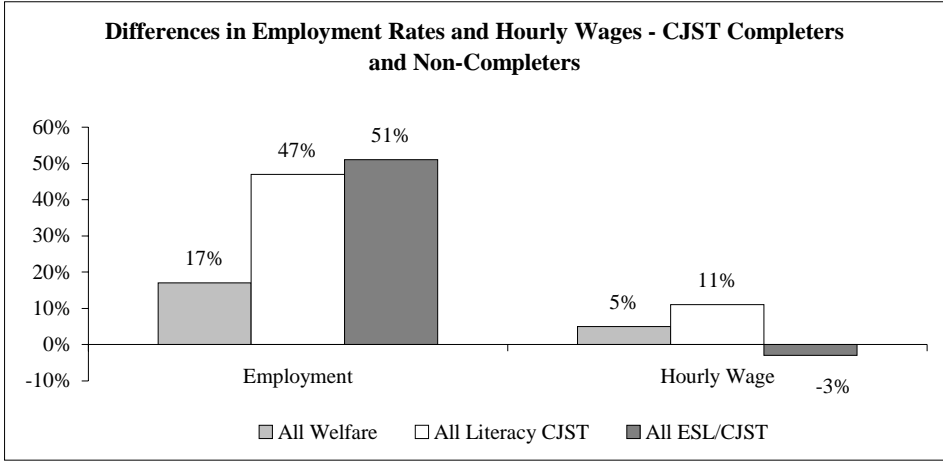
An analysis of completers provides useful information in understanding how receiving CJST compares to not receiving it, due to the fact that both completers and non-completers were similarly motivated in choosing training to find work. The results for CJST are in line with the most recent University of Washington Longitudinal Study⁴ that described the effects of Pre-employment Training and other WorkFirst job preparation activities. PET significantly increased employment. (Participant employment was 16 percent higher than similar WorkFirst clients who did not receive PET, which was 63 percent employment for PET participants compared to 47 percent for welfare adults who did not receive PET.) PET earnings were approximately \$40 per month higher, not as significant a difference as they were in prior studies.

Results are similar for the subset that completed CJSTs combined with literacy. A total of 460 welfare participants successfully completed CJSTs with a literacy component. This represented 55 percent of all welfare participants leaving these programs. There were 383 welfare participants who left training as non-completers. Employment for completers as compared to non-completers was 69 percent and 28 percent respectively. Completion of training increased employment 41 percent for CJST combined with literacy completers. Hourly wages for completers was \$8.56 per hour compared to \$7.74 per hour for non-completers, an increase of 11 percent in hourly earnings.

Eighty-eight (88) welfare participants successfully completed CJSTs that had an ESL component. This represented 56 percent of all welfare participants leaving these programs. There were 69 welfare participants who left training as non-completers. Employment was 80 percent for completers compared to 29 percent for non-completers (51 percent higher). Hourly wages for non-completers were not disaggregated due to the small sample. However, when completer's hourly wage (\$8.61 per hour) is compared to all leavers' hourly wage (\$8.80 per hour) completion appears to have had no effect on wages.

The following graph summarizes the differences in employment and earnings between welfare participants who completed and those who did not complete CJST by June 2002. Among all welfare participants leaving training, completion increased employment 17 percent. Training completion increased employment rates for literacy and ESL completers even more dramatically. Hourly wages were less affected than employment by training completion. Hourly wages for literacy completers increased the most – 10 percent. For all participants, hourly wages increased 10 percent. However for ESL participants, training completion had little to no effect on hourly wages.

⁴ WorkFirst Study for October 2001 TANF Recipients: This report describes job preparation activities for welfare adults contemporaneous to PET participants in 2001-02, one year before the time period in this 5th Accountability Report.



HIGH WAGE/HIGH DEMAND TRAINING

Background

High Wage/High Demand (HWHD) is a full-time training option for welfare recipients. Programs for jobs in the information technology (IT) or health care fields are automatically eligible. Other programs could be added if local demand for the occupation is high, as determined by screening the training program on the Labor Market and Economic Analysis (LMEA) Web site:

www.WorkforceExplorer.com. This option, which allows participants to complete the last year of a two- or four-year certificate or degree in a HWHD field, is still available on a case-by-case exception with approval at the local and State Board level. The academic year 2002-03 was the first full year that HWHD training options were available.

How many students participated in high wage/high demand training and for what kinds of jobs did colleges prepare them?

In 2002-03, 230 welfare adults participated in high wage/high demand training. Over half (54 percent) of all participants trained for healthcare occupations. Within health care, the largest areas included: nursing (LPN and RN) – 33 students; dental assistant – 19 students; cross-trained multi-skilled healthcare workers – 18 students; other healthcare office and hospital technicians – 16 students; medical assistants – 11 students.

Information technology was the second largest training area (20 percent of students). High wage/high demand IT fields included:

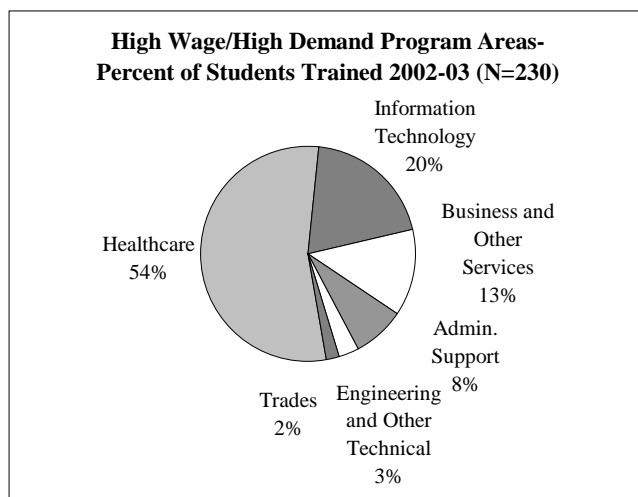
Network Administration – 12 students and information processing – 10 students.

Other popular fields of study included: administrative assistants – 15 students; medical records – 5 students; legal secretary and accounting – 4 students each.

What were the training results?

There were 132 HWHD students who left training by June 30, 2003. About half (53 percent) of all students leaving HWHD training earned fewer than 10 credits for coursework in their field. Forty-seven (47) percent left with 10 or more credits, including half of these with 30 or more college credits directly in their field of study.

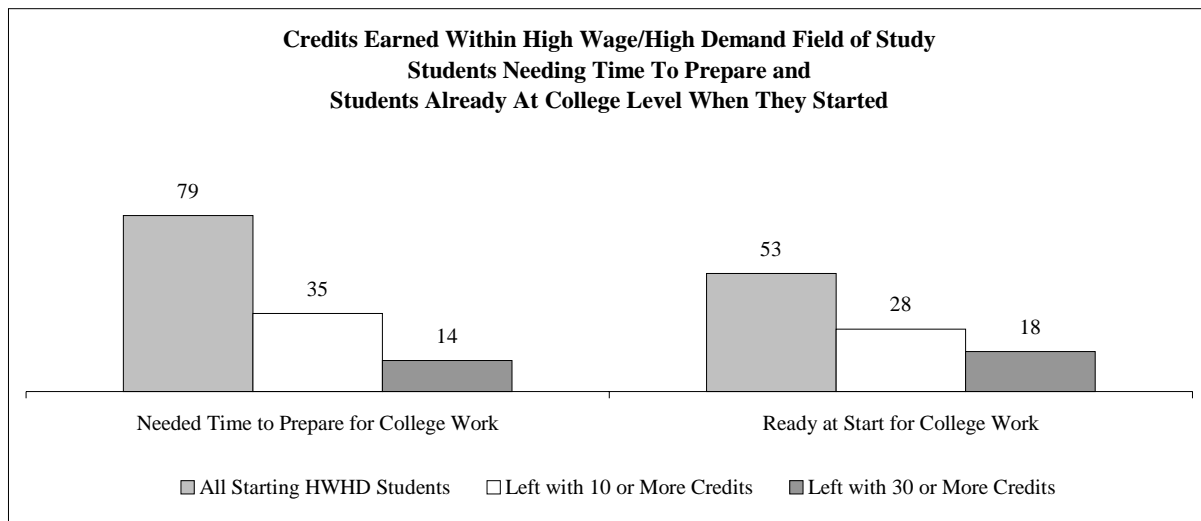
HWHD program policy dictates that students must complete their training, including any prerequisites, within 12 calendar months. Nearly 6 in 10 leavers (79 of the 132 students who left) needed some preparation before they were ready to start college-level work, to refresh or improve their basic skills, or improve their English language skills. As a result, 30 students had



insufficient time after their prerequisites to complete more than 10 credits earned in HWHD coursework. Thirty-five (35) students earned 10 or more credits in their HWHD field of study in 12 months and just 14 students completed 30 credits directly in the field of study.

Just 4 in 10 leavers (53 of the 132) were ready at the start of training for college work. Over half (28 students) earned at least 10 credits in HWHD courses and of these students 18 earned 30 or more credits.

Students needing prerequisites to their training on average completed 14 credits in the field of study itself. In comparison, students capable of directly taking HWHD classes on average earned 26 credits in their field of study. This suggests that the current 12-month rule that encompasses both prerequisites and HWHD coursework is a barrier to training for many WorkFirst students seeking HWHD training.



What were the employment results?

Seventy-five (75) leavers (57 percent) reported employment one quarter after leaving with a median hourly wage of \$9.58 per hour.

Employment Rates for HWHD Students Leaving Training by June 2003 by credits earned in HWHD fields of study and readiness for training to start.

Employment was highest among students completing 30 or more (two quarters) college credits in their HWHD field of study. Employment increased as students earned more credits in their field. Students who began HWHD training with less college preparation needed to earn at least 30 credits in their HWHD field before their employment rates changed significantly.

	Needed Time to Prepare for College Work	Ready at Start for College Work
Left with Less Than 10 Credits	52%	52%
Left with 10 or More Credits	54%	71%
Left with 30 or More Credits	71%	83%

Hourly Earnings for HWHD Students Leaving Training by June 2003 – sub-analyzed by credits earned in HWHD fields of study and readiness for training to start

Hourly earnings were higher among students completing 10 or more credits in their fields of study and highest for those completing 30 or more credits. Students completing less than 10 credits earned hourly wages in the \$8.00 per hour range, which is similar to CJST earnings outcomes for non-completers.

	Needed Time to Prepare for College Work	Ready at Start for College Work
Left with Less Than 10 Credits	\$8.00	\$8.44
Left with 10 or More Credits	\$12.00	\$12.67
Left with 30 or More Credits	\$13.51	\$13.96

WORKFIRST WORK STUDY

Background

WorkFirst Work-Study combines 16 to 19 hours-per week of a work-study job with college training. Work-study was added to the colleges' WorkFirst training menu in spring 2000 to help welfare clients attend college training and still meet their welfare work requirements by providing employment on campus. Only welfare clients are eligible for WorkFirst Work-Study.

This section describes the training and employment results for participants in work-study training since its inception.

Who received training?

There were 2,354 welfare participants that combined work-study with training since spring 2000. This includes 411 work-study students in 2002-03.

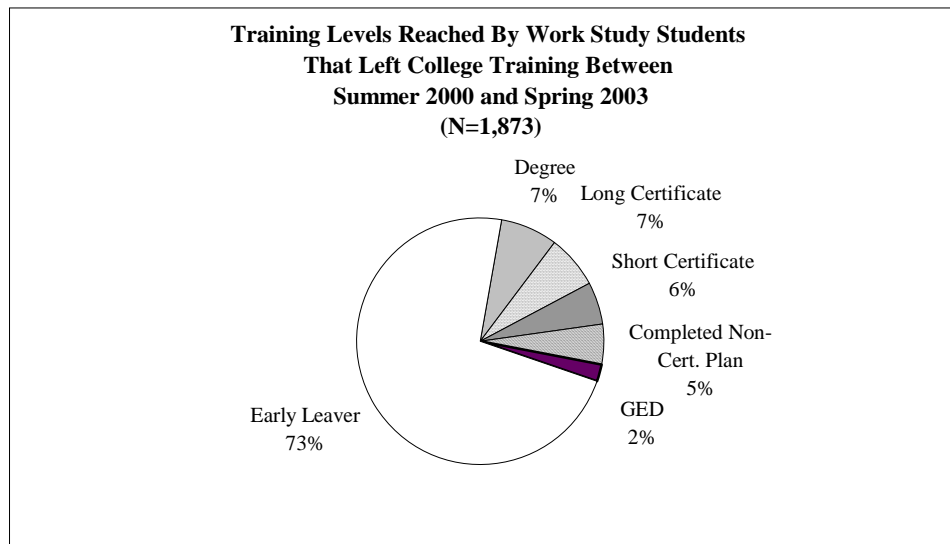
The chart below presents the characteristics and backgrounds of Work-study participants:

	Since Spring 2000
Total Work-Study Students	2,354
Current Welfare	100%
Female	86%
Not Worked 2 years Prior to Start	40%
Less than 12 years Education (includes those with GED)	42%
Of Color	31%
Continuously on Welfare 2 Years Prior to Start	20%
Limited English	16%
Median Age	29 years

What progress do Work-study participants make in increasing their skills?

Work-study students are tracked from the first academic quarter they receive work-study until they leave college. The typical work-study student attends college for two quarters from the quarter they first receive work-study until they exit. There were 1,873 work-study participants who left college training between summer 2000 and spring 2003. This includes 513 participants who left between July 1, 2002 and June 30, 2003. Among those leaving college training, 20 percent earned degrees or certificates and another five percent were individualized plan completers. Two percent earned their GED, which is essential if they are to return to college

training and go on to higher skill levels. The majority (73 percent), however, left before they were able to complete enough training to significantly raise their skills levels.



What are the employment outcomes for WorkFirst Work-study participants one quarter after they leave college training?

Fifty-five (55) percent (N=1,030) of all work-study students who left training were employed the quarter after leaving as measured by reported earnings in Unemployment Insurance records. The percent reported was higher for those who completed certificates, degrees or individualized plans (63 percent) than for those who left early (52 percent).

For all work-study students who left training between summer 2000 and spring 2003, the median wage was \$9.27 per hour. Completers earned \$10.19 per hour, compared to \$8.69 per hour for early leavers.

Combining work-study with other WorkFirst activities, CJST in particular, is a promising practice that should be encouraged and expanded to increase CJST employment outcomes. WorkFirst students who combined CJST with work-study earned \$1 per hour more to start than welfare CJST participants as a whole. The median hourly wage one quarter after training for a WorkFirst participant is \$9.49 per hour compared to \$8.44 per hour for CJST participants as a whole leaving training in 2002-03. Still, only 55 CJST participants received work-study, which is less than two percent of all CJST current welfare participants.

ADVANCEMENT TRAINING FOR LOW-INCOME WORKING PARENTS

Background

Advancement Training is a WorkFirst post-employment program to encourage current and former welfare and other low-wage workers to increase their education and skill levels while they work. The principle feature of advancement training is tuition assistance that pays for training to upgrade skills for a person's current job, or to help prepare the participant for a better job.

Advancement Training started in spring 1989. Enough time has elapsed that over 13,300 participants have left training between summer 1989 and winter 2003. This report describes the employment, earnings and wage progression for students after college training. Results are disaggregated for welfare and low-income students with some comparisons made to the caseload as a whole.

Who was served?

Between summer 1989 and winter 2003, 13,339 students who participated in training for advancement left college training. The typical student received one to two quarters of tuition assistance to complete a program or plan as a bridge to traditional federal or state aid sources. A student leaves training when she/he exits college for at least one full year. A student who has returned to college after an initial exit is counted in the last year she/he has exited. About one half of the students counted were welfare recipients (N=6,603) and the other half were low-wage working parents (N=6,733). In this section, welfare and former recipients are combined to account for participants who may be intermittently on and off welfare during their time of enrollment. All other low-income students are low-wage working parents. The chart below disaggregates recipients leaving college training by their exit year and welfare/low-income status:

Last Year of College Training	Welfare Students	Low Income Students
98-99	785	736
99-00	1,410	1,253
00-01	1,792	1,771
01-02	1,724	1,965
02-03	895	1,008

Advancement Student Demographics

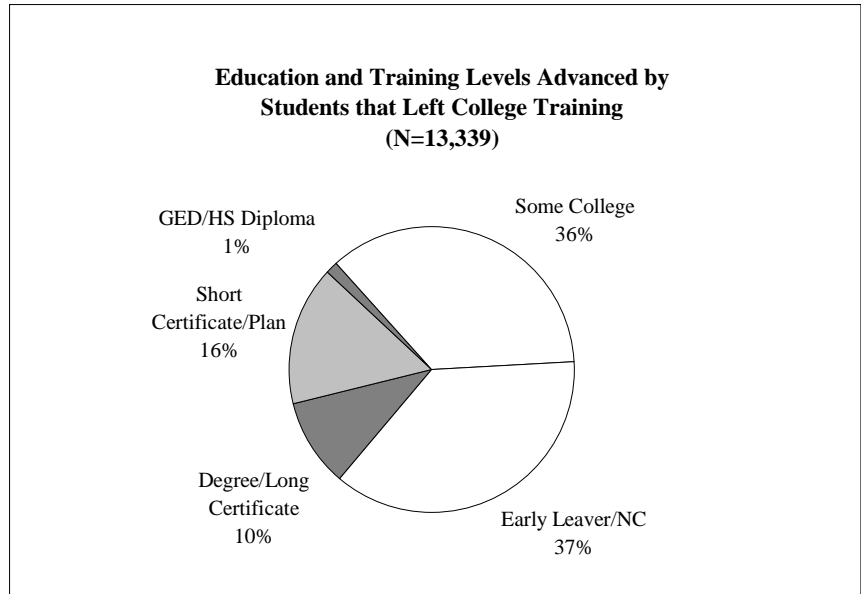
The typical student is female (78 percent) and 32 years of age. Over 1/3 (36 percent) are of color. A higher percentage of welfare students are female and several years younger on average as compared to low-income students. More low-income students are of color and on average they are several years older than welfare students who received assistance. The following table summarizes characteristics for welfare and low-income students who left college training:

	Welfare Students	Low-Income Students
% Female	86%	68%
% of Color	31%	40%
Median Age	30 Years	34 Years

What levels of training and education did students reach before leaving training?

About one in four students completed a degree or certificate. This includes 10 percent who earn degrees or long certificates (for training one year or longer) and 16 percent who complete short certificates (one academic quarter) and individualized training plans. Thirty-six (36) percent earned some college credits (10 or more), but left before completing a certificate or degree.

An equal percentage (37 percent) left early, after just one or two college classes or after non-credit coursework. Finally about one percent completed high school or earned a GED and left.



The typical participant left within two quarters of initially receiving tuition aid. Degree earners typically completed within five quarters of initially receiving aid.

The chart below summarizes the disaggregated education and training status of welfare and low-income students over time.

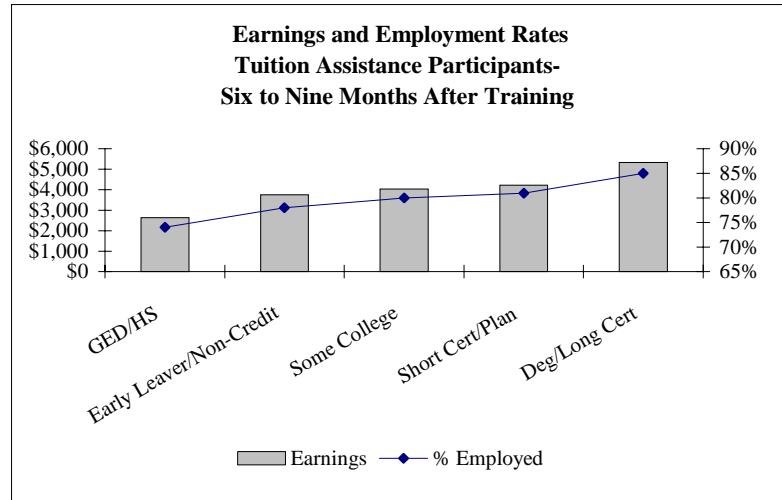
**Education and Training Levels Advanced
Disaggregated for Welfare/Low-Income Status**

Level	Welfare Students	Low-Wage Workers
2-Year Degree or Vocational Certificate-1 Year or Longer	7.6%	12.0%
1 Quarter Vocation Certificate or Individualized Plan	14.9%	17.1%
Some college (10 or more credits, no degree or certificate)	35.8%	36.6%
Early leaver/NC (less than 10 college credits or non credit classes only)	40.7%	33.7%
GED/HS Diploma	1.0%	.07%

What are the earnings and employment outcomes for students after training?

Approximately 12,000 students who left training (90 percent of all leavers) were matched to Unemployment Insurance records. Six to nine months after training, 80 percent of these participants reported employment with median quarterly earnings of \$4,044.

Similar to national data, employment and earnings were higher when more advanced levels of education and training were achieved. Eighty-five (85) percent of all students who completed a degree were employed with median earnings of \$5,326 the third quarter after training. Short-certificate/plan completers were employed at the rate of 81 percent with median earnings of \$4,228 for the quarter. Students who completed some college or left early were employed at 80 percent and 78 percent with median earnings of \$4,032 and \$3,755 respectively. Students who completed a GED/high school diploma were employed at 74 percent with median earnings of \$2,632.



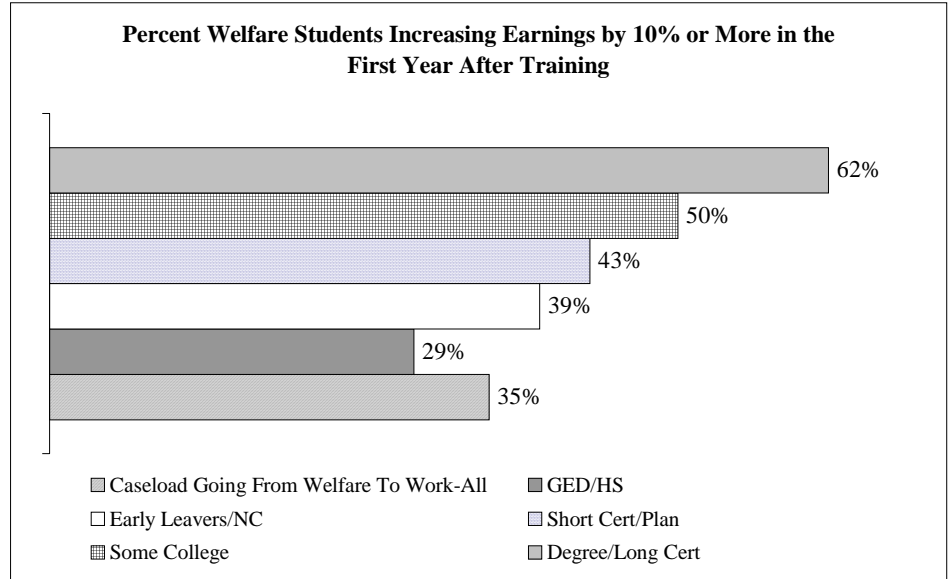
There were 4,513 welfare and 5,035 low-income students included in the students measured for employment. The table below summarizes employment and earnings results disaggregated for welfare/low-income status.

Employment and Earnings Six to Nine Months After Training

Completion Status	Welfare	Low-Wage Workers
Deg/Long Cert	Employment-81.2% Earnings-\$4,829	Employment- 87.3% Earnings-\$5,848
Short Cert/Plan	Employment-76.0% Earnings-\$3,412	Employment- 85.8% Earnings-\$4,782
Some College	Employment-78.6% Earnings-\$3,507	Employment- 81.4% Earnings-\$4,642
Early Leaver/Non-Credit	Employment-74.6% Earnings-\$3,196	Employment- 82.5% Earnings-\$4,315
GED/HS	Employment-66.7% Earnings-\$2,365	Employment- 86.5% Earnings-\$2,935
All	Employment- 76.8% Earnings- \$3,442	Employment- 83.6% Earnings- \$4,670

Do advancement students get *better jobs* after leaving college?

The second stage in WorkFirst after finding work is helping welfare adults who leave welfare for work get better jobs. Measuring wage gain for welfare clients who increase their earnings at least 10 percent in the first year after leaving welfare for work is one indicator of their progress in this regard. The maximum historic performance for a quarter is 45 percent. However, welfare clients largely struggle with increasing their earnings in the first year – about one third do so consistently.



In comparison to the welfare caseload as a whole, 47 percent of welfare students who received tuition assistance increased their earnings by at least 10 percent in the first year after college training. Among welfare students who completed a degree or long certificate, 62 percent increased their earnings at least 10 percent. Fifty (50) percent of all students who completed some college and 43 percent of welfare students completing short certificates had at least 10 percent gains. Early leavers and students who left after earning GEDs experienced post-employment gains of 39 percent and 29 percent respectively – more similar to the caseload as a whole.

During the same time period, among low-wage workers leaving college, 53 percent increased their earnings 10 percent or more in the first year. Among degree earners, 64 percent increased their earnings at least 10 percent. Among all other low-wage workers who left training, including GED students, half increased their earnings by at least 10 percent within the first year.

OTHER BASIC SKILLS AND JOB SKILLS SERVICES 2002-03

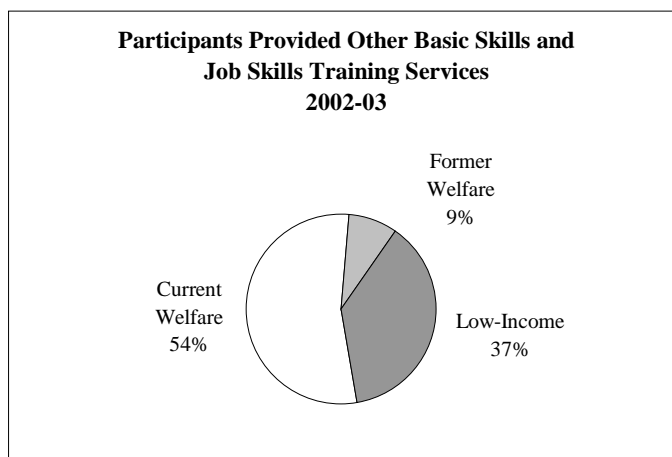
Background

Colleges also provide services to other welfare or low-income parents attending for reasons not immediately related to CJST job placement goals. Typically, the colleges and their other WorkFirst partner agencies determine these services locally. They include family literacy, educational planning, and other assessment and preparatory training activities. In addition, they include employment skills done in conjunction with job search, ABE/ESL/GED or Targeted Wage Initiative short term activities.

Who received other basic skills and job skills training services?

There were 2,367 students who received other basic skills and job skills services between July 2002 and June 2003.

Over half (54 percent) of all students served (N= 1,280) were current welfare participants. Another 9 percent (N=202) were former welfare participants. The remaining 37 percent (N=885) were low-income adults.



Three-fourths of all participants (76 percent) served were female. Among only welfare participants, more than 8 in 10 (82 percent) were female. This compared to two-thirds of all low-income (67 percent) participants that were female. A little more than one-third of all participants (36 percent) were of color. Among low-income participants, only 44 percent were of color. This compared to 36 percent of all welfare participants who were of color.

What instruction and training did participants receive?

Nearly 9 in 10 (89 percent) of all participants served received basic skills instruction (N= 2,113). Within basic skills, 48 percent of instruction was directed toward ESL; 42 percent toward ABE/GED; and 10 percent toward other basic skills including goal setting and other work-related basic skills. The typical ESL student received 25 credit hours of instruction. The typical ABE/GED student received 14 credit hours of instruction. Three in 10 basic skills students (N=637) attended for family literacy – that is to learn basic skills in the context of work readiness and family management. This type of instruction was previously available to pregnant women and mothers of infants in the Families That Work program that served 1,676 welfare and low-income parents in 2001-02. Under the block grant this activity became substantially reduced.

About one in four students (25 percent) received other skills training (N=592- this includes students that also received basic skills). Other job skills training accounted for 19 percent of all instruction offered. The typical student enrolled for two classes and received just fewer than 10 credit hours of instruction (9.4 credits). The largest area of instruction was office skills classes – 14 percent of all instruction offered. Other areas accounted for five or more percent of instruction, including truck driver training (11 percent), customer service training (10 percent), data entry (8 percent) and other technical training (5 percent).

What were the employment outcomes for participants who received other services?

While employment was not an immediate goal for all students that received other services, some participants do report employment. A little more than one in four (27 percent) of welfare participants that left training by June 2003 reported employment the quarter after leaving training. The median hourly wage reported was \$7.69 per hour. Nearly 40 percent of all low-income and former welfare participants that left training by June 2003 reported employment the quarter after leaving. The chart below presents the total participants leaving training, the reported employment and median hourly wages for each group.

	Current Welfare	Low-income
All Leavers	945	783
Reported Employment 1 st Qtr After	262	308
Median Hourly Wage	\$7.69	\$9.00

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