HANDOUT 1

CAREER PATHWAYS 2012 YTD (Unduplicated individuals)

12/4/2012

Milestone (1)	AUTO			BIT			HC			MAN			TOTAL		
	Target	Actual	%	Target	Actual	%	Target	Actual	%	Target	Actual	%	Target	Actual	%
CA carry-ins (2) excluded from enroll total		7			15			24			0			46	
Enrolled(Not yet define ST/LT)					2			1			1			4	
Short-term Enrollment (included CA)	25	6	24%	147	81	55%	35	24	69%	93	87	94%	**300**	**198**	**66%**
Long-term Enrollment (included CA)	20	20	100%	134	48	36%	100	105	105%	11	12	109%	**265**	**185**	**70%**
Total Enrollment:	**45**	**26**	**58%**	**281**	**131**	**47%**	**135**	**130**	**96%**	**104**	**100**	**96%**	**565**	**387**	**68%**
1-Qtr Completion	45	20	44%	261	57	22%	111	69	62%	86	46	53%	**503**	**192**	**38%**
2-Qtrs Completion	28	9	32%	169	26	15%	60	23	38%	23	16	70%	**280**	**74**	**26%**
3-Qtrs Completion	14	5	36%	81	6	7%	59	10	17%	11	3	27%	**165**	**24**	**15%**
4-Qtrs Completion	3		0%	23		0%	49		0%	0		0%	**75**	**0**	**0%**
Persist to 2nd quarter	28	17	61%	169	55	33%	60	61	102%	23	40	174%	**280**	**173**	**62%**
Persist to 3rd quarter	14	14	100%	81	18	22%	59	30	51%	11	15	136%	**165**	**77**	**47%**
Persist to 4th quarter	3	5	167%	23	7	30%	49	5	10%	0	3	0%	**75**	**20**	**27%**
CA carry-ins *(starts prior to 2012) (4)*		6/2/1/0			7/1/0/0			16/5/1/1						29/8/2/1	
15 Credits Attainment (3)	43	17	40%	252	35	14%	111	48	43%	86	57	66%	**492**	**157**	**32%**
30 Credits Attainment (3)	28	14	50%	169	24	14%	60	26	43%	23	17	74%	**280**	**81**	**29%**
45 Credits Attainment (3)	17	7	41%	23	3	13%	49	14	29%	10	3	30%	**99**	**27**	**27%**
45+ Credits Attainment (3)	3	5	167%	0	3	0%	28	14	50%	4	3	75%	**35**	**25**	**71%**
Short-term Certificate	11	4	36%	79	21	27%	27	19	70%	74	20	27%	**191**	**64**	**34%**
1-Year Certificate	1		0%	23	1	4%	10	11	110%	4	1	25%	**38**	**13**	**34%**
2-Year Degree		1	0%	0	1	0%			0%			0%	**0**	**2**	**0%**
Interim Employment-*NonTrng*					4			4			13			**21**	
Interim Employment-*Training*		4			3			3			9			**19**	
Career Job-Post ST	5	1	20%	54	5	9%	19	3	16%	28	3	11%	**106**	**12**	**11%**
Career Job-Post LT	0		0%	0	1	0%	5	3	60%	1		0%	**6**	**4**	**67%**
3-month Retention	1		0%	6	4	67%	11		0%	14	3	21%	**32**	**7**	**22%**

Notes: Short-term pathway is 45 credits or less. Long-term is more than 45 credits.
(1): All numbers excluding activities prior to 2012 from CA carry-ins, EXCEPT for "Credits Attainment" figures.
*(2): Carry-Ins number is " **included** " in the LT Enrollment and ST Enrollment. And not included again in the Total Enrollment for the column.*
(3): Individuals will appear on all milestone lines which they have completed. Numbers aslo included credits for training started prior to 2012 from CA carry-in.
(4): The numbers as shown represent the 15/30/45/45+ credits earned carried in from CA for training started prior to 2012.

E&T 2012 YTD

	IP			Prior Years Remains			TOTAL		
	Target	Actual	%	Target	Actual	%	Target	Actual	%
Enrollment		95							
Training Completion			0%	8	0	0%	**8**	**0**	**0%**
Job Placement	46	39	85%	38	0	0%	**84**	**39**	**46%**
3-month Retention	71	24	34%	51	1	2%	**122**	**25**	**20%**

HAND-OUT 2

SJI CLIENTS SERVED AND ACTIVITIES

As of 3/29/11	2010	2009	2008	2007	2006	2005
Placements	**264**	**203**	**322**	**384**	**512**	**507**
Any Skill Training Activities	960	1550	1235	815	720	588
Skill Training (distinct clients count)	359	426	407	401	400	336
Enrollment	599	792	776	834	997	1033
Any Training Activities	2530	3577	3201	2784	2982	2480
Any Job Activities (Regardless of hours/wages/benefits)	429	366	576	694	834	776
Any Retention Activities	889	1153	1592	2030	2186	2032
Any CIF Activities	1985	2255	2482	1906	1729	1968
Total All Activities Above:	**6432**	**8143**	**8627**	**8248**	**8728**	**8289**
Total Distinct Clients Count:	**990**	**1266**	**1314**	**1528**	**1672**	**1644**

Notes:

1) Placements: Unduplicated clients and initial job placement meet SJI Job Placement definition standard.

2) Any Skill Training Activities : counting number of skill training acitivity such as SJI Sector cohort, Sector Pathways and VESL training, contain duplicated clients. Notes: a VESL client might have up to 10 VESL modules being counted as each activity.

3) Enrollment: counting number of enrollment into SJI program, may contain duplicated clients.

4) Any Training Activities : counting any type of training acitivity such as Job readiness, pre or post sector cohort training, basic skills, and skill training, contain duplicated clients. Notes: a VESL client might have up to 10 VESL modules being counted as each activity.

5) Any Job Activities : Counting any type of job acitivity including those do not meet SJI job placment definition standard, SJI initial job placment standard or sub sequence jobs, contain duplicated clients. This number contain SJI sub-standard job placement which is underreported as reporting by our Community Based Organizations is voluntary.

6) Any Retention Activities : Counting any type of retention acitivity and every three months retention follow up after initial job placement such as changes in job title, wage, hours, benefits or employer, contain duplicated clients.

7) Any CIF Activities : Counting any type of support services from orientation to enrollment and up to 12 months retention follow up such as transportation, housing, childcare...etc., contain duplicated clients but unduplicated services.

8) Total Distinct Clients Count : Unduplicated clients by year but a client may appear in more than one year, if has any activity in different years. Previously used SSN to count, as of 1/20/10 revised to use SJI unique client ID+enrollment num to count.

All numbers does NOT include King County Levy project, Pioneer Human Services regular clients, and CWA.

Handout #3

SJI CBO Partners

	Pac Assoc	YWCA	NH/TRAC	PA & TRAC
Sector	Automotive	BIT	Healthcare	Manufacturing
Cohort	GST	MBIT	tbd	Welding
Developmental Education	Yes	Yes	Yes	Yes
Short-Term Training (15 – 30 credits)	Yes	Yes	Yes	Yes
Long-Term Training (Credential or Degree)	Yes	Yes	Yes	Yes
Colleges	South Seattle Shoreline	All Seattle Colleges	All Seattle Colleges	South Seattle Shoreline

Handout #3A

Workforce Development Landscape in King County, 12/2/12

Government Funding and Programs

Federal

Sea-KC Workforce Dev Cnl

$11mil budget;
2011-WIA Adult: 907 served; Dislocated 1473 served; + youth & other special programs: health care, green jobs, aerospace

State

Employment Security

DSHS (BFET/TANF/DVR/OIRA)

Dept of Commerce (Com Jobs)

State Workforce Board

State Board for Community College

City/County

City-Seattle Jobs Initiative (OED)

City-OED other: P2C,PortJobs, Worker Center

City-Conservation Corp (HSD)

City-Youth Employment (HSD)

City-Mayor's Office for Senior Citizens

Co- King County Jobs Initiative (DCHS)

Co-Vets and Human Services Levy (DCHS)

Co-Youth Employment/Dislocated Workers (DCHS)

Community College

Seattle Community College District (approx 50,000 students)

Shoreline, Cascadia, Lake WA, Bellevue, Renton, Green River, Highline (approx 133,000 students all 11 King County colleges including Seattle)

Workforce Intermediary Organizations

Seattle Jobs Initiative

$3.1mil budget

2011- 810 served; 348 in skills training

SkillUp WA

Approx $1mil budget; 2008-2011 served: CWA: 200 served; SkillLink: 80 served; total served 734

Port Jobs/AOP

Approx $1m il budget; 2012 served-Job Skills wrkshp: 84; Computer train:40; IBEST 64; AOP 61 apprent/trade jobs .

Labor Unions

Apprenticeship programs for building trades and health care

BURST

Policy reform in financial lit/ career advance/ mirco-enterprise

Community Providers Nonprofit/For Profit/Social Enterprise

For Profit

TRAC Assoc & Pacific Assoc

Nonprofit

ACRS, NH, YWCA, SEA, REWA, Ref Federation, WEE, CPC, Novas

Social Enterprise

FareStart (2011-250 enroll goal)

Goodwill Puget Sound (2011-6,250 served)

Pioneer Human Services (2013-500 enroll goal)

Philanthropy

Corporate

Microsoft, Boeing, Bank of America, JP Morgan Chase, Real Networks, Safeco, KeyBank, Staples, Alaska Airlines, Walmart

Private

Paul Allen Fnd, Seattle Fnd, Harvest Fnd, United Way (imm/ref only), Gates Fnd, Social Vent Partners, AECF

Handout #4

These tables compare Pre-SJI Median Wages to Job Placement and 6-month Median Wages for all individuals in Phases 10, 11 and 12 **POOLED** that have data points for all three benchmarks. This includes wages reported as $0.00 (Pre-SJI missing data also counted as $0.00).

ALL PHASES, ALL PRE-SJI WAGES

	Count	Pre-SJI Median Wage	JP Median Wage	6M Median Wage	JP Annual Earnings Above Pre-SJI Wage	6M Annual Earnings Above Pre-SJI Wage	JP Earnings Above JP IP Wage	6M Earnings above 6M IP Wage
Automotive	6	$8.65	$11.00	$11.28	$4,888	$5,460	$2,288	$2,028
Manufacturing	93	$9.25	$13.16	$14.00	$8,133	$9,880	$5,533	$6,448
Office Occupations	37	$9.50	$12.00	$13.00	$5,200	$7,280	$2,600	$3,848
SP	175	$8.50	$11.00	$11.10	$5,200	$5,408	$2,600	$1,976
Construction IP	2	$14.07	$22.31	$22.31	$17,139	$17,139	$14,539	$13,707
Construction SP	4	$9.23	$19.28	$19.28	$20,904	$20,904	$18,304	$17,472
RVCDF IP	21	$11.50	$15.76	$15.76	$8,861	$8,861	$6,261	$5,429
RVCDF	29	$10.00	$16.82	$18.00	$14,186	$16,640	$11,586	$13,208
VESL	81	$5.62	$10.00	$10.00	$9,110	$9,110	$6,510	$5,678
PHS	13	$8.37	$8.55	$8.90	$374	$1,102	-$2,226	-$2,330
DESC	8	$9.00	$10.00	$11.50	$2,080	$5,200	-$520	$1,768
IP	415	$8.75	$10.00	$10.40	$2,600	$3,432		
Total	884	$8.75	$10.50	$11.00	$3,650	$4,690		

This table compares Pre-SJI Median Wages to Job Placement and 6-month Median Wages for all individuals in Phases 10, 11 and 12 **POOLED** that have data points for all three benchmarks. This **DOES NOT** include wages reported as $0.00 (Pre-SJI missing data also counted as $0.00).

ALL PHASES, Does not include those reporting $0.00 Pre-SJI wage

	Count	Pre-SJI Median Wage	JP Median Wage	6M Median Wage	JP Annual Earnings Above Pre-SJI Wage	6M Annual Earnings Above Pre-SJI Wage	JP Earnings Above JP IP Wage	6M Earnings above 6M IP Wage
Automotive	5	$8.80	$11.00	$11.55	$4,576	$5,720	$3,328	$3,432
Manufacturing	88	$9.50	$13.00	$14.00	$7,280	$9,360	$6,032	$7,072
Office Occupations	34	$9.63	$12.00	$13.00	$4,940	$7,020	$3,692	$4,732
SP	142	$9.00	$11.13	$11.54	$4,420	$5,283	$3,172	$2,995
Construction IP	2	$14.07	$22.31	$22.31	$17,139	$17,139	$15,891	$14,851
Construction SP	3	$10.15	$17.80	$17.80	$15,912	$15,912	$14,664	$13,624
RVCDF IP	20	$11.88	$15.76	$15.76	$8,081	$8,081	$6,833	$5,793
RVCDF	27	$10.00	$16.82	$18.00	$14,186	$16,640	$12,938	$14,352
VESL	44	$8.39	$10.00	$10.00	$3,349	$3,349	$2,101	$1,061
PHS	13	$8.37	$8.55	$8.90	$374	$1,102	-$874	-$1,186
DESC	7	$9.00	$10.00	$13.00	$2,080	$8,320	$832	$6,032
IP	343	$9.40	$10.00	$10.50	$1,248	$2,288		
Total	728	$9.25	$10.64	$11.00	$2,891	$3,640		

These tables compare Pre-SJI Median Wages to Job Placement and 6-month Median Wages for all individuals in Phases 10, 11 and 12 that have data points for all three benchmarks. This includes wages reported as $0.00 (Pre-SJI missing data also counted as $0.00).

PHASE 10

	Count	Pre-SJI Median Wage	JP Median Wage	6M Median Wage	JP Annual Earnings Above Pre-SJI Wage	6M Annual Earnings Above Pre-SJI Wage	JP Earnings Above JP IP Wage	6M Earnings above 6M IP Wage
Automotive	4	$8.28	$11.28	$12.03	$6,240	$7,800	$3,952	$5,512
Manufacturing	39	$9.00	$14.00	$14.48	$10,400	$11,398	$8,112	$9,110
Office Occupations	21	$9.00	$13.00	$13.00	$8,320	$8,320	$6,032	$6,032
SP	81	$8.00	$10.86	$11.00	$5,949	$6,240	$3,661	$3,952
RVCDF IP	13	$12.50	$17.65	$17.65	$10,712	$10,712	$8,424	$8,424
RVCDF	16	$10.23	$16.58	$18.00	$13,208	$16,172	$10,920	$13,884
VESL	22	$0.00	$9.13	$9.33	$18,980	$19,396	$16,692	$17,108
IP	191	$8.90	$10.00	$10.00	$2,288	$2,288	*-na-*	*-na-*
Total	387	$8.50	$10.55	$11.00	$4,264	$5,200		

PHASE 11

	Count	Pre-SJI Median Wage	JP Median Wage	6M Median Wage	JP Annual Earnings Above Pre-SJI Wage	6M Annual Earnings Above Pre-SJI Wage	JP Earnings Above JP IP Wage	6M Earnings above 6M IP Wage
Automotive	2	$9.93	$9.71	$9.71	-$458	-$458	-$3,578	-$4,410
Manufacturing	33	$8.60	$13.16	$14.00	$9,485	$11,232	$6,365	$7,280
Office Occupations	13	$10.00	$12.00	$12.00	$4,160	$4,160	$1,040	$208
SP	71	$9.00	$10.80	$11.00	$3,744	$4,160	$624	$208
RVCDF IP	8	$8.63	$14.38	$14.38	$11,970	$11,970	$8,850	$8,018
RVCDF	11	$9.75	$16.82	$19.46	$14,706	$20,197	$11,586	$16,245
VESL	11	$0.00	$8.50	$8.87	$17,680	$18,450	$14,560	$14,498
DESC	8	$9.00	$10.00	$11.50	$2,080	$5,200	-$1,040	$1,248
IP	113	$8.50	$10.00	$10.40	$3,120	$3,952	*-na-*	*-na-*
Total	270	$8.93	$10.50	$11.00	$3,276	$4,316		

PHASE 12

	Count	Pre-SJI Median Wage	JP Median Wage	6M Median Wage	JP Annual Earnings Above Pre-SJI Wage	6M Annual Earnings Above Pre-SJI Wage	JP Earnings Above JP IP Wage	6M Earnings above 6M IP Wage
Manufacturing	21	$11.00	$13.00	$13.00	$4,160	$4,160	$1,560	$770
Office Occupations	3	$7.00	$10.56	$11.11	$7,405	$8,549	$4,805	$5,158
SP	23	$10.00	$11.53	$11.66	$3,182	$3,453	$582	$62
RVCDF	2	$9.95	$15.90	$17.00	$12,366	$14,664	$9,766	$11,274
Construction IP	2	$14.07	$22.31	$22.31	$17,139	$17,139	$14,539	$13,749
Construction SP	4	$9.23	$19.28	$19.28	$20,904	$20,904	$18,304	$17,514
VESL	48	$7.58	$10.00	$10.25	$5,044	$5,564	$2,444	$2,174
PHS	13	$8.37	$8.55	$8.90	$374	$1,102	-$2,226	-$2,288
IP	111	$9.00	$10.25	$10.63	$2,600	$3,390	*-na-*	*-na-*
Total	227	$8.75	$10.25	$10.75	$3,120	$4,160		

Handout #5

SJI BFET Training, Employment & Wage Outcomes by Enrollment Year

	Enrolled	Completions/ In Progress	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
2005	11	9	10	$9.25	$11.60	$4,888
2006	183	85	77	$9.14	$12.09	$6,136
2007	258	96	79	$8.96	$10.93	$4,098
2008	231	89	76	$10.13	$11.88	$3,640
2009	472	208	114	$10.03	$11.28	$2,600
2010	402	162	125	$9.52	$10.51	$2,059
2011	219	89	24	$10.40	$10.88	$998
Total	1,776	738	505	$9.81	$11.10	$2,683

Source: Seattle Jobs Initiative, 2011

SJI BFET Training, Employment & Wage Outcomes by Program Strategy

	Enrolled	Completions/ In Progress	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
Individualized Placement /No Training	617	87	239	$9.55	$10.75	$2,496
Sector Training	1,141	651	261	$9.88	$11.85	$4,098
Manufacturing	379	255	134	$9.96	$12.19	$4,638
Sector Pathways	472	263	84	$9.67	$11.61	$4,035
Office	181	90	37	$9.33	$10.71	$2,870
Automotive	22	10	2	$8.15	$11.28	$6,510

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Race/Ethnicity

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
African American/Black	226	$9.53	$11.05	$3,162
White	125	$10.31	$12.35	$4,243
Asian/Pacific Islander	81	$9.81	$10.49	$1,414
Latino	32	$9.17	$10.41	$2,579
Other	41	$9.37	$10.97	$3,328

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Race/Ethnicity and Program Strategy

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
Sector Training				
White	75	$10.46	$12.26	$3,744
NonWhite	186	$9.65	$11.62	$4,098
IP/No Training				
White	49	$10.11	$12.60	$5,179
NonWhite	190	$9.51	$10.28	$1,602

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Family Income

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
<$6,000	219	$8.92	$10.99	$4,306
$6,000 - $11,999	121	$9.55	$11.08	$3,182
$12,000 - $17,999	103	$10.67	$11.68	$2,101
$18,000+	62	$11.86	$11.65	($437)

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Family Income and Program Strategy

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
Sector Training				
<$12,000	176	$9.52	$11.78	$4,701
$12,000+	85	$10.96	$11.88	$1,914
IP/No Training				
<$12,000	159	$9.08	$10.29	$2,517
$12,000+	80	$11.11	$11.24	$270

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Educational Attainment

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
Less than high school	138	$9.05	$10.49	$2,995
High school/GED	156	$9.61	$11.14	$3,182
Some college	111	$10.25	$11.66	$2,933
Voc/tech/skills cert	49	$11.00	$11.13	$270
Associate's degree	18	$9.75	$11.67	$3,994
Bachelor's degree+	31	$10.05	$12.09	$4,243

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Educational Attainment and Program Strategy

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
Sector Training				
Some college or less	226	$9.86	$11.91	$4,264
Certificate or more	34	$10.01	$11.50	$3,099
IP/No Training				
Some college or less	174	$9.39	$10.22	$1,726
Certificate or more	64	$11.10	$11.99	$1,851

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Presence of Children in Household

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
No children	386	$9.77	$11.25	$3,078
1 child	54	$10.02	$11.27	$2,600
2+ children	65	$10.00	$10.51	$1,061

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by

Presence of Children in Household and Program Strategy

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
Sector Training				
No children in HH	218	$9.83	$11.83	$4,160
Children in HH	43	$10.05	$11.63	$3,286
IP/No Training				
No children in HH	163	$9.57	$10.96	$2,891
Children in HH	76	$9.74	$10.39	$1,352

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Housing Status

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
Rent house, apt.	280	$9.89	$11.21	$2,746
Homeless	53	$9.69	$11.75	$4,285
Transitional housing	46	$9.56	$11.00	$2,995
Living w/ someone temp.	49	$8.53	$11.03	$5,200
Own home	45	$10.20	$11.98	$3,702
Govt. housing assist.	24	$10.15	$10.08	($146)
Public housing	6	$8.75	$10.13	$2,870

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Housing Insecurity Status and Program Strategy

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
Sector Training				
Housing Insecurity	74	$9.73	$11.89	$4,493
Housing Security	187	$9.88	$11.83	$4,056
IP/No Training				
Housing Insecurity	73	$8.88	$10.80	$3,994
Housing Security	166	$10.02	$10.70	$1,414

Source: Seattle Jobs Initiative, 2011 *Housing Insecurity defined as Homeless, Transitional or Temporary Housing.

SJI BFET Employment & Wage Outcomes by Conviction History

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
Previous Convictions	167	$9.97	$11.81	$3,827
No Previous Convictions	336	$9.52	$10.98	$3,037

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Conviction History and Program Strategy

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
Sector Training				
Previous Convictions	108	$10.05	$12.23	$4,534
No Previous Convictions	151	$9.52	$11.50	$4,118
IP/No Training				
Previous Convictions	54	$9.80	$11.39	$3,307
No Previous Convictions	185	$9.53	$10.38	$1,768

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by English Language Difficulty

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
English Difficulty	63	$9.02	$10.12	$2,288
No English Difficulty	442	$9.90	$11.42	$3,162

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by English Language Difficulty and Program Strategy

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump

Sector Training				
English Difficulty	15	$8.67	$11.67	$6,240
No English Difficulty	246	$9.91	$11.84	$4,014
IP/No Training				
English Difficulty	48	$9.05	$10.06	$2,101
No English Difficulty	191	$9.88	$11.00	$2,330

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Citizenship

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
Asylee	3	$8.55	$10.00	$3016
Resident Immigrant	102	$9.08	$10.35	$2,642
Refugee	31	$1.00	$10.00	$18,720
US Citizen	369	$10.05	$11.60	$3,224

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Citizenship and Program Strategy

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
Sector Training				
Not US Citizen	55	$8.65	$11.17	$5,242
US Citizen	206	$10.06	$11.94	$3,910
IP/No Training				
Not US Citizen	81	$8.90	$10.01	$2,309
US Citizen	158	$10.09	$11.22	$2,350

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Number of Barriers to Employment

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
No Barriers	10	$15.11	$13.33	($3,702)
1 Barrier	77	$10.85	$11.53	$1,414

2 Barriers	175	$9.68	$11.23	$3,224
3 Barriers	159	$9.80	$10.35	$1,144
4 Barriers	71	$9.00	$11.53	$5,262
5 Barriers	9	$8.30	$12.33	$8,382

Source: Seattle Jobs Initiative, 2011

SJI BFET Employment & Wage Outcomes by Number of Barriers to Employment and Program Strategy

	Placed	Median Pre-SJI Wage	Median Placement Wage	Annualized Wage Bump
Sector Training				
No Barriers	2	$14.86	$11.26	($7488)
Barriers	259	$9.86	$11.85	$4139
IP/No Training				
No Barriers	8	$15.33	$14.50	($1,726)
Barriers	231	$9.51	$10.51	$2,080

Source: Seattle Jobs Initiative, 2011

Handout #5

Seattle Jobs Initiative

330 6th Avenue North, Suite 301
Seattle, WA 98109-4613
Phone: (206) 628-6975
Fax: (206) 628-6986

Memo

To: City of Seattle OED CC:

From: Seattle Jobs Intiative

Date: January 6, 2011

Re: SJI Clients in Seattle Community College District Data: Preliminary Analyses

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SUMMARY:

As part of recent research collaborations between Seattle Jobs Initiative and the Seattle Community College District, an opportunity arose to link SJI clients with community college outcome data. The following analyses summarize initial findings based these data.

SAMPLE:

SJI staff provided SCCD staff with Social Security Numbers of any individual found in SJI's Jobstat database (not including individuals linked to CWA programs or Pacific Associates data). Individuals were then linked to SCCD award data. The unit of analysis is individuals, and therefore one case may have more than one SJI enrollment and more than one SCCD award. For the purposes of this investigation, awards are treated separately, and individual information from most recent SJI enrollment is examined.

FINDINGS:

There are no glaring differences between SJI clients who have received awards from within the Seattle Community College District, and those who did not. In general, the populations look similar in comparison, with only some minor differences. SJI clients in SCCD data, compared to their non-SCCD counterparts, are:

- More likely to be female (54.2% compared to 39.5% who did not appear in SCCD data).
- Slightly younger (34.6 vs. 37.3).
- Less likely to report difficulties with English.
- Less likely to report previous convictions.

- More likely to have completed most recent SJI training.
- Report lower pre-SJI wages; but higher Job Placement wages and 12 month retention wages.

Looking at those individuals in the SCCD award data, of the total 10,951 SJI clients examined, 1344 – roughly 12% - have awards from SCCD. The majority of these individuals – 85% - received 1 award, with the remaining receiving more than 1.

The majority of awards are identified by the District as Certificates – 63%.

Half of all individual awards are associated with <45 credits or 900 hours.

49% of awards to SJI clients were through SVI, 32% from SSCC.

LIMITATIONS:

TIMING: These analyses do not examine the time connections between SJI enrollments and SCCD awards. For instance, an individual may have appeared in the SCCD system with an award and then gone through SJI. Therefore, any causal speculations about the relationship between SJI participation and further college attainment cannot be made at this time (opportunity for further analyses).

SJI CREDITS: In addition, further examination may reveal that credits linked directly to SJI participation may be swaying these results. Further data cleaning may resolve some of these issues.

	All	All	SJI not in SCCD data	SJI not in SCCD data	SJI in SCCD Data	SJI in SCCD Data
TOTAL		10951		9607		1344
Age (mean)		37.0 yrs		37.3 yrs		34.6 yrs
Gender						
Female	41.3%	4525	39.5%	3797	54.2%	728
Male	58.7%	6425	60.5%	5809	45.8%	616
Race/Ethnicity						
WHITE	19.1%	2095	19.5%	1876	16.3%	219
BLACK	37.3%	4081	36.9%	3545	39.9%	536
ASIAN/PACIFIC ISLANDER/FILIPINO	28.8%	3152	28.7%	2754	29.6%	398
AMERICAN INDIAN/ALASKAN NATIVE	2.8%	310	3.0%	288	1.6%	22
LATINO	6.5%	716	6.6%	634	6.1%	82
MULTI-ETHNIC	2.7%	299	2.7%	259	3.0%	40
OTHER	0.8%	87	0.7%	72	1.1%	15
CHOOSE NOT TO SPECIFY	1.9%	211	1.9%	179	2.4%	32
Housing Status						
(No Answer)	3.3%	359	3.3%	318	3.1%	41
FAMILY/PART OWNS OWN HOME	14.2%	1557	13.8%	1330	16.9%	227
HOMELESS	9.5%	1042	10.0%	959	6.2%	83
LIVE IN PUBLIC HOUSING	3.8%	419	3.6%	347	5.4%	72
LIVING WITH SOMEONE TEMPORARY	10.1%	1101	10.1%	974	9.4%	127
RECEIVE GOVT. HOUSING ASSIST	3.4%	375	3.3%	315	4.5%	60
RENT HOUSE OR APARTMENT	45.7%	5004	45.3%	4348	48.8%	656
TRANSITIONAL HOUSING	10.0%	1094	10.6%	1016	5.8%	78

Household Size						
0	13.3%	1431	14.3%	1351	6.1%	80
1	32.8%	3517	32.7%	3083	32.9%	434
2	18.3%	1969	17.9%	1687	21.4%	282
3	14.4%	1542	14.1%	1332	15.9%	210
4	9.9%	1062	9.6%	904	12.0%	158
5	5.9%	637	6.0%	564	5.5%	73
6 or more	5.3%	575	5.2%	494	6.1%	81
Marital Status						
0	2.6%	288	2.7%	260	2.1%	28
MARRIED LIVING WITH SPOUSE	23.2%	2539	23.6%	2267	20.2%	272
MARRIED NOT LIVING WITH SPOUSE	7.6%	829	7.6%	730	7.4%	99
NON-MARRIED PARTNER	5.5%	599	5.4%	522	5.7%	77
SINGLE	46.1%	5052	45.5%	4368	50.9%	684
WIDOWED/DIVORCED/SEPARATED	15.0%	1644	15.2%	1460	13.7%	184
Immigrant Status						
(No answer)	2.0%	215	2.0%	192	1.7%	23
ASYLEE	0.0%	4	0.0%	3	0.1%	1
REFUGEE	4.7%	517	5.0%	484	2.5%	33
RESIDENT IMMIGRANT	28.3%	3103	28.3%	2718	28.6%	385
U.S. CITIZEN	64.9%	7112	64.6%	6210	67.1%	902
English Difficulty?						
(No answer)	1.5%	160	1.5%	141	1.4%	19
N	76.1%	8333	75.2%	7222	82.7%	1111
Y	22.4%	2458	23.4%	2244	15.9%	214
Conviction?						
(No answer)	1.9%	212	1.9%	183	2.2%	29
N	68.2%	7467	67.2%	6459	75.0%	1008
Y	29.9%	3272	30.9%	2965	22.8%	307
Most recent phase						
3	1.9%	213	2.0%	188	1.9%	25
4	9.1%	1002	8.9%	856	10.9%	146
5	12.1%	1326	11.8%	1137	14.1%	189
6	8.8%	967	8.4%	805	12.1%	162
7	8.9%	980	8.7%	832	11.0%	148
8	8.4%	921	8.1%	775	10.9%	146
9	8.3%	904	8.0%	764	10.4%	140
10	8.8%	969	8.8%	846	9.2%	123
11	7.3%	795	7.5%	721	5.5%	74
12	9.1%	995	9.7%	933	4.6%	62
13	10.0%	1094	10.5%	1013	6.0%	81
14A	4.5%	490	4.6%	446	3.3%	44
14B	2.7%	295	3.0%	291	0.3%	4
Most recent SJI training status						
(No answer)	71.6%	7822	76.1%	7291	39.5%	531
COMPLETED	21.3%	2329	16.7%	1602	54.1%	727
IN PROGRESS	1.5%	159	1.3%	129	2.2%	30
INCOMPLETE	5.6%	615	5.8%	560	4.1%	55
Wages						
Mean Pre-SJI wage	$9.97	8971	$10.00	7851	$9.80	1120
Mean JP wage	$10.99	4490	$10.82	3823	$12.00	667
Mean 12M wage	$10.46	3757	$10.31	3157	$11.26	600

Hours						
Mean Pre-SJI hours	34.3	9041	34.7	7916	32.0	1125
Mean JP hours	39.0	4490	39.0	3823	38.6	667
Mean 12M hours	35.5	3757	35.6	3157	34.7	600
Pre-SJI Health Care						
(No answer)	18.4%	2019	18.6%	1785	17.4%	234
MEDICAL - FAMILY	5.1%	557	5.0%	481	5.7%	76
MEDICAL - NONE	56.4%	6173	56.2%	5397	57.7%	776
MEDICAL - SELF	20.1%	2202	20.2%	1944	19.2%	258
JP Health Care						
(No answer)	59.1%	6447	60.3%	5773	50.3%	674
MEDICAL - FAMILY	6.1%	670	5.6%	539	9.8%	131
MEDICAL - NONE	0.8%	92	0.9%	87	0.4%	5
MEDICAL - SELF	33.9%	3703	33.1%	3172	39.6%	531
12MTH Retention						
(No answer)	65.5%	7166	67.0%	6429	54.8%	737
12 MONTH RETENTION	23.4%	2561	22.4%	2149	30.7%	412
NEGATIVE 12 MONTH RETENTION	11.1%	1213	10.6%	1018	14.5%	195

*Missing data not shown

SJI CLIENTS w/ SCCD AWARDS:

0 awards	87.7%	9607
1 award	10.4%	1138
2 awards	1.3%	147
3 awards	0.4%	42
4 awards	0.1%	9
5 awards	0.1%	7
8 awards	0.0%	1

SJI CLIENTS BY TYPE OF AWARD

Certificate	1032
Unique Program Completion or Non-credit occupational training completion	333
Workforce and General Studies Degree (Associate in Technical Arts and academic	159
Associate in Arts – Transfer DTA	67
High School Completion	15
Associate in Applied Science - T (AAS-T Degree)	12
Associate of Science – Transfer	12
GED Certificate	10
Associate in Business – DTA/MRP	4
Applied Baccalaureate Degree	1
Associate in Pre-Nursing – DTA/MRP	1
Total (Awards)	1646

SJI AWARDS BY SCHOOL:

NSCC	131
SCCC	186
SSCC	523
SVI	797
	1,637

SJI CLIENT NUMBER OF CREDITS FOR AWARD

< 45 credits or 900 hours	841
45-89 credits or 900-1799 hours	174
>= 90 credits or 1800 hours	16
Track 1 (AS Degree)	6
Track 2 (AS Degree)	6

0	594

SJI CLIENT YEAR OF SCCD AWARD

1990-91	3
1991-92	3
1992-93	17
1993-94	6
1994-95	9
1995-96	11
1996-97	18
1997-98	15
1998-99	21
1999-00	44
2000-01	133
2001-02	202
2002-03	195
2003-04	156
2004-05	162
2005-06	136
2006-07	120
2007-08	82
2008-09	135
2009-10	158
2010-11	11
	1,637

SJI CLIENTS BY SCCD **AWARD PROGRAM:**

SJI OFFICE ASSISTANT	205
SHORT TERM JOB PREPARED	187
OFFICE TECHNICIAN	186
BUILDING TRADES PRE APPRENTICE	132
AA (DTA)	86
MULTIPLE TRADES	59
ADMIN OFFICE PROFESSIONAL	41
MEDICAL ASSISTANT	33
0	27
PHLEBOTOMY	26
HEALTH UNIT COORDINATOR	23
AA	22
CERT/GENL SVC TECH/AUTOMOTIVE	22
AS (DTA)	17
BASIC SKILLS CAREER EXPLORATIO	15
CERT/IN PRACTICAL NURSING	15
COMPUTER BASED ACCOUNTING	15
HIGH SCHOOL DIPLOMA	15
CERT/ACUTE CARE-CERT/NURSING ASSIST	14
GED	13
CERT/AUTO BRAKES	12
CERT/IN TRANSMISSIONS	12
CERT/STEERING AND SUSPENSION	12
CERT/BUSINESS & COMPUTER TECH	11
NURSING ASST/AIDE	11
RETAIL SKILLS PRE-EMPLOYMENT	11
CERT/IN ENGINES	10
DENTAL ASSISTANT	10
SHORT TERM WELDING LEVEL I	10
STUDENT PREPARED FOR WORK	10
AAS/ACCOUNTING	9
AAS/BUSINESS INFO TECHNOLOGY	9
AASD/ACCOUNTING	9
CERT/ELECTRONIC ASSEMBLY	9
A+ CERT/SERV & NTWK TECH	8
CERT/ELECTRICAL/AIR COND 712N	8
COMPUTR INFORMATION PROCESSING	8
AAS/SOCIAL AND HUMAN SERVICES	7
CERT/BUSINESS INFO TECHNOLOGY	7
NURSING ASSISTANT CERTIFIED	7

WRKFST RETAIL SKILLS PRE-EMPL	6
AAS/OPTICIANRY	5
BUS COMPTR APPL SPECIALIST	5
CERT/CHEMICAL DEPENDENCY SPEC	5
CERT/COMPUTERIZED ACCT TECH	5
CERT/NURSING ASSISTANT	5
CERT/REAL ESTATE	5
CHILD DEV ASSOCIATE PREP	5
MEDICAL CLERK/SHORT TERM	5
SHORT TERM WELDING LEVEL III	5
SHORT/TERM JOB PREPARED TANF	5
WORKFIRST BUSINESS INFO TECH	5
AAS/AERONAUTICAL TECHNOLOGY	4
AASD/BIOMEDICAL EQUIPMENT TECH	4
AAS-T NURSING	4
ASSOCIATE IN BUSINESS - DTA	4
CAD DRAFTING SHORT/TERM	4
CERT/ACCOUNTING	4
CERT/EARLY CHILDHOOD CARE & ED	4
CERT/FUND OF COMML VEH DRIVING	4
CERT/PHARMACY TECHNICIAN	4
COSMETOLOGY	4
AAS/AUTOMOTIVE TECHNOLOGY	3
CERT/ACCOUNTING TECH (BKKPG)	3
CERT/COMP INFO SYST PROGRAMG	3
CERT/INFO TECH-DATABASE ADMIN	3
CERT/IT/DATABASE ADMIN	3
CERT/MEDICAL CLERK	3
CERT/NETWORK ADMINISTRATION	3
CERT/R E PROPERTY MANAGEMENT	3
CERT/REAL ESTATE SALES	3
CERT/WEBMASTER/WEB SOFTW DEV	3
JOB/INDUSTRY READY TRAINING	3
MOS SHORT-TERM CERTIFICATE	3
MULTIPLE TRADES CARPENTRY	3
NURSING ASST/SHORT TERM	3
SHORT TERM WELDING LEVEL II	3
AAS/APPLIED VIDEO COMMUNICATIO	2
AAS/COMPUTER APPL HELP DESK	2

AAS/GRAPHIC IMAGING/PRINTING	2
AAS/MULTIMEDIA WEB DESIGN	2
AAS/MULTI-OCCUPATIONAL TRADES	2
AAS/WELDING FABRICATION TECH	2
AASD/BUSINESS INFO TECHNOLOGY	2
AASD/ELECTRONICS TECHNOLOGY	2
AASD/REAL ESTATE	2
AAS-T REGISTERED NURSING	2
CERT/ACCOUNTNG PARAPROFESS'L	2
CERT/ADVANCED REAL EST SALES	2
CERT/ECE ASSISTANT	2
CERT/ENGINE REPAIR	2
CERT/HOME HEALTH CARE	2
CERT/PRACTICAL NURSING	2
ELECTRICAL APPRENTICESHIP PREP	2
MEDICAL OFFICE ADMINISTRATION	2
NETWORK TECHNICIAN	2
OFFICE ADMIN/WORD PROCESSING	2
SHORT TERM NON-STRUCTURAL RPR	2
SHORT TERM WELDING LEVEL IV	2
WORK FIRST MED FRONT OFF TECH	2
WORKFIRST CARPENTRY	2
1ST STEPBUS&COMPUTE	1
AAS/ADMINISTRATIVE ASSISTANT	1
AAS/APPAREL DESIGN	1
AAS/AUTO COLLISION TECHNOLOGY	1
AAS/CARPENTRY	1
AAS/COMMERCIAL TRUCK DRIVING	1
AAS/COMPUTER AIDED DRFT/DESIGN	1
AAS/DIESEL & HEAVY EQUIP TECH	1
AAS/ENGINEERING TECHNOLOGY	1
AAS/INDUS CONTRL TECH/ROBOTICS	1
AAS/INFO TECH-APPLICATIONS	1
AAS/INFO TECH-NETWORK DESIGN	1
AAS/INFO TECH-PROGRAMMING	1
AAS/LAN APPL/SOFTWR ENGINEERNG	1
AAS/LAN SERVICE TECHNICIAN	1

AAS/LAN SERVICE TECHNOLOGY	1
AAS/NETWORK ADMINISTRATION	1
AAS/NURSING	1
AAS/OCCUP TEACHER/TRAINER ED	1
AAS/OFFICE ADMINISTRATION	1
AAS/PROGRAMMING & DEVELOPMENT	1
AAS/RESPIRATORY CARE	1
AAS/RESTAURANT & FOOD SVC PROD	1
AAS/SUPERVISION AND MANAGEMENT	1
AAS/TECHNICAL DRAFTING/DESIGN	1
AASD/ALLIED HLTH SCI-MED ASST	1
AASD/ARCH ENGINEERING DRAFTING	1
AASD/BUSINESS INFO PROCESSING	1
AASD/EARLY CHILDHOOD EDUCATION	1
AASD/ELECTRONICS ENGR TECH'OGY	1
AASD/GENERAL BUSINESS	1
AASD/GENERAL ELECTRONICS TECH	1
AASD/HEAT-AIRCN-REFR DSGN TECH	1
AASD/NETWORK ADMIN - CISCO	1
AASD/NETWORK ADMINISTRATION	1
AASD/PHARMACY TECHNICIAN	1
AAS-T DENTAL HYGIENE	1
AAS-T IT NET INFRA/SEC SUPPORT	1
AAS-T IT/APPLICATIONS SUPPORT	1
AAS-T IT/NETWORK DESIGN	1
AAS-T IT/PROGRAMMING	1
AAS-T NETWORK ADMINISTRATION	1
AAS-T WIRELESS/TELECOMMUNICATN	1
AS/PHARMACY TRANSFER	1
BAS HOSPITALITY MANAGEMENT	1
CARPENTRY APPRENTICESHIP PREP	1
CERT/ACCTNG PARAPROFESSIONAL CERT	1
CERT/ADVANCED CUSTOMER SERVICE	1
CERT/ADVERTISING ART	1
CERT/AUTO	1

ELECTRICAL/ELECTRONC	
CERT/AUTO HEATING/AIR CONDITNG	1
CERT/AUTOMATIC TRANSMISSIONS	1
CERT/AUTOMOTIVE TECHNOLOGY	1
CERT/BARBERING	1
CERT/CLERICAL	1
CERT/COMMERCIAL TRUCK DRIVING	1
CERT/DENNY'S RESTAURANT MGMT	1
CERT/ELECTRONICS TECHNOLOGY	1
CERT/ENGINE PERFORMANCE	1
CERT/FLORISTRY	1
CERT/IN OFFICE ASSISTANT	1
CERT/INDUS CONTRL TECH/ROBOTIC	1
CERT/INFO TECH/PROGRAMMING	1
CERT/INFO TECH-APPLICATIONS	1
CERT/INFO TECH-CISCO ALTERN	1
CERT/INFO TECH-NETWORK DESIGN	1
CERT/INFO TECH-PROGRAMMING	1
CERT/INFO TECH-WEB DESIGN	1
CERT/INTERNATIONAL BUSINESS	1
CERT/IT FOR HEALTH CARE	1
CERT/IT NET INFRA/SEC SUPPORT	1
CERT/IT/PROGRAMMING	1
CERT/LEGAL ADMINISTRATIVE ASST	1
CERT/MANUAL TRANSMSN/TRANSAXLE	1
CERT/MARINE ENGINEERING	1
CERT/MEDICAL ASSISTING	1
CERT/NETWORK TECHNOLOGY	1
CERT/OCCUP TEACHER/TRAINER ED	1
CERT/PHARMACY ASSISTING	1
CERT/PHLEBOTOMY	1
CERT/REAL EST LOAN PROCESSOR	1
CERT/REAL ESTATE ESCROW	1
CERT/REAL ESTATE LOAN OFFICER	1
CERT/RESTAUR & FOODSVC PROD	1
CERT/RESTAURANT COOKING	1
CERT/TAX PRACTITIONER	1
CERT/WATCH TECHN'GY INSTITUTE	1
CERT/WELDING FABRICATION TECH	1
CERT/WORD PROCESSING	1
E-BUSINESS CERTIFICATE	1

MECH EL COMPONENTS/SHORT TERM	1
MEDICAL ADMIN SPECIALIST	1
MEDICAL OFFICE ASSISTANT	1
MEDICAL TRANSCRIPTION	1
MULTIPLE TRADES: ELECTRICAL	1
ONE YR CERT/GRAPHIC IMAGING	1
SHORT TERM ABR PAINT REF	1
SHORT TERM ABR STRUCT REP	1
SHORT TERM FLAGGING	1
SHORT TERM TRAINING/JOB READY	1
SHORT TERM WELDING LEVEL V	1

Handout #7

Review of SJI Training Strategies: Return on Investment

Updated May 9, 2008

Overview

In its eleven year history, Seattle Jobs Initiative (SJI) has engaged in a variety of training and job attachment strategies to help low-income adults get on the pathway to a good paying career. SJI's cornerstone strategies are Sector Cohort Training and Individualized Placement. In recent years, SJI has embarked on three new strategies: Sector Pathways, Vocational English as a Second Language (VESL) and onsite job attachment at a one-stop center serving the homeless population (DESC Connections).

SJI has engaged in these different strategies in order to serve a variety of low-income Seattle residents, who are far from uniform in their personal characteristics, barriers, skills and employment objectives. SJI's strategies differ from one another not only in terms of those served, but also in terms of results achieved for both clients and employers as well as costs per client. When compared to our other strategies, for example, Sector Cohort Training represents a significant investment per client, but leads to the best results for both clients and employers alike.

In the last three years, SJI has elected to invest more of its resources in training strategies and fewer in direct job attachment, pursuing the greater long-term benefits to clients and employers that accrue from the former approach. In Phase 9, (2005) 63% of SJI's placements were non-training related. Today, well under half - 44%- of our targets are non-training related (Phases 11 and 12).

After presenting a summary of findings, this paper reviews each of SJI's training strategies. It provides an overview of the types of residents served, the benefits and challenges of each strategy, and the results achieved for clients and employers.

SUMMARY OF FINDINGS

- **Sector Cohort Training Produces Biggest Gains.** Compared to both clients' pre-SJI wages and to the wages secured by clients enrolled in Individualized Placement (IP), SJI's Sector Cohort Training (*Employer Expectations* model) provides clients with the highest wages. It also provides the highest retention rates and wage progression and the most credits towards degrees and certificates.

- **Manufacturing Graduates Earn Top Dollar.** On an annual basis, graduates of the Manufacturing training earn $6,500 more than their pre-SJI wage and almost $5,000 more than IP participants earn. In 2005, 47% of manufacturing gradates received a wage increase within their first year on the job to an average of $15.29. All of these jobs offer benefits. Seventy-three percent of manufacturing graduates are still on the job after one year compared to about half of IP graduates.

- **Manufacturing Graduates Earn College Credit.** The SJI Manufacturing training provides 17 college-level credits toward a one-year Welding Certificate and the two-year Welding Fabrication Technology AAS degree.

- **Office Graduates Earn Good Wages and Stay on the Job**. Office Occupations graduates earn an additional $5,300 annually compared to their pre-SJI wages and $4,325 compared to IP wages. Office graduates have the highest retention rates at one year, with 75% still on the job compared to 55% of the IP clients. More than a quarter (27%) of Office graduates see an increase in their wages within their first year on the job.

- **Office Graduates Finish 12 Credits Short of a One-Year Certificate.** Office Occupations training also provides the highest number of credits towards a degree with 35 college level credits. Graduates need only an additional 12 credits to earn a one-year Business Information Technology Certificate (47 credits total).

- **Sector Pathways Graduates Earn Half of Sector Cohort Graduates**. Sector Pathways training provides low-income residents with about half of the annual wage gain received by graduates of Sector Cohort Training. Sector Pathways clients earn $4,100 annually more than their pre-SJI wages and $2,390 more than IP wages. Their one-year retention rate is 62% and 20% receive a wage increase within one year of placement.

- **Many Sector Pathways Placements Are in Construction.** Twenty-seven percent of SJI's Sector Pathways placements are in the construction industry, where they earn an average placement wage of $16.52 (Phase 10 clients). Construction placements significantly raise the Sector Pathways average wage.

- **Sector Pathways Courses Offer Fewer Credits Toward Degrees and Some do not Link to Certificates.** Sector Pathways graduates earn fewer credits than Sector Cohort Training graduates because the courses are shorter and are not modularized as with the *Employer Expectation* model. For example, students in First Step (basic office training) earn just five college-level credits; students in the one-quarter Medical Office training earn just 14 college-level credits. Compare this to SJI's Office Occupations training, with 35 college-level credits. In addition, some of the Sector Pathways courses do not link to a certificate or degree path, including Commercial Truck Driving and Electronic Assembly.

- **Pre-Apprenticeship Graduates Make Significant Wage Gains.** RVCDF clients saw their annual wages increase by $6,614 over their pre-SJI wage in 2006. Forty-three percent of RVCDF clients from the prior year experience a

wage increase within their first year on the job. Their average new wage was $19.05 per hour.

- **VESL Provides Beginning Steps Out of Minimum Wage Work.** VESL training results show that graduates increase their annual earnings by $4,720 over their pre-SJI wages. Individuals enrolled in this strategy have the lowest entry wage into SJI, with most earning minimum wage. While the placement wage of $9.62 is below SJI's IP wage of $10.79, given the population the program serves, this wage increase represents a major step out of the lowest paying jobs in Seattle. In addition, 78% of those who complete the VESL program are still on the job one year later.

- **Majority of SJI Investment is in Training Placements**. Over the last three years, SJI has made a concerted effort to shift investment toward training placements and away from our direct job attachment strategy, Individualized Placement. In Phase 9, (2005) 63% of placements were non-training related. Today, less than half (44%) of our placement targets are non-training related (Phases 11 and 12).

Skills Training Strategies for Low-Income Clients

SJI operates three different training strategies for low-income residents:

1) Sector Cohort Training, which is an *Employer Expectations* training model;

2) Sector Pathways, which is an enhanced *Educational Training* model; and

3) VESL janitorial and housekeeping training.

SECTOR COHORT TRAINING (EMPLOYER EXPECTATIONS MODEL)

The *Employer Expectations* model employed by SJI in our Sector Cohort Training is targeted to clients with significant barriers—those who are least likely to complete training or find employment on their own. Individuals with gaps in their work history, no prior work experience in the industry in which they seek employment, and low basic skills are referred to this strategy.

The *Employer Expectations* training model brings employer practices directly to the classroom. Behaviors such as punctuality and regular attendance, appropriate dress, and soft skills (team work, receiving and delivering feedback, initiative) are integral to the training. In this model, students are not only instructed and evaluated for vocational skills competencies, but are coached and assessed on professional behavior. *Employer Expectations* models work to ensure that students are well matched to the training and jobs they seek, requiring students to participate in upfront assessments to gauge their motivation, interests and objectives and provide them a picture of the expectations of the training program and of industry employers. For example, students who have criminal backgrounds (crime against a person) will not qualify for a patient care job in health care. An upfront assessment redirects these individuals to other training programs before time and resources are wasted by both students and the colleges. Similarly, students interested in manufacturing, automotive or pre-apprenticeship construction must be drug-free in order to work in the industry. Accordingly, they are tested prior to the start of

training. The goal of *Employer Expectations* is to ensure clients are trained and qualified to work in industry.

Another important feature of the *Employer Expectations* model is due diligence to ensure that jobs are available to students upon graduation. SJI conducts labor market assessments to understand short- and long-term industry trends, what jobs are likely to be available, what they pay and whether they offer the potential for career advancement. Employers are consulted on the labor market data to verify the skills required, wage advancement opportunities, and hiring requirements. Employers also provide periodic review of the training curriculum to ensure it satisfies the most current skill demands, and participate in classroom activities (mock interviews, industry speakers, internships, etc.).

Using the *Employer Expectations* training model, SJI's office occupations, automotive and manufacturing Sector Cohort Trainings offer a comprehensive set of services designed to help clients remove barriers, including: assessment, job readiness, soft skills, mental health counseling, drug and alcohol support group, daily coaching by an on-site supervisor, peer support, financial literacy counseling, internships, and job placement assistance.

Further, one unique feature of the office training is additional support provided by volunteers from the Microsoft Corporation who tutor SJI as well as SSCC office students in computer skills for three hours every Saturday. For more than ten years, SJI's partnership with Microsoft has resulted in increased confidence and skills gains by students who need extra attention to keep up with the accelerated training.

SJI's Sector Cohort Trainings are designed to ensure that graduates are ready to start full-time work upon graduation. Graduates have the technical and soft skills to be competitive for open positions paying $13-15 per hour with benefits and the potential for advancement in growing industries. The Sector Cohort Trainings also offer credits towards degrees and certificates. This is important because it moves graduates further down the pathway to even higher wage jobs if and when they return to college for further education. Research by the State Board for Community and Technical Colleges found that students who were able to earn at least 15 college credits reached a key transition point at which it was much more likely that they would persist in earning degrees and certificates. The Sector Cohort Trainings helps student reach this transition point.

Implementing an *Employer Expectations* training model is challenging. A "high touch" training model, it requires the most from the clients as well as the most significant investment of resources for training and supports. Clients must clock in and out for attendance, dress in a manner appropriate to the profession, demonstrate professional skills, and learn the skills competencies all at the same time. For this reason, when clients are given the choice between a highly regimented model like SJI's Sector Cohort Training and a less restrictive model, such as Sector Pathways (see below), clients often choose the path of least resistance and enroll in Sector Pathways, even though the long-term benefits may not be as great.

While some clients find the requirements of the Sector Cohort Training challenging, others believe it offers the best and most rapid road out of low-wage employment. A recent manufacturing trainees commented:

"I quit my job to come into this training program because it was the only way I could see that I was going to get the training I needed in a short amount of time. It would take me forever to work and go to school. I need a good paying job now."

Employers have been big supporters of SJI's *Employer Expectations* training model because they trust a training program with rigorous standards and one that allows them to "try before they buy" through an internship program. Employers are confident in hiring SJI's Sector Cohort Training graduates because they have contributed to the design of the curriculum, and many times have visited the classroom to see the quality of instruction and skill level of the trainees.

SECTOR PATHWAYS (EDUCATIONAL TRAINING MODEL)

A less intensive training model is the *Educational Training* model. In this model, students enroll directly into short-term vocational training, ABE or ESL, development educational courses or academic courses. The sole enrollment criterion is successful completion of appropriate assessment tests (CASAS, TABE, Compass). Students navigate the college system and support services on their own.

SJI's Sector Pathways Training can be characterized as an enhanced *Educational Training* model. Students in this program receive assessment, job readiness, support services, case management and assistance in finding a job. Case managers guide students through the maze of community college training options and connect them to needed support services. Sector Pathways trainings are regular community college courses that have neither the *Employer Expectations* nor the comprehensive supports offered by SJI's Sector Cohort Training. Similarly, there are no soft skills classes or internships.

SJI Sector Pathway clients currently enroll in college-based training in Commercial Truck Driving, Certified Nursing Assistant, Medical Clerical, Electronic Assembly, Pre-apprenticeship Construction and others. The enhanced *Educational Training* model is the most common training strategy for low-income residents and it is implemented by other employment contractors around the country and locally by King County Jobs Initiative, and Workforce Investment Act providers, to name a few.

While many low-income students can be successful in the enhanced *Educational Training model*, it has some significant shortcomings when compared to the *Employer Expectations model* represented by SJI's Sector Cohort Training. Without any employer expectations built into the program, students can and often do complete training without attending class on a regular basis, without developing the soft skills employers desire, and without knowing how to interview for a job. There is not the "stamp of approval" or pre-screening of qualifications so strongly preferred by employers as certification that students have demonstrated soft skills and meet basic job requirements. This model lacks the peer support and coordination of the *Employer Expectation model*.

Unlike the customized or accelerated training of the *Employer Expectations model*, community agency and SJI staff report that Sector Pathways graduates often need additional training to be competitive for good paying jobs.

VOCATIONAL ESL TRAINING

The other training model SJI supports is Vocational English as a Second Language (VESL) for low-level ESL learners (levels 2-3). This program is targeted toward clients who are not served by the community college I-BEST programs which tend to focus on ESL students who test into levels 4 and 5. The VESL training was requested by two of SJI's community agency partners, Neighborhood House and Asian Counseling and Referral Service (ACRS), who were seeing more individuals who could not be served by the traditional workforce system in need of skills that would lead them to employment. Through the VESL program, each community agency offers an integrated Job Readiness Training, English Language skills and vocational skills training for janitorial and housekeeping work. Neighborhood House provides four modules of training that total 48 hours and subsequently places individuals into jobs. After job placement, Neighborhood House continues to work with graduates in the evenings to provide additional training a total of 72 hours to help with advancement. ACRS provides three weeks (120 hours) of VESL training and links them with jobs at downtown hotels in housekeeping or with janitorial services. The majority of the janitorial services placements are into union positions.

SJI Training Strategies: Results and Challenges

SECTOR COHORT TRAINING (EMPLOYER EXPECTATIONS MODEL)

Compared to both clients' pre-SJI wages and to the wages secured by clients enrolled in Individualized Placement (IP), SJI's Sector Cohort Training (*Employer Expectations* model) provides clients with the highest wages. It also provides the best retention rates, the best wage progression and the most credits towards certificates and degrees. Here we look at the results and challenges of SJI's three Sector Cohort trainings: Manufacturing, Office Occupations, and Automotive. The wage data cited below is from Phase 10 results (2006). The wage progression data comes from Phase 9 results (2005).

On an annual basis, Manufacturing graduates earn $6,500 more than their pre-SJI wage and almost $5,000 more than IP participants earn. In 2005, 47% of the manufacturing gradates received a wage increase within their first year on the job to an average of $15.29. All of these jobs have benefits. Seventy-three percent of manufacturing graduates are still on the job after one year compared to about half of the Individualized Placement graduates. The SJI manufacturing training provides 17 college-level credits toward a one year Welding Certificate and the two year Welding Fabrication Technology AAS degree.

The Manufacturing training results are especially significant considering that a high percentage of trainees have criminal backgrounds and/or drug and alcohol issues. In the most recent class to graduate (January 2008), for example, 52% had criminal backgrounds, 26% had drug and alcohol issues and 26% did not have permanent housing but were either living in shelters, in transitional housing or staying with friends.

Office Occupations graduates earn an additional $5,300 annually compared to their pre-SJI wages and $4,325 compared to the IP wages. Office graduates have the highest retention rates at one year, with 75% still on the job compared to 55% of the Individualized Placement clients. More than a quarter (27%) of the office

graduates see an increase in their wages within the first year on the job. The office training also provides the highest number of credits towards a degree with 35 college level credits. Graduates need only an additional 12 credits to earn a one-year Business Information Technology Certificate (47 credits total).

The Office Occupations training is the most rigorous offered by SJI. It has the highest entrance requirements—8th grade reading and writing. Mastering new computer and business skills is challenging considering that close to 50% of students begin the class with no or little computer skills. And the threshold for landing a job in the office occupations industry is high given that resumes have to be perfect and a premium is placed by employers on applicants with a high level of soft skills and sophisticated interviewing skills.

Another challenge for office students is meeting the math requirements. In the most recent office class, more than half (52%) did not pass the math portion of the assessment CASAS test. SJI and South Seattle Community College implemented an exception that allowed these students to enter training on the condition that they attend weekly math tutoring sessions. All of the students except for one were able to keep up with the math course requirements with the tutoring assistance.

Compared to SJI's other Sector Cohort Training students, office students tend to have more issues with mental health, are in greater need of child care, and are more likely to lack stable housing prior to entry. In a recent class (March 2007), for example, 11 of 20 students were indentified as having mental health issues either by themselves, their case managers or the certified mental health counselor assigned to the class. Overall, about 15% of office students have criminal backgrounds. Usually a quarter of the students must secure child care and back up child care plans in order to participate in the program.

SJI's Automotive training results are not as impressive as those from the other Sector Cohort trainings. It has been difficult to recruit students into the class, and retaining students is a challenge. The transfer of Shoreline Community College's GST program to South Seattle Community College has been challenging due to several revisions of the curriculum and a challenge in striking the right balance of skills competencies to make graduates qualified for work. Still, graduates earn $3,660 more per year above their pre-SJI wage, the lowest wage gain among all the sectors but still a meaningful one. On the other hand, automotive graduates only earn 73 cents more an hour above the SJI IP wages

SECTOR PATHWAYS (EDUCATIONAL TRAINING MODEL)

The Sector Pathways training provides low-income residents with about half of the annual wage gain received by graduates of the Sector Cohort Training. Sector Pathways clients earn $4,100 annually more than their pre-SJI wages and $2,390 more than IP wages. Their one-year retention rate is 62% and 20% receive a wage gain within a year of placement.

Staff from SJI's community agency partners report that they typically refer clients with fewer significant barriers to Sector Pathways. Because the program is less structured than the Sector Cohort Training, it requires clients who are more self-sufficient. Graduates also earn fewer credits than those of Sector Cohort Training because the courses are shorter and are not modularized as with the *Employer Expectation* model. For example, students in First Step (basic office training) earn

five college-level credits. And the one-quarter Medical Office training provides 14 college-level credits. Compare these to SJI's Office Occupations training, with 35 college-level credits. SSCC's Business Information Technology is an exception, offering 28 college-level credits. In addition, some of the credits are not transferrable and some of the Sector Pathways courses do not link to a certificate or degree path, including Commercial Truck Driving and Electronic Assembly.

Twenty-seven percent of SJI's Sector Pathway placements are in the construction industry with an average placement wage of $16.52 (Phase 10 clients) which significantly raises the Sector Pathway average wage. These clients, along with the Rainier Valley Community Development Fund (RVCDF) Pre-Apprenticeship clients, enrolled in pre-apprenticeship training at South Seattle Community College, Renton Technical College or Seattle Vocational Institute and are linked to jobs. RVCDF clients saw their annual wages increase by $6,614 over their pre-SJI wage in 2006. Forty-three percent of the RVCDF clients from the prior year experience a wage increase within the first year of being on the job. Their average new wage was $19.05 per hour.

VOCATIONAL ESL TRAINING

VESL training results show that graduates increase their annual earnings by $4,720 over their pre-SJI wages. Individuals enrolled in this strategy have the lowest entry wage into SJI, with most earning minimum wage. While the placement wage of $9.62 is below SJI's IP wage of $10.79, given the targeted population it serves, this wage increase represents a major step out of the lowest paying jobs in Seattle. In addition, 78% of those who complete the VESL program are still on the job one year later. Participants also increase their language gains by one level. Both NH and ACRS are seeking to expand the program's impact by providing continued ESL instruction onsite with downtown hotel employers and Highline Hospital.

Conclusion

SJI offers several different strategies to assist low-income/low-skill adults with multiple barriers secure good paying jobs with benefits and solid prospects for advancement. These strategies—Sector Cohort Training (*Employer Expectations* model), Sector Pathways (enhanced *Educational Training* model), and VESL, as well as Individualized Placement (direct attachment)—seek to balance the need to maximize benefits to clients and employers and the need to meet the varied employment and training demands of a diverse low-income population in Seattle. As set forth in this narrative and encapsulated in the attached *Data Charts*, it is evident that Sector Cohort Training generates the best results for clients not only in terms of wages, job retention and advancement, but also in terms of moving them substantially closer to one- or two-year certificates and degrees, which can open doors to even more opportunities for career advancement. Generally, the more "training-intensive" a strategy, the better the long-term outcomes for participants and employers, and the greater the return on investment per participant. It is this fact that prompted SJI in recent years to begin to shift investment toward Sector Cohort Training, Sector Pathways and VESL. Going forward, SJI must continue to find ways to deploy scarce resources to maximize our results for the Seattle community.

Data Charts

Phase 10 Results

	2006								2005	
	Pre SJI Wage	Place Wage	Annual Earnings above Pre SJI Wage	Annual Earnings above IP Wage	3-mos	6-mos	9-mos	12-mos	Wage Progress	New Wage
Manufacturing	$ 10.12	$ 13.24	$ 6,489	$ 5,096	82	86	76	73	47%	$ 15.29
Office	10.32	12.87	5,304	4,326	92	80	74	75	27%	13.04
Sector Path	9.96	11.94	4,118	2,392	90	85	76	62	24%	12.40
Automotive	9.76	11.52	3,660	1,518	80	80	75	n/a	n/a	n/a
RV/Const (SP)	12.43	15.61	6,614	5,762	89	88	64	100	43%	19.63
RV/Const (IP)	13.09	18.62	11,502	10,650	72	72	56	100	47%	19.05
VESL NH	7.25	9.62	4,721	0	90	76	74	78	n/a	n/a
Individual Placement	$ 10.38	10.79	852	0	82	74	66	55	20%	12.14

Notes:

- 2006 Pre Wages: Pre-wages of Phase 10 who were placed into a job in Phase 10
- 2006 Placed Wage: Placement wages of Phase 10 clients
- 2006 Increase Annual Wages: difference between Phase 10 Placed and Phase 10 Pre-Wage x 2,080 annual hrs
- 2006 One Year Retention: Phase 10
- 2005 Wage Progression: Phase 9
- 2005 Wage Progression: Phase 9

College Credits of SJI Sector Cohort Trainings

	SJI training	Total Credits Req. Post SJI Train to Earn 1 Year Certificate	Total Credits Req. to Earn 1 Yr Certificate	Total Credits Req. to Earn 2 Yr Degree
One quarter Manufacturing	17 college-level credits	55 credits	72 credits	117 credits
Two quarter Office	35 college-level credits	12 credits	47 credits	100 credits
Two quarter Automotive	30 degree credits	32 credits	62 credits	114 credits

College Credits of Sector Pathway Trainings

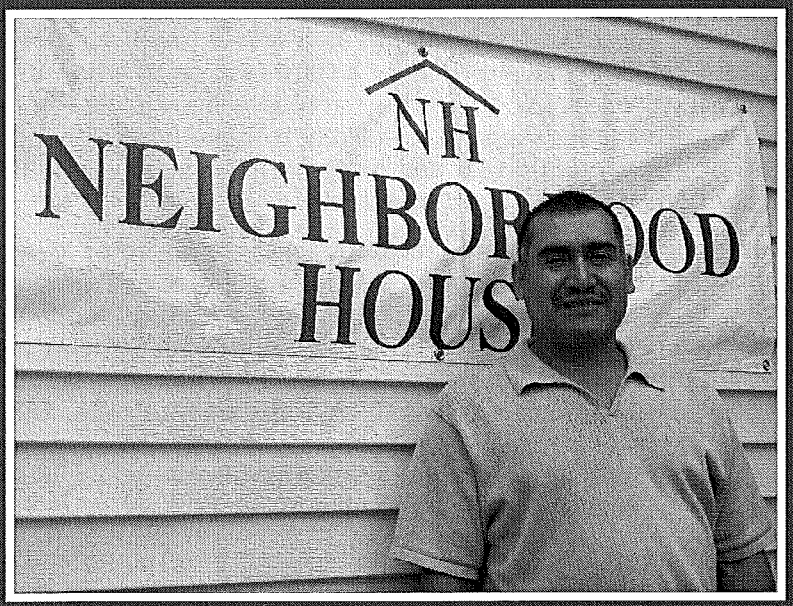
		Total Credits Need Post Train to Earn 1 Year Certificate	Total Credits Need to Earn 1 Yr Certificate	Total Credits Need to Earn 2 Yr Degree
One quarter First Step (Office)	7 college-level credits (5 of which can carry over as a course requirement for the Business Information Technology Certificate and Degree)	42 credits	47 credits	100 credits
One quarter BIT (Office)	35 college-level credits	12 credits	47 credits	100 credits
One quarter Medical Office (can continue to BIT)	19 college-level credits (14 of which carry over to the Medical Office Clerk Certificate)	52 credits	66 credits (5 quarter Medical Office Clerk certificate)	100 credits
Commercial Truck Driving	24 college level credits that lead to a certificate, but there is no degree track		No degree track	No degree track
CNA	12 college level credits (which are pre-requisites for LPN cert and RN degree)	N/A	81 credits (4 quarter Licensed Practical Nurse Certificate)	102 credits (3 quarter Registered Nurse AAS-T degree)

HANDOUT #8

Seattle Jobs Initiative

Seattle Jobs Initiative and Neighborhood House Vocational English as a Second Language Project

Three-Year Evaluation



Seattle Jobs Initiative

Written by Seattle Jobs Initiative

Seattle Jobs Initiative/Neighborhood House
Vocational English as a Second Language Project

3 year evaluation

Introduction

The diverse cultural and social backgrounds represented in White Center, along with the area's sizeable and growing immigrant population, make this part of King County unique. A demographic comparison of White Center residents with King County residents as a whole illustrates the distinctive character of the area. White Center residents are more likely to be multi-racial.[1] Moreover, according to the 2000 Census, White Center residents are more likely to be foreign born (27% compared to 15%), and those who are foreign-born are less likely to be U.S. Citizens.

The large immigrant population in White Center possesses a wide range of language and communication skills, employment skills, and other economic and social barriers. Twice as many residents report a language other than English as the primary language spoken at home than King County residents as a whole (36% v. 18%). At the same time, White Center families earned roughly a third less on average than King County families[2], with twice as many White Center families falling below the federal poverty level (12% v. 5%). Residents are also less likely to have any post secondary education: 58% of the population 25 and older are high school graduates or less, compared to only 29% of King County residents.

For the large number of White Center residents with either no or low-level English skills, acclimating culturally and securing employment that can support themselves and their families represents a significant challenge. Limited language skills and education, combined with the likelihood that many of these families are also low-income, means that many individuals are less likely to find jobs that pay decent family supporting wages, and are therefore less likely to be able to cover the mounting expenses of basic needs like housing, transportation and child care. In order to make the connection to jobs that support themselves and their families, skills training and support services are essential to these individuals.

The Vocational English as a Second Language (VESL) program offered to White Center residents through Neighborhood House is a program that seeks to accomplish just this. The VESL program aims to empower low-income White Center residents through a combination of vocationally-oriented English language training and literacy services to provide the skills residents need to support themselves and their families. This includes place-based employment training, job placement and retention services, and continuing opportunities for skill development. At the same time, the program recognizes the challenges and barriers specific to this population, and aims to address these barriers by offering access to a variety of case management services and supports as individuals work toward their language and employment goals.

This report examines the effectiveness of the first three years of the Neighborhood House VESL employment and training program for White Center residents, with special attention given to the issues identified by participants and case managers as significant barriers to securing training and employment and their assessment of the VESL program's effectiveness. A brief review and evaluation of the On-Site

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[1] Seattle/King County Making Connections. A Profile of White Center.
[2] U.S. Census 2000 – White Center CDP Median family income: $43,038; King County Median family income: $66,035.

Vocational English as a Second Language program at Highline Medical Center and its partnership with Neighborhood House is also included. Policy recommendations are offered based on input from participants and program staff in conjunction with research on larger systemic issues affecting the target population.

Data & Methodology

Data for this report was culled from a variety of sources. Quantitative information for SJI clients in the Neighborhood House VESL program enrolled between 2005 and 2007 was pulled from SJI's JOBSTAT MIS system, which houses demographic, training, placement and retention information for all participants. In addition, language ability scores, as well as information on program funding and staffing, were provided by Neighborhood House.

Qualitative information on clients' opinions of program effectiveness, employer satisfaction with the quality of placements, and insight into both client and program effectiveness/success were garnered through focus groups and individual interviews with staff, employers, instructors, and participants.

Funding

Funding for the first three years of the project totaled $285,000. It was provided by the Annie E. Casey Foundation-sponsored Making Connections project, the United Way Venture Fund, the Seattle Foundation, and Seattle Jobs Initiative. English as a Second Language (ESL) instructional staff are currently paid for and provided by Highline Community College at the Greenbridge Housing Community.

Staffing

Neighborhood House, a century-old, place-based social and employment services provider, is the focal point for service delivery. The VESL project is staffed by 7 Neighborhood House staff who work wholly or in part on the project, including the program director, one VESL instructor, one program manager, and two part-time case managers. There are also support staff, one of whom enters data into SJI's JobStat MIS. Staff totaled to 1.85 FTE in 2005, increasing to 2.35 and 2.8 for 2006 and 2007, respectively.

Neighborhood House VESL Project Staff			
	2005	**2006**	**2007**
Personnel	**FTE**	**FTE**	**FTE**
Case Manager	0.8	1	1.25
Career Developer	-	0.1	0.1
VESL Instructor	0.65	0.65	0.65
Program Manager/Director	0.3	0.4	0.5
Data Mgmt./IS Support	0.1	0.2	0.3
FTE Total	1.85	2.35	2.8

While the project is led jointly by SJI and Neighborhood House, other organizations also involved in the Making Connections project help deliver specialized training to White Center residents, including the YWCA, International District Housing Authority (IDHA), Airport Jobs, Public Health – Seattle & King County, and Washington State Department of Social & Health Services.

Program Structure
The VESL program was started to strengthen employment outcomes for limited English speaking clients who live in the White Center area of King County, and is designed to take advantage of studies that demonstrate improved training and employment outcomes when language training has a vocational focus.[3] Since many of the participants need immediate employment, the program emphasizes quick job placement, ideally followed by opportunities to move onto career tracks that allow for long-term advancement.

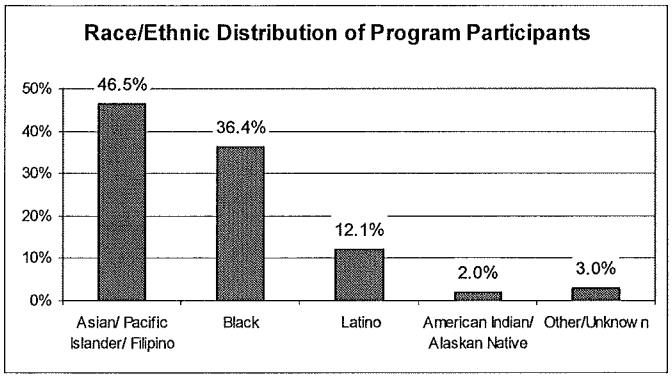
Coursework involves intensive up-front language training, focusing on fundamental words and phrases useful in a variety of entry-level positions for basic industry-specific interactions, as well as workplace problem-solving techniques and employability skills, including time management, health and safety, customer service, and workplace culture. Job readiness training is the major focus of training, and is therefore woven into the entire curriculum.

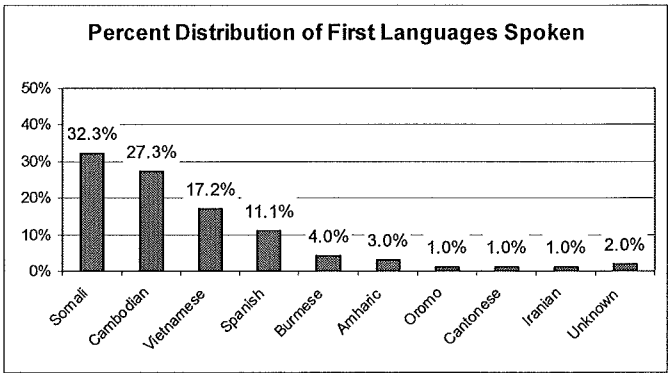
The program originally started with a 10-week training program for SJI job seekers, with full vocational contextualized language instruction as part of a larger janitorial training. To increase retention in the program, a module format was adopted in 2006, whereby participants could join training at any time, taking the requisite 4 weeks of training at times that fit their schedules. This new format also dropped the hands-on vocational training, but continued to train for the vocational terminology central to the language skills piece, alongside the other components of job readiness training. This new format provided more flexibility, allowing participants a more individualized experience and access to work opportunities as needed. In its current iteration, the program consists of 10 weeks of training at 12 hours per week – 3 hours of instruction over 4 days, as well as a makeup lab for individuals to take advantage of.

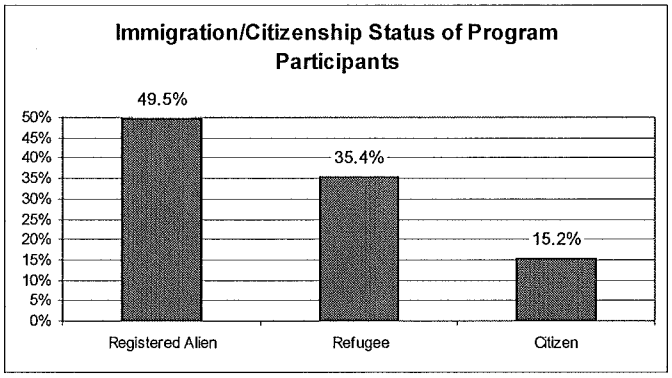
Participants interviewed reported that they learned about the program primarily through word of mouth – either through family or friends who had been through the program themselves. Others reported learning about the program through outreach materials, such as flyers and local postings.

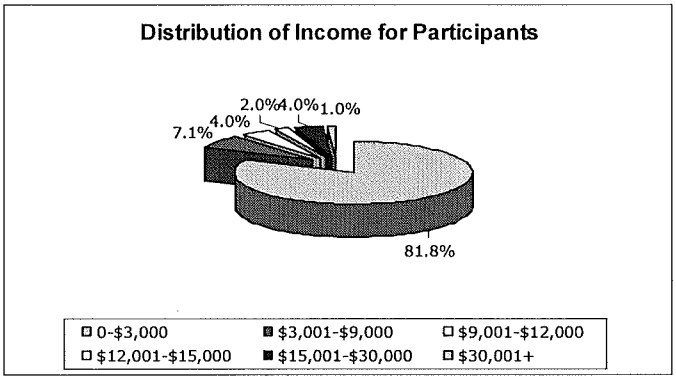
Program Participant Profile
The largest race or ethnic group among participants in the VESL program is Asian, followed by Black (of African decent) and Latinos. The most common first languages spoken by participants are Somali, Cambodian, and Vietnamese. The majority of participants in the first 3 years of the program have been recent immigrants, with almost half being resident aliens of varying immigration status, and more than a third having refugee status. The majority of participants reported renting their current home or apartment. Fifty-eight percent reported being married, while over half – 56% - have lived in households with at least one child (data not shown). The average age of participants has been 38 years old, with ages ranging from 19 to 68. Average income of participants pre-program has been very low, with 82% of participants reporting income of less than $3000 annually.

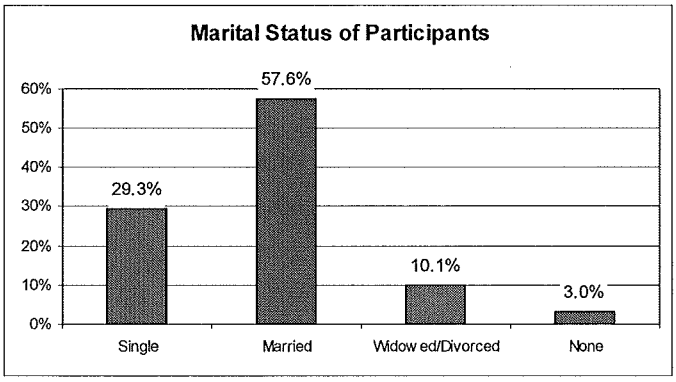
[3] For a Washington state-specific review, *see I-BEST: A Program Integrating Adult Basic Education and Workforce Training*, Washington State Board of Community and Technical Colleges, December 2005.

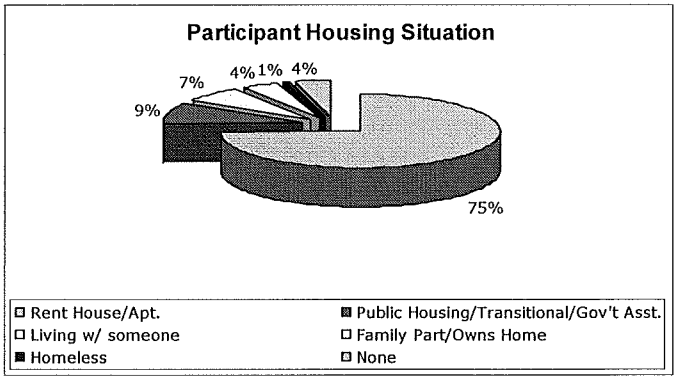










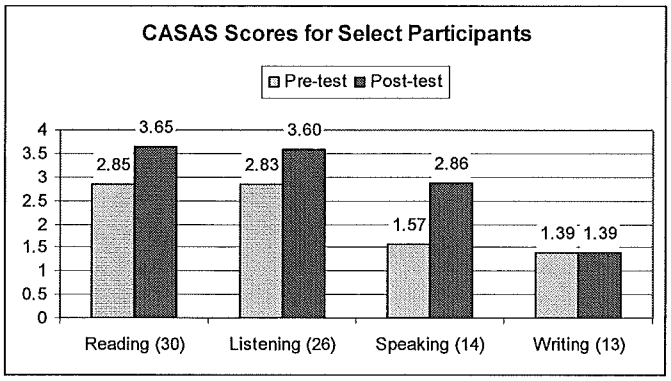


The VESL program has also served a range of participants in terms of language abilities. As one instructor noted, a given class can range from students who have never sat in a classroom before to students who are already equipped with basic language skills and are ready for job search assistance, such as developing a resume. The majority of participants start at beginning levels of English language proficiency. The average starting language level for most of the program participants is relatively low, primarily CASAS levels 1 and 2. In general, participants have minimal ability to communicate in English, recognizing solely basic words and phrases.

Program Results: Language Improvements, Placement & Retention

As stated above, the majority of participants enter the program with very low language skills, with average CASAS scores between 1 and 2. Students are CASAS-tested again at the end of their participation to measure language gains. The following chart shows CASAS scores at pre- and post-test for a select group of individuals where scores were available for both time points. While writing ability seems to have been

stagnant for these individuals, significant gains are apparent in speaking, listening and reading skills of participants.



Program participants are placed in a variety of entry-level jobs, with program requirements dictating the standards of these placements. Neighborhood House job placements must currently meet the following standards[4]:

- 30 or more hours per week
- Employer-provided medical benefits within 6 months
- Expected to last more than 6 months
- For 2005, starting wages must be at least $8.00.
- For 2006 and 2007[5], starting wages must be at least $8.50

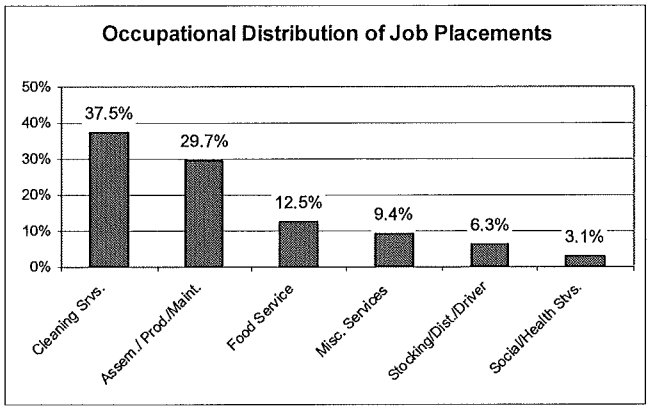
For participants who enrolled in 2005, 19 out of 23 participants who completed the training were placed in jobs – a rate of 83%. In the second year, all 22 completions were placed. Not surprising, due to the nature of the employment and economic environment in 2007, total placements remained the same, even with a larger number of participants completing the program, resulting in a 62% placement rate.

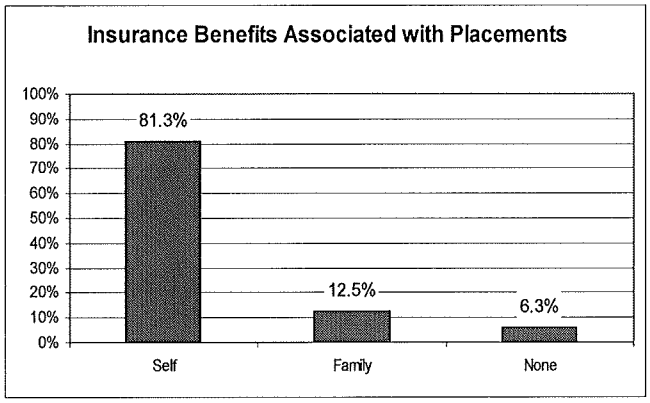
	Enrollments	Completions	Placements	Placement Rate
2005	30	23	19	82%
2006	26	22	22	100%
2007	46	37	23	62%
TOTAL	102	82	64	78%

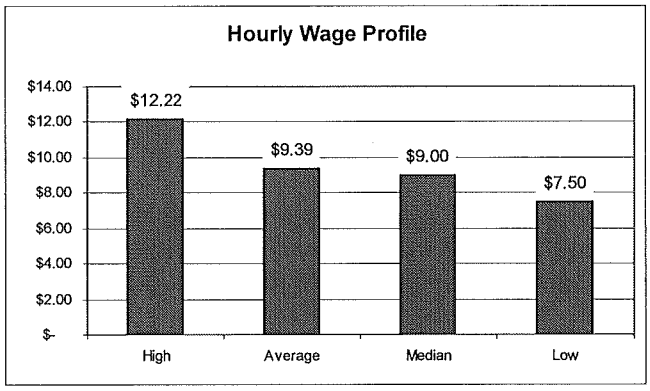
Placements are heavily weighted towards cleaning services, including housekeeping and janitorial services, which makes up more than 1 in every 3 job placements over the 3 years examined. The next largest set of jobs is in assembly, production or maintenance occupations. The average hourly wage for placements across the 3 years examined was $9.39. Almost 90 percent of the job placements to date in the program have been full-time, with 94% providing some form of employer-based insurance benefits, either exclusively for the employee or covering his or her family as well.

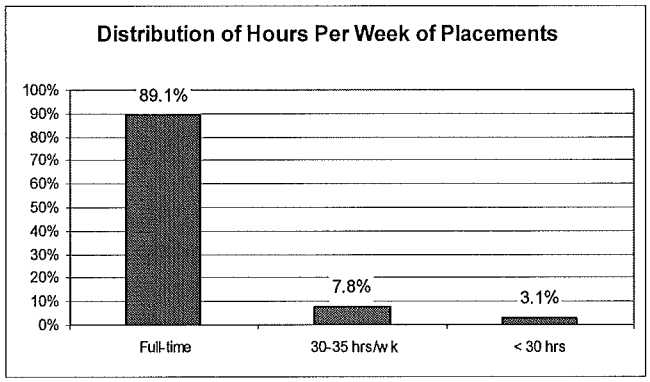
[4] The agency is allowed to place a certain number of individuals in occupations that do not meet these criterions. Specifically, 25% of placements in 2005 could qualify for exception, making less than $8.00 but more than minimum wage ($7.35 in 2005), or taking a position that is less than 30 hrs per week if they are working more than one job and the average wage from both jobs is at least $8.00. Similar exceptions were allowed for 2006 and 2007, though the substandard placement rate decreased to 15%, and the minimum wage standard increased to $8.00.

[5] 2007 included 2 separate starting cohorts. For 1 cohort, $8.50 was the minimum placement wage for all, for the other, 50% of placements had to have a starting wage of $8.50, while the other 50% had a minimum starting wage of $9.00.



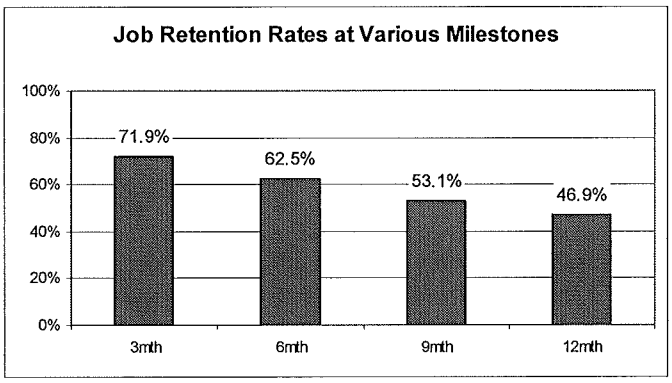






All participants are tracked for one year post-job placement, with support services provided by Neighborhood House throughout. The retention activities conducted by Neighborhood House include maintaining contact with participants and continuing to work with participants to solve emerging problems (e.g. lack of child care) that may affect employment. Support services are provided for participants throughout this year. Frequency of contact post-placement varies by need (as determined at the placement interview). As is common with many retention efforts, though most clients do respond to case managers' outreach efforts and continued assistance with job retention and advancement, some do not or are impossible to locate.

The following chart demonstrates the job retention rates for program job placements over the 2005-07 period. Most notably, after 9 months, 53% report continued employment. Since retention is defined by a combination of employment, wage and hour standards, and benefits, some people may still be working but not count for positive retention.



Unfortunately, due to the often low-skill entry-level nature of many of these jobs, wage progression and career advancement opportunities are minimal within the first 12 months of employment. Many of the jobs participants obtain are low paying, have few opportunities to advance, and are in difficult environments. Statistics for clients reveal very few cases of increases in wages during the first year of employment. In general, the likelihood of beginning level limited English job seekers, many of whom are in their first U.S. jobs, to experience wage or job progression is low.

Barriers

Despite the fact that participants are enthusiastic to learn new skills and find sustainable employment, for many, personal and systemic issues continue to create barriers to success in both the program and in job placement and retention. For many participants, the most significant barriers to both successful training and job placement are child care and transportation. Other issues related to housing and health care also arise. In many cases, emotional barriers may surface during training, such as issues related to domestic violence or refugee experiences. When these issues surface, both instructors and case managers are quick to help identify appropriate supports so that individuals can continue to pursue their language and employment goals.

The support services provided by Neighborhood House and other service providers in the community are essential to the success of program participants while in training, during job search and job retention. Still, while some participants are able to juggle the issues they face with help from family, friends, and/or additional resources provided by Neighborhood House and SJI, for others these issues become overwhelming in a matter of weeks. For those who are able to obtain child care, in some cases that care may not be culturally competent and sensitive to the wishes and needs of the parents. In other instances, it is the parents, in particular single mothers, who are strained by the time away from their kids. Case managers have found that in these cases it is difficult to retain students in training for longer periods of time.

A larger, policy-related barrier to the child care issue is the fact that, while SJI's program covers participants in White Center, Seattle-sanctioned child care programs do not reach into this section of unincorporated King County. This leaves parents with few options for care that are both affordable and accessible. And, as one program manager noted, even if child care were more accessible, more funding is required to meet the care needs of participants. Ideally, smaller, local multicultural and multilingual child care facilities would provide the accessibility needed by participants to juggle training and child care needs.

Transportation barriers include access and availability. While the place-based nature of the program provides the opportunity for many White Center residents to take advantage of services close to home, for many, participation still requires the use of either public transportation or their own vehicle. This issue becomes more salient once a participant is placed into a job, in some cases further from home and harder to get to via public transit. It is also a difficult reality for those who may be employed in occupations that require working non-traditional work schedules (swing and graveyard shifts). Neighborhood House strives to address these transportation issues by helping participants obtain a driver's license, providing gas vouchers to assist with the sometimes prohibitive costs of driving, and offering bus passes for access to public transportation.

Finally, cultural differences in approaches to education and training present a barrier for some participants. Many students enter training with little experience with formal education in the Western sense. As one instructor noted, some of the skills required to succeed in training, such as timely arrival and being prepared with the appropriate

supplies (notebooks, pens, etc.), are unfamiliar concepts to individuals who have not had contact with Western education system and its expectations.

Program Design

Staffing

A significant concern of Neighborhood House staff throughout the implementation of the VESL program has been around issues of turnover in both instructors and case managers. Part of the difficulty in staffing was the need to accommodate for many languages on a very limited budget, while maintaining both productivity and consistency for both staff and students in terms of program effectiveness and delivery of support services. While program participants interviewed did not report negative results due to staff turnover, consistency remains a key element of program effectiveness.

VESL program staff were also challenged by the demands associated with the high-touch nature of the relationships desired between case managers and their clients. Case managers were often working with clients from multiple programs at Neighborhood House, creating a heavy workload that required significant travel within and beyond the White Center area to address their clients' multiple needs. This resulted in limited time spent with any individual client. In addition, the program has gone through changes in delivery and services as it has matured in its first years. Again, while participants did not report this as an issue, it remains a reality of the work for the majority of program staff.

Finally, staff reported some issue with the data-heavy processing of SJI clients. Fortunately, Neighborhood House is able to staff a data analyst who takes on the brunt of the work. Otherwise, this task would be delegated to case managers, who are already stretched thin.

Curriculum & Class Structure

There is a paucity of ESL programs which cater to low-level basic language skills. Further, though some ESL programs exist in a variety of formats, the Neighborhood House model works, according to both staff and participants, because of its high touch approach. Participants report that the support provided throughout the program from both Neighborhood House staff and support services agency staff is a significant reason for their success.

A major hurdle for any ESL program is the reality that language training often becomes a last priority for job seekers who need to work, resulting in high attrition rates. Another significant barrier for this population is the prohibitive nature of the original 10-week model in which the program was administered. The reality for many of these individuals is that they must return to work before they are able to complete a full 10-week cycle. Recognizing that balancing when language gains happened for clients – at roughly the 4-5 week point – and the reality of employment needs for this population led to the modification in the program delivery structure into its present module format.

Instructors found that the real-world application of language acquisition through workplace content and jobs skills is a key element to the success of program participants. In addition, the basic life skills piece that is inherent in all the training is extremely valuable. Participants are not only taught the basic language skills needed for obtaining and performing a job, but also essential skills for self-sufficiency.

In some cases, the requirements of the course structure became difficult to administer to participants. For instance, one instructor reported that the mandated cover letter writing portion of the curriculum, while a valuable skill for some, is a challenge to incorporate into the class because of its inapplicability to the work and jobs participants are likely to go into, at least initially.

Limitations based on initial funding allotments meant that the program had to function under certain constraints, most notably in terms of the single classroom format. Both instructors and students noted that the blended nature of the class has some impact on the capacity to address everyone's language and skill needs. Staff noted that the more advanced students were more likely to become disinterested in the basic skills components. Further, in trying to address the varied abilities of participants, instructors reported difficulty in being as effective as they'd like in terms of instruction. Instructors suggested that a potentially more effective program might include level-focused courses to provide more specialized programming for clients who share common characteristics. This format has since been adopted, due to leveraged funding from sources outside of SJI, including Highline Community College and LEP Pathways.

Partnerships & Supports

Due to the potentially significant barriers participants and their families face to successful training and employment, the varied partnerships and supports available through Neighborhood House have been extremely helpful.

A significant partnership to note is the very successful one between Highline Community College and Neighborhood House. The ability of Highline Community College to pay for and provide language instruction for both the Neighborhood House and Highline Medical Center programs has allowed for more instructional support and larger capacity for participants.

Other partnerships help to bolster the success of the Neighborhood House VESL program. For example, the Port of Seattle provides opportunities for participants to gain additional interview skills through its Interview Preparation class, as well as providing access to other employment services at the airport. The YWCA provides short-term computer instruction at its computer lab, and Seattle Public Library regularly sends someone to show the class how to obtain a library card and what additional language services are available at various branches. Public Health-Seattle & King County provides instruction on workplace safety. Many participants are sent to PortJobs for an Interview Preparation class as well as to employment services available at the airport itself. The International District Housing Authority provides financial literacy classes for SJI participants. Neighborhood House has also been contracting with Limited English Proficiency (LEP) Pathways, which

Highline Medical Center On-Site VESL Training

Initiated by Neighborhood House as an opportunity to bridge the skills needs of a large local employer and the language needs of its workforce and community, the Highline Medical Center On-Site VESL training serves as an example of an experimental partnership for the South Seattle region between local education, social service and employment resources. Highline Medical Center (HMC) has put into place an on-site vocational English as a second language program specific to the medical workplace. In addition to language training instruction provided by Highline Community College, participants are offered on-site career counseling and case management through Neighborhood House. Funding for this program is provided by the Annie E. Casey Foundation.

The majority of participants in the HMC VESL program are existing Highline Medical Center Nutritional and Environmental Services department employees, with others coming from other nursing and volunteer positions. Participants are a mix of both employees that have been encouraged by supervisors to attend the training, employees who have heard through fellow staff about the training, and employees who were encouraged to participate based on initial contact with the Neighborhood House case manager available on-site. They represent a variety of ethnic and racial backgrounds, and bring with them a variety of language abilities and tenures at Highline Medical center.

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provides English language training and employment services to WorkFirst clients. The program allows clients to combine WorkFirst services with up to 20 hours per week of ESL instruction. Many SJI participants take advantage of this additional language skills training and support services. This partnership has been a good addition in providing resources for WorkFirst clients in White Center.

Employment Connections – Placement & Retention

Neighborhood House staff use a variety of employer outreach strategies to help place program participants in jobs. As part of determining jobs that are both a good fit and a family-supporting opportunity, information about wages, application processes, and qualitative aspects of the jobs are garnered by staff. A better fit ultimately translates into greater opportunity for employee satisfaction and job retention.

The Career Developer uses a variety of methods to engage employers, link participants to appropriate good jobs, and optimize retention for both parties:

- familiarizing participants with careers and pathway potentials;
- organizing quarterly client job fairs with employers;
- site visits for participants to employer sites to meet with staff and tour work locations;
- bringing employers in regularly to talk to students about available jobs, desired skills and career pathway potential;
- internship opportunities;
- on-going regular check-ins with employers and placed participants.

A network of employers has been created to ensure that opportunities are available for clients in a variety of entry-level positions. To help to strengthen placement rates, an SJI employment broker is assisting Neighborhood House case managers to develop employer contacts. Employers targeted by the program have changed and expanded over time, mirroring changes in those

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Training is made available to any interested staff in the afternoons at two different campuses. Afternoons were chosen as the most ideal operating time to capture employees interested in participating either at the end of morning shifts or at the beginning of evening shifts. The specialty campus of HMC houses the beginner level language skills course for students testing below level 2 CASAS, while the main HMC campus houses the intermediate level course for students testing above level 2 CASAS.

Instruction is provided by Highline Community College ESL staff, and therefore follows the college quarter system. Neighborhood House staff worked closely with Highline Community College instructors to develop a curriculum that was appropriate for both the medical profession and for limited English speakers.

Though attendance is not mandatory, staff report that there is a significant commitment by participants to the training. Both center staff and case managers report that the class is greatly appreciated by participating employees, and hopes are that this is a program that can be maintained and potentially grown.

Like the program at Neighborhood House, a significant barrier for participants in this training, which is undertaken in addition to their current employment, centers around the issue of child care. While participants have been able to coordinate appropriate services around their current work schedule, the additional time away translates into a need for more flexible hours in child care and potential added expense to the employee.

One of the bigger logistical difficulties reported by HMC staff and case managers in operationalizing this program was scheduling. Finding a time that fit around the varied needs of department staffing, quarterly academic instruction and personal release time issues meant that no one time would be sufficient for all interested parties. This issue is complicated further by the difficulty experienced in coordinating with Highline Community College to secure an instructor.

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employers willing to employ program graduates with limited language skills. Currently, employers include companies representing various grocery and hotel chains, as well as those based at the Sea-Tac airport.

The program has made great strides in guiding its employer base through a much greater understanding of the limited English job seeker and the cultural competency that goes along with working with them. Many employers recognize the value of continued language training as part of a retention strategy. Realizing the difficulties of finding workers with the desired skills, employers are starting to offer ESL training on-site as a means of holding on to their workforce. One example of such an opportunity is the Highline Medical Center On-Site VESL Training program. A significant employer connection has been the targeted partnership between Neighborhood House and Highline Medical Center. This relationship has bloomed into an ongoing partnership that provides on-site language training to medical center employees.

Ultimately, the connections created with employers who support the program by hiring participants can be strengthened. As one case manager noted, it is key that more employers understand that the participants are people who truly want to work. One suggestion to strengthen the bridge between training and job placement is to create a more hands-on, interactive employer piece as part of the training - such as a shortened version of an internship - where employers can see the eagerness of program participants to work, and where participants can get a better understanding of the work involved, the workplace environment, and employer expectations.

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Both supervisors and case managers report a variety of positive outcomes for participants of the on-site VESL program at HMC. Along with recorded language gains and wage progression, increased confidence and ability of participants to communicate effectively with coworkers has translated into measurable improvements in worker safety, a stronger sense of workplace community, and better communication between supervisors and employees regarding standards of performance.

In a few cases, participants have been able to apply their new found skills and language confidence as they move up career ladders within the Medical Center. For instance, one individual has moved from a housekeeping position onto Certified Nursing Assistant training and placement, and hopes to continue on into a Registered Nurse position.

All parties involved report that this has been a great partnership. Highline Medical Center considers its diverse employee population to be one of its greatest assets, and therefore values the additional services and expertise this program brings to its campus to help empower its employees. This gesture on management's part is a positive step for labor relations between staff and the Center. The increased sense of community between employees who have participated in the program has created a support network that is valuable to a positive work environment. While there is still room for improvement, HMC views the partnership with Neighborhood House as a very positive one, and hopes to see the program continued and expanded. ■

The same disconnect between the completion language abilities for students and the levels of competency desired by many employers still exists. This has presented a challenge for the program in finding jobs that are both accessible to program participants and that provide a family-wage. In part, continued efforts to strengthen relationships with employers as well as expose them to a deeper understanding of the abilities and eagerness of these individuals are essential in maintaining opportunities for program participants.

Certain elements of the job search and hiring process are considered non-negotiable for employers looking to fill openings in their workforce. These issues result in

sometimes significant barriers for the program participant, even after they've received the relevant basic life and job readiness skills. The application process for some employers can be complicated. Many participants, even after they have successfully completed the interview and application process, are presented with difficult job readiness situations. For instance, one case manager noted that for some jobs, higher language proficiency levels are required due to safety requirements on the job. Though efforts are made to prepare participants for these situations through job readiness training, interview coaching, and employer input around employment expectations, the challenges are still a significant reality for these job applicants. Further, a waning economy means a harder time finding available opportunities. While many participants may continue training while in job search, the realities of a difficult job market can become burdensome.

A larger barrier that many low-income job seekers have faced over the last year is the softening of the economy in general and the market for entry-level labor specifically. Many participants who have been in the United States for many years already have found it relatively easy to find work without significant language training. But the realities of a faltering economy have disheartened many. Participants continue to search eagerly for employment but are finding themselves, despite taking the appropriate steps in their job search, becoming disillusioned. With many already having a history of being unable to find stable work, these realities begin to quickly erode their confidence. As the economy worsens, case managers are finding that there are fewer employers willing to hire applicants with lower language abilities.

Neighborhood House staff and SJI continue to work together to involve employers that are engaged and interested in the building of their workforce through outreach and engagement efforts. It continues to be a challenge to find employers that understand the nature of the workforce training system. In addition, some case managers report that there remain only a few employers who are sensitive to issues of cultural competency when working with a diverse population like the one served by this program.

Continued Training, Education & Career Pathways

According to Neighborhood House staff, roughly 80% of program participants report that once they get placed in a job, they want to continue language training and are interested in pursuing furthering schooling as well. Still, once employed, the difficulty of keeping a job while continuing any kind of training, even if on-site, on top of individual barriers faced, presents an ongoing hurdle. The added strain of working plus training on a participant's family in terms of time and resources is still prohibitive. For others, the nature of their jobs (e.g., graveyard shift) leaves little opportunity to pursue further training, even if all other barriers are manageable.

A reality of many of the low-skill entry-level jobs secured by participants is that options are limited in terms of advancement. Many of these occupations do not have a clear career pathway associated with them, and therefore employees may find it difficult to rise out of such jobs based on work experience and wage progression. Rather, they are more likely required to return to school for additional training to upgrade skills so that they can find higher skill opportunities that are linked into more transparent career pathways.

For those interested in continuing their learning process at the local community college with additional language training, the same barriers apply. For one participant, the combined nature of timing of classes and the availability and cost of child care became a difficult hurdle. For another participant who completed the program and was placed at an employer that offers evening ESL classes, the issue of safety – returning home at night as a woman - made it difficult and even uncomfortable to continue training. The same participant reported that she would consider morning classes at the local community college, but would be unable to

afford the child care necessary to do so. For another participant, while training has led to a job, going back to school is still a goal. The link for this participant to get back to school will be his ability to become financially stable enough to afford additional training.

For those individuals interested and able to continue on to the next levels of training, there are limited level-appropriate opportunities available. The next logical step for many would be to matriculate into a community college I-BEST program. Most I-BEST programs, however, report that they are not suitable for low-level ESL students, with the typical student being at level 4. The disconnect between the language levels achieved by community programs like this one and the lowest language levels served by the community college system create a void for those wanting to continue to improve their language abilities.

Independence, Confidence and Gratitude

Despite the current economic conditions making employment opportunities that much more rare for this population, many participants report having greater confidence in their abilities to maneuver beyond their own homes, more independence in their work and social interactions, pride in their increased knowledge and language improvement, and sincere gratitude to the program and providers who have supported their journey and success. Participation in the program for many translates into an infusion of confidence, both in their abilities to perform their jobs and in their level of comfort in general interactions with English speakers. They share their success with others, and encourage family, neighbors and friends to use this local resource as a means to advance their skills and obtain jobs.

Policy Issues & Recommendations

The above evaluation presents great insight into larger policy issues that may exacerbate certain barriers for this population. The following section attempts to outline the broader system policy issues within which these barriers exist, and provides recommendations on areas where these policies can be improved upon.

Increasing Accessibility to Culturally Appropriate Child Care

As mentioned, a significant systemic issue for many families interested in participating in language and job skills training is the availability and accessibility of adequate, affordable and flexible child care. While efforts like the White Center Early Learning Initiative, funded by grants from Thrive by Five Washington and the Bill & Melinda Gates Foundation, aim to improve the amount, accessibility and quality of child care through supports and resources directed to providers in White Center, there remains a paucity of smaller local multicultural and multilingual child care facilities that are desired by the participants of programs like this one. Further, such child care settings need to be flexible in terms of the hours required by parents who are working second- or third-shifts, taking evening classes, and reliant on the vagaries of public transportation schedules. Increased accessibility to flexible and culturally competent child care can provide participants with peace of mind and opportunities for more training. Finally, simply more funding is required to address the prohibitive costs of child care and limited supports available to cover these costs.

Creating Bridges between VESL and other Education and Training Opportunities

The gap between where participants are in terms of language ability after completing programs like the Neighborhood House VESL program and where they need to be to take advantage of more advanced training opportunities at community colleges, such as the I-BEST program, supports the notion that community and college-based programs are needed to fill this gap to create better linkages to continued training and education.

For many of those interested in continuing their training, the next rung on the ladder is simply too much of a leap. Specifically, while participants of the VESL program finish, on average, at level 3, the next level of training available – IBEST – normally requires at least a level 4 or 5. While the I-BEST program is very effective at moving limited-English speakers up career pathways by combining English with basic and work skills, it doesn't reach low enough to pick up those leaving programs like the one at Neighborhood House. The creation of more programs that fill this void or the expansion of I-BEST to include these lower levels may be an appropriate next step in ensuring there are opportunities for training at every language level.

Another complementary strategy may be to consider changing the focus of current Adult Basic Education/English as a Second Language programs to more explicitly include work skills on a path towards a better job. This broadening of the focus of such programs from being strictly literacy-based allows for better bridges to other opportunities in work training, pre-apprenticeship, and certificate and degree programs. This would require additional services to students to help them understand and navigate available career pathways and how this ABE/ESL training links in, as well as modifying the current curriculum to include more basic, life and work skills specific to particular trajectories in training.

As noted earlier, the Neighborhood House program has recently been contracting with Limited English Proficiency (LEP) Pathways, which provides culturally appropriate services to Workfirst clients. While this partnership has been a good addition for resources for clients, providing training and services for up to 12 months, it is limited in that it requires covered clients to enter training within 30 days of approval for WorkFirst assistance, as well as be participating full-time (32-40) in job search or training by that time in order to maintain receipt of benefits.

Expanding & Simplifying Financial Aid Opportunities

For many, the cost of paying for additional training opportunities is a prohibitive barrier. While financial aid exists to lighten the load, this particular population has few options for financial aid.

A significant systemic barrier for many in this population is related to citizenship. Students are required to be a U.S. citizen or appropriately documented U.S. permanent resident or refugee/asylee, with a valid Social Security number not only for employment, but also to qualify for many types of traditional financial aid for low-income students, namely Pell, Perkins, State Need Grants and Opportunity Grants, Other federal sources available to cover training costs, such as Basic Food Employment & Training and TANF, have similar residency requirements. State Need Grants and Opportunity Grants also require that someone have been a Washington State resident for the previous year. Further, most funding programs require a high school diploma, GED or equivalent, but will not fund someone who already has a B.A. or the equivalent from another country. Finally, for the small proportion that qualify for these traditional sources, their funding cannot be used for ABE, ESL, or short-term training. Opportunity Grants, for example, are specifically aimed at long-term training in high-demand industries. Expanding requirements for funding to include a broader population as well as more types of training can help ameliorate this significant coverage barrier.

For a variety of reasons, an "uptake" gap also exists between those low-income families that qualify for a variety of public benefit/financial aid programs that can provide training support and those who actually receive them. For many, and in particular those immigrant and refugee populations with language challenges, the

difficulty in completing the very complicated process required to obtain funding[6], including the myriad of necessary forms and required documentation, can be overwhelming and dissuasive. It can also be viewed as invasive, humiliating, or intimidating. Further, many individuals remain reluctant to apply for benefits, even if they qualify, because of the social stigma attached to receiving help from the government. This is especially true for immigrants, who may avoid interacting with government officials for fear of perceived potential repercussions (i.e. green card status issues, issues with sponsor, deportation). Finally, for some individuals it may be that they simply do not know about the aid potentially available to them. To overcome these hurdles, simplifying the eligibility and application process with consideration to this population may result in more individuals getting the coverage they need. Options to apply for services online and increased coordination between many types of public benefit programs so that a single application allows a person to enroll in all programs for which they are eligible may also prove useful. Finally, improved outreach and education about access, as well as multiple avenues for gaining eligibility ("no wrong door") can also increase aid for this population.

Decreasing Penalties to Sponsors

Almost half of the participants in the Neighborhood House VESL program are registered aliens. Many of these individuals, in order to reside in the U.S., are living with and sponsored by a U.S. citizen. Often, the sponsor is also a family member of the resident alien. While the terms of sponsorship are complicated, a general point to note is that the sponsor's income and assets are deemed available to the alien. For some sponsors, their income and assets qualify them for public benefit receipt for both themselves and their sponsored alien(s). However, should the alien find employment and raise the total household income above eligibility for benefits, the sponsor may lose certain public benefits. Further, should an alien receive benefits when the total viable assets are above eligibility, the sponsor is responsible for reimbursement or potential legal suit. A potential policy recommendation may consider modifying penalty to sponsors, separating sponsor income and alien income once an alien has attained a certain amount of employment retention. Such a recommendation, however, runs counter to the central notion of sponsorship being a mechanism to provide opportunities for aliens while preventing them from becoming public charges.

Conclusion

The Vocational English as a Second Language program at Neighborhood House proved very successful during the three-year period evaluated. The program attracted participants from the White Center area interested in increased language acquisition and job skills. The program's success is largely attributed to the integration of vocational skills and language skills, but could not be as successful without its ability to provide significant supports to participants and their families while they are in involved with the program. In addition to the economic and social benefits reaped through increased wages and employment stability, program participants also come away with an increased sense of independence and confidence that will continue to serve them well as they reach for self-sufficiency.

Overall placement numbers continued to be fairly small but significant based on the limited size of the program. Partnerships with Highline Community College have allowed the program to increase its capacity, though there is room for consideration of splitting out classes based on skill level. Placement rates increased substantially in the second year, demonstrating the efficacy of language learning tied directly to job placement. Rates have, however, tapered off in the third year, in part due to the faltering economy and tightening labor market. For those who have been placed into

[6] Other training and work supports, including child care, housing, and healthcare coverage, present the same difficulties for applicants. For more information, see Bridging the Gaps in Washington: A Research Brief of Findings and Policy Recommendations for Work Supports that Work. Seattle Jobs Initiative 2007.

jobs through the Neighborhood House VESL program, retention has been good. Over half of participants hitting a 12 month milestone have demonstrated positive retention. Still, based on the low-skill entry level nature of these occupations, wage progression is minimal.

The Neighborhood House Vocational English as a Second Language program is now into its fifth operating year, and continues to thrive. The program has modified many of the items noted in this evaluation subsequent to the evaluation period, including curriculum, approach, staffing structure, and many other pieces to support and accommodate its clients. It continues to provide valuable life and employment skills for a diverse population of Seattle area residents, eager for self-sufficiency and grateful for the opportunities and supports provided to them to achieve these goals.

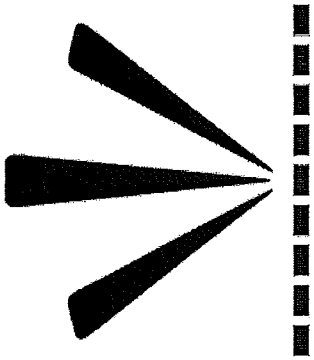
Case managers and instructors credit the success of the program in part to the openness and flexibility of the program. Key to the success for many clients is access to skilled case managers who speak their language, who empathize with their situation and work above and beyond to help these clients succeed. This work is aided by a variety of financial supports and resources made available through valuable partnerships that help alleviate barriers for participants and provide vital skills training and information for participants.

While the program has shown success in providing important life and job skills for its participants to strive for self-sufficiency, there is a larger ever-present tension between the reality of placing people in jobs versus helping individuals structure goals around movement towards a career. The Neighborhood House VESL program and the multitude of short-term training programs like it emphasize both of these outcomes, teaching participants how to navigate various workforce and employment issues while helping them connect quickly to employment. The two goals, however, may find themselves at odds when, for instance, a key outcome for potential funds rests solely on job placement, and does not always consider skill gains as achievement on pathways towards livable wage careers. Ultimately, this is a dichotomy that programs like these struggle with in serving the needs and best interests of their clients.

Broader systemic issues around access to supports and viable career pathways suggest opportunities for policy change. Specifically, more funding for flexible and culturally appropriate child care can significantly help families juggling work, family and training on their road towards self-sufficiency. While on that road, more opportunities along the way for level-appropriate training through bridge programs can help create opportunities for every language need. Aid for both short- and long-term training for this particular population can be increased, with outreach aimed at destigmatizing and demystifying the application process for a variety of supports. Removing potential roadblocks to employment based on current immigration policy as it pertains to sponsorship can help alleviate tensions between attaining work and losing supports. Finally, making sure that opportunities exist and are communicated to employers and employees about career pathways and skill improvement can ensure that the participants in programs like that at Neighborhood House continue to work towards family-sustaining careers and remain vitally part of a healthy workforce.

Special thanks to Amy Kickliter, Kiet Vu, Hussein Mohamed, Shelan Aldridge, David Moser, Katie Schroeder, Matt Helmer, Mary Turla, Darlene Allahyar, My Hien Le, Trieu Ly, and Bashir Ali, whose insight and knowledge were vital in the production of this report.

HANDOUT #9



THE BENCHMARKING PROJECT

PUTTING DATA TO WORK

May 2009 Report
Organization: Seattle Jobs Initiative
Program: SJI Phase 10 Manufacturing/Welding Sector Training

Public/Private Ventures
INNOVATION. RESEARCH. ACTION.

This report was made possible with funding from the Annie E. Casey Foundation

THE
BENCHMARKING
PROJECT
PUTTING DATA TO WORK

Dear Benchmarking Participant,

Thank you again for contributing program data to the Benchmarking Project. We are pleased to provide this report on new and updated data submitted through March 2009. The report includes data from **178** surveys complete with placement and retention data from workforce development programs operated by **152** organizations across the country.

We are pleased with the strength of the data sample and we will continue our analysis as organizations update their job retention data. We hope this report will help guide you through some of the survey results and that it will spark useful conversations to support your organization's data collection and performance improvement efforts.

How you can use this report:

1. **Get the big picture.** See pp. 4-6 to learn which 17 program, client and service characteristics, from among the dozens of potential factors, emerged as statistically valid bases for outcome comparison groups. You will also find a list of participating organizations in Appendix A.

2. **Understand how your program results compare** with others that share those characteristics, by reviewing the charts on pp. 10-15. Use the Sample Table on p. 8 to understand what's included.

3. **Decide which data matters most to you.** Discuss with your staff which of the 17 characteristics in this report are most important to you. Use the worksheet and questions in Section 3 (pp. 16-18) to focus the conversation on what the report reveals about those particular characteristics and to identify what else you want to learn from the data and from participating organizations.

4. **Participate in the Benchmarking "learning community" webinars and online discussions.** The survey you completed and this report are only the first phase of the Benchmarking Project process. We hope you will take advantage of the "learning community" components of the project:

    - Webinars scheduled over the next few weeks that will share more about the data analysis results and respond to some of your questions;
    - Additional webinars in 2009 that will give you a chance to learn from P/PV's experience and other Benchmarking Project organizations about what programs are doing to strengthen their performance; and
    - Online discussion forums for sharing questions and insights on effective service strategies or data management processes, at http://www.benchmarking.ppv.org

The Benchmarking Project will grow in its capacity to inform the field as more organizations enter data on their workforce development programs. While we are pleased with the robustness of the data, it is not completely representative of the many types of organizations and programs in the workforce development field. So we encourage you to contact us for assistance in framing the results if you choose to share your program's report with others outside of your program.

Thank you again for your involvement in this important project for the field!

The Benchmarking Project team,
Carol Clymer
Joshua Freely
Sheila Maguire
Marty Miles
Stacy Woodruff-Bolte

THE
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PUTTING DATA TO WORK

May 2009 Benchmarking Project Report

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THE BENCHMARKING PROJECT
PUTTING DATA TO WORK

May 2009 Benchmarking Project Report

Section 1: Selected Comparison Characteristics

One of the goals of the Benchmarking Project is to create a process that will enable programs to compare key outcomes such as job placement and retention to those of workforce development programs with similar characteristics. For example, using this report you can compare your program's outcomes to programs that serve cohorts that are about the same size as yours or that provide pre-employment activities for a similar amount of time.

We looked at dozens of factors—informed by past rounds of the Benchmarking Project and existing research—that could influence program outcomes and serve as the basis for comparison. We used statistical analysis (called Analysis of Variance) to determine which factors produced the most meaningful groupings of programs. Characteristics were chosen and reported on if they yielded statistically significant differences in placement or retention outcomes. These are the 17 that produced meaningful, statistically significant differences in results:

Program Characteristics

1. Cohort size
2. Years in workforce development
3. Performance-based funding contracts
4. Client to full-time staff (FTE) ratio
5. Ability to select clients
6. Number of weeks clients participate in pre-employment activities

Client Characteristics

7. Percentage of clients receiving TANF
8. Percentage of clients age 18-24

Program Services

9. Post-employment follow-up
10. Internships
11. Mentoring
12. Vocational/occupational skills training offered
13. Vocational/occupational skills training leading to certification
14. Skills training customized with input from employer(s)

Combined Characteristics

15. Client to FTE ratio / Years in workforce development
16. Ability to select clients / Post-employment follow-up
17. Weeks in pre-employment activities / Performance-based funding contracts

The tables on the pages in this section give you more detail on each characteristic and how programs "clustered" into categories within each characteristic to have different effects on outcomes.

NOTE: While the statistical analysis identified these 17 characteristics, we tested many others that did not produce significant differences. For instance, this May 2009 Benchmarking Project sample included many programs that served formerly incarcerated (38 programs served over 50% of clients with a criminal record) and disabled populations (42 programs served over 33% of clients with a disability). Yet, when the placement and retention rates of these programs were compared to those not serving these populations, there were not statistically significant differences. Differences in program outcomes may be more related to some of the other characteristics highlighted in this report rather than the fact that these programs serve those specific populations.

The Benchmarking Project: Selected Comparison Characteristics

Program Characteristics

Characteristic	*Survey Question Number(s)*	*Categories (Number of Programs in Each Category)*
1. Cohort Size	53	• 25 to 100 clients – small **(66)** • 101 to 450 clients – medium **(84)** • Over 450 clients – large **(28)**
2. Years in Workforce Development	11	• 10 years or less **(50)** • More than 10 years **(128)**
3. Receive Performance-Based Funding Contracts	49	• Yes **(96)** • No **(82)**
4. Client to Full Time Staff (FTE) Ratio[1]	53 / 47	• 30 clients or less **(98)** • More than 30 clients **(77)**
5. Ability to Select Clients[2]	50	• Full selectivity **(65)** • Partial Selectivity **(80)** • No Selectivity **(32)**
6. Number of Weeks in Pre-Employment Activities	33	• Less than 4 weeks **(39)** • 4 weeks or more **(103)** • Did not provide data **(36)**

Client Characteristics

Characteristic	*Survey Question Number(s)*	*Categories (Number of Programs in Each Category)*
7. Percentage of Clients Receiving TANF[3]	61 / 53	• 50% or fewer receive TANF **(151)** • More than 50% receive TANF **(27)**
8. Percentage of Clients Age 18 and 24[4]	55 / 53	• 33% or fewer age 18-24 **(110)** • More than 33% age 18-24 **(42)** • Did not provide data **(26)**

Program Services (% of Clients Receiving Service)

Characteristic	*Survey Question Number(s)*	*Categories (Number of Programs in Each Category)*
9. Post-Employment Follow-up	28	• 50% or fewer receive post-employment follow-up **(76)** • More than 50% receive post-employment follow-up **(102)**
10. Internships	24	• 75% or fewer hold internships **(154)** • More than 75% hold internships **(24)**

[1] Divided the total number of clients enrolled in the program by the total number of full time equivalents staffing the target program

[2] *Full Selectivity:* response A ("able to choose"); *Partial Selectivity:* combined responses B ("able to choose, but accept all or most") and C ("able to choose some, required to accept others"): *No Selectivity:* response D ("required to accept all")

[3] Divided the number of clients receiving TANF at enrollment or within the prior six months by the total number of clients enrolled in the program

[4] Divided the number of clients between the ages of 18 and 24 by the total number of clients enrolled in the program

The Benchmarking Project: Selected Comparison Characteristics

Program Services (% of Clients Receiving Service, continued)

Characteristic	*Survey Question Number(s)*	*Categories (Number of Programs in Each Category)*
11. Mentoring	27	• No clients receive mentoring **(125)** • Any clients receive mentoring **(53)**
12. Vocational/Occupational Skills Training Offered	18, 20, 22	• No vocational /occupational skills training provided **(26)** • Vocational /occupational skills training provided **(152)**
13. Vocational/Occupational Skills Training Leading to Certification	20	• 25% or fewer receive training leading to certification **(140)** • More than 25% receive training leading to certification[5] **(38)**
14. Skills Training Customized with Input from Employer(s)	22	• 25% or fewer receive customized skills training **(145)** • More than 25% receive customized skills training[6] **(33)**

Combined Characteristics

Characteristic	*Survey Question Number(s)*	*Categories (Number of Programs in Each Category)*
15. Client to FTE Ratio / Years in Workforce Development (WFD)	(53/47), 11	• FTE ratio of 30 clients or less / 10 years or less providing WFD **(22)** • FTE ratio of 30 clients or less / more than 10 years providing WFD **(76)** • FTE ratio of more than 30 clients / 10 years or less providing WFD **(27)** • FTE ratio of more than 30 clients / more than 10 years providing WFD **(50)**
16. Ability to Select Clients / Post-Employment Follow-up	50, 28	• Full selectivity / 50% or fewer receive follow-up **(24)** • Full selectivity / more than 50% receive follow-up **(41)** • Partial selectivity / 50% or fewer receive follow-up **(39)** • Partial selectivity / more than 50% receive follow-up **(41)** • No selectivity / 50% or fewer receive follow-up **(12)** • No selectivity / more than 50% receive follow-up **(20)**
17. Weeks in Pre-Employment Activities / Performance-Based Funding Contracts	33, 49	• Less than 4 weeks / no performance-based contracts **(22)** • Less than 4 weeks / performance-based contracts **(17)** • 4 weeks or more / no performance-based contracts **(44)** • 4 weeks or more / performance-based contracts **(59)** • Did not provide data / no performance-based contracts **(16)** • Did not provide data / performance-based contracts **(20)**

[5] Twenty-eight of the 38 programs in this category provided more than 75% of their clients with occupational/ vocational skills training leading to certification.

[6] Twenty-seven of the 33 programs in this category provided more than 75% of their clients with occupational/ vocational skills training customized with input from employer(s).

THE BENCHMARKING PROJECT
PUTTING DATA TO WORK

May 2009 Benchmarking Project Report

Section 2: Your Program's Outcomes and May 2009 Benchmarks

Your Program's Outcomes Compared to the Overall Sample: The first page of this section shows how your program's enrollment number, placement rate, and retention rates compared to the overall data sample of 178 programs. It contains median enrollment, placement and retention statistics for the sample as a whole.

Your program's outcomes are summarized in a table that appears at the top of each page in this section. These numbers refer to your program and will not change throughout the report. Refer to this table as you read through each page.

Your May 2009 Benchmarks: The other pages in this section contain benchmarks—the median placement and retention rates—for each of the 17 characteristics that affected outcomes significantly. This section of the report has been customized to reflect the performance outcomes for the category that includes your program.

> *For example: the outcomes for programs supported by performance-based contracts were significantly different from programs not supported by performance-based contracts. If your program is supported by performance-based contracts, the benchmarks contained in your report will only pertain to the group of programs also supported by performance-based contracts.*

The pages of this section are organized by type of characteristic:

- *Program Characteristics (pp.10-11)*
- *Client Characteristics (p.12)*
- *Program Services (pp.13-14)*
- *Combined Characteristics (p. 15)*

The **sample table on the next page** will help you interpret your Benchmarking information for each characteristic.

What is a Median?

Median refers to the value located in the middle of a distribution. If the placement rates reported by the 178 Benchmarking Project programs are listed from lowest to highest, the median placement rate would be the average of the 89th and 90th—or the middle—placement rates.

Median = 46

10	18	20	42	43	45	47	65	70	72	73	90

The number line above illustrates how to identify a median. The 12 values are listed from lowest to highest; the median value is the average of the 6th and 7th value in the array.

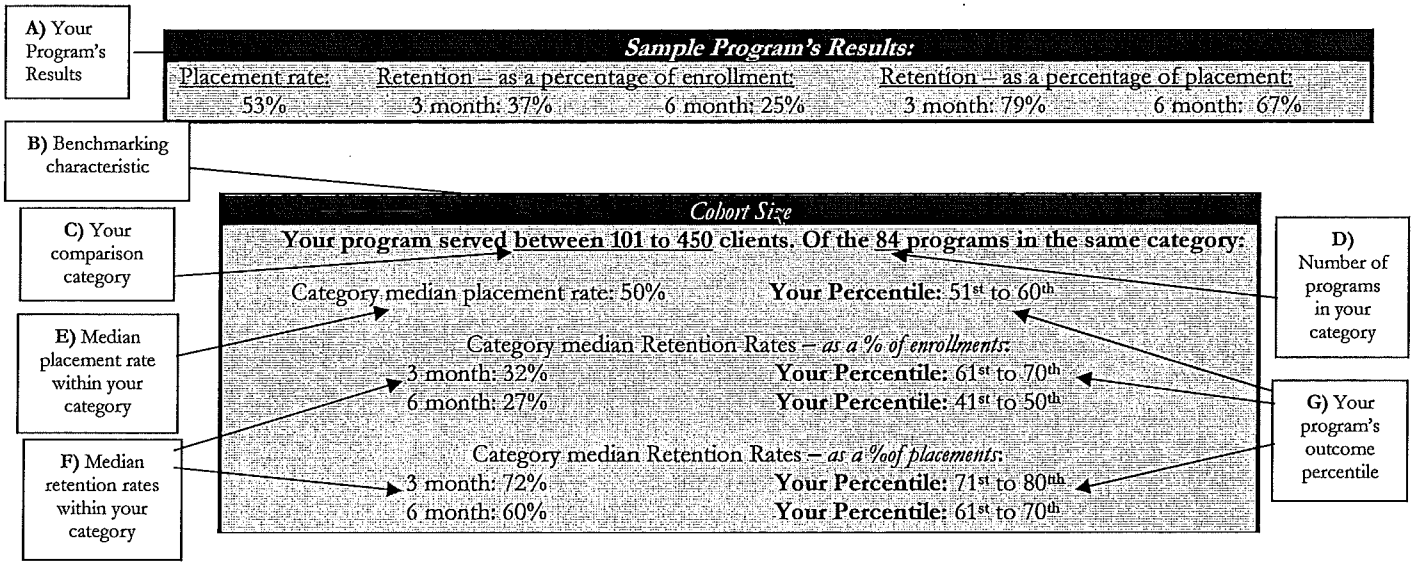
***SAMPLE TABLE:* Refer to the lettered boxes next to the sample below to better understand what information is communicated in the table for each comparison characteristic.**

A. **Your Program's Results**: This table provides your program's placement and retention results and appears at the top of each page as a point of reference.

B. **Benchmarking Characteristic**: Each table in this section pertains to one of the 17 characteristics featured in this report, e.g., the client cohort size.

C. **Your Comparison Category**: This statement indicates which category your program belongs to within the characteristic. For example, this program served between 101 and 450 clients during the specified program year.

D. **Number of Programs in Your Category**: This statement indicates how many programs in the survey sample fall within the same category. In this example, it is 84.



E. **Median Placement Rate within Your Category**: This figure indicates the median placement rate for the programs in your category. In the example above, the median placement rate for the 84 programs in that category was 50%.

F. **Median Retention Rates within Your Category**: These figures indicate the median 3 and 6 month retention rates for the programs in your category. Retention is calculated in two different ways:

   a. Retention as a percentage of enrollment = the number of clients retained at 3 or 6 months / the total number of clients *enrolled* in the program

   b. Retention as a percentage of placement = the number of clients retained at 3 or 6 months / the total number of clients *placed* in employment

   Since each figure indicates different and valuable information about the program as a whole, we have included both calculations in the report.

G. **Your Program's Outcome Percentile**: This is the percentile range that your program falls within, compared to the other programs in that particular category. Using the placement percentile example found in the figure, the sample program falls in the 51st to 60th percentile. Therefore, the program's placement rate is slightly *above* the median rate for the group (the 50th percentile). On the other hand, the sample program's six month retention rate (as a percentage of enrollments) falls in the 41st to 50th percentile, meaning the retention rate is slightly *below* the median rate for the group.

The Benchmarking Project: The Overall Sample

Program Outcomes		
	Your Program	All Programs (medians)
Number of Clients Served:	70	153
Placement Rate:	63%	54%
3 Month Retention Rate (as a percentage of enrollment):	51%	36%
6 Month Retention Rate (as a percentage of enrollment):	54%	31%
3 Month Retention Rate (as a percentage of placement):	82%	75%
6 Month Retention Rate (as a percentage of placement):	86%	60%

Your May 2009 Benchmarks: Program Characteristics

Your Program's Results:				
Placement rate:	Retention – as a percentage of enrollment:		Retention – as a percentage of placement:	
63%	3 month: 51%	6 month: 54%	3 month: 82%	6 month: 86%

1. Cohort Size

Your program served less than 100 clients. Of the 66 programs in the same category:

Category median placement rate: **70%** — **Your Percentile**: 41st to 50th

Category median retention rates – *as a % of enrollments:*
- 3 month: **49%** — **Your Percentile**: 51st to 60th
- 6 month: **44%** — **Your Percentile**: 71st to 80th

Category median retention rates – *as a % of placements:*
- 3 month: **79%** — **Your Percentile**: 51st to 60th
- 6 month: **62%** — **Your Percentile**: 81st to 90th

2. Years in Workforce Development

Your organization has been doing workforce development for over 10 years. Of the 128 programs in the same category:

Category median placement rate: **57%** — **Your Percentile**: 51st to 60th

Category median retention rates – *as a % of enrollments:*
- 3 month: **41%** — **Your Percentile**: 61st to 70th
- 6 month: **34%** — **Your Percentile**: 81st to 90th

Category median retention rates – *as a % of placements:*
- 3 month: **78%** — **Your Percentile**: 51st to 60th
- 6 month: **63%** — **Your Percentile**: 81st to 90th

3. Performance-Based Funding Contracts

Your program is supported by performance-based contracts. Of the 96 programs in the same category:

Category median placement rate: **48%** — **Your Percentile**: 71st to 80th

Category median retention rates – *as a % of enrollments:*
- 3 month: **34%** — **Your Percentile**: 71st to 80th
- 6 month: **29%** — **Your Percentile**: 81st to 90th

Category median retention rates – *as a % of placements:*
- 3 month: **77%** — **Your Percentile**: 61st to 70th
- 6 month: **64%** — **Your Percentile**: 91st to 100th

Your May 2009 Benchmarks: Program Characteristics

Your Program's Results:				
Placement rate:	Retention – as a percentage of enrollment:		Retention – as a percentage of placement:	
63%	3 month: 51%	6 month: 54%	3 month: 82%	6 month: 86%

4. Client to Full Time Staff (FTE) Ratio

Your program had a ratio of over 30 clients per FTE. Of the 77 programs in the same category:

Category median placement rate: **47%** — **Your Percentile:** 71st to 80th

Category median retention rates – *as a % of enrollments*:
- 3 month: **25%** — **Your Percentile:** 81st to 90th
- 6 month: **20%** — **Your Percentile:** 91st to 100th

Category median retention rates – *as a % of placements*:
- 3 month: **69%** — **Your Percentile:** 81st to 90th
- 6 month: **55%** — **Your Percentile:** 91st to 100th

5. Ability to Select Clients

Your program had full ability to select clients. Of the 65 programs in the same category:

Category median placement rate: **65%** — **Your Percentile:** 41st to 50th

Category median retention rates – *as a % of enrollments*:
- 3 month: **47%** — **Your Percentile:** 51st to 60th
- 6 month: **37%** — **Your Percentile:** 71st to 80th

Category median retention rates – *as a % of placements*:
- 3 month: **77%** — **Your Percentile:** 51st to 60th
- 6 month: **62%** — **Your Percentile:** 81st to 90th

6. Number of Weeks in Pre-Employment Activities

Your clients spent an average of a month or more in pre-employment training. Of the 103 programs in the same category:

Category median placement rate: **60%** — **Your Percentile:** 51st to 60th

Category median retention rates – *as a % of enrollments*:
- 3 month: **42%** — **Your Percentile:** 61st to 70th
- 6 month: **41%** — **Your Percentile:** 71st to 80th

Category median retention rates – *as a % of placements*:
- 3 month: **78%** — **Your Percentile:** 51st to 60th
- 6 month: **65%** — **Your Percentile:** 81st to 90th

Your May 2009 Benchmarks: Client Characteristics

Your Program's Results:				
Placement rate:	Retention – as a percentage of enrollment:		Retention – as a percentage of placement:	
63%	3 month: 51%	6 month: 54%	3 month: 82%	6 month: 86%

7. Percentage of Clients Receiving TANF

Your program served 50% or fewer clients receiving TANF. Of the 151 programs in the same category:

Category median placement rate: **56%** — **Your Percentile:** 51st to 60th

Category median retention rates – *as a % of enrollments:*
3 month: **38%** — **Your Percentile:** 61st to 70th
6 month: **33%** — **Your Percentile:** 81st to 90th

Category median retention rates – *as a % of placements:*
3 month: **75%** — **Your Percentile:** 61st to 70th
6 month: **61%** — **Your Percentile:** 81st to 90th

8. Percentage of Clients Age 18 and 24

Your program served 33% or fewer clients who are between 18 and 24 years old. Of the 110 programs in the same category:

Category median placement rate: **51%** — **Your Percentile:** 61st to 70th

Category median retention rates – *as a % of enrollments:*
3 month: **34%** — **Your Percentile:** 71st to 80th
6 month: **28%** — **Your Percentile:** 81st to 90th

Category median retention rates – *as a % of placements:*
3 month: **75%** — **Your Percentile:** 61st to 70th
6 month: **59%** — **Your Percentile:** 81st to 90th

Your May 2009 Benchmarks: Program Services
(% of Clients Receiving Service)

Your Program's Results:				
Placement rate:	Retention – as a percentage of enrollment:		Retention – as a percentage of placement:	
63%	3 month: 51%	6 month: 54%	3 month: 82%	6 month: 86%

9. Post-Employment Follow-Up

50% or fewer of your clients received post-employment follow-up services. Of the 76 programs in the same category:

Category median placement rate: **48%** — **Your Percentile:** 71st to 80th

Category median retention rates – *as a % of enrollments:*
- 3 month: **32%** — **Your Percentile:** 81st to 90th
- 6 month: **25%** — **Your Percentile:** 81st to 90th

Category median retention rates – *as a % of placements:*
- 3 month: **71%** — **Your Percentile:** 71st to 80th
- 6 month: **56%** — **Your Percentile:** 81st to 90th

10. Internships

75% or fewer of your clients participated in an internship. Of the 154 programs in the same category:

Category median placement rate: **52%** — **Your Percentile:** 61st to 70th

Category median retention rates – *as a % of enrollments:*
- 3 month: **34%** — **Your Percentile:** 71st to 80th
- 6 month: **29%** — **Your Percentile:** 81st to 90th

Category median retention rates – *as a % of placements:*
- 3 month: **73%** — **Your Percentile:** 61st to 70th
- 6 month: **56%** — **Your Percentile:** 91st to 100th

11. Mentoring

None of your clients received mentoring. Of the 125 programs in the same category:

Category median placement rate: **49%** — **Your Percentile:** 61st to 70th

Category median retention rates – *as a % of enrollments:*
- 3 month: **31%** — **Your Percentile:** 71st to 80th
- 6 month: **26%** — **Your Percentile:** 81st to 90th

Category median retention rates – *as a % of placements:*
- 3 month: **72%** — **Your Percentile:** 61st to 70th
- 6 month: **55%** — **Your Percentile:** 91st to 100th

Your May 2009 Benchmarks: Program Services
(% of Clients Receiving Service)

Your Program's Results:				
Placement rate:	Retention – as a percentage of enrollment:		Retention – as a percentage of placement:	
63%	3 month: 51%	6 month: 54%	3 month: 82%	6 month: 86%

12. Vocational/Occupational Skills Training Offered

Some to all of your clients participated in vocational or occupational training. Of the 152 programs in the same category:

Category median placement rate: **55%** — **Your Percentile:** 61st to 70th

Category median retention rates – *as a % of enrollments:*
- 3 month: **38%** — **Your Percentile:** 61st to 70th
- 6 month: **34%** — **Your Percentile:** 81st to 90th

Category median retention rates – *as a % of placements:*
- 3 month: **75%** — **Your Percentile:** 61st to 70th
- 6 month: **63%** — **Your Percentile:** 81st to 90th

13. Vocational/Occupational Skills Training Leading to Certification

Greater than 25% of your clients participated in vocational or occupational training that leads to certification. Of the 38 programs in the same category:

Category median placement rate: **67%** — **Your Percentile:** 41st to 50th

Category median retention rates – *as a % of enrollments:*
- 3 month: **55%** — **Your Percentile:** 41st to 50th
- 6 month: **50%** — **Your Percentile:** 61st to 70th

Category median retention rates – *as a % of placements:*
- 3 month: **82%** — **Your Percentile:** 41st to 50th
- 6 month: **68%** — **Your Percentile:** 81st to 90th

14. Skills Training Customized with Input from Employer(s)

Greater than 25% of your clients participated in skills training that is customized with input from an employer or group of employers. Of the 33 programs in the same category:

Category median placement rate: **65%** — **Your Percentile:** 41st to 50th

Category median retention rates – *as a % of enrollments:*
- 3 month: **45%** — **Your Percentile:** 51st to 60th
- 6 month: **41%** — **Your Percentile:** 71st to 80th

Category median retention rates – *as a % of placements:*
- 3 month: **82%** — **Your Percentile:** 41st to 50th
- 6 month: **66%** — **Your Percentile:** 81st to 90th

Your May 2009 Benchmarks: Combined Characteristics

Your Program's Results:				
Placement rate:	Retention – as a percentage of enrollment:		Retention – as a percentage of placement:	
63%	3 month: 51%	6 month: 54%	3 month: 82%	6 month: 86%

15. Client to FTE Ratio and Years in Workforce Development (WFD)

Your program has more than 30 clients per FTE and has provided WFD services for more than 10 years. Of the 50 programs in the same category:

Category median placement rate: **52%** — **Your Percentile**: 61st to 70th

Category median retention rates – *as a % of enrollments*:
- 3 month: **28%** — **Your Percentile**: 71st to 80th
- 6 month: **26%** — **Your Percentile**: 81st to 90th

Category median retention rates – *as a % of placements*:
- 3 month: **71%** — **Your Percentile**: 71st to 80th
- 6 month: **56%** — **Your Percentile**: 91st to 100th

16. Ability to Select Clients and Post-Employment Follow-up

Your program has full ability to select clients and provides follow-up to 50% or less of the clients. Of the 24 programs in the same category:

Category median placement rate: **61%** — **Your Percentile**: 51st to 60th

Category median retention rates – *as a % of enrollments*:
- 3 month: **40%** — **Your Percentile**: 81st to 90th
- 6 month: **34%** — **Your Percentile**: 81st to 90th

Category median retention rates – *as a % of placements*:
- 3 month: **71%** — **Your Percentile**: 71st to 80th
- 6 month: **56%** — **Your Percentile**: 81st to 90th

17. Weeks in Pre-Employment Activities and Performance Based Contracts

Your program provides one month or more of group activities and is supported by performance based contracts. Of the 59 programs in the same category:

Category median placement rate: **49%** — **Your Percentile**: 61st to 70th

Category median retention rates – *as a % of enrollments*:
- 3 month: **37%** — **Your Percentile**: 71st to 80th
- 6 month: **37%** — **Your Percentile**: 81st to 90th

Category median retention rates – *as a % of placements*:
- 3 month: **78%** — **Your Percentile**: 61st to 70th
- 6 month: **66%** — **Your Percentile**: 91st to 100th

THE BENCHMARKING PROJECT
PUTTING DATA TO WORK

May 2009 Benchmarking Project Report

SECTION 3: Discussing This Report with Your Staff

The information in this report can be the basis of useful discussions among both management and frontline staff. Those conversations will be most productive if their tone is one of inquiry: *What are we doing well? Where do we need to improve? What else do we want to know?* You and your staff can use this report to identify what else you want to learn from your data and from other organizations participating in the Benchmarking Project in order to improve your outcomes.

A "Dashboard" Tool for Discussion: Use the worksheet on p. 17 as a *"dashboard indicator tool"* to give your staff a quick picture of your benchmarking results and to focus them on the information that is most important for your program or organization.

Here's how you might use this worksheet:

1. **Record your program's outcomes in the first column (*Our Program's Results*).** These can be found on p. 9 of the report.

2. **Choose five characteristics that are most important to you** (or engage other staff to help you choose). The characteristics are listed below. *Check the ones that matter most to you.*

Program Characteristics

1. Cohort size
2. Years in workforce development
3. Performance-based funding contracts
4. Client to full-time staff (FTE)ratio
5. Ability to select clients
6. Number of weeks clients participate in pre-employment activities

Client Characteristics

7. Percentage of clients receiving TANF
8. Percentage of clients age 18-24

Program Services

9. Post-employment follow-up
10. Internships
11. Mentoring
12. Vocational/occupational skills training offered
13. Vocational/occupational skills training leading to certification
14. Skills training customized with input from employer(s)

Combined Characteristics

15. Client to FTE ratio / Years in workforce development
16. Ability to select / Post-employment follow-up
17. Weeks in pre-employment activities / Performance-based funding contracts

3. **Use the tables in Section 2 to find the percentile information for those five characteristics you've selected.** Record it in the *Comparison Characteristic* columns on p. 17.
4. **Take the time to reflect together on these results.** Some possible questions are on p. 18.

THE BENCHMARKING PROJECT
PUTTING DATA TO WORK

"DASHBOARD" WORKSHEET: Discussing Your May 2009 Benchmarking Results

The May 2009 Benchmarking Report shows how your program's placement and retention rates compare to those of other programs that were similar in terms of certain program characteristics, client characteristics, programming elements or some combination of those. Use this worksheet to get a "quick snapshot" of those results that you think are most important.

Program Name: **Data Covers Participants Enrolled During This Period:** **# Enrolled in Cohort:**	**Our Program Results** (From report p. 9)	**Comparison Characteristic #1:** Report p. ___ *Our Category:* ***What percentile are we in?***	**Comparison Characteristic #2:** Report p. ___ *Our Category:* ***What percentile are we in?***	**Comparison Characteristic #3:** Report p. ___ *Our Category:* ***What percentile are we in?***	**Comparison Characteristic #4:** Report p. ___ *Our Category:* ***What percentile are we in?***	**Comparison Characteristic #5:** Report p:___ *Our Category:* ***What percentile are we in?***
# of Programs in Comparison Group	N/A					
Placement Rate *(% of enrollees placed)*						
3 Month Retention Rate *(as % of **enrollments**)*						
6 Month Retention Rate *(as % of **enrollments**)*						
3 Month Retention Rate *(as % of **placements**)*						
6 Month Retention Rate *(as % of **placements**)*						

DISCUSSION GUIDE

After reviewing the report or completing the dashboard worksheet, here are some questions you might use to discuss your results with staff.

1. *Where are you most pleased with these results?*

2. *Where are you concerned?*

3. *Where are you surprised?*

4. *What other questions are triggered by seeing these results? What else do they make you want to know about the Benchmarking Project data?*

5. *What ideas does this give us about information from our own data that we need to explore further?*

6. *What would we most like to find out from other programs like us participating in the Benchmarking Project "learning community"?*

THE
BENCHMARKING
PROJECT
PUTTING DATA TO WORK

May 2009 Benchmarking Project Report

APPENDIX A: List of Participating Organizations

This is a list of all organizations that submitted completed surveys during the period of March 2008 through March 2009. All participating organizations have given permission for their name to be published in this report

Appendix A: List of Participating Organizations

Organization Name	City	State
Asian Human Services	Chicago	IL
Asian American Civic Association	Boston	MA
Association House of Chicago *(2 programs)*	Chicago	IL
Atlanta Enterprise Center, Inc.	Atlanta	GA
Bowery Residents' Committee	New York	NY
Brooklyn Workforce Innovations	Brooklyn	NY
Capital IDEA	Austin	TX
Cara Program	Chicago	IL
Career Advancement Network	Chicago	IL
Career Collaborative	Boston	MA
Careers Unlimited/United Cerebral Palsy of Central Ohio	Columbus	OH
Caroline Center	Baltimore	MD
Catholic Charities Community Services, Archdiocese of New York	New York	NY
Catholic Charities of Baltimore	Baltimore	MD
Center for Employment Opportunities	New York	NY
Center for Urban Families	Baltimore	MD
Center for Working Families – Atlanta	Atlanta	GA
Centers for New Horizons, Inc.	Chicago	IL
Charlottesville Department of Social Services	Charlottesville	VA
Chicago House & Social Service Agency	Chicago	IL
Community College of Denver	Denver	CO
Community Housing Partnership	San Francisco	CA
Congreso de Latinos Unidos *(3 programs)*	Philadelphia	PA
Consortium for Worker Education	Long Island City	NY
Cooperative Home Care Associates	Bronx	NY
Crossroads Rhode Island	Providence	RI
Cypress Hills Local Development Corporation	Brooklyn	NY
District 1199c Training & Upgrading Fund	Philadelphia	PA
East River Development Alliance	Long Island City	NY
Easter Seals Crossroads	Indianapolis	IN
Easter Seals Greater Northwest Texas	Fort Worth	TX
Easter Seals Massachusetts	Worchester	MA
Easter Seals Metropolitan Chicago - Willett Center	Oak Park	IL
Easter Seals of New Jersey, Inc. *(2 programs)*	East Brunswick	NJ
Easter Seals Southern California	Pasadena	CA
Easter Seals Tennessee	Nashville	TN
Easter Seals Work Resource Center	Cincinnati	OH
Employment Opportunity/Training Center of Northeastern Pennsylvania	Scranton	PA
Essex County College Training, Inc.	Newark	NJ
Exodus Transitional Community	New York	NY
Friends of Island Academy	New York	NY
Goodwill - The Helping Hand of Goodwill Industries	Kansas City	MO
Goodwill Industries Inc.- Gulfstream Goodwill *(2 programs)*	West Palm Beach	FL
Goodwill Industries of Central Arizona *(3 programs)*	Phoenix	AZ
Goodwill Industries of Colorado Springs	Colorado Springs	CO
Goodwill Industries of Fort Worth	Fort Worth	TX
Goodwill Industries of Greater Grand Rapids	Grand Rapids	MI

Appendix A: List of Participating Organizations

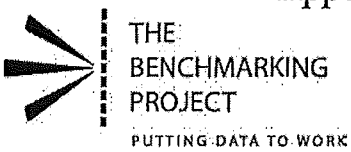
Organization Name	City	State
Goodwill Industries of Greater Nebraska	Kearney	NE
Goodwill Industries of Greater New York and Northern New Jersey	Astoria	NY
Goodwill Industries of Greater Washington *(2 programs)*	Washington	DC
Goodwill Industries of Hawaii	Honolulu	HI
Goodwill Industries of Houston	Houston	TX
Goodwill Industries of Metropolitan Chicago	Chicago	IL
Goodwill Industries of Michiana, Inc.	South Bend	IN
Goodwill Industries of Middle Tennessee, Inc.	Nashville	TN
Goodwill Industries of North Georgia *(3 programs)*	Atlanta	GA
Goodwill Industries of Northeast Indiana	Fort Wayne	IN
Goodwill Industries of Northern Louisiana *(4 programs)*	Shreveport	LA
Goodwill Industries of San Antonio	San Antonio	TX
Goodwill Industries of San Francisco, San Mateo	San Francisco	CA
Goodwill Industries of San Joaquin Valley, Inc. *(3 programs)*	Fresno	CA
Goodwill Industries of Seattle	Seattle	WA
Goodwill Industries of Silicon Valley	San Jose	CA
Goodwill Industries of South Texas	Corpus Christi	TX
Goodwill Industries of Southern Los Angeles County	Long Beach	CA
Goodwill Industries of Tacoma	Tacoma	WA
Goodwill Industries of the Chesapeake, Inc.	Baltimore	MD
Goodwill Industries of the Columbia, Inc.	Kennewick	WA
Goodwill Industries of The Southern Piedmont	Lincolnton	NC
Goodwill Industries of Tulsa, Inc.	Tulsa	OK
Goodwill Industries, Inc. - Evansville	Evansville	IN
Grace Institute	New York	NY
Hard Hatted Women	Cleveland	OH
Henry Street Settlement	New York	NY
Hope Found	Jamaica Plain	MA
Howard Area Community Center	Chicago	IL
I.C. Stars	Chicago	IL
Impact Services Corporation	Philadelphia	PA
Inspiration Corporation	Chicago	IL
International Center for the Disabled	New York	NY
Jacob's Ladder Job Center, Inc.	Charlotte	NC
JEVS Human Services	Philadelphia	PA
Jewish Community Council of Greater Coney Island	Brooklyn	NY
Jewish Family Services - Columbus	Columbus	OH
Jewish Vocational Services - Boston	Boston	MA
Jewish Vocational Services - Chicago	Chicago	IL
Jewish Vocational Services - San Francisco	San Francisco	CA
Jobs for Youth/Chicago	Chicago	IL
Lifetrack Resources	St. Paul	MN
Lynchburg Department of Social Services	Lynchburg	VA
Making Connections Indianapolis	Indianapolis	IN
Marriott Foundation Bridges	Washington	DC
Martha and Mary Health Centers *(2 programs)*	Poulsbo	WA

Appendix A: List of Participating Organizations

Organization Name	City	State
Massachusetts Community Colleges Executive Office	Boston	MA
Mercer County Community College, Career Training Institute	Trenton	NJ
Met Center of St. Louis	Wellston	MO
Metro United Methodist Urban Ministry	San Diego	CA
Metropolitan Career Center	Philadelphia	PA
Metropolitan Council on Jewish Poverty	New York	NY
Midtown Community Court	New York	NY
Montgomery Works/MCCF	Wheaton	MD
My Turn, Inc	Brockton	MA
N Street Village, Inc.	Washington	DC
National Latino Education Institute	Chicago	IL
New Heights Neighborhood Center, Inc. @ the Armory	New York	NY
Nontraditional Employment for Women (NEW)	New York	NY
New Mexico Aging & Long-Term Services Department	Santa Fe	NM
Northampton Community College	Bethlehem	PA
Nueva Esperanza	Philadelphia	PA
OAR of Richmond, Inc.	Richmond	VA
Office of Economic and Workforce Development, City/County of San Francisco	San Francisco	CA
Opportunities for a Better Tomorrow	Brooklyn	NY
Opportunity for Work and Learning - Skill Enhancement & Employment Center	Lexington	KY
Options for Independence	Houma	LA
Partners HealthCare System	Boston	MA
Pathways PA	Holmes	PA
Per Scholas	New York	NY
Phipps Community Development Corporation	New York	NY
Primavera Foundation	Tucson	AZ
Project QUEST, Inc.	San Antonio	TX
Ridgewood Bushwick Senior Citizens Council Inc.	Brooklyn	NY
Roca	Chelsea	MA
Rubicon Programs, Inc. *(2 programs)*	Richmond	CA
St. Nicholas Neighborhood Preservation Corporation	Brooklyn	NY
Salvation Army Center of Hope	West Palm Beach	FL
Seattle Jobs Initiative	Seattle	WA
Seedco *(3 programs)*	New York	NY
SHALOM Denver	Denver	CO
Stanley Isaacs Neighborhood Center	New York	NY
STAR Foundation	Brunswick	GA
STRIVE East Harlem Employment Service, Inc.	New York	NY
The Doe Fund *(4 programs)*	New York	NY
The Door	New York	NY
The HOPE Program	Brooklyn	NY
The Osborne Association	Brooklyn	NY
The Resource Training Center	Brooklyn	NY
The Women's Center	Fort Worth	TX
Tidewater Community College	Norfolk	VA

Appendix A: List of Participating Organizations

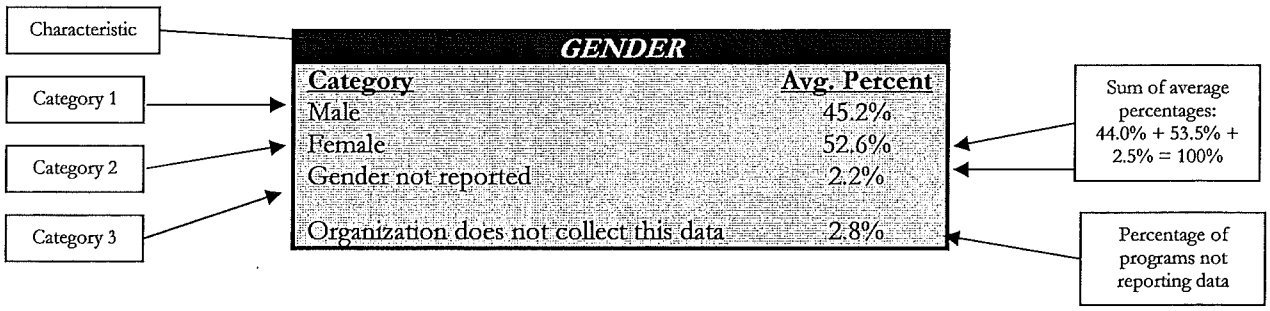
Organization Name	City	State
Towards Employment	Cleveland	OH
Training, Inc. - Indianapolis	Indianapolis	IN
Transitional Work Corporation	Philadelphia	PA
Urban League of Greater Madison *(3 programs)*	Madison	WI
US Probation PA/Workforce Development	Pittsburgh	PA
VISIONS, Services for the Blind and Visually Impaired	New York	NY
Vocational Foundation, Inc.	New York	NY
Washington Division of Vocational Rehabilitation	Olympia	WA
Welcoming Center for New Pennsylvanians	Philadelphia	PA
Wellspring House	Gloucester	MA
Word of Hope Ministries	Milwaukee	WI
Work Options for Women	Denver	CO
Workforce Development Council Snohomish County	Everett	WA
Workforce Opportunity Council/New Hampshire Department of Education	Concord	NH
YMCA Training, Inc. Boston	Boston	MA
Youth Job Center of Evanston	Evanston	IL



APPENDIX B: Additional Data Sample Characteristics

These tables contain additional descriptive information from the data sample.

Several tables concerning client characteristics report an "average percent". We calculated the average (or mean) percentage of participants across all programs described by each category. For example, we took the sum of the percentage of males enrolled in each Benchmarking Project program and divided it by the total number of programs—The resulting statistic indicates the male composition of the average Benchmarking Project program.



In the example above, 45.2 percent of the participants enrolled in the average (or mean) Benchmarking Project program were male (Category 1) and 52.6 percent of the participants were female (Category 2). The average program did not report the gender (Category 3) of 2.2 percent of its participants. The sum of the values from the three categories equals 100 percent.

Please note the difference between the category "gender not reported" and the data contained in the row labeled "organization does not collect this data". If Program A enrolled 100 clients but did not record the gender of 5 clients in the program database, those five clients are represented in the "gender not reported" category. On the other hand, if Program B does not collect the gender of its clients and cannot report the gender of any clients for the Benchmarking Project, the program is reflected in the "organization does not collect this data" row. In the example above, 2.8 percent of the Benchmarking Project programs reported that they did not collect data on the gender of their clients.

Appendix B: Additional Data Sample Characteristics

Organizational and Program Characteristics

TYPE OF ORGANIZATION	
Category	**Percent of Organizations**
Community/Technical College or University	2.8%
Nonprofit Organization	92.1%
Public/Government Agency	3.4%
Other Type of Organization	1.7%

CENSUS BUREAU REGION	
Category	**Percent of Organizations**
New England (CT, MA, ME, NH, RI, VT)	7.3%
Middle Atlantic (DE, MD, NJ, NY, PA, DC)	36.5%
East North Central (IL, IN, MI, OH, WI)	18.0%
West North Central (IA, KS, MN, MO, NE, ND, SD)	2.3%
South Atlantic (FL, GA, NC, SC, VA, WV)	9.0%
East South Central (AL, KY, MS, TN)	2.3%
West South Central (AR, LA, OK, TX)	7.3%
Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)	5.1%
Pacific (AK, CA, HI, OR, WA)	12.4%

PROGRAMS RECEIVING ANY FUNDING FROM:	
Category	**Percent of Programs**
Local/State TANF agency	25.3%
WIA	27.5%
HUD	9.6%
Food Stamp Employment and Training Funds	4.5%
Vocational Rehabilitation funds	19.7%
Other Public Agencies	38.8%
Foundations/Other Private Sources	46.1%
Earned Revenue	16.3%
Subsidy by Other Internal Departments	12.4%
Pell Grants	1.1%
Transitional Work Subsidies	1.1%
Other Sources	28.7%

HOURS SPENT IN GROUP ACTIVITIES	
Category	**Value**
Average Number of Hours	242.2 hours
Median Number of Hours	147.0 hours
Organization does not collect this data / cannot calculate	18.3%

Appendix B: Additional Data Sample Characteristics

Client Characteristics

GENDER	
Category	**Avg. Percent**
Male	45.2%
Female	52.6%
Gender not reported	2.2%
Organization does not collect this data	2.8%

RACE / ETHNICITY	
Category	**Avg. Percent**
Black	49.3%
Asian	4.3%
Hispanic / Latino	19.0%
White	21.6%
Other	3.1%
Race/ethnicity not reported	2.7%
Organization does not collect this data	4.5%

AGE	
Category	**Avg. Percent**
Under 24 years old	28.9%
25 – 34 years old	24.7%
35 – 44 years old	21.0%
45 years and older	21.6%
Age not reported	3.9%
Organization does not collect this data	11.2%

EDUCATIONAL ATTAINMENT	
Category	**Avg. Percent**
Bachelor's degree or higher	5.3%
Associate's degree / Post-secondary trade or technical certification	5.2%
Some college, no degree	9.0%
High school diploma / GED	41.7%
Less than high school diploma/ GED	29.0%
Education level not reported	9.8%
Organization does not collect this data	21.3%

TANF RECEIPT STATUS	
Category	**Avg. Percent**
Clients receiving TANF at enrollment	29.4%
Organization does not collect this data	38.2%

UNEMPLOYMENT INSURANCE (UI) RECEIPT STATUS	
Category	**Avg. Percent**
Clients receiving UI at enrollment	12.3%
Organization does not collect this data	52.2%

LIMITED ENGLISH PROFICIENCY STATUS	
Category	**Avg. Percent**
Clients with limited English proficiency	13.0%
Organization does not collect this data	34.3%

DISABILITY STATUS	
Category	**Avg. Percent**
Clients with a disability	34.9%
Organization does not collect this data	32.6%

HOMELESS STATUS	
Category	**Avg. Percent**
Homeless at enrollment	22.3%
Organization does not collect this data	25.8%

CRIMINAL BACKGROUND	
Category	**Avg. Percent**
Clients ever convicted of a crime	32.9%
Organization does not collect this data	25.8%

Appendix B: Additional Data Sample Characteristics

Program Services

% OF COHORT PARTCIPATING IN ESL CLASSES	
Category	Percent
None	72.5%
1 – 25%	20.2%
26 – 50%	1.1%
51 – 75%	0.6%
76 – 100%	2.3%
Provide service but cannot estimate percent served	3.4%

% OF COHORT RECEIVING JOB READINESS TRAINING	
Category	Percent
None	1.1%
1 – 25%	2.3%
26 – 50%	1.7%
51 – 75%	7.3%
76 – 100%	85.4%
Provide service but cannot estimate percent served	2.3%

% OF COHORT PARTICIPATING IN GED PREPARATION CLASSES	
Category	Percent
None	52.3%
1 – 25%	33.7%
26 – 50%	3.4%
51 – 75%	1.1%
76 – 100%	3.4%
Provide service but cannot estimate percent served	6.2%

% OF COHORT PARTICIPATING IN TRANSITIONAL JOBS	
Category	Percent
None	56.7%
1 – 25%	23.0%
26 – 50%	2.3%
51 – 75%	2.3%
76 – 100%	8.4%
Provide service but cannot estimate percent served	7.3%

% OF COHORT WITH ACCESS TO SELF-DIRECTED JOB SEARCH SERVICES	
Category	Percent
None	5.1%
1 – 25%	5.1%
26 – 50%	3.4%
51 – 75%	2.8%
76 – 100%	75.3%
Provide service but cannot estimate percent served	8.4%

% OF COHORT PARTICIPATING IN ON THE JOB TRAINING (OJT)	
Category	Percent
None	63.5%
1 – 25%	21.4%
26 – 50%	2.3%
51 – 75%	2.8%
76 – 100%	4.5%
Provide service but cannot estimate percent served	5.6%

% OF COHORT RECEIVING CASE MANAGEMENT SERVICES	
Category	Percent
None	1.7%
1 – 25%	2.8%
26 – 50%	3.4%
51 – 75%	5.6%
76 – 100%	79.2%
Provide service but cannot estimate percent served	7.3%

% OF COHORT THAT RECEIVED POST-EMPLOYMENT SKILLS UPGRADE TRAINING	
Category	Percent
None	47.8%
1 – 25%	30.9%
26 – 50%	4.5%
51 – 75%	5.1%
76 – 100%	2.8%
Provide service but cannot estimate percent served	9.0%

Appendix B: Additional Data Sample Characteristics

Outcome Characteristics

FULL TIME PLACEMENTS	
Category	**Avg. Percent**
Clients working 35 hours or more per week	66.9%
Organization does not collect this data	15.7%

HOURLY WAGE AT PLACEMENT	
Category	**Avg. Percent**
Average hourly wage	$10.05
Median hourly wage	$9.52
Organization does not collect this data	6.2%

RETENTION DATA COLLECTED	
Category	**Percent**
Program collects 3 month data	92.1%
Program collects 6 month data[7]	77.4%
Program collects 1 year data[8]	52.3%

3 MONTH RETENTION DEFINITION	
Category	**Percent**
Snapshot method (employed on the 90th day after hire)	22.7%
Continuous employment with any employer	46.6%
Continuous employment, same employer	30.7%

6 MONTH RETENTION DEFINITION	
Category	**Percent**
Snapshot method (employed on the 180th day after hire)	23.0%
Continuous employment with any employer	53.0%
Continuous employment, same employer	24.0%

[7] One-hundred of the 178 programs (56 percent) were able to submit 6 month retention data for inclusion in this report. A remaining 37 programs collect 6 month retention data but were unable to submit complete data for the cohort at this time.

[8] 34 of the 178 programs (19 percent) were able to submit one year retention data. A remaining 59 programs collect one year retention data but were unable to submit complete data for the cohort at this time.