



# Workforce Training and Education Coordinating Board

## 2015 Workforce Training Results

### Basic Education for Adults

#### Program Details

Basic Education for Adults (Basic Education) is provided by community and technical colleges and, to a lesser extent, community-based organizations. This program was formerly called Adult Basic Education. Among the Basic Education participants included in this report, 97 percent received their education at community and technical colleges. This report is limited to adults who identified employment-related reasons for enrolling in basic skills courses and who proceeded to take only basic skills courses.<sup>1</sup> Those who took basic skills courses for non-employment-related reasons are not included, although their learning progress is tracked by the State Board for Community and Technical Colleges.

Every year, the Workforce Board measures the performance of key workforce programs. In this report, you'll find out more about the program and who is served, the metrics used to measure performance, and how the program performed.

Basic Education provides instruction in reading, writing, and mathematics for adults whose skills are at or below the eighth grade level; GED Test Preparation in basic academic skills beyond Basic Education for participants whose goal is to pass the high school equivalency examination; and High School Completion instruction for adults who want to earn an adult high school diploma. Students enrolled in Integrated Basic Education and Skills Training (I-BEST), for those transitioning into professional technical/academic certificate and degree programs, are briefly discussed in the net benefit section of this chapter, but are more extensively analyzed as part of the student population studied in the chapter on Community and Technical Colleges (CTC) Professional-Technical Education.

Many Basic Education participants are English as a Second Language (ESL) learners. ESL provides basic skills instruction and non-transfer level instruction across a wide range of competency levels in reading, writing, speaking, and listening in English. Some I-BEST programs also include ESL instruction.

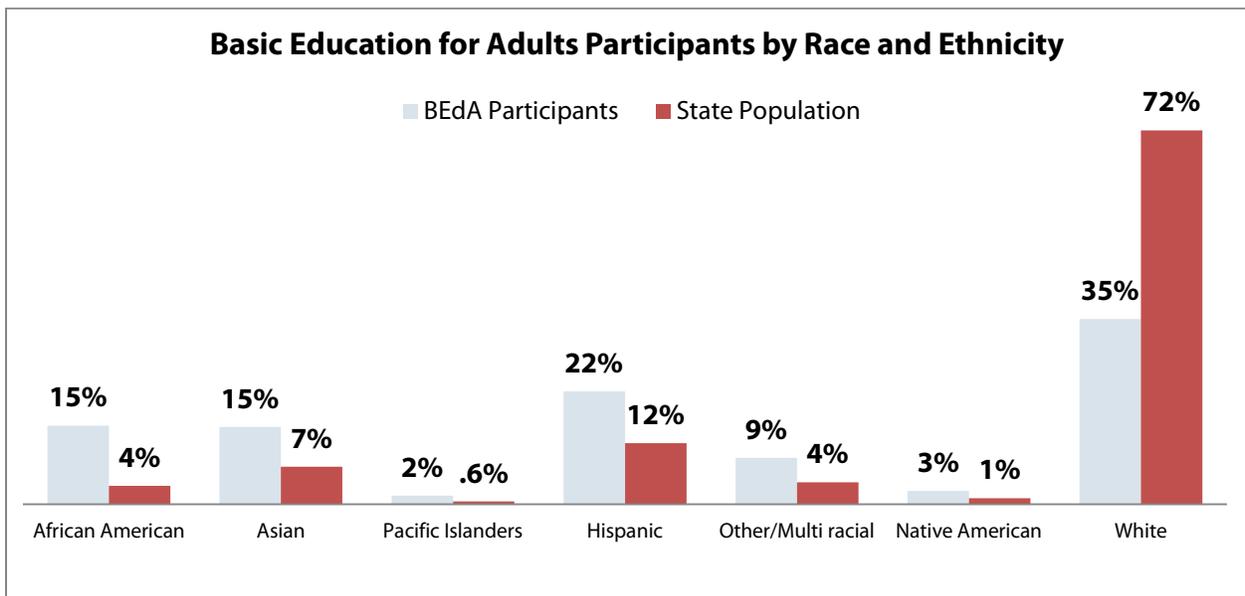
<sup>1</sup> Individuals taking both vocational courses and basic skills are included in the chapter on CTC Professional-Technical Education, which presents net impact estimates for participants taking a blend of basic skills and vocational training.



## Participant Profile

For this 2015 report, researchers studied the results of 22,140 participants who left a Basic Education for Adults program during the most recent reporting year.<sup>2</sup> Basic Education serves the most racially and ethnically diverse participants of any workforce development program featured in Workforce Training Results. White participants made up a far smaller percentage of participants in Basic Education than their percentage of the overall population (35 percent in Basic Education vs. 72 percent of their share of the state population). However, other racial and ethnic groups had higher representation in Basic Education than their share of the population as a whole, particularly Hispanics, African Americans and Asians. This was particularly evident for Hispanics, who made up 12 percent of the population, but 22 percent of Basic Education participants.

Overall, non-whites comprised 65 percent of the participants, up 1 percentage point from last year's report.<sup>3</sup>



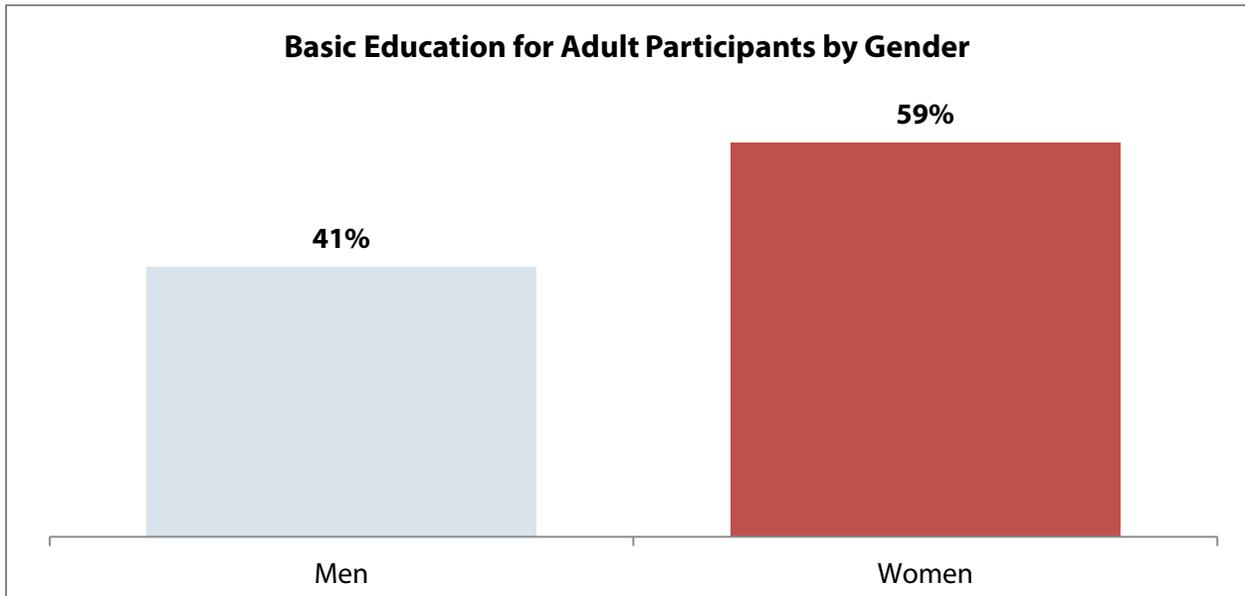
Source: Community and Technical Colleges Administrative Data 2012-13 and 2012 American Community Survey.

<sup>2</sup> The 2015 Workforce Training Results reports are based on data observed as recently as 2013-2014 for individuals exiting programs during 2012-13.

<sup>3</sup> In this report, unless otherwise stated, racial and ethnic minority groups are mutually exclusive; that is, an individual belongs to one group only. The groups include the following: Hispanics of any race (also referred to as Hispanics); non-Hispanic African Americans (also referred to as African Americans); non-Hispanic Asians (also referred to as Asians); non-Hispanic Pacific Islanders (also referred to as Pacific Islanders); non-Hispanic Native Americans and Alaskan Natives (also referred to as Native Americans); non-Hispanic multiracial (also referred to as multiracial); and non-Hispanic whites (also referred to as whites). According to the 2012 U.S. Census Bureau estimates for Washington from the American Community Survey, 72 percent are white; 4 percent are African American; 3 percent are Native American; 7 percent are Asian; 2 percent are Pacific Islander; 4 percent are multiracial; and 12 percent are Hispanic.



Women also outnumbered men in Basic Education. Some 59 percent of participants were women, up 3 percentage points from the previous report.



Source: Community and Technical Colleges Administrative Data 2012-13.

The median age of participants leaving a Basic Education program was 29 years old. A quarter of participants were under age 23, while a quarter of the participants were over age 39.

### Tracking Basic Education for Adults Progress

The Workforce Board routinely measures the performance of our state's largest workforce programs. As a customer-focused advocate for Washington's workers and employers, the Workforce Board strives to provide performance accountability, verifying whether worker education and training programs provide a return on investment for participants and taxpayers.

The Workforce Training Results report seeks to answer five core questions:

- Did participants get the skills they needed?
- Did participants get a job and how much were they paid?
- Were employers satisfied with the preparation workers received?
- Has the program made a difference in the participant's success?
- Did participants and the public receive a return on their investment?

### Data Comes From State Wage Files

The 2015 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2013-14.



## Net Impact Study Adds More Insight into Program Performance

In addition, the report includes a comprehensive Net Impact Study. Conducted every four years, this study provides a head-to-head comparison of participants and non-participants to help answer a central question: How much of a workforce participant's success in obtaining a job, or a higher wage, is due to the workforce program? By comparing program participants with similar individuals who did not participate in a workforce training program, the Net Impact Study indicates whether employment and earnings gains are due to the workforce program, or if workers could have made this progress on their own. This research also allows for a more detailed analysis as to whether the participant and the public received a return on their investment in the program.

Turn to page 17 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2015 Workforce Training Results. The study provides a side-by-side comparison of participants vs. similar non-participants, answering the question of whether the program is making a difference.

## Did Participants Have a Job and How Much Were They Paid?

To find out whether participants had jobs and how much they earned, participant records were matched with Employment Security Department wage files from Washington and neighboring states.<sup>4</sup>

According to record matches, 51 percent of Basic Education participants had employment during the third quarter after they left the program- slightly higher than the percentage of employed participants observed in 2014 (49 percent). Their median hourly wage of \$11.54, and median annual earnings of \$17,764, was very similar to the prior program year.<sup>5</sup> Following a decline between 2008 and 2011, employment has increased slightly. However, earnings have remained relatively flat since 2011.

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<sup>4</sup> These files contain quarterly earnings and hours worked information on those individuals with employment reported for unemployment insurance (UI) benefits purposes (approximately 90 percent of in-state employment, with self-employment, active duty military, and those working for religious nonprofit organizations being the major groups of employers not included).

<sup>5</sup> Annual earnings are calculated as third quarter earnings multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter. All wages and earnings are stated in first quarter 2014 dollars.



## 2014 Employment and Earnings for Basic Education Participants

Performance Measure	Results
Employment Rate*	51%
Full-Time Employment **	49%
Median Hourly Wage***	\$11.54
Median Quarterly Hours	388
Median Annualized Earnings***	\$17,764

\* These figures apply to those with employment reported to state employment agencies six to nine months after leaving the program, through the first part of 2014. Rate does not include self-employment, employment outside the Northwest or military service and thus understates total employment by approximately 10 percent.

\*\* Full-time employment averages 30 or more hours per week.

\*\*\* Earnings/wages expressed in first quarter 2014 dollars in order to account for inflation.

## Earnings of Basic Education for Adults Participants

The next table shows employment and earnings over the course of five study periods. This data is also represented in a graph on the following page for the years 2011-2014.

## Employment and Earnings Trends for Basic Education for Adults Participants

Performance Measure	2010	2011	2012	2013	2014
Employment Rate*	46%	46%	48%	49%	51%
Full-Time Employment**	49%	48%	50%	49%	49%
Median Quarterly Hours	385	382	386	384	388
Median Hourly Wage***	\$17,471	\$17,071	\$17,007	\$17,074	\$17,764
Median Annualized Earnings***	\$11.51	\$11.32	\$11.17	\$11.17	\$11.54

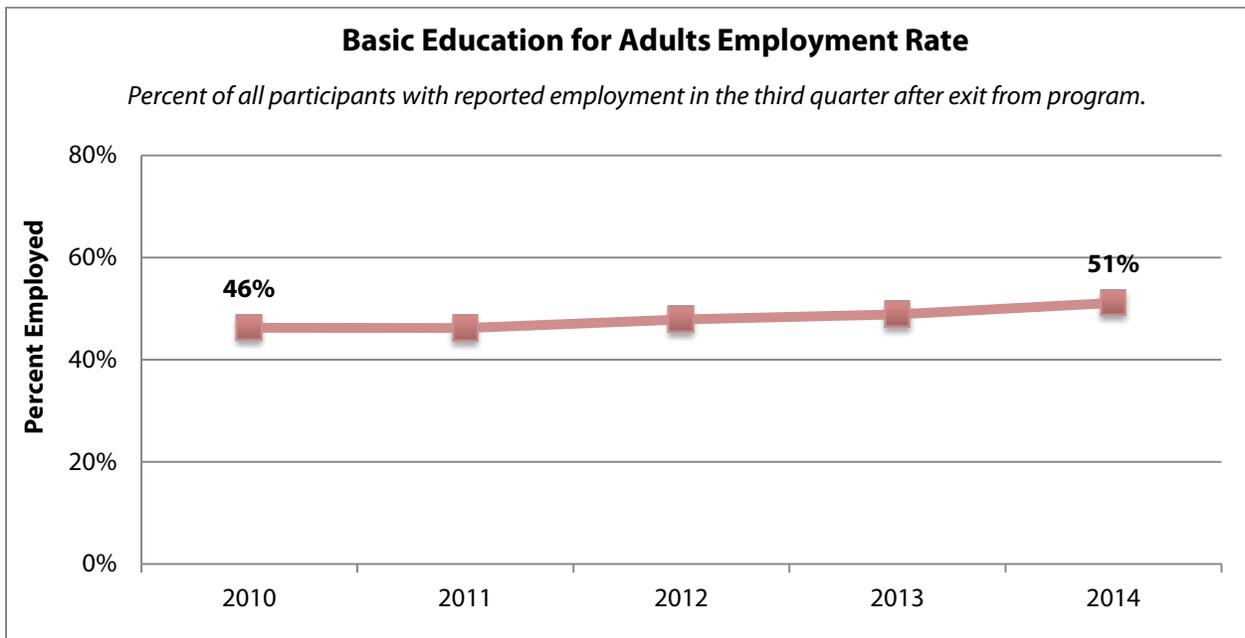
\* These figures apply to those with employment reported to the state's Employment Security Department six to nine months after leaving program, through the first part of 2014. Rate does not include self-employment, employment outside the Northwest or military service and thus understates total employment by approximately 10 percent.

\*\* Full-time employment averages 30 or more hours per week.

\*\*\* Earnings/wages expressed in first quarter 2014 dollars to account for inflation.

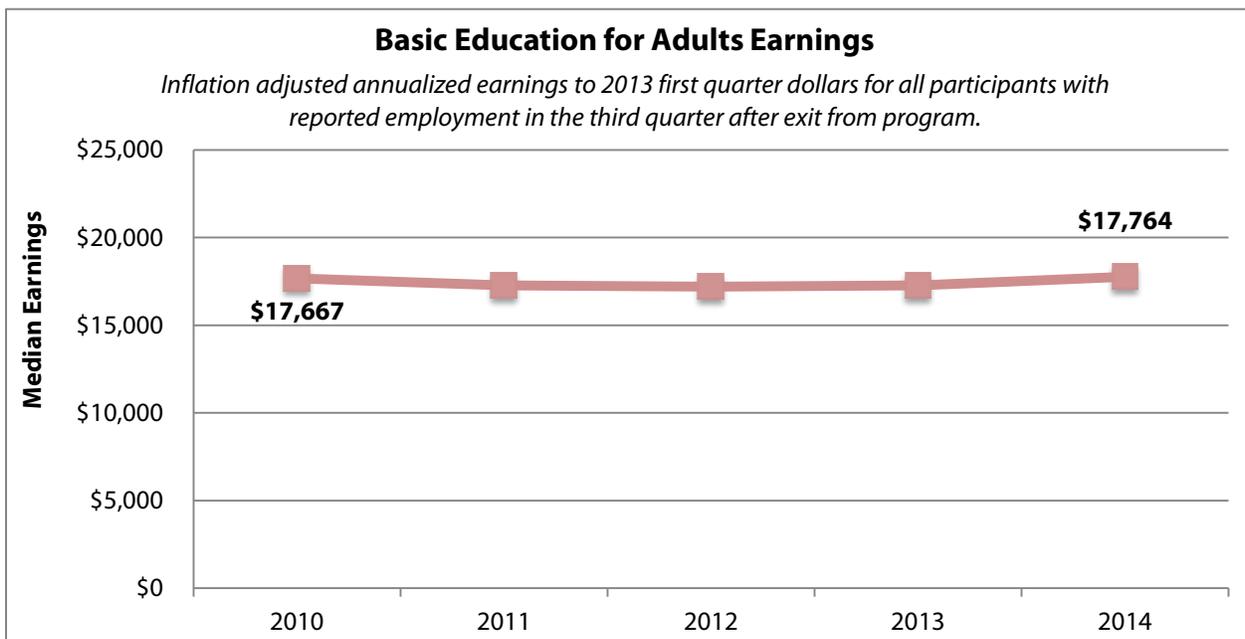
The percentage of participants employed in the 2015 report is similar to the percentage employed in the 2014 report (49 percent vs 51 percent).





*Note: Rate does not include self-employment, employment outside the Northwest or military service, and thus understates total employment by approximately 10 percent.*

Median annualized earnings for Basic Education participants are similar to the two previous reports, \$17,764 in this year's report compared to \$17,267 in the 2015 report and \$17,199 in the 2013 report.



*Note: This chart shows annualized earnings in 2013 first quarter dollars to account for inflation.*



## Basic Education for Adults Employment by Industry

Employment among Basic Education participants is heavily concentrated in services, retail trade, and manufacturing industries. The percentage of participants employed in services is two percentage points above last year (61 versus 59 percent). Employment in the retail trades and manufacturing is nearly identical to the previous year.

Industry Group	
61%	Services Industry
14%	Retail Trade Industry
10%	Manufacturing
4%	Natural Resources and Mining
3%	Construction
3%	Transportation, Warehousing and Utilities
3%	Wholesale Trade
2%	Financial Services
1%	Public Administration
0.4%	Information
Breakout of Services Industry	
20%	Accommodation and Food Services
11%	Administrative, Support, Waste Management and Remediation
10%	Health Care
10%	Social Assistance
5%	All Other Services
2%	Arts, Entertainment, and Recreation
1%	Education Services
1%	Professional, Scientific, and Technical Services
Breakout of Retail Trade Industry	
3%	Department Stores and Warehouse Clubs
3%	Groceries, Supermarkets & Specialty Foods
2%	All Other Retail
1%	Clothing and Accessories Stores
1%	Motor Vehicle and Accessories Sales
1%	Home furnishings, Garden, Hardware
1%	Gas Stations/Convenience Stores

Source: Matches with Employment Security Department data in third quarter after exiting program.

Note: Industry groups are based on North American Industry Classification System (NAICS) codes.



## Relationship of Training to Employment

In 2013, the Workforce Board surveyed Basic Education participants who had left their program in 2011-12. The survey provided data on employment and participant satisfaction with the training. The survey was conducted by telephone and 230 participants completed it.

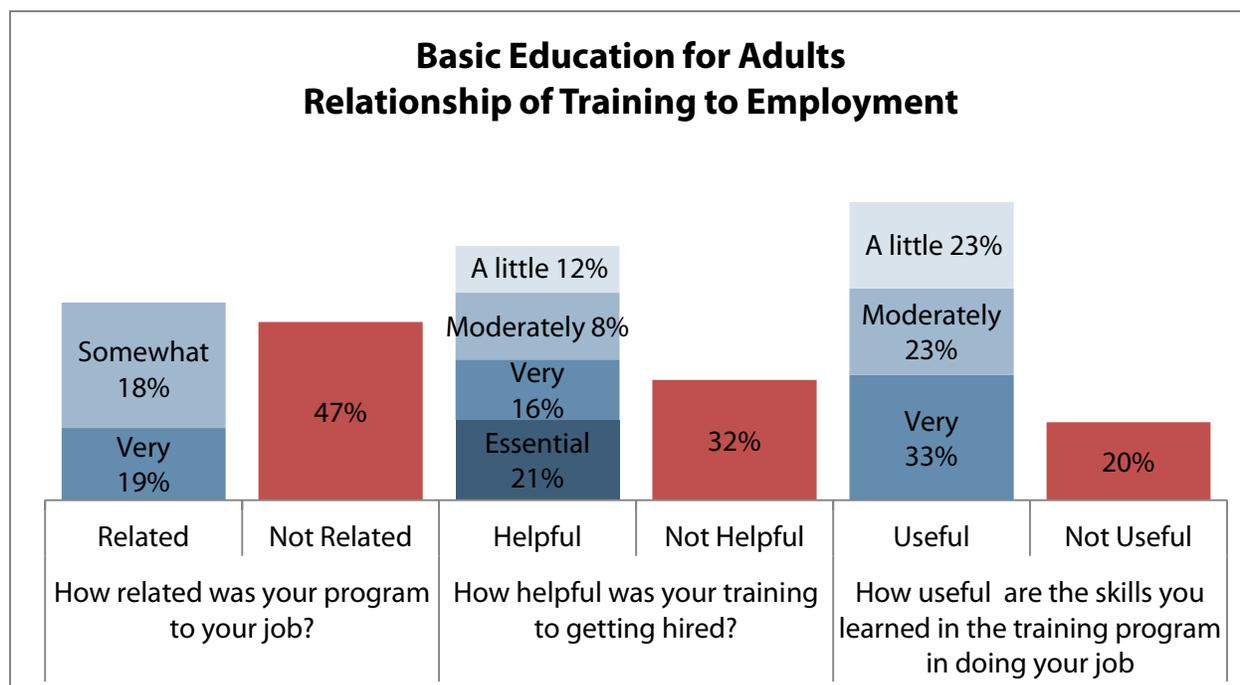
To measure the extent to which a participant’s education program and training related to employment, we asked participants three questions:

1. How related was the program to their job?
2. How important was the training in getting hired?
3. Are the skills they learned useful in their job?

Asking about the relationship between training and employment in different ways can produce more complete information. For example, some participants said their training was not related to their job, but nevertheless found the skills acquired were useful on the job.

Among Basic Education participants employed six to nine months after leaving a program, 19 percent said their training was “very related” to their job. A further 18 percent reported the training was “somewhat related” to their job. Compared to 2011, participants in 2013 reported slightly lower rates of training related to their job (by 2 percentage points).

Although 47 percent of Basic Education participants reported the program was unrelated to their job, Basic Education administrators point out that there is not a one-to-one correlation between the jobs students hold as they enroll and the job goals that motivate their enrollment. The new Basic Education for Adults State Plan Pathways to College and Careers for Washington’s Emerging Workforce, which went into effect July 1, 2014, should lead to a stronger relationship to employment over time.



Source: Workforce Board’s Participant Satisfaction Survey 2013.



Participants interviewed in 2013 also indicated the training was helpful to them in getting their job. Of those participants, 21 percent indicated their training was an “essential requirement,” another 16 percent indicated it was “very important,” and 8 percent reported it was “moderately important.” Another 12 percent said it was “a little helpful.” Some 32 percent indicated their training was “not important at all” to getting their job.

Nearly four out of five participants said the skills they learned in their training program were useful in doing their job. Some 33 percent of participants indicated the skills were “very useful,” 23 percent said “moderately useful,” and 23 percent “a little useful.” The remaining 20 percent of Basic Education participants who were employed indicated the skills were “not useful at all.”

When combining two of the questions about the program’s relationship to the job and about whether the skills acquired were helpful, a small percentage of participants answered negatively to both. Some 11 percent of participants employed the third quarter after exit said the training they received was *neither* helpful in their job nor related to the job they obtained.

### **Wages and Employment Results Vary by Population**

Wage and employment results can vary by gender, race and ethnicity, and disability. Among participants employed during the third quarter after exit, there is a substantial gender gap in labor market outcomes. Women who participated in Basic Education had a lower employment rate, hours worked, hourly wage, and annual earnings than male participants. The ratios between men’s and women’s employment rates, hours worked, earnings, and wages have stayed much the same since the last report.

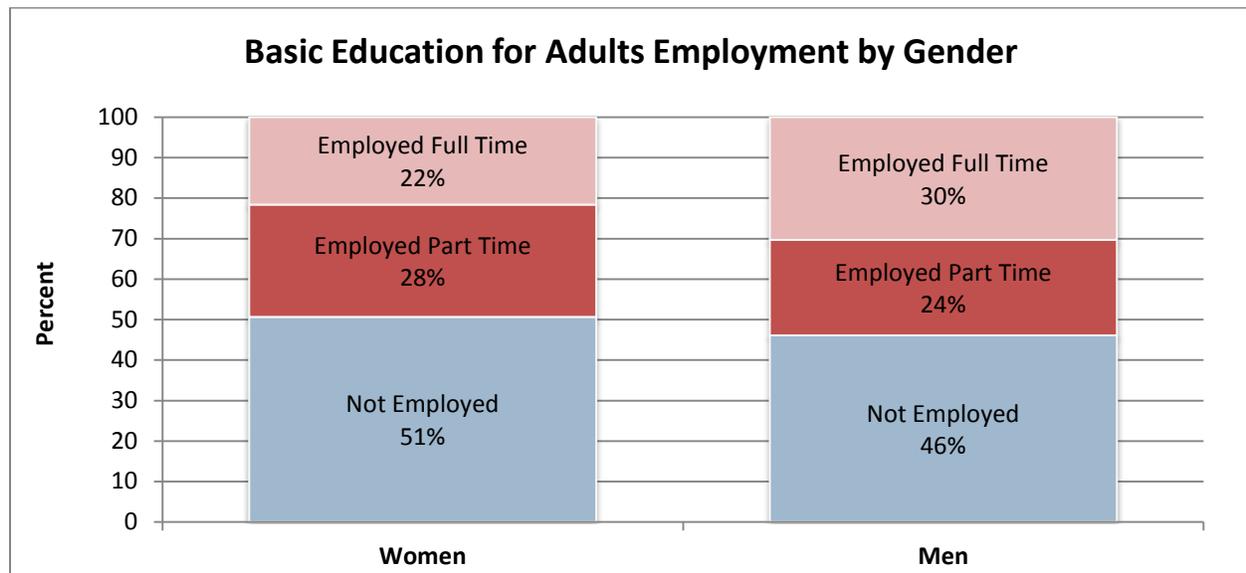
<b>Gender Differences in Labor Market Outcomes Among Basic Education for Adults Students in the Third Quarter After Leaving Program</b>			
	<b>Women</b>	<b>Men</b>	<b>Ratio</b>
Employment Reported to ESD	49%	54%	91%
Median Quarterly Hours Worked	355	427	83%
Median Hourly Wage	\$11.16	\$12.18	92%
Median Annual Earnings*	\$15,964	\$20,664	77%

Source: Matches with Employment Security Department data.

\*Earnings/wages expressed in first quarter 2014 dollars in order to account for inflation.

The following chart shows the percentage of men and women Basic Education participants who reported being employed. Also broken out is the percentage of those working that held full-time jobs. Twenty four percent of men worked part time, while 30 percent worked full time to reach an overall employment rate of 54 percent. This was higher than the overall

employment rate for women (50 percent). Women were more likely to be employed part time (28 percent) but less likely to be employed full time (22 percent).



Source: Matches with Community and Technical Colleges Administrative Data and Employment Security Department data.

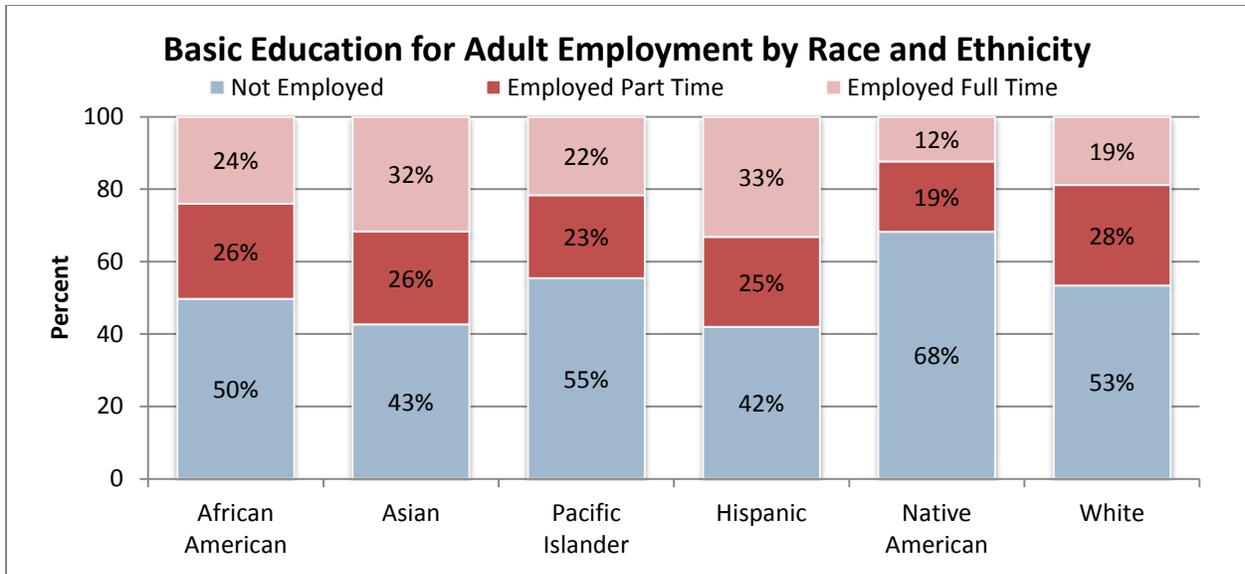
### Race/Ethnicity Plays Role

Basic Education program graduates had different employment rates depending on their race and ethnicity. The highest employment rate was found among Hispanics and Asians (both at 58 percent), followed by African Americans (50 percent), whites (47 percent) Pacific Islanders (45 percent), and Native Americans (31 percent).

Of those Basic Education participants who were working, the percentage with full-time employment also varied according to race and ethnicity. Hispanics had the highest percentage working full time at 33 percent (part time employment measured 25 percent), followed by Asians (32 percent), African Americans (24 percent), Pacific Islanders (22 percent), and whites (19 percent). The lowest percentage working full time was Native Americans (12 percent).

The highest median hourly wages were earned by Hispanics (\$12.15), then Asians (\$11.98), African Americans (\$11.25), and whites (\$11.19). Pacific Islanders had the lowest hourly wage (\$10.94), with Native Americans earning slightly more (\$11.11).

Hispanics had the highest annual earnings, at \$20,708, followed by Asians (\$20,297), African Americans (\$17,183), Pacific Islanders (\$16,077), whites (\$14,578), and Native Americans (\$14,043).



Source: Matches with Community and Technical Colleges Administrative Data and Employment Security Department data.

### Disability Impacts Employment, Earnings

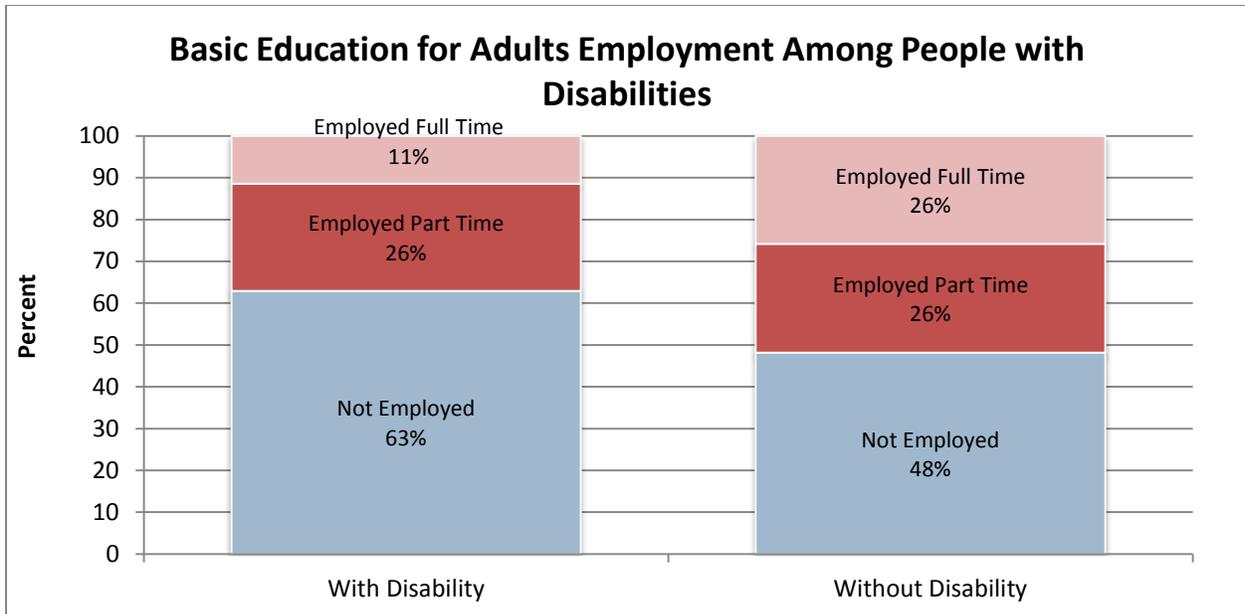
Among 2015 Basic Education participants, 5.2 percent had a disability (a significantly lower percentage than the 12 percent of the general population who have a disability).<sup>6</sup> Participants with disabilities did less well in the labor market than other participants, with 26 percent working part time and 11 percent working full time (to reach an overall rate of 37 percent). Seventy percent of participants without a disability were employed. This is similar to the percentage difference observed in the last report (36 percent compared to 49 percent).

Participants with disabilities were even less likely to work full time than participants without a disability (11 percent compared to 26 percent).

The median hourly wage of participants with disabilities was 93 percent of the amount earned by participants without a disability (\$10.72 compared to \$11.58), and median annual earnings were 62 percent of those without a disability (\$11,103 compared to \$18,029).

<sup>6</sup> 2012 U.S. Census Bureau estimates from the American Community Survey, Table S0201 - Selected Population Profile in the United States.





Source: Community and Technical Colleges Administrative Data and Employment Security Department data matches 2012-13.

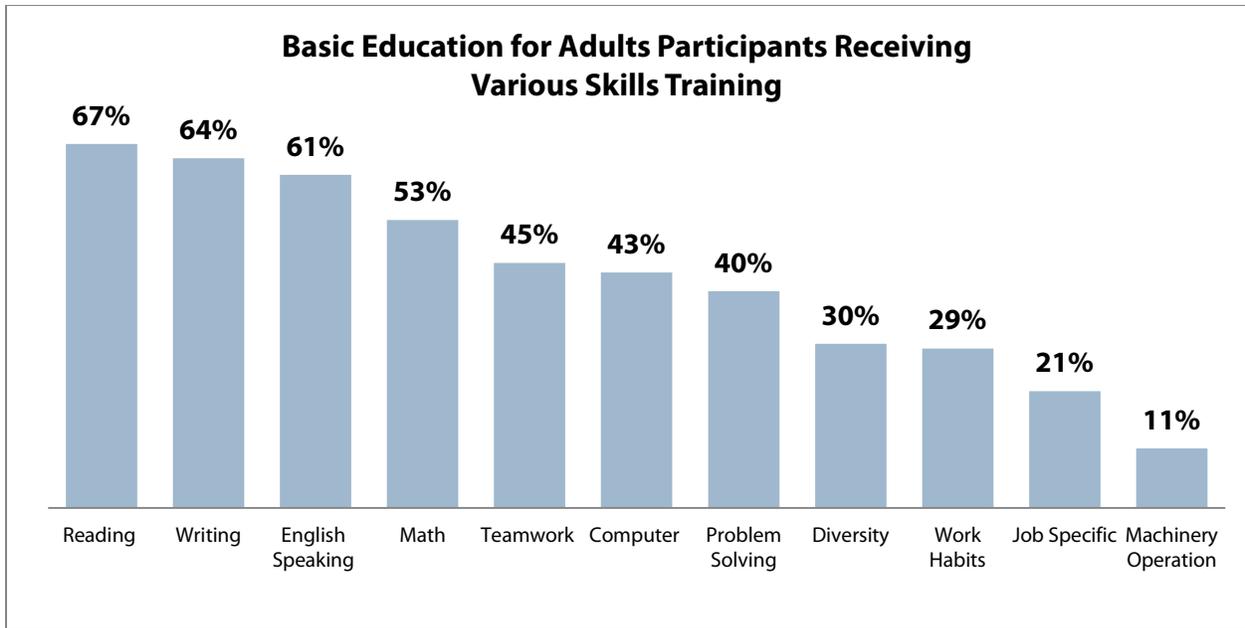
### Participant Survey

In 2013, the Workforce Board surveyed Basic Education participants who had left their program in 2011-12. The survey provided data on employment and participant satisfaction with the training. The survey was conducted by telephone and was completed by 230 participants.

According to survey results, 73 percent of participants indicated they entered a Basic Education program to learn skills for a new job. Participants also said they enrolled for their own personal enjoyment or improvement (90 percent), or to improve their English speaking or reading skills (72 and 71 percent respectively).

As in previous studies, the majority of participants received instruction in reading and writing. Just a little over half of participants received instruction in math. Fewer received training in workplace skills such as problem solving, diversity, and work habits. The highest percentage of participants, 67 percent, said they gained reading skills, followed closely by the 64 percent who reported gaining writing skills.

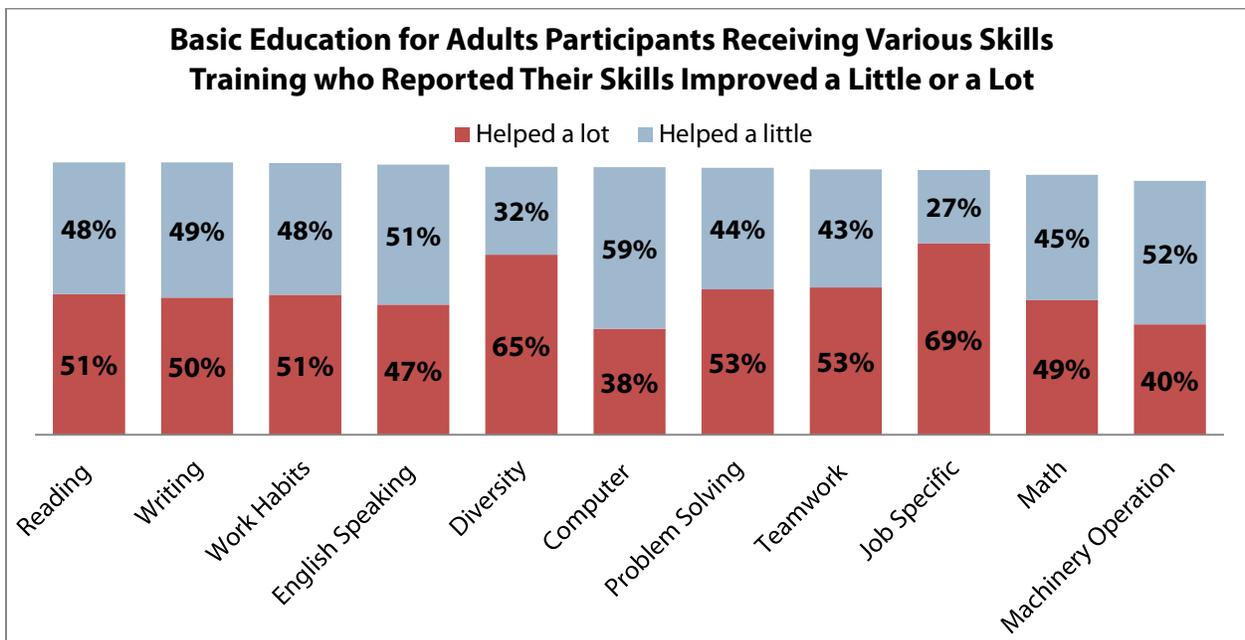




Source: Workforce Board's Participant Satisfaction Survey 2013.

As in the previous study, most participants reported their skills improved in the areas where they received instruction. Participants tended to report higher levels of improvement with workplace skills, such as job specific skills and diversity than with basic skills such as computer, writing or math.

Of the 11 different categories of skills training, six saw an increase in the percentage reporting that such training "helped a lot." These were led by job specific training (up 6 percentage points) and math (up 5 percentage points). The job specific category at 69 percent had the highest percent reporting it helped a lot. Computer training had the lowest at 38 percent.



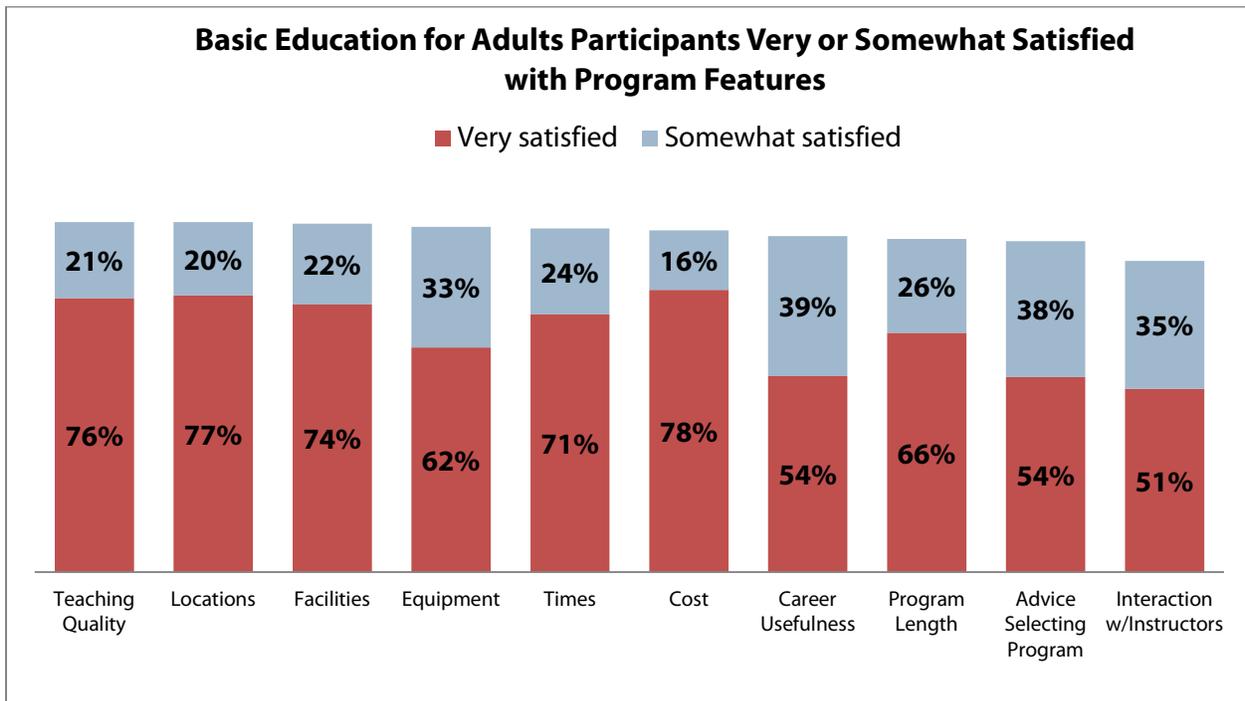
Source: Workforce Board's Participant Satisfaction Survey 2013.



## Participant Satisfaction

In general, participants were satisfied with the training they received. Some 94 percent of participants reported being satisfied with their program overall. The percentage who stated that they had met their educational objectives remained at 68 percent this year. A majority of participants indicated satisfaction with various program features. Three-quarters of participants reported they were "very satisfied" with program locations and teaching quality.

Compared to the 2011 survey, the 2013 program feature with the largest increase of participants reporting they were "very satisfied" was program length (which increased from 61 to 66 percent). The program features "equipment" (68 to 62 percent) and "interaction with instructors" (56 to 51 percent) had the biggest drops in reporting "very satisfied".

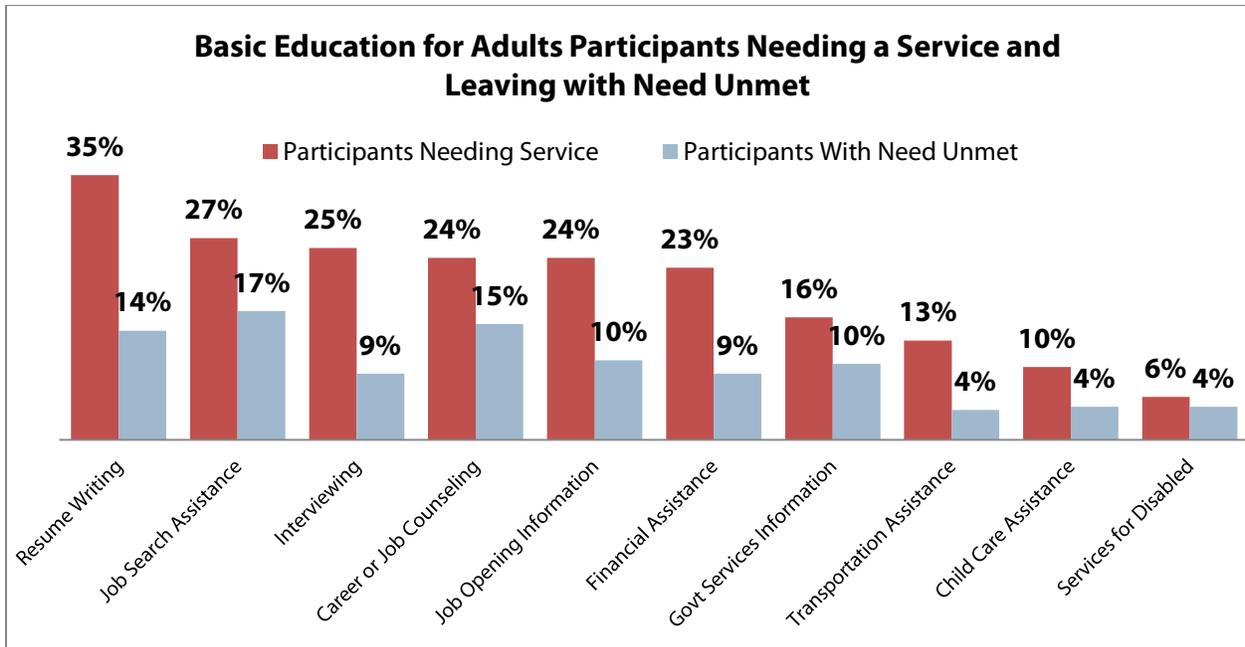


Source: Workforce Board's Participant Satisfaction Survey 2013.

The job hunt support services most needed by Basic Education participants surveyed was resume writing (35 percent), job search assistance (27 percent), and interviewing (25 percent). Job search assistance was also the area with the largest unmet need <sup>7</sup> (17 percent), followed by career counseling (15 percent), and resume writing (14 percent). At the other end of the spectrum only 6 percent of Basic Education participants said they needed services for the disabled and only 4 percent said they had an unmet need.

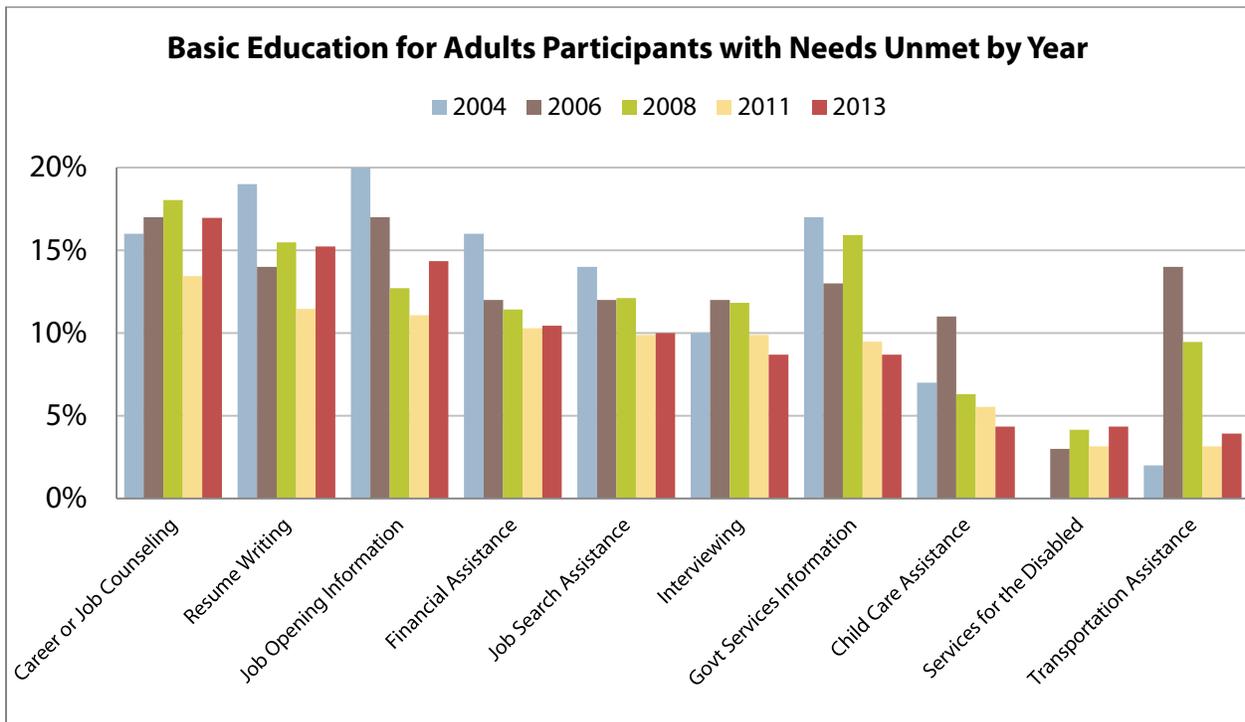
<sup>7</sup> Unmet need refers to cases where the student reports that either they did not receive the required service or what was provided did not meet their needs.





Source: Workforce Board's Participant Satisfaction Survey 2013.

The percentage of participants who reported leaving the program with an unmet need was higher than the 2011 survey for several categories (career counseling, resume writing, and job opening information). However, over the past 10 years, percentages have fallen in nearly all categories. The largest decrease in unmet need came in government services information, falling by 8 percentage points.



Source: Workforce Board's Participant Satisfaction Surveys 2004-13.



## Net Impact - Did Program Make a Difference in Participant Success?

Every four years the Workforce Board conducts net impact and cost-benefit analyses of workforce development programs. This detailed study compares participants and non-participants. The net impact part of this study attempts to measure whether the program made a difference in the participant's success.

Washington is the only state to periodically conduct rigorous net impact evaluations of its workforce programs.

The Basic Education for Adults program has positive net impacts on annualized earnings.

The net impact analysis was conducted by the W.E. Upjohn Institute for Employment Research (Upjohn), a national leader in evaluating training programs. To do the analysis, Upjohn studied program participants to see what results they achieved and compared these results with a control group. Individuals who participated in a Basic Education program were compared to individuals who had similar demographic characteristics, but who did not participate in any of the programs included in the study. The comparison group members were selected from among those who registered with WorkSource, Washington's one-stop career center system.

The most recent net impact analyses examined experiences of participants who left the Basic Education program through 2009. The short-term impact (Program Year 2007-08) was observed in 2008-09, while the long-term impact (Program Year 2005-06) was observed from 2006-07 through 2008-09.

### Impact on Employment and Earnings: Participants vs. Control Group

Basic Education for Adults Participants	Short-term <sup>^</sup>	Long-term <sup>^</sup>
Net Employment Impact*	No significant positive impact	No significant positive impact
Net Hourly Wage Impact**	No significant positive impact	No significant positive impact
Net Quarterly Hours Impact	15.4	15.1
Annualized Earnings**	\$1,006	\$905

<sup>^</sup>Short-term is three quarters after program exit. Long-term is average across three years since program exit.

\*Percentages listed are employment percentage points above those of the control group of non-participants.

\*\*Wages and earnings, expressed in first quarter 2014 dollars; represent the average difference between Basic Education participants who got jobs and those in the control group who were employed.



To estimate these impacts, individuals who received employment-related Basic Education were compared to individuals who had similar characteristics within the state's employment service, but who did not participate in any of the programs included in the study.<sup>8</sup> Additional estimates were made for a cohort of Basic Education participants who also participated in CTC Professional Technical Education.

As can be seen above, Basic Education participants worked more hours per quarter than non-participants in the control group. They also garnered higher annualized earnings than those who did not participate. However, the program did not have a significant positive impact on employment and hourly wages.

### **Positive impact of I-BEST**

As will be shown on Page 18 of this report, Integrated Basic Education and Skills Training, or I-BEST, is a proven basic skills delivery model that shows substantial employment and earnings benefits to participants. I-BEST blends basic skills training with job skills training, with two instructors working in tandem to boost the relevance of coursework and the efficiency in which students gain skills that help advance their education and employability. I-BEST offers a different approach to basic education, which traditionally requires adults to complete all basic education courses before they can start training for a job. I-BEST, by contrast, provides students the chance to learn job skills right away and earn college credits at the same time. All 34 of the state's community and technical colleges offer some form of I-BEST.

The State Board for Community and Technical Colleges has moved the I-BEST model, with its emphasis on contextual learning and college and career pathways that lead to living-wage jobs, into other programs focused on low-skill, low-wage adults. Moving participants more rapidly into additional career-focused education and training is a primary goal. I-BEST has also become a national model and is being offered in a number of other states.

[http://www.sbctc.ctc.edu/college/e\\_integratedbasiceducationandskillstraining.aspx](http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx)

### **Costs and Benefits**

The cost-benefit analysis estimates the value of the net impact on earnings, employee benefits (estimated at 25 percent of earnings), unemployment insurance benefits, and certain taxes.

Program costs include both direct program costs and support payments borne by the government and the earnings students gave up while participating in the program. Benefits and costs are calculated for both the observed period of time and based upon a statistical model that estimated the benefits and costs out to the age of 65. In order to compare benefits and costs in terms of net present values, post-program benefits and costs are discounted by 3 percent per year and all figures are stated in 2014 Q1 dollars to control for inflation. The benefits and costs presented here are based on impacts estimated for students leaving programs in 2005-2006 (observed from 2006-07 through 2008-09), because a longer-term

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<sup>8</sup> The net impact study excludes individuals who enrolled in Basic Education for Adults programs for personal enhancement or non-employment-related purposes.



follow up is required for this analysis. The results are for those students who took only basic skills courses in the colleges.

For each student in Basic Education, the public (taxpayer) cost is about \$2,875 over the length of their enrollment, and the student cost is \$119 in foregone earnings while in school. The average Basic Education student makes no net gains in earnings in either the first two and one-half years after leaving college or during the course of working life to age 65 compared to similar individuals who did not participate in any of the workforce development programs.

### Participant and Public Benefits and Costs per Participant in Basic Education for Adults Programs

Benefit/Cost	First 2.5 years		Lifetime (until 65)		Sum of Costs and Benefits
	Participant	Public	Participant	Public	
<b>Benefits *</b>					
Earnings	-	-	-	-	
Fringe Benefits	-	-	-	-	
Taxes	-	-	-	-	
Transfers					
UI	-\$744	\$744	-\$1,115	\$1,115	
<b>Costs</b>					
Foregone net earnings	\$119	\$13	\$119	\$13	
Program costs	\$0	-\$2,875	\$0	-\$2,875	
Benefits	-	-	-	-	
Costs	\$119	-\$2,862	\$119	-\$2,862	
<b>Total (Net)</b>	-	-	-	-	

*Note: Benefits and costs are expressed in 2014 first quarter dollars. Upjohn estimated the impact of the net change in earnings of Social Security, Medicare, federal income, and state sales taxes.*

Again, the above findings are for students who participated in Basic Education only and do not include students who also participated in professional-technical education or other training. In contrast, Integrated Basic Skills Education and Training (I-BEST), that combines adult education with professional-technical training, has significant positive results.



## Impact on Employment and Earnings: I-BEST Participants vs. Control Group

<sup>^</sup>Short-term is three quarters after program exit. Long-term results are not yet available for I-BEST

\*Percentages listed are employment percentage points above those of the control group of non-participants.

I-BEST Participants	Short-term <sup>^</sup>
Net Employment Impact*	3.9 percentage points
Net Hourly Wage Impact**	\$1.42
Net Quarterly Hours Impact	35.3
Annualized Earnings**	\$2,675

\*\*Wages and earnings, expressed in first quarter 2014 dollars; represent the average difference between I-BEST participants who got jobs and those in the control group who were employed.

### Summary, Areas for Improvement, and Further Research

Basic Education for Adults has historically had a significantly higher minority enrollment than is reflected in the state's overall population. This can be attributed, at least in part, to the higher poverty rates among some groups and higher levels of limited English proficiency, both of which Basic Education addresses. This higher minority representation was again the case this year, particularly among Hispanics who made up 22 percent of participants, but 12 percent of Washington's wider population. Women were more prevalent (59 percent) than men among participants.

Employment and earnings are up a bit in this year's report, although the results remain weak overall for students who participate in Basic Education for Adults without also receiving professional-technical training. This has been documented in previous Workforce Training Results reports. Although participants report high levels of satisfaction with their program, the study does not find a significant positive impact on the average participant's employment and hourly wages. On a positive note, there has been a general trend over time toward meeting more participant needs for support services.

Basic Education program administrators hope to see an increased focus on pathways to college and careers as the new Workforce Innovation and Opportunity Act is implemented in the coming year. A more direct connection between Basic Education and this far-reaching federal workforce act, with its focus on employment and training, may also increase male participation over time.

However, the findings show a significant positive impact on employment and earnings for students who participated in I-BEST, which pairs two instructors in the classroom—one to teach professional and technical content and the other to teach basic skills in reading, math, writing or English language. This combination of basic education and job skills training allows students to move through school and into employment faster. The results for I-BEST are strong evidence of the importance of investing resources in this model, which originated in Washington and has since been replicated in a number of other states.

